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INSTRUCTIONAL GOALS/PRIORITY OBJECTIVES

The educational goals for the Fort Zumwalt School District focus on the student and address quality in education. The goals are relevant to the lives of students of any age, whether in formal institutions of learning, programs of continuing education or any learning environment. The goals adopted by the school district correspond closely to those that have been established for all Missouri schools by the Missouri Department of Elementary and Secondary Education. The four categories of goals may be related to formalized school experiences or individual attainment. Regardless of the language, responsibility is placed upon both the school and the student. Appropriate outcomes necessitate that citizens, educators and especially the students make wise use of available resources. The goals are intertwined; no one goal stands apart from the rest. These goals help define performance objectives for students, identify tasks to be performed by teachers in giving life to those objectives, and help determine means for evaluating student progress.

Intellectual Development

It is the goal of the district that each individual will have the opportunity to develop intellectual ability to developmental capacity. The development of intellectual ability should include the acquisition of knowledge as well as the creative ability to process and use that knowledge. To acquire the desired knowledge and fundamental intellectual processes, the Board of Education believes that each individual should become proficient in communication, quantitative thinking, social processes, scientific understanding, decision making and aesthetic appreciation.

Physical Development

It is the goal of the district that each individual will have opportunity to develop knowledge, understanding and/or skills in the process of physical growth and maturation, health and recreation to the extent of developmental ability.

Social Development

It is the goal of the district that each individual will have the opportunity to develop social skills to the extent of developmental ability. These skills should be related to the individual's physical and social environment, cultural awareness, governmental institutions, avocational pursuits, and concept of self.

Career Development

It is the goal of the district that each individual be provided systematic and sequential activities at all levels to facilitate educational and occupational decision making appropriate to maturation. Career development should include all aspects necessary in developing a way of life. These activities should be related to the social significance of work, occupational exploration, occupational preparation and adult occupational education.

Organization of Instruction

The organization of instruction is designed to meet the standards established by the Missouri Department of Elementary and Secondary Education.

Adopted: August 21, 1995

Fort Zumwalt School District, O'Fallon, Missouri

ACADEMIC FREEDOM

Academic freedom is the right and responsibility of educators and students to study, investigate, present, interpret and discuss all facts and ideas relevant to the subject matter of the classroom and appropriate to the maturity and the intellectual and emotional capacities of the students.

It is the intention of the school district to preserve and clarify the academic rights and responsibilities of the district's teachers, within the scope of the curriculum, and to strive toward the free exchange of ideas in the classroom. To further the exchange of ideas, the teacher may employ subject matter appropriate to the level of the learner, in keeping with the mores of the community, and may use teaching methods and teaching aids deemed appropriate in conduct of the class.

Academic freedom is not to be interpreted as promoting ideologies and philosophies which are contradictory or diametrically opposed to the mores and values of the community as interpreted by the Board of Education.

Adopted: August 16, 1993

Cross Refs: INB, Teaching About Controversial Issues
INC, Controversial Speakers

Fort Zumwalt School District, O'Fallon, Missouri

ACADEMIC CALENDAR/YEAR/DAY

State law requires the district to set a district start date and establish an academic calendar that provides for a minimum of 174 days and 1,044 hours of actual pupil attendance between July 1 and June 30.

The Board recognizes the relationship between attendance and student achievement and directs the superintendent to develop an academic calendar designed to improve student achievement, exceeding the minimum requirements if necessary. The academic calendar will include sufficient time for high quality professional development. The superintendent will present the proposed academic calendar for the next year to the Board in March. The presentation will include an explanation of how the calendar relates to improving student achievement, how the proposed calendar assists the district in meeting its Comprehensive School Improvement Plan (CSIP) goals and the budget recommendations necessary to support the proposed calendar.

In accordance with Missouri law, the Board will post notice of and hold a public meeting to discuss and vote on the district's start date if that proposed date is earlier than ten (10) calendar days prior to the first Monday in September. An affirmative vote of a majority of the Board is required to set a start date more than ten (10) calendar days prior to the first Monday in September. The Board will adopt an academic calendar not later than May 1. Upon board approval of the academic calendar, the superintendent will distribute copies to the staff and appropriately notify parents/guardians and students.

The academic calendar will include six (6) make-up days for possible loss of attendance due to inclement weather as defined in state law. If the district uses these six (6) make-up days and still does not meet the minimum attendance requirements it shall be required to make up no more than half the number of days canceled in excess of six (6) days.

Days that the district's schools are closed for reasons other than inclement weather will be made up in accordance with state law, as recommended by the superintendent and approved by the Board.

Academic Day

Unless otherwise exempted by law, the academic day will be at least three (3) but not more than seven (7) hours long. For the purposes of determining the length of an academic day, the district defines an hour as time that students are under the guidance and direction of teachers in the teaching process. The length of the academic day may vary by building or grade level subject to recommendation by the superintendent and approval by the Board. The specific daily opening and closing time for individual schools may vary to facilitate the scheduling of the district's transportation program.

Adopted: December 3, 1990
Revised: January 4, 1993
Revised: August 16, 1993
Revised: August 19, 1996
Revised: June 30, 2008

Cross Refs: EBCD, Emergency Closings

Legal Refs: §§ 160.011, .041, .051, 163.071, .021, 171.031, .033 RSMo.
Op. Atty. Gen. No. 204-83

Fort Zumwalt School District, O'Fallon, Missouri

SCHOOL DAY

The nature of the school day shall be jointly agreed upon by the Board and the Fort Zumwalt Education Association. In developing the length of the school day, the Board and the Association are governed by state statutes which require that:

- The specific daily opening and closing time for individual schools may vary to facilitate the scheduling of the district's transportation program.
- If the district's schools are dismissed due to inclement weather after school has been in session for (3) hours, that day shall count as a school day.

Adopted: December 3, 1990

Revised: January 4, 1993

Revised: August 15, 1994

Cross Refs: EBCD, Emergency Closings
IC/ICA School Year/School Calendar

Legal Refs §§ 160.011, .051, 163.017, .021, 171.031, .033 RSMo.

Fort Zumwalt School District, O'Fallon, Missouri

CURRICULUM DEVELOPMENT

The Board of Education recognizes that curriculum development provides one of the most effective means of improving the quality of instructional programs and adjusting the curriculum to meet the needs of the students and the expectations of the community. The superintendent will initiate curriculum development through established procedures which require the various administrative and professional staffs to participate at building and district levels as well as involvement from parents/guardians, members of the community and students. The Board will review and approve each curriculum guide developed by the District.

The District will provide resources and administrative support for curriculum development, evaluation and revision. A systematic plan will be established where by each curricular area will be reviewed regularly, based on actual student needs and indications of student mastery. The Guidelines for Instructional Program Development provide an annual plan for curriculum and contains all necessary curriculum revision timetables, curriculum review schedules, curriculum coordinator responsibilities and release time, and all necessary reporting forms for implementing curriculum reviews.

The Fort Zumwalt Curriculum Council will study, revise and/or develop curriculum programs and guides for the specific area of study. During the review process the committee may solicit community and student opinion relative to the content area. The council should develop a curriculum project that meets the following guidelines:

- Articulates of the curriculum content on a district-wide basis, K-12.
- Is written in specific terms which are easily understood and used by the respective professional staff members.
- Use effective methods for presenting the materials to the students.
- Use instructional materials that are effectively coordinated with the curriculum guides and programs.
- Making use of current supplementary and enrichment materials.
- The selection and adoption of instructional materials are primarily based on the programs described in the curriculum guides developed by the individual curriculum review committees.

Adopted: April 5, 1982
Revised: August 21, 1995
Revised: September 21, 1998
Revised: June 17, 2002

Cross Refs: IIA, Instructional Materials

Fort Zumwalt School District, O'Fallon, Missouri

BASIC INSTRUCTIONAL PROGRAMS

The educational program of the Fort Zumwalt School District will provide for both formal studies to meet the general academic needs of students as well as opportunities for individual students to develop specific talents and interests in the performing arts, practical arts, vocational-technical education and other specialized fields.

The various instructional programs offered by the district will be developed with the view toward maintaining a balanced and sequential curriculum which will serve the educational needs of all school-aged children in the district. The curriculum will also meet requirements established by state law, the Missouri State Board of Education and/or the Missouri Department of Elementary and Secondary Education. A written curriculum guide for all subject areas will be developed by the staff and reviewed and approved by the Board.

The Board of Education is committed to educational excellence through the development of communication and computational skills among the district's students. The Board will adopt specific requirements to ensure that High School graduates are sufficiently competent in these important skills. The instructional program will also provide a planned sequence in the language arts, social studies, the sciences, fine arts, industrial and practical arts, health and safety education, vocational-technical education and physical education. At all levels, provisions will be made for a wide range of individual differences in student abilities and learning rates through the use of a variety of materials, adjustments in programs and courses adapted to special needs of students.

The mission of the Fort Zumwalt School District includes specific curricular goals. As stated, the curriculum should:

- Ensure true inclusion of skills necessary for success.
- Include long-range goals to accommodate future needs.
- Prepare students to be informed, productive and contributing citizens to a democratic society.
- Provide opportunities to understand and appreciate our American heritage.
- Provide opportunities for Fine Arts appreciation.
- Motivate students to be creative, think critically and reason logically.
- Be periodically reviewed, updated and evaluated.
- Include programs for all students including gifted and handicapped.
- Be designed to allow for development of student skills in vocational and real-life opportunities.
- Inspire students to develop an appreciation of their world.

These goals represent the foundation upon which basic instructional programs are developed, implemented and revised. This effort is continuous and will provide teachers with curricula which supports the quest for competence and high standards of performance among all district students.

Adopted: April 5, 1982
Revised: December 3, 1990
Revised: August 21, 1995
Revised: June 17, 2002

Cross Refs: IKF, Graduation Requirements

Legal Refs: 161.102, 167.268, 168.171, 170.011, 170.041, Mo. Const., art. 1, §§ 5-7

Fort Zumwalt School District, O'Fallon, Missouri

TEACHING ABOUT RELIGION

Pursuant to state and federal law, the Fort Zumwalt School District may teach about religion but may not promote any particular religion or religious belief.

No course or portion of any course taught in the district will have the primary purpose or effect of illegally advancing or inhibiting religion.

Nothing in this policy is to be construed as inhibiting otherwise constitutionally protected religious expression by any individual.

Adopted: December 3, 1990
Revised: January 4, 1993
Revised: August 18, 2003

Legal Refs: Mo. Const., Art. I, §§ 5-7
U.S. Const., Art. I

Fort Zumwalt School District, O'Fallon, Missouri

OCCUPATIONAL EDUCATION

Career Education

The Board recognizes that career education is a developmental process designed to help students prepare for life roles in the family, the community, occupations and avocations. The Board also recognizes that the development of career education enables students of all ages to examine attitudes, interests, aptitudes and abilities in order to relate them to career opportunities and to make valid decisions regarding further education and future endeavors.

Therefore, the Board will provide career education for students at all levels of instruction. Career education in the elementary schools shall consist of career awareness and the exploration of career opportunities in various fields. At the secondary level, it will incorporate career exploration, career guidance, and vocational training opportunities, with the latter designed to equip students to enter post-secondary training for occupational areas and/or enter specific occupations directly out of high school.

Vocational Education

Vocational training programs shall be an integral part of the comprehensive high school concept in the school district. Efforts will be made to keep vocational programs relevant to job requirements, reflective of area needs, as well as being geared to the current and future technological and economic conditions. These programs shall provide students with the basic skills to enter the world of work, to obtain additional vocational skills and/or to continue their formal education. Vocational education, as a core component of comprehensive education, will share with other aspects of the high school curriculum in the development of character, attitudes and work skills.

District vocational programs shall meet all federal and state guidelines and requirements. Advisory councils will be utilized in all vocational programs.

Following the concept of area vocational-technical schools as established by the Missouri Department of Elementary and Secondary Education, students from the Fort Zumwalt School District may attend vocational-technical training programs at the Lewis and Clark Area Vocational School, St. Charles, Missouri. Students attending the Lewis and Clark Vocational School must also be enrolled in 3 (three) courses at a Fort Zumwalt High School.

Adopted: April 5, 1982
Revised: December 3, 1990
Revised: August 15, 1994
Revised: May 21, 2001
Revised: July 19, 2004

Legal Refs: §§ 178.420 - .560, RSMo.

Fort Zumwalt School District, O'Fallon, Missouri

VOCATIONAL EDUCATION

Vocational Education programs are included in the district's comprehensive instructional program review cycle. In addition to this formal, systematic review process, Vocational Education programs will conduct an annual evaluation of each program offered. This yearly evaluation will consist of gathering data related to student mastery of objectives, enrollment data, vocational completion information, vocational placement data, graduation rates, standardized tests scores, and other data specifically related to vocational education.

The Vocational Education Coordinator, in conjunction with the Vocational Instructional Committee, will prepare a summary of the building's evaluation reports and develop annual improvement plans based on the program information. The annual improvement plan, along with individual building improvement plans, will be incorporated into the district's Comprehensive School Improvement Plan (CSIP).

Advisory committee input will be used as part of the evaluation and program improvement process to assist with overall improvement of the vocational education programs.

Timelines for program evaluation:

May/June	Collect building level data related to vocational programs
July	Summary report for district developed based on data from the building reports
August/September	Summary report to Assistant Superintendent, Curriculum & Instruction
September	IAC – develop program improvement plans and submit for integration into the district's CSIP

Adopted: May 21, 2001

Fort Zumwalt School District, O'Fallon, Missouri

TEACHING ABOUT DRUGS, ALCOHOL AND TOBACCO

The Board understands that parents/guardians, educators, students and other community members are seriously concerned about the adverse effects of drug abuse on the individual and society. Furthermore, the Board believes that effective drug education programs require both the acquisition of knowledge and the development of positive personal values. Both the school and other community agencies must share in the development and conduct of programs to alleviate the problems of drug abuse.

Therefore, the district will abide by the following:

1. Be concerned with the education and prevention of all areas of drug and alcohol abuse.
2. Establish and maintain a realistic, meaningful drug and alcohol education program that will be incorporated in the total educational program.
3. Establish and maintain an ongoing in-service drug and alcohol education program for school personnel.
4. Cooperate with government and private agencies offering services related to drug and alcohol problems.
5. Encourage and support activities that will develop a positive peer influence in the area of drugs and alcohol.
6. Create a climate whereby students may seek and receive counseling about drugs and alcohol and related problems without fear of reprisal.
7. Follow federal mandates concerning drug and alcohol education.

Adopted: August 3, 1992
Revised: January 4, 1993

Cross Refs: JFCH, Student Alcohol/Drug Abuse

Legal Refs: § 195.010, RSMo.
P.L. 101-226.

Fort Zumwalt School District, O'Fallon, Missouri

Teaching about Human Sexuality

The Board of Education recognizes that parents/guardians are the primary source of sexuality education for their children. The Board also recognizes that effective sexuality education, taught in concert with parents/guardians, helps students avoid risks to their health and academic success and prepares them to make informed decisions as adults. Therefore, pursuant to requirements of state law, if the district chooses to use any course materials and instruction relating to human sexuality and sexually transmitted diseases the materials and instruction shall be medically and factually accurate and shall:

1. Present abstinence from sexual activity as the preferred choice of behavior in relation to all sexual activity for unmarried students because it is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases and the emotional trauma associated with adolescent sexual activity. Students shall be advised that teenage sexual activity places them at a higher risk of dropping out of school because of the consequences of sexually transmitted diseases and unplanned pregnancy.
2. Stress that sexually transmitted diseases are serious, possible health hazards of sexual activity. Students shall be provided with the latest medical information regarding exposure to human immunodeficiency virus (HIV), acquired immune deficiency syndrome (AIDS), human papilloma virus, hepatitis and other sexually transmitted diseases.
3. Present students with the latest medically factual information regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases, or present students with information on contraceptives and pregnancy in a manner consistent with the provisions of the federal abstinence education law.
4. Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual activity and the consequences of adolescent pregnancy as well as the advantages of adoption, including the adoption of special needs children and the process involved in making an adoption plan.
5. Teach skills of conflict management, personal responsibility and positive self-esteem through discussion and role playing at appropriate grade levels to emphasize that the student has the power to control personal behavior. Students shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control and ethical considerations, such as respect for one's self and others. Students shall be taught not to make unwanted physical and verbal sexual advances or otherwise exploit another person. Students shall be taught to resist unwanted sexual advances and other negative peer pressure.

Students may be separated by gender for human sexuality instruction. Instruction in human sexuality is to be appropriate to the age of the students receiving such instruction.

The district is required to notify the parent/guardian of each student enrolled in the district of the basic content of the district's human sexuality instruction to be provided to the student and of the parent's/guardian's right to remove the student from any part of the district's human sexuality instruction. The district is required to make all curriculum materials used in the district's human sexuality instruction available for public inspection as public record prior to the use of such materials in actual instruction.

Adopted: June 20, 2011

MSIP Refs: 1.1, 1.3

Legal Refs: 170.015, RSMo.

Fort Zumwalt School District, O'Fallon, Missouri

PROGRAMS FOR STUDENTS WITH DISABILITIES

It is the policy of the Board of Education to provide a free and appropriate education for students with disabilities, including those who are in need of special education and related services.

General

If any person knows or believes that a student has a disability and is in need of accommodation, that person should contact the school's principal or district administration immediately.

All complaints regarding discrimination will be resolved in accordance with policy AC and regulation AC-R. Anyone who has a complaint or suspects discrimination should contact the compliance coordinator identified in policy AC.

The district will notify all parents and students of its obligations under this policy and the law.

Unless the parents of the child have initially consented to the district's offer to provide special education and related services, the district cannot, and will have no obligation to, provide special education services pursuant to the Individuals with Disabilities Education Act (IDEA), and the child will not receive the protections of the IDEA.

The Board of Education prohibits the use of audio, video or other recording devices at meetings held pursuant to the IDEA or Section 504 of the Rehabilitation Act of 1973, as well as other meetings between district employees and parents. Exceptions to this prohibition will be made only when otherwise required by law or under unusual circumstances when such recording is necessary to ensure parental rights guaranteed under Part B of the IDEA. Requests for such exceptions must be made within a reasonable period of time prior to scheduled meetings. This prohibition does not apply to conversations held within view of district security cameras.

Students Who Are Eligible for Special Education Services under the IDEA

The district's programs and services available to meet the needs of students with disabilities will be in accordance with applicable federal and state laws governing special education services, including the State and Local Plans for the implementation of Part B of the IDEA. However, if the State of Missouri does not receive or accept federal IDEA Part B funds, then nothing in this policy shall be read to require anything, procedurally or substantively, that is not required by the governing law.

Curriculum

The District does not have a general curriculum for students with disabilities. Instead, it is the policy of the District to develop an Individualized Education Program (IEP) for each public school student with a disability who needs special educational services pursuant to the Individuals with Disabilities Educational Act (IDEA) and an accommodation plan for students who are qualified only pursuant to Section 504 of the Rehabilitation Act. Each IEP is designed to meet the unique needs of the student and to offer a free appropriate public education. In addition, the District's IEP's will address the extent to which each student's disability affects his/her ability to access the district's general curriculum and what modifications, accommodations, and supplementary aids and services, if appropriate, are necessary to provide for such access. Each public school student with a disability will be educated to the maximum extent appropriate with children who are nondisabled.

The District will provide special education and/or other services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments. Section 504 of Rehabilitation Act of 1973, 162.670-.995, RSMo, and Missouri's State Plan for Part B.

If a student has had his/her curriculum substantially altered or modified pursuant to an IEP, 504 Plan, and/or in connection with a plan of homebound instruction so that the academic requirements (including but not limited to the requirements for achieving a specific letter or numerical grade) for one or more courses have been significantly reduced as compared to the regular course or courses, the IEP team or 504 team (or in the case of a student receiving homebound instruction who is not covered by an IEP or 504 Plan, the principal, counselor, and classroom teacher(s) for such course(s) shall determine the appropriate title of the course(s) to be listed on transcripts and shall determine whether the student shall be included in the computation of class rank. Students who are not included in the class ranking shall still receive a cumulative G.P.A. and shall be eligible for the honor roll.

Students Placed in Private Schools by Their Parents

In general, the Fort Zumwalt School District has no obligation to provide a free, appropriate public education (FAPE) or special education and related services to any student enrolled in a private school by his or her parents. The district will expend a proportionate amount of its IDEA Part B funds on the group of privately placed students as a whole, as required by law.

Parents of a student previously enrolled in the district who choose to unilaterally place the student in a private school without district consent due to a dispute regarding FAPE will not be reimbursed for tuition costs except as required by law.

Independent Evaluations

An Independent Educational Evaluation (IEE) will be provided as required by the IDEA. Applicable procedures, evaluator criteria and cost guidelines governing the IEE process are available through the district's special services office. The Board delegates the authority to make changes to these procedures, evaluator criteria and cost guidelines to the superintendent or designee. These items will adhere to rules published in the State and Local Plans for Compliance with Part B of the IDEA.

Extended School Year

Extended school year (ESY) services may be necessary to provide a child with a disability a free and appropriate public education pursuant to law. The extended school year services will be addressed in each student's Individualized Education Program (IEP). The length, nature and type of ESY services will be determined by the IEP team.

Mediation

The Board of Education authorizes the special education director to legally bind the school district to a mediation agreement developed in accordance with the IDEA and Missouri law. The Board authorizes district staff to contact an attorney for legal advice prior to making any decisions. In the absence of the Assistant Superintendent, the Special Education Director is authorized to perform his or her duties under this section.

Resolution

The Board of Education designates the Special Education Director to represent the school district in resolution meetings and gives the Special Education Director decision-making authority on behalf of the district. The Special Education Director has the authority to sign and legally bind the district to a settlement agreement reached at the resolution meeting. (In the absence of the Assistant Superintendent, the Special Education Director is authorized to perform his or her duties under this section. All other settlement agreements must be approved by the Board.

FILE: IGBA
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Accommodation of Students with Disabilities Including Those Not Eligible for Special Education Services under the IDEA

The district seeks to identify, evaluate and provide free and appropriate educational services in the least restrictive environment to all qualified students with disabilities within the definitions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). No qualified student with a disability

shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any district program, including nonacademic services and extracurricular activities.

Students with disabilities may be eligible for accommodation under this policy even though they are not eligible for services pursuant to the IDEA. The district will initiate a referral if a student requiring accommodation is also believed to be a student with a disability under the IDEA. Implementation of an IEP in accordance with the IDEA satisfies the district's obligation to provide a free and appropriate education under Section 504.

Children Three (3) to Five (5) Years of Age

When identifying children three (3) to five (5) years of age who qualify for special education but are not yet eligible for kindergarten, the district will use any of the disability categories, including that of Young Child with a Developmental Delay (YCDD). When a child so identified reaches kindergarten age, his or her eligibility will continue to be determined using any of the disability categories, including that of YCDD. A child who is not identified as eligible for special education services prior to reaching kindergarten age will be identified using disability categories including that of YCDD.

Adopted: April 5, 1982
Revised: December 3, 1990
Revised: February 3, 1992
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Revised: January 4, 1993
Revised: August 16, 1993
Revised: August 15, 1994
Revised: August 19, 1996
Revised: September 20, 1999
Revised: July 18, 2005
Revised: June 21, 2010
Revised: June 20, 2011

Cross Refs: AC, Nondiscrimination and Anti-Harassment
JECC, Assignment of Students to Grade Levels/Classes
JGE, Discipline of Students with Disabilities
JHDA, Surveying, Analyzing or Evaluating Students
JO, Student Records

Legal Refs: §§ 162.670 - .999, RSMo.
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1487
34 C.F.R. Part 300
The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794
34 C.F.R. Part 104
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213
Yarvis v Specialson. Dist. 728F2D 1055 (8th Cir 1984)

Fort Zumwalt School District, O'Fallon, Missouri

Seclusion, Isolation and Restraint

Purpose

Through the adoption of this policy, the Board of Education expects to:

1. Promote safety and prevent harm to students, school personnel and visitors in the school district.
2. Foster a climate of dignity and respect in the use of discipline and behavior-management techniques.
3. Provide school personnel with clear guidelines about the use of seclusion, isolation and restraint in response to emergency situations.
4. Provide parents/guardians information about state guidelines and district policies related to the use of discipline, behavior management, behavior interventions and responses to emergency situations.
5. Promote the use of non-aversive behavioral interventions, including positive behavioral support techniques.

Policy Applicability

This policy applies to all district personnel as defined in the policy. District personnel assigned to facilities not located on district premises (hospitals, detention centers, juvenile facilities and mental health facilities) will follow the policy as specified in the written agreement between the district and the facility. If no policy is specified in a written agreement, employees will follow the facilities' policies unless such policies conflict with the district's policy. If there is a conflict, the employee will notify his or her supervisor and follow district policy until otherwise directed by the Board of Education. The Assistant Superintendent of Special Services or Director of Special Education shall be permitted to authorize certain staff to implement seclusion, isolation and restraint.

Definitions

Assistive Technology Device – Any item, piece of equipment or product system that is used to increase, maintain or improve the functional capacities of a student with a disability.

Aversive Behavioral Intervention or Aversive Intervention – An intervention that is intended to inflict pain or discomfort upon a student for the purpose of eliminating or reducing maladaptive behaviors, including such interventions as: contingent application of noxious, painful, or intrusive stimuli or activities; any form of noxious, painful or intrusive spray, inhalant or tastes; or other similar interventions as voice control limited to loud, firm commands; time-limited ignoring of a specific behavior; token fines as part of a token economy system; brief physical prompts to interrupt or prevent a specific behavior; interventions medically necessary for the treatment or protection of the student; or other similar interventions.

Behavioral Intervention – An individualized instructional and environmental support that teaches students appropriate behaviors to replace problem behaviors. Behavioral interventions are guided by a functional behavioral assessment that identifies the communicative intent of problem behavior and takes into consideration any known medical, developmental or psychological limitations(s) of the student.

Behavior Intervention Plan (BIP) – A plan that sets forth specific behavior interventions for a specific student who displays chronic patterns of problem behavior.

Behavior Management – Comprehensive, school wide procedures applied in a proactive manner that constitute a continuum of strategies and methods to support and/or alter behavior in all students.

Chemical Restraint – Administration of a drug or medication to manage a student's behavior that is not standard treatment and dosage for the student's medical condition.

Confinement – The act of preventing a student from leaving an enclosed space.

Discipline – Consequences for violating the district's student code of conduct.

Emergency Situation – A situation in which a student's behavior poses a serious, probable threat of imminent physical harm to self or others or destruction of property.

Functional Behavior Assessment – A formal assessment to identify the function or purpose the behavior serves for the student so that classroom interventions and behavior support plans can be developed to improve behavior. The assessment could include observations and charting of the behavior and interviews with family, teachers and the student to determine the frequency, antecedent and response of the targeted behavior.

Individualized Education Program (IEP) – A student's Individualized Education Program as defined by the Individuals with Disabilities Education Act (IDEA).

Isolation – The confinement of a student alone in an enclosed space without locking hardware. Isolation does not include supervised in-school suspension, detention or time-out used as disciplinary consequences in accordance with the district's student discipline code.

Law Enforcement Officer – Any public servant having both the power and duty to make arrests for violations of the laws of this state.

Locking Hardware – Mechanical, electrical or other material devices used to lock a door or to prevent egress from a confined area.

Mechanical Restraint – A device or physical object that the student cannot easily remove that restricts a student's freedom of movement or normal access to a portion of his or her body. This includes, but is not limited to: straps, duct tape, cords or garments. The term does not include assistive technology devices.

Physical Escort – The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out or eloping to walk to a safe location.

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Physical Restraint – The use of person-to-person physical contact to restrict the free movement of all or a portion of a student's body. It does not include briefly holding a student without undue force for instructional or other purposes, briefly holding a student to calm the student, taking a student's hand to transport him or her for safety purposes, physical escort, or intervening in a fight.

Positive Behavior Supports – A range of instructional and environmental supports to teach students pro-social alternatives to problem behavior and allow them multiple opportunities to practice pro-social skills and receive high rates of positive feedback.

Restraint – See the definitions for *chemical restraint*, *mechanical restraint* and *physical restraint*.

School or District Employee or Personnel – Any person employed by the district, volunteering for the district or performing services on behalf of the district or at the direction of the district. “School or District Employee or Personnel” may include persons working with students as independent contractors or on behalf of an independent contractor, or persons employed by another agency who are providing educational or related services to students.

Seclusion – The confinement of a student alone in an enclosed space from which the student is physically prevented from leaving by locking hardware.

Section 504 Plan – A student’s individualized plan as defined by Section 504 of the Rehabilitation Act of 1973.

Time-Out – Brief removal from sources of positive reinforcement that does not meet the definition of seclusion or isolation. The purpose of time-out is to separate the student from the attention of staff and other students.

Use of Time-Out

The term “time-out” is a behavioral intervention in which a student, for a limited and specific time, is placed in an environment where access to positive reinforcement is unavailable but where the student’s movement is unconfined.

Time-out includes a continuum of specific techniques such as planned ignoring, withdrawal of materials, contingent observation, or exclusion from the immediate instructional setting. The length of time in time-out is expected to be of the duration required to the student’s behavior such that the student regains self-control. Staff shall continue to consider and implement other behavioral interventions, including positive behavioral supports, in an attempt to reduce or eliminate the need for time-out.

Aversive interventions are prohibited within this policy.

Use of Seclusion, Isolation and Restraint

Seclusion

Seclusion as defined in this policy is prohibited except in an emergency situation while awaiting the arrival of law enforcement officers as provided for in state law.

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Isolation

Isolation shall only be used:

1. In an emergency situation, or

2. When less restrictive measures have not effectively de-escalated the situation and the school has a plan for how to respond in such situations, or
3. With parental approval as specified in a student's IEP, Section 504 plan or other agreed-upon plan to address a student's behavior.

Isolation shall never be used as a form of punishment or for the convenience of district personnel.

A student in isolation must be monitored by district personnel who are in close proximity and able to see and hear the student at all times. Monitoring shall be face to face unless personal safety is significantly compromised, in which case technology-supported monitoring may be utilized. The total time in isolation is to be reasonably calculated based on the age of the student and the circumstances and is not to exceed 40 minutes without a reassessment of the situation and consultation with parents/guardians or administrative staff, unless otherwise specified in an IEP, Section 504 plan or other parentally agreed-upon plan to address a student's behavior.

The space in which the student is isolated should be normal-sized meeting room or classroom commonly found in school setting with standard lighting, ventilation, heating, cooling and ceiling height and that is free of objects that could cause harm to the student.

Physical Restraint

Physical restraint shall only be used:

1. In an emergency situation, or
2. When less restrictive measures have not effectively de-escalated the situation and the school has a plan for how to respond in such situations, or
3. With parental approval as specified in a student's IEP, Section 504 plan or other agreed-upon plan to address a student's behavior.

Physical restraint will:

1. Only be used for as long as necessary to resolve the actual risk of danger or harm that warranted the use of physical restraint.
2. Be no greater than the degree of force necessary to protect the student or other persons from imminent bodily injury or protect property.
3. Not place pressure or weight on the chest, lungs, sternum, diaphragm, back, neck or throat that restricts breathing.

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4. Only be done by district personnel trained in the proper use of physical restraint. The physical restraint applied must be of the type upon which the staff member has been trained.
5. The scope and extent of physical restraint used to de-escalate the student's behavior is expected to be commensurate with the severity of the behavior, the chronological and developmental age of the student, the size of the student, health of the student, and disability of the student.

6. Staff is further forbidden from inflicting corporal punishment, engaging in child abuse or neglect, and causing the student to be unable to breathe during the administration of physical restraint.

District personnel who use physical restraint shall only use restraint methods in which they have received district-approved training. Further, district personnel who use physical restraint may only do so in the presence of at least one (1) additional adult who is in the line of sight unless no other adult is immediately available due to an emergency situation.

Physical restraints should never be used as a form of punishment or for the convenience of district personnel.

Mechanical and Chemical Restraint

Staff are forbidden from using chemical restraints (i.e., medication or chemical products) and from using mechanical restraints (i.e., the use of a device, article, garment or material attached to a student's body, and which the student cannot easily remove, that restricts freedom of movement).

Mechanical restraints employed by law enforcement officers in school setting should be used in accordance with appropriate professional standards and applicable policies.

Emergency Situation Follow-ups

Following any emergency situation involving the use of seclusion, isolation or restraint, a review shall occur as soon as possible but no later than two (2) school days after the emergency situation. The review shall include, at a minimum, a discussion of the events that led to the emergency and why the de-escalation efforts were not effective; any traumatic reactions on the part of the student, other students or school personnel; what, if anything, could have been done differently; and an evaluation of the process. All staff members directly involved with the emergency situation will have input in the review, which will be conducted by the building principal or designee.

Positive Behavior Supports

The superintendent or designee is responsible for implementing the district wide use of appropriate positive behavior supports designed to support or alter behavior in all students.

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Training

The superintendent shall ensure that all district personnel are trained annually and know the policy and procedures involving the use of seclusion, isolation and restraint. Training shall include all of the following:

1. Environmental management techniques.
2. A continuum of de-escalation techniques.
3. Information about this policy.

In addition to the training provided to all district personnel, those who utilize seclusion, isolation or restraint will also receive training in: accordance with best practices on:

1. The appropriate use of physical restraint.
2. Professionally accepted practices in physical management and use of restraints.
3. The appropriate use of isolation.
4. The appropriate use of seclusion.

Records

The superintendent or designee will maintain records documenting the use of seclusion, isolation and restraint showing when they were used and the reason for use; the duration of the use; names of district personnel involved; whether students or school personnel were injured; the name and age of the student; whether the student has an IEP, Section 504 plan or BIP; when the parents/guardians were notified; if the student was disciplined; and any other documentation required by federal or state law.

Notice to Parents/Guardians

Except as otherwise specified in a student's IEP or Section 504 plan, following an emergency situation involving the use of seclusion, isolation or restraint, the parent/guardian of the student shall be notified of the incident as soon as possible, but no later than the end of the day of the incident.

The parent/guardian may review a written report of the emergency situation upon request to the building principal or designee. The written incident report shall include all of the following:

1. Date, time of day, location, duration and description of the incident and interventions.
2. Event(s) that led up to the incident.
3. Nature and extent of any injury to the student.

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4. Name of an employee the parent/guardian can contact regarding the incident.
5. Plan to prevent the need for future use of seclusion, isolation or restraint.

Students with Disabilities

If the IEP or Section 504 plan of a student with a disability includes the use of seclusion, isolation or restraint:

1. The IEP or Section 504 plan must specify the conditions under which seclusion, isolation or restraint intervention may be used.
2. The IEP or Section 504 plan must include steps to eliminate the need for the use of seclusion, isolation or restraint intervention.

3. Any use of seclusion, isolation or restraint intervention must be limited to what is set forth in the IEP or Section 504 plan.

Before adding the use of seclusion, isolation or restraint intervention to an IEP or Section 504 plan, the student must have undergone appropriate assessments including, but not limited, a formal functional behavior assessment, and the student must have a BIP in place.

Reporting of Violations

A staff member who observes what appears in the staff member's good-faith opinion to be a violation of this policy regarding seclusion or physical restraint is required to report the incident immediately to the building principal or to any central office administrator.

Exclusions

This policy is not intended to prohibit actions undertaken to break-up a fight, assault, or altercation, to remove a weapon from a student, to calm/comfort a student briefly, to escort a student from one area to another, or to assist a student in completing a task. Staff are expected to comply with applicable District policies when engaging in such conduct, including but not limited to Policy GBCB, Staff Conduct.

Adopted: June 29, 2009

Revised: June 20, 2011

Legal Refs: §§ 160.261, .263, 563.061, RSMo.

Fort Zumwalt School District, O'Fallon, Missouri

PROGRAMS FOR STUDENTS WITH DISABILITIES

Within the context of applicable statutes and regulations, the Fort Zumwalt School District will observe the following guidelines in providing special education and related services to identified students with disabilities.

IDENTIFICATION

The Board of Education will provide for the identification, location and evaluation of all children with disabilities between the ages of three (3) and twenty-one (21) who reside within the District. Special education services will be provided to disabled children age three (3) years or older as required by law.

REFERRAL

A parent of a child, the district or any state agency may request an initial evaluation. Any person receiving such a request will immediately notify the director or designee.

The referral shall be documented in accordance with the Missouri State Plan for Special Education, and the director will provide procedural safeguards to the parents within five (5) days of receiving the request. Upon receiving the referral, the director or designee will notify a group of individuals meeting the requirements of and IEP team, and other qualified professionals as appropriate, to review all relevant existing evaluation data on the child including:

1. Previous evaluations, if applicable.
2. Information provided by the parents of the child.
3. Performance on current classroom-based assessments and observations.
4. Performance on statewide assessments.
5. Observations by teachers.
6. Observations by related service provider, if available and applicable.

The review shall be documented according to the Missouri State Plan and may be conducted without a meeting.

The director or designee will consult with the appropriate personnel to determine whether an evaluation is necessary and notify the parents of this determination. This notice will be provided in the native language of the parents unless it is clearly not feasible to do so. A copy of the notice will be placed in the students file.

Should the district determine that an evaluation is **not** warranted, this notice will include:

1. A description of the basis of the referral.
2. An explanation of why the district has refused to do an evaluation.
3. A description of the other options considered and the reasons those options were rejected.
4. A description of the information considered in making the determination.
5. A description of any other factors pertinent to the decision.

6. A statement that the parents of a child with a disability have certain procedural safeguards and other rights and how a copy of those can be obtained, or a copy of a document that integrates the procedural safeguards and other rights available to parents of a child with a disability.

7. Sources a parent can contact to obtain assistance in understanding this notice.

Should the district determine that an evaluation is warranted, this notice will include:

1. A description of the basis of the referral.
2. An explanation of why the district proposes to evaluate the student.
3. A description of the other options considered and the reasons those options were rejected.
4. A description of the information considered in making the determination.
5. A description of any other factors pertinent to the decision.
6. An explanation of the evaluation process.
7. A copy of the procedural safeguards and "The Parents' Bill of Rights" or a document that integrates the procedural safeguards and "The Parents' Bill of Rights".
8. Sources a parent can contact to obtain assistance in understanding this notice.
9. A request for consent from the parents for evaluation.

Consent for Evaluation

The district will obtain informed consent from the parents before performing any initial evaluation. If the parent does not consent or there is no response to the request for consent to an initial evaluation, the district may make recommendations based on existing data, request mediation or pursue due process. After obtaining informed consent to perform an initial evaluation of the child, the district will perform the evaluation in accordance with law.

Evaluation

All initial evaluations and re-evaluations will meet the following requirements:

1. Test and evaluation materials used will be nondiscriminatory and administered in a language and form most likely to yield an accurate assessment of the child's academic, developmental and functional levels unless clearly not feasible to do so.
2. A variety of materials and procedures will be used, including information provided by the parent that will enable the district to determine whether the child is a child with a disability and, if so, the content of the child's IEP.
3. All standardized tests given to the child will have been validated for the specific purpose for which they are used, will be technically sound, properly administered by trained personnel under standard conditions, and tailored to assess specific educational needs. Should tests be administered under less than standard conditions, a description of the reasons and qualifications of the person administering the test will be provided.
4. A variety of evaluation materials will be used so that no single procedure is the sole criterion for placement, the child is assessed in all areas related to the suspected disability, and the evaluation is sufficiently comprehensive to identify the child's special education and related service needs.

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If a child transfers from another district during the school year, evaluation procedures and assessments will be coordinated with any used at the previous school to ensure prompt completion of a full evaluation. A child with disabilities will be evaluated pursuant to these procedures before determining that the child is no longer eligible for special education services except when the termination of services is due to graduation with a regular diploma or exceeding the age eligibility for a free appropriate public education

under state law.

Eligibility

A group consisting of individuals meeting the requirements of an IEP team, other qualified professionals and the parents of the child will meet and utilize completed test, evaluations, input provided by the parents and other pertinent information to determine eligibility. Should the child be determined to be eligible for special education, the parents will be provided a copy of "The Parents' Bill of Rights" or a document that integrates "The Parents Bill of Rights" and an IEP will be developed according to law. The IEP may be developed at the same meeting where eligibility is determined if the appropriate personnel are present.

A child shall not be determined to be a child with disability if:

1. The determining factor is lack of appropriate instruction in reading, including essential components of reading instruction as defined by the Elementary & Secondary Education Act (ESEA), lack of instruction in math or limited English proficiency.
2. The child does not otherwise meet the eligibility criteria for a child with a disability pursuant to law.

Eligibility: Specific Learning Disability

The district uses a discrepancy/professional judgment model to identify students with specific learning disabilities.

IEP Development

IEP team members include:

1. The parents.
2. At least one (1) regular education teacher.
3. At least one (1) special education teacher.
4. A qualified representative of the local education agency (LEA).
5. An individual who can interpret the evaluation results. This individual may also serve on the team in another capacity.
6. At the discretion of the parent or the district, any other individuals who have knowledge or special expertise regarding the child. The party who invited the individual will determine whether the individual has helpful knowledge or expertise.
7. The child, if appropriate.

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All members of the IEP team must attend all meetings except that a member of the IEP team:

1. It is not required to attend the meeting, in part or whole, if the parents and director agree in writing that attendance is not necessary because the member's area of curriculum or related service is not being modified or discussed.
2. May be excused from attendance, in part or whole, even when the member's area of curriculum or related service is involved if the parent and director consent and the member submits written input prior to the meeting. A parent's agreement and consent shall be in writing.

The IEP team will be responsible for initial IEP development, annual review and revision of the IEP, and change of placement decisions. Manifestation determinations will not be made by the IEP team but by representatives of the district, parents and relevant members of the IEP team as determined by the parent and the district.

When making changes to the child's IEP after the annual IEP meeting, the director or designee and the parents can agree in writing not to convene an IEP meeting, but instead develop a written document to amend or modify the current IEP. Any modification or amendment made in this or any other manner may be done by amending the IEP rather than drafting an entirely new document. Upon request, the parents will be provided a revised copy of the IEP with amendments incorporated.

Transfers

If a child has an IEP in effect and transfers to and enrolls in the Fort Zumwalt R-II School District from another district in Missouri during the same academic year, the district will implement the IEP currently in effect exactly as it is written. Alternatively, after consultation with the parents, the district will provide a free and appropriate public education including services comparable to those provided at the previous district until such time as the IEP team meets and adopts the previously held IEP or develops, adopts and implements a new IEP.

If a child has an IEP in effect and transfers to and enrolls in the Fort Zumwalt R-II School District from a different state during the same academic year, the district will implement the IEP currently in effect exactly as written. Alternatively, after consultation with the parents, the district will provide a free and appropriate public education including services comparable to those provided in the previous state until such time as the district determines whether the child is a child with a disability eligible for special education services and, if appropriate, conducts a new evaluation or develops a new IEP.

Placement

The IEP team is responsible for all placement and/or change of placement decisions unless otherwise permitted by law. The team will place the child in the least restrictive environment that meets the child's educational needs. To the maximum extent appropriate, children with disabilities will be educated with children without disabilities and will be removed from the regular educational setting only to the extent necessary to provide satisfactory services.

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Records

Educational records, including an IEP, are confidential and will be disclosed only to employees of the district to the extent that they have a legitimate need to access them. The IEP will be accessible to each regular education teacher, special education teacher, related service provider and other service providers who are responsible for its implementation. Individuals who access or are provided a copy of any portion of these records will be advised that the records are confidential and are not to be shared except as allowed or required by law. The director or designee will promptly obtain the records, including the IEP, for any child enrolled in the district who previously attended school in another district.

Parents will be notified of their right to inspect, review and amend educational records pertaining to their child and will be informed of their location.

The director or designee will maintain a record of all parties, except the parents and authorized employees of the district, who access these records that will include the name of the party accessing the record, the date accessed and the purpose for which that party is authorized to access the record.

Independent Evaluations

If the parent/guardian of a student with a disability disagrees with the evaluation done by the District, he/she has the right to request an independent educational evaluation at public expense or request payment for an educational evaluation.

Procedures for Independent Education Evaluations

The criteria for obtaining an independent educational evaluation at public expense are the same as for an evaluation obtained by the District. The following procedures apply to obtaining such an evaluation:

1. When a parent/guardian requests an independent evaluation, the Assistant Superintendent for Special Services will be notified. The District will request, but not require, that the parent/guardian review the evaluation with the District to identify areas of disagreement. The District will then decide whether to initiate due process proceeding to establish the appropriateness of its evaluation or proceed with procuring an independent evaluation. A parent/guardian may request only one independent evaluation at public expense for each evaluation done by the District.
2. The District will provide to the parent/guardian information about where an independent educational evaluation may be obtained and the District's criteria for independent evaluations.
3. If the District decides to initiate due process proceedings, it will notify the parent/guardian of its decision. If the District's evaluation is found to be appropriate, the District will not pay for any independent evaluation. The parent/guardian may obtain an independent evaluation at a private expense and the District will consider the results of the evaluation in the diagnosis and placement of the student if it meets the District's criteria for evaluations.
4. If the District decides to proceed with the independent evaluation, an evaluation plan will be developed which specifies those areas to be evaluated and who will conduct each assessment.

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The assessment to be completed will comply with the standards for minimum qualifications for evaluators, geographic locations of evaluators, and cost limitations are specified in this regulation. Notice of intent to evaluate will be provided, and the District will arrange for the completion of the independent evaluations.

5. As part of the contracted evaluation, independent evaluators must agree to release their assessment information and results to the District prior to receipt of payment for services. The results of the independent evaluation will be considered in the diagnosis and placement of the student if the evaluation meets the District's criteria for evaluations.
6. If the parent/guardian decides to obtain an independent evaluation without the District's assistance and to seek payment for that evaluation by the District, the evaluation must comply with the standards for minimum qualifications for evaluators, geographic locations of evaluators and cost limitations as specified in this regulation. Before the District will consider payment for independent evaluations obtained by the parents/guardians in this manner, independent evaluators must agree to release this assessment information and results to the District prior to receipt of payment for services. The result of

the independent evaluation will be considered in the diagnosis and placement of the student if the evaluation meets the District's criteria for evaluations.

Location Limitations for Evaluators

Evaluators who will be considered for approval will be located within (specify geographic area). Evaluators outside of this area will be approved only on an exception basis, provided the parent/guardians can demonstrate the necessity of using personnel outside this area.

Minimum Qualifications for Evaluators

Evaluators with credentials other than those listed below, will not be approved unless the parent/guardian can demonstrate the necessity of using other qualifications.

Type of Assessment	Qualifications
Cognition	Licensed Psychologist, Certified School Psychological Examiner, or School Psychologist
Adaptive Behavior	Licensed Psychologist, Certified Special Education Teacher (Master's Degree), School Psychological Examiner, or School Psychologist
Achievement	Certified Special Education Teacher (Master's Degree), School Psychological Examiner, Licensed Psychologist, or School Psychologist
Speech/Language	Certified or Licensed Speech/Language Specialist
Social Emotional/Behavioral	Certified Special Education Teacher (Master's Degree), School Psychological Examiner, School Psychologist, Social Worker, Licensed Psychiatrist, or Licensed Psychologist
Vision	Licensed Ophthalmologist or Licensed Optometrist
Functional Vision	Certified Teacher of the Visually Impaired
Visual Perception	Certified Special Education Teacher (Master's Degree), School Psychological Examiner, Licensed Psychologist
Auditory Acuity	Licensed or Certified Audiologist

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Assessments not listed above should be authorized by the Assistant Superintendent of Special Services.

Cost Limitations for Evaluations

An independent educational evaluation will be limited to a total cost of \$1,000.00. Single evaluations will be limited to the following cost schedule:

Single Disciplinary Cost Schedule

Cognition	\$300 - \$400
Adaptive Behavior	\$100 - \$200
Achievement	\$200 - \$400
Speech/Language	\$200 - \$400
Social/Emotional Behavior	\$300 - \$400
Vision	\$ 60 - \$150
Functional Vision	\$ 60 - \$150
Visual Perception	\$100 - \$150
Auditory Acuity	\$ 60 - \$150
Auditory Perception (CAP)	\$100 - \$150
Health	\$ 50 - \$100
Neurological	\$500 - \$700
Motor	\$ 50 - \$250
Sensory-Motor Integration	\$200 - \$300

Costs above these maximum amounts will not be approved unless the parent/guardian can demonstrate that such costs reflect a reasonable and customary rate for such evaluative services. When private insurance will cover all or part of the costs of the independent evaluation, the District will assume payment responsibility for the portion of the cost not covered by the insurance, provided that doing so will not result in any financial cost to the parent/guardian. When private insurance will cover all or parts of the costs of the independent evaluation and the District decides to access such insurance coverage, the District will obtain informed written consent of the parent/guardians. If the student is covered by public insurance (e.g. Medicaid), the District will access such coverage provided that doing so will not result in any financial cost to the parent/guardian.

Independent evaluators must agree to release their assessment information and results to the District prior to receipt of payment for services. The results of the independent evaluation will be considered in the

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diagnosis and placement of the student with disabilities, as required by law.

Placement – Public School Students

If a student is determined to be a student with a disability and in need of special educational services, the student’s IEP team, which includes the student’s parents/guardians, will convene to determine appropriate programming and placement.

Each student’s IEP team will ensure that a student with a disability is educated in the least restrictive environment and will consider the extent to which the student’s disability affects his/her ability to access the general curriculum. The District will place a student a disability in special classes, separate schooling, or remove the student from the regular educational environment only when the nature and severity of the student’s disability is such that education cannot be achieved satisfactory in regular classes with the use of supplementary aides or services.

Individualized Education Program (IEP) – Public School Students

The District will ensure that all eligible public school students with disabilities who have been properly identified, as being in need of special education will have written IEP’s in effect at the beginning of each school year. Each IEP will be reviewed at least annually. IEP’s will contain the following information:

1. A statement of the student’s present levels of educational performance, including how the student’s disability affects the student’s participation in appropriate activities;

2. A statement of annual measurable goals, including short-term objectives and benchmarks;
3. A statement of the special educational services to be provided and the extent to which the student will have access to the general curriculum and will participate in regular education;
4. An explanation of the extent, if any, to which the student will not participate with children without disabilities in the regular classroom and in extracurricular and nonacademic activities;
5. A statement of any individual modifications in the administration of State or District-wide assessments of student achievement that are needed in order for the student to participate in the assessment, or, if the IEP team determines that the student will not participate in a particular assessment, a statement of why the assessment is not appropriate for the student and how the student will be assessed;
6. The projected date of initiation and anticipated frequency, location, and duration of services and modifications; and
7. A statement of how the student's progress toward annual goals will be measured and how the parent/guardians will be informed of the student's progress and the extent to which the progress is sufficient to enable the student to achieve the goals by the end of the year.

Recording Devices at IEP Meetings

The Board prohibits the use of audio, video or other recording devices at IEP meetings, unless such recording is necessary to ensure that the parent/guardian understands the IEP or IEP process or to

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implement other parental rights guaranteed under Part B of the IDEA. A parent/guardian who wishes to record an IEP meeting under this exception must provide to the Assistant Superintendent of Special Services a written request at least one week prior to an IEP meeting. The request must state the reasons why the parent/guardian believes use of the recording device is necessary to ensure that the parent/guardian understands the IEP or IEP process or to implement other parental rights guaranteed under Part B of the IDEA. The District will provide written response to the request.

Transition Services

Beginning at least by age fourteen (14), the IEP will contain a statement of the transition service needs of the student. Beginning at least by age sixteen (16), the IEP will contain a statement of the needed transition services of the student that includes, when appropriate, a statement of the interagency responsibilities or any needed linkages.

Extended School Year

Extended School Year (ESY) services may be necessary to provide a child with a disability a free and appropriate public education pursuant to law. The individualized education program (IEP) team will consider ESY services for all special education students eligible for services under the IDEA, but ESY services will only be provided if the student is found eligible in accordance with this policy.

A student will be eligible for ESY services if, based on the available data, the student needs services beyond the regular school day/term to avoid regression that will interfere with the student's ability to continue to progress in the curriculum. This determination will be based on consideration of the following:

1. The nature and severity of the student's disability.

2. The areas of learning crucial to the child's attainment of self-sufficiency and independence.
3. The student's progress.
4. The student's behavioral and physical needs.
5. Opportunities the student will have to practice skills outside of the classroom setting without ESY services.
6. Availability of alternative resources.
7. Areas of curriculum that need continuous attention.

The length, nature and type of ESY services will be determined by the IEP team and addressed in each student's IEP. If at the time the IEP is developed it is unreasonable to predict eligibility for ESY services, the IEP team will meet after sufficient time has passed for the team to make an informed decision about ESY services, but not later than six (6) weeks prior to the end of the regular school term.

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Placement – Student voluntarily enrolled in private schools by their parents

The District's activities regarding location, identification, and evaluation of private school students with disabilities will be comparable to the activities undertaken for student in public schools. However, a student with a disability voluntarily enrolled in a private school by his/her parents/guardians do not have an individual right to receive some or all of the special education and related services that the student would receive if enrolled in public school.

In order to meet its obligations under the IDEA to students with disabilities voluntarily enrolled by their parent/guardian in private schools, the District will spend the percentage of its federal IDEA Part B funds to this aggregate population of students that is equal to the percentage of students with disabilities voluntarily enrolled by their parent/guardian in private schools.

The District will consult with representatives of private school students with disabilities to decide which students will receive services, what services will be provided, how and where the services will be provided, and how the service provided will be evaluated. The District will make the final decisions regarding the services to be provided private school children with disabilities.

For each private school student that is designated to receive services, the District will prepare a services plan that describes the specific special education and related services that the District will provide to the student. The District will ensure that a representative of the private school attends meetings to develop, review, and revise, and revise a services plan, or, if the representative cannot attend, will use other methods to ensure participation by the private school. To the extent appropriate, the services plan will be developed in a manner consistent with the requirements for an IEP.

The District will not provide special education and related services on the site of any religious school. Pursuant to the Missouri constitutional prohibition against the expenditure of taxpayer funds to support parochial schools, the District will not provide transportation for a religious school student from the

student's home or the public school to the religious school.

Pursuant to the 1997 amendments to the IDEA and its implementing regulations, students with disabilities voluntarily enrolled in private schools by their parent/guardian are not entitled to a free appropriate public education.

Pursuant to the 1997 amendments to the IDEA and its implementing regulations, due process rights for students with disabilities voluntarily enrolled in private schools and their parents are limited. Only issues related to a student find and procedures for evaluation and determination of eligibility can be raised in a due process complaint. There is no due process right to challenge the services that a student receives.

Adopted: September 20, 1999

Revised: June 21, 2010

Revised: June 20, 2011

Legal Refs: §§ 161.850, 162.670 - .999, RSMo.
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400-1417
34 C.F.R. Part 300

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The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794
34 C.F. R. Part 104
Americans with Disabilities Act, 42 U.S.C. §§ 12101-12213
Yaris v. Special Sch. Dist., 728 F.2d 1055 (8th Cir. 1984)

Fort Zumwalt School District, O'Fallon, Missouri

PROGRAMS FOR GIFTED STUDENTS

The Board of Education is committed to improving student learning opportunities for all students in the district and authorizes a program for meeting the educational needs of identified gifted students in an educational environment beyond that offered in the regular classroom. The Board of Education will make every effort to provide the level of monetary support necessary to sustain the gifted program.

The program will:

1. Provide a minimum of 150 minutes per week of contact time in which gifted program personnel work exclusively with identified gifted students.
2. The district has established a systematic process for the identification and selection of gifted students at all grade levels. The identification process includes alternative identification plans designed to identify gifted students who are traditionally under identified and underserved such as students with language differences, cultural differences, special educational needs and those from families living in poverty.
3. Utilize instructional personnel with the appropriate certification for the gifted program services they are providing.
4. Have class sizes and caseloads in accordance with Missouri Department of Elementary and Secondary Education (DESE) guidelines.
5. Include activities beyond the level usually provided in regular school programs that particularly contribute toward meeting the identified needs of participating students.

The superintendent will designate a member of the district's professional staff to serve as the coordinator of gifted education. The coordinator is responsible for:

1. Oversight of the gifted education program.
2. Completing and submitting the application for a gifted education program through Core Data in a timely manner.
3. Reporting instructional positions and assignments of gifted program personnel through Core Data in a timely manner.
4. Completing an annual evaluation report before June 30 of each year that will be available in the central office.
5. Maintaining in the central office a description of the program's goals, learner objectives and activities as well as the annual program evaluation report.

Adopted: June 30, 2008

MSIP Refs: 7.2, 7.7, 8.8, 8.10, 8.12

Legal Refs: 161.031, 162.720, RSMo.
5 C.S.R. 50-200.010

Fort Zumwalt School District, O'Fallon, Missouri

First Eval _____

Re-Eval _____

FORT ZUMWALT SCHOOL DISTRICT GIFTED/TALENTED EDUCATION EVALUATION

Student's Name _____

Birthdate _____

Home Address _____

Home Phone _____

Parent's Name _____

Work Phone _____

Parent's Name _____

Work Phone _____

REFERRAL

This student was referred by: _____ Teacher _____ Parent _____ Counselor Referral Date: _____
Students transferring in from another district must meet all the criteria of the Fort Zumwalt Gifted Education Program.
Transferring from: _____

SCREENING

Requires at least 2 scores at 95% or higher in total areas of Reading, Language, Math, or Composite on a standardized, nationally normed, group achievement test such as SAT9, CTBS, Terra Nova, etc.

Test Name _____ Area _____ Score _____ Test Date: _____

Test Name _____ Area _____ Score _____ Test Date: _____

If such scores are not available, or if there is reason to believe the scores are not an accurate reflection of the student's achievement, the Slosson (SIT-R) may be administered, with a required score of 135.

SIT-R Score _____ Test Date: _____

CRITERIA

The student must meet the minimum requirement on all three (3) of the following criteria:

- A. General Mental Ability
Individual Intelligence Test – IQ Full Scale Score of 130. Acceptable tests include the WASI, WISC-III, WISC-IV, Stanford Binet-V, and K-BIT. Call for clarification on other tests.

IQ Test Name _____ Full Scale IQ Score _____ Test Date: _____

- B. Creativity, Reasoning, and Problem-Solving Ability
Scores of "Outstanding" on the Creativity Scale from Renzulli's "Scales for Rating Behavioral Characteristics of Superior Students" as assessed by both the parent and a teacher familiar with the student's performance.

Renzulli Score must be at least 35 Student's Score: _____ Date: _____

- C. Documented Evidence of Gifted Behavior
Superior ratings on Parent and Teacher checklist of gifted characteristics in the combined areas of learning characteristics, motivation, leadership, communication, and planning. ("C" score excludes "B" score)

Student's Score: _____ Date: _____

Total Score B and C: _____

RECOMMENDATION

- _____ Counselor has recorded all testing results on the student's Permanent Record.
- _____ Completed file will be maintained in the Guidance Office.
- _____ Student does not qualify at this time. Student may be re-tested in two years (a minimum of 24 months), provided that proper screening requirements are met at that time.
- _____ Student qualifies for the program.

<input type="checkbox"/> Parent permission has been received. <input type="checkbox"/> Parent permission denied. <input type="checkbox"/> Student has been placed in the program. <input type="text"/> Placement Date
--

* NOTE: Students in the program may be re-tested at the facilitator's/director's discretion if student's abilities are in question.

PROGRAMS FOR GIFTED STUDENTS (Gifted Identification)

The Fort Zumwalt School District uses a systematic process for the identification of gifted students that is comprised of multiple criteria, including objective measures and competent professional evaluation. Gifted students eligible to receive state aid shall be defined as those students who exhibit precocious development of mental capacity and learning potential, as determined by competent professional evaluation, to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered or expected in the regular classroom program of the district. The following procedures are used in the identification of gifted students.

Screening

The district will provide preliminary screening for all students to ensure that all potentially gifted students have an opportunity for consideration. All available data will be considered during the initial screening process including, but not limited to:

1. Information contained in the permanent record.
2. Norm-referenced and criterion-referenced achievement test results, including MAP scores.
3. Grades.
4. Group-administered intelligence tests.
5. Recommendations from teachers, parents and other personnel.
6. Anecdotal records demonstrating creativity or problem-solving skills.
7. Other district-developed criteria.

The district will use a variety of screening methods that reduce the chance of bias and provide an opportunity to identify the strengths of all students, including those traditionally underrepresented such as students with limited English proficiency, from culturally diverse backgrounds and students with learning disabilities.

Further Evaluation

The district will target approximately 20 percent of the students initially screened for further evaluation. Students in the targeted group will be further evaluated by a more expansive application of the criteria above. Individual students can only be evaluated once in a 24 month period.

Individual Evaluation

Approximately ten (10) percent of the remaining group will be targeted for individual evaluation. Students will be individually evaluated in the following four (4) areas.

1. General Mental Ability – including a full-scale score on an individualized intelligence test at or above a 130 I.Q.
2. Academic Ability – including a norm-referenced test with a cut-off score at the 95th percentile or higher.
3. Creativity, Reasoning and Problem-Solving Ability – including use of a checklist of characteristics of gifted students.

4. District-developed criteria – including teacher/parent referral; classroom performance.

Selection and Placement

Students who meet at least three (3) of the four (4) evaluation criteria may be enrolled in the district's gifted program. However, no more than five (5) percent of the enrollment in the school(s) or grade level(s) to be served shall be placed in any state-assisted program unless the Department of Elementary and Secondary Education (DESE) has granted prior permission. If more than five (5) percent of the total population meet at least three (3) of the four (4) evaluation criteria, those students who are most in need of services will be placed in the state-assisted program.

Adopted: August 18, 2003
Revised: June 28, 2007
Revised: October 15, 2007

Fort Zumwalt School District, O'Fallon, Missouri

PARENT/FAMILY INVOLVEMENT IN INSTRUCTIONAL AND OTHER PROGRAMS

The Fort Zumwalt School District Board of Education believes that engaging parents/families in the education process is essential to improved academic success for students. The Board recognizes that a student's education is a responsibility shared by the district, parents, families and other members of the community during the entire time a student attends school. The Board believes that the district must create an environment that is conducive to learning and that strong, comprehensive parent/family involvement is an important component. Parent/Family involvement in education requires a cooperative effort with roles for the Department of Elementary and Secondary Education (DESE), the district, parents/families and the community.

Parent/Family Involvement Goals and Plan

The Board of Education recognizes the importance of eliminating barriers that impede parent/family involvement, thereby facilitating an environment that encourages collaboration with parents, families and other members of the community. Therefore, the district will develop and implement a plan to facilitate parent/family involvement that shall include the following six (6) goals:

1. Promote regular, two-way, meaningful communication between home and school.
2. Promote and support responsible parenting.
3. Recognize the fact that parents/families play an integral role in assisting their children to learn.
4. Promote a safe and open atmosphere for parents/families to visit the schools their children attend, and actively solicit parent/family support and assistance for school programs.
5. Include parents as full 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 district's plan for meeting these goals is to:

1. Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, Parents as Teachers, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
2. Implement strategies to involve parents/families in the educational process, including:
 - < Keeping parents/families informed of opportunities for involvement and encouraging participation in various programs.
 - < Providing access to educational resources for parents/families to use together with their children.
 - < Keeping parents/families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.
3. Enable families to participate in the education of their children through a variety of roles. For example, parents/family members should be given opportunities to provide input into district policies and volunteer time within the classrooms and school programs.
4. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.
5. Perform regular evaluations of parent/family involvement at each school and at the district level.
6. Provide access, upon request, to any instructional material used as part of the educational curriculum.
7. If practical, provide information in a language understandable to parents.

Title I, Migrant Education (MEP) and Limited English Proficiency (LEP) Programs

The Board also recognizes the special importance of parent/family involvement to the success of its Title I, MEP and LEP programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement policy that will be distributed to parents participating in any of these programs.

Title I Program Parent Involvement

The district and parents of children participating in the Title I program will jointly develop and agree upon a written parent involvement policy that will describe how the district will:

1. Involve parents in the joint development of the Title I program plan and in the process of reviewing the implementation of the plan and suggesting improvements.
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Build the schools' and parents' capacity for strong parental involvement.
4. Coordinate and integrate Title I parental involvement strategies with those of other educational programs.
5. Conduct, with the involvement of parents, an annual evaluation of the content of the parental involvement policy and its effectiveness in improving the academic quality of the schools served. This will include identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.
6. Involve parents in the activities of the schools served.

Each school receiving Title I funds will jointly develop with and distribute to parents of children participating in the Title I program a written parental involvement policy agreed upon by such parents in accordance with the requirements of federal law:

1. The policy must be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. The policy shall contain a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children.
3. Each school participating in the Title I program will convene a meeting annually to inform parents about Title I and to involve parents in the planning, review and improvement of Title I programs, including the planning, review and improvement of the school parental involvement policy.

Migrant Education Program Parent Involvement

Parents of students in the MEP will be involved in and regularly consulted about the development, implementation, operation and evaluation of the Migrant Education Program.

Parents of MEP students will receive instruction regarding their role in improving the academic achievement of their children.

Limited English Proficiency Program Parent Involvement

Pursuant to federal law, parents of LEP students will be provided notification regarding their child's placement in and information about the district's LEP program.

Parents will be notified of their rights regarding program content and participation.

Policy Evaluation

The district, with parent/family involvement, will review and evaluate the content and effectiveness of this policy and each school-level policy at least annually. The district will revise this policy as necessary to improve or create practices that enhance parent/family involvement.

Adopted: December 3, 1990

Revised: February 3, 1992
Revised: January 4, 1993
Revised: August 21, 1995
Revised: August 19, 1996
Revised: July 17, 2006

Cross Refs: ADF, District Wellness Program
CGC, State and Federal Programs Administration
JFH, Student Complaints and Grievances
JHC, Student Health Services and Requirements
JHDA, Surveying, Analyzing or Evaluating Students
KI, Public Solicitations/Advertising in District Facilities
KL, Public Complaints

Legal Refs: § 167.700, RSMo.
Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h
No Child Left Behind Act of 2001, 20 U.S.C. §§ 6301 - 7941

Fort Zumwalt School District, O'Fallon, Missouri

PROGRAMS FOR HOMELESS STUDENTS

The Fort Zumwalt Board of Education recognizes that homelessness alone should not be sufficient reason to separate students from the mainstream school environment. Therefore, the district, in accordance with state and federal law and the Missouri state plan will give special attention to ensure that homeless children in the school district have access to a free, appropriate public education.

Homeless students are those identified as such as defined in the Stewart B. McKinney Homeless Assistance Act.

Enrollment/Placement

If a child identified as homeless requests admission to the school district, the district will consider the best interest of the child with parental involvement in determining whether the child should be enrolled in the district or, if applicable, transported back to the school of origin.

Enrollment requirements which may constitute a barrier to the education of a homeless child or youth may be waived at the discretion of the superintendent if allowed by law. If the district is unable to determine the grade level of the student because of missing or incomplete records, the district shall administer tests or utilize other reasonable means to determine the appropriate grade level for the child. Lack of school records must not delay the enrollment of a homeless child. A homeless student may be enrolled 24 hours prior to providing evidence of immunizations.

Services

Each homeless child or youth shall be provided services comparable to services offered to other students in the district including, but not limited to, transportation services; educational services for which the child meets the eligibility criteria, such as educational programs for disadvantaged, disabled, and gifted and talented students, vocational programs, and school meals programs; before- and after-school care programs; and programs for students with limited English proficiency.

In the event that it is in the best interest of the homeless child or youth to attend the district of origin, it shall be the responsibility of the Fort Zumwalt School District to provide for the transportation of the student. This may be achieved through the transportation services of this district, the district of origin, or another outside agency.

Records

Any records ordinarily kept by the school, including immunization records, academic records, birth certificates, guardianship records, and evaluations for special services or programs of each homeless child or youth shall be maintained so that appropriate services may be given the student, so that necessary referrals can be made, and so that records may be transferred in a timely fashion when a homeless child or youth enters a new school district. Copies of records shall be made available upon request to students or parents in accordance with the Family Educational Rights and Privacy Act.

Coordinator

The Board designates the following individual to act as the district's homeless coordinator:

Assistant Superintendent Student Personnel Services
110 Virgil Street
O'Fallon, MO 63366
Phone: 636-240-2072
Fax: 636-272-1059

The homeless coordinator will ensure that homeless children and youth enroll and succeed in the schools of the agency and that homeless families, children and youth receive educational services for which they are eligible, including Head Start, Even Start and preschool programs administered by the district, and referrals to health care services, dental services, mental health services and other appropriate services. The homeless coordinator will also ensure that disputes regarding the placement or education of homeless children or youth are resolved in a timely fashion.

The district shall inform school personnel, service providers and advocates working with homeless families of the duties of the district homeless coordinator.

Resolving Grievances

Level I -- A complaint regarding the placement or education of a homeless child or youth shall first be presented orally and informally to the district's homeless coordinator. If the complaint is not promptly resolved, the complainant may present a formal written complaint (grievance) to the homeless coordinator. The written charge must include the following information: date of filing, description of alleged grievances, the name of the person or persons involved and a recap of the action taken during the informal charge stage. Within five (5) working days after receiving the complaint, the coordinator shall state a decision in writing to the complainant, with supporting evidence and reasons. In addition, the coordinator will inform the superintendent of the formal complaint and the disposition.

Level II -- Within five (5) working days after receiving the decision at Level I, the complainant may appeal the decision to the superintendent by filing a written appeals package. This package shall consist of the complainant's grievance and the decisions rendered at Level I. The superintendent will arrange for a personal conference with the complainant at their earliest mutual convenience. Within five (5) working days after receiving the complaint, the superintendent shall state a decision in writing to the complainant, with supporting evidence and reasons.

Level III -- If resolution is not reached in Level II, a similar written appeals package shall be directed through the superintendent to the Board of Education requesting a hearing before the Board at the next regularly scheduled or specially called meeting. The hearing before the Board may be conducted in closed session upon the request of either the Board or the complainant. Within thirty (30) working days after receiving the appeals package, the Board shall state its decision and reply in writing to the parties involved. For district purposes, the decision of the Board of Education is final.

Level IV -- If the complainant is dissatisfied with the action taken by the Fort Zumwalt School District, a written notice stating the reasons for dissatisfaction may be filed with the State Homeless Coordinator, Federal Discretionary Grants, P.O. Box 480, Jefferson City, MO 65102-0480. An appeal of this decision can be made within ten (10) days to the Deputy Commissioner of Education.

Adopted: August 16, 1993
Revised: August 19, 1996
Revised: June 17, 2002
Revised: August 18, 2003

Cross Refs: EEA, Student Transportation Services
EEAA, Walkers and Riders
IGBC, Programs for Disadvantaged Students
IKE, Promotion, Acceleration, Retention of Students
JECA, Admission of Resident Students
JECB, Admission of Nonresident Students
JECC, Assignment of Students to Grade Levels/Classes
JHCB, Inoculations of Students
JO, Student Records

Legal Refs: Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11431 et seq.)
P.L. 93-380, Family Educational Rights and Privacy Act of 1974
19 CSR-28.010

Fort Zumwalt School District, O'Fallon, Missouri

MIGRANT EDUCATION PROGRAM

The Board of Education of the Fort Zumwalt School District directs administration to identify migratory children in the district. The superintendent or designee shall also follow the identification procedures set forth by Missouri Department of Elementary and Secondary Education.

The district will assess the educational and related health and social needs of each identified migrant student and will give full access to all programs ordinarily provided all other children to meet their needs, including Title I, special education, gifted education, vocational education, English for speakers of other languages, counseling programs, elective classes, fine arts classes, etc.

If a migrant student is identified by the district, the superintendent or designee will contact the regional or state migrant education office for assistance.

Adopted: August 21, 1995

Revised: June 19, 2000

Revised: June 17, 2002

Legal Refs: Improving America's Schools Act of 1994, P.L. 103-382

Fort Zumwalt School District, O'Fallon, Missouri

AT RISK STUDENTS

The Board of Education recognizes that academic failure by students can be directly associated with personal, social, emotional or behavioral problems beyond the traditional jurisdiction of the regular classroom. Therefore, the Board is committed to working in conjunction with a committee of faculty members, administrators and community members to implement a program which will serve to increase self-esteem, pride and academic excellence in potential at-risk students. With the understanding that there is no single solution to the at-risk problem, the district's program will be implemented through a series of activities within the classroom, small group counseling, individual counseling, and awareness and prevention efforts.

Adopted: September 21, 1998

Revised: June 17, 2002

Cross Refs: JEA, Compulsory Attendance Ages

Legal Refs: 167.275, .273, .275, .280, RSMo

Fort Zumwalt School District, O'Fallon, Missouri

AT RISK STUDENTS

Program Overview

The district's at-risk program will assist students by:

- Providing services and support through identification, resources, referral and intervention to students who exhibit a wide range of problems.
- Fostering an atmosphere of acceptance for students and staff to work toward resolution of student problems.
- Initiating and maintaining a cooperative alliance in which the school, community, families and students work together.
- Providing comprehensive ongoing intervention, evaluation and services to meet the needs of the at-risk students.

Program Components

The at-risk program is a comprehensive, ongoing program of student assessment and identification as well as the coordination of services and resources. The program's components will include:

- Prevention services, education and activities which promote, support and reinforce a healthy lifestyle.
- Written procedures for the identification of students at all levels whose problems are inhibiting or disrupting their educational process and performance, as well as procedures for handling crisis situations involving students.
- Intervention including action where warranted, to motivate troubled students and families to seek help.
- Assessment of the nature and severity of the problem.
- Referrals to appropriate community services/resources.
- Support to encourage and devise methods that reduce destructive behavior and encourage healthy choices.
- Follow-up counseling and services of those students who drop out of school, to facilitate their return to school and/or the completion of their education.
- Report dropouts to the Missouri Literacy Hot Line at 800-521-7323 pursuant to 167.215 RSMo.

Adopted: June 17, 2002

Cross Refs: JEA, Compulsory Attendance Ages

Fort Zumwalt School District, O'Fallon, Missouri

GUARANTEED EDUCATION

The Fort Zumwalt School District offers to the employer of the bearer of the Fort Zumwalt High School diploma the guarantee that the individual possesses the appropriate math, reading, and communication skills to perform the job for which they have been employed. If the employer finds that the employee does not have these skills, the Fort Zumwalt School District will refer the employee to the St. Charles County Community College Academic and Career Enhancement Center for instruction and remediation in the deficit areas. Any cost incurred will be borne by the Fort Zumwalt School District, as the St. Charles County Community College is a partner with the public school in this effort.

This guarantee is effective for three years from the date on the high school diploma.

Adopted: November 4, 1991

Fort Zumwalt School District, O'Fallon, Missouri

SECTION 504: EVALUATION, IDENTIFICATION, PLACEMENT AND APPEAL

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) provides, in part, that “No otherwise qualified individual with a disability in the United States, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance...”

A “qualified student with a disability” under Section 504 is a student who (1) has a physical or mental impairment which substantially limits a major life activity; (2) has a record of having a physical or mental impairment which substantially limits a major life activity; or (3) is regarded as having a physical or mental impairment which substantially limits a major life activity. Examples of major life activities include, but are not limited to, learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks.

Qualification under Section 504 is not automatically triggered by the mere existence of a physical or mental impairment or by the presentation of a statement from a health care provider. Rather, the District follows a well-established process to determine whether a student qualifies under Section 504. When this process reveals that the student has a physical or mental impairment which substantially limits a major life activity - and thus is a qualified student with a disability – a team of individuals then determines whether accommodations or modifications are necessary to permit the student to receive a free and appropriate public education.

Certain students who meet federal and state-established criteria will be eligible for special education services under the Individuals with Disabilities Act (“IDEA”). The IDEA provides specific rights that are not available to students who are eligible solely under Section 504.

Because of differing definitions of “disability” under Section 504 and IDEA, there may be students who do not have a disability under IDEA but who have a disability under Section 503. Generally, these would be students who do not meet the eligibility requirements for special education services under law, but who have physical or mental disabilities which require modifications or accommodations in order for the student to benefit from the general education program. The District recognizes that it has the following responsibilities to the student who has a disability under Section 504 but not under IDEA:

Referral Procedures

Teachers, counselors, administrators, building-level Academic Team members, and parents/legal guardians (hereinafter “parents”) are typical sources of Section 504 referrals. A parent seeking review of a student in accordance with Section 504 procedures must complete the District’s Section 504 Student Review Request Form; this form may be obtained in the District’s Central Office or from any building counselor. The completed form must be submitted to the student’s counselor or to the building principal, who will submit it to the student’s counselor.

If, upon referral, the District determines that there is reason to suspect that a student may have a disability under IDEA, the student will be screened and/or evaluated according to IDEA regulations and rules to determine whether the child is eligible for IDEA services. The District’s Department of Special Services is responsible for implementing IDEA screening and evaluation procedures.

Evaluation

On the other hand, if the referral raises potential Section 504 issues, and Educational Team, commonly known as the "Section 504 Team" ("Team"), will be convened to address the referral. The Team consists of school staff members and/or contracted experts who are knowledgeable about the student and Section 504 requirements. The Team compiles records and information in order to evaluate the student. Parental cooperation during the evaluation process is necessary to ensure the evaluation is conducted accurately, thoroughly, and promptly.

The administration of tests and/or compilation of records and information may or not be necessary, depending on the information already available and the nature of the condition. Observations, anecdotal information, and other informal evaluation data are common items obtained as part of the evaluation process. If formal tests are used, these tests and other evaluation materials must meet Section 504 and Office of Civil Rights requirements.

The completion of the evaluation process permits the Team to proceed with the eligibility determination.

Eligibility Determination and Development of AP

The Team will utilize the available information/records obtained during the evaluation to determine whether the student qualifies under Section 504. This decision is made in accordance with applicable federal standards during a properly convened Team meeting. The parent is invited to this meeting. The student may also attend, at the parent's request.

If the Team determines that the student is qualified under Section 504, a written Section 504 Accommodation Plan ("AP") will be developed using the District's AP form. The Team develops this AP and then provides a copy to the parent and to the relevant school staff who are affected by the AP.

Annually, or periodically at a scheduled date, the student's AP will be reviewed by the Team to evaluate the effectiveness of the AP and to revise the plan if warranted. Each student receiving Section 504 services must be re-evaluated a minimum of once every three years.

Least Restrictive Environment

Section 504 students will be educated, to the maximum extent appropriate, with their typically developing peers.

Appeal Procedures

A person alleging a violation of federal rules and regulations under Section 504 relating to the educational evaluation, identification or placement of a student has access to an appeal process. This process is set forth below.

FILE: IGBF
Page 3

Level One: Compliance Coordinator

1. If a parent intends to challenge the action proposed by the District with respect to the identification, evaluation or educational placement of a student, the parent must file a written Notice of Appeal with the District's Section 504 Compliance Coordinator within ten (10) calendar

days from the time that the parent notice of the proposed action. The Notice of Appeal must be filed using the District's form for this purpose, which is available at the District's Central Office and from each building counselor. The Notice of Appeal should be filed with the following individual:

Mr. Paul Myers
Assistant Superintendent
Section 504 Compliance Coordinator
Fort Zumwalt School District
110 Virgil Street
O'Fallon, MO 63366-2637
(636) 240-2072

2. The Notice of Appeal must state the circumstances giving rise to the request for relief, the issue to be decided and the relief requested. Upon receipt, the Compliance Coordinator shall promptly send a copy of these District procedures to parent.
3. Upon receipt of the Notice of Appeal, the Compliance Coordinator shall promptly investigate the circumstances giving rise to the request for a hearing. Within ten (10) working days, the Compliance Coordinator shall notify the parent/guardian in writing of the decision of the Compliance Coordinator. Within five (5) working days of receipt of such decision, the parent shall notify the Compliance Coordinator of acceptance or rejection of such decision. Failure on the part of the parent to so notify the Compliance Coordinator shall be deemed as an acceptance of the decision.

Level Two: Impartial Hearing Officer

1. Upon receipt of a request to appeal the decision of the Compliance Coordinator, the District's Superintendent or designee shall appoint an impartial hearing officer to hear and decide the appeal. The hearing officer should have some knowledge or training in the area of Section 504 and must not be an employee of the District.
2. The parties to the hearing shall have the right to:
 - a. inspect all relevant records, including individually identifiable education records of the student;
 - b. be accompanied and advised by an attorney or other representative of their choosing;
 - c. present evidence and confront, cross-examine, and compel the attendance of witnesses;
 - d. obtain a written or electronic verbatim record of the hearing; and
 - e. obtain written findings of fact, conclusions of law, and decision.
3. The hearing shall be held within thirty (30) calendar days after notice of appointment of the hearing officer is provided to the parent. If scheduling concerns do not permit a hearing within (30) calendar days, this deadline may be extended by an additional ten (10) calendar days.

4. The hearing officer has the right to regulate the hearing itself, as permitted under Missouri and federal law. This regulation includes, but is not limited to , establishing a limit on the amount of testimony to be heard and the number of witnesses to be presented.
5. The hearing is not open to the public.
6. The hearing officer shall render a final decision not later than thirty (30) calendar days after said hearing. The hearing officer's decision shall be final and binding on the parties, subject to the review procedure as provided below.
7. The District is responsible for costs directly attributable to provision of administrative hearings hereunder, including compensation of the hearing officer, the cost of transcripts and other related expenses. However, the District is not responsible for the cost of legal counsel for the parent.
8. The time periods specified herein may be extended by agreement of the District and the parent or if exigent circumstances exist.

Level Three: Court Review

Any party aggrieved by the decision of the impartial hearing officer may appeal the decision to circuit court or to United States District Court for the Eastern District of Missouri as provided in Section 504.

Other Options

At any time during this appeal process, a grievant may file a complaint with the following:

United States Department of Education Office of Civil Rights
8930 Ward Parkway, Suite 2037
Kansas City, Missouri 64114-3302
(816) 268-0550

Confidentiality

The privacy of any individual filing a complaint under this policy shall be protected as required by law. The Compliance Coordinator is responsible for ensuring confidentiality of the complainant and the student on whose behalf the appeal is made, in accordance with law.

FILE: IGBF
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Retaliation

Submission of a complaint under this policy will not cause the complainant or student's future employment, learning or working environment, grades or work assignment to be adversely affected. Moreover, the District will take appropriate remedial action against any student, teacher, administrator or other school personnel who retaliates against any person who files a complaint under this policy or any person who testifies, assists or participates in a proceeding, investigation or hearing relating to such appeal. Retaliation includes, but is not limited to, intimidation, reprisal, or harassment.

Adopted: June 29, 2009

HOMEBOUND INSTRUCTION

Homebound instruction will be provided by the district only after appropriate application has been made and approval granted. The Homebound Instruction Application is located in the Handbook of Special Education Services. Upon receipt by the school district, applications for homebound instruction will be submitted to the Assistant Superintendent - Special Services. Upon approval of the application, homebound instruction will be provided to:

- Any child with a health or physical condition which, in the opinion of a licensed medical examiner, will cause him or her to be absent from school for an extended period of time plus determination by school personnel that the child can educationally benefit from such a program;

OR

- Any child whose educational needs, as determined and reviewed in a multi-disciplinary staff conference, are most appropriately and effectively met by such a program.

The amount of instruction or supportive service provided through the home and hospital program shall be determined in relation to each child's educational needs and his or her physical and mental health.

Adopted: April 5, 1982
Revised: July 19, 1982
Revised: December 21, 1998

Fort Zumwalt School District, O'Fallon, Missouri

HOMEBOUND INSTRUCTION

The following procedures will be implemented when homebound instruction is to be provided to a district student:

1. When a student is identified as a potential receiver of homebound services, the application for homebound instruction shall be completed by the attending physician and forwarded to the superintendent or his/her designee. Who will keep the document on file for review at the next Missouri School Improvement Program (MSIP) visit. Homebound applications which do not meet state department criteria for special education students and for which payment will be requested should be sent to the Department of Elementary and Secondary Education (DESE) for approval. Examples of items requiring approval include: homebound need for special education student exceeding nine (9) weeks, requests for over 12 weeks for pregnancies, or any placement for special education students for discipline or suspension.
2. Each building's principal or designee shall secure the services of a qualified homebound instructor. The appointment of the homebound instructor shall be approved by the Superintendent or his/her designee.
3. The homebound student will be enrolled in and counted for attendance in the school where normal attendance would have been. Five hours of instruction must be given each week in order to be counted for full attendance. The lesson shall be distributed throughout the school week to the best advantage of the student and teacher, and upon recommendation by the attending physician. The services provided the homebound student should reflect capabilities with appropriate professional staff of the district. A telephone communication system may be used.
4. The teacher shall report the hours of homebound service performed to the Assistant Superintendent of Special Services. A record shall be maintained of the number of hours teaching performed, compensation paid to the teacher, and the termination date of homebound services. Approved hours should be submitted to the Department of Elementary and Secondary Education (DESE) as part of the end of the year reports for reimbursement at the current rate. Payments will be made at the time of the September payment cycle.
5. The assignment of grades remains the responsibility of the teachers the student would have if normal attendance had taken place. It is the responsibility of the homebound teacher to show evaluations of the progress the student has made, and to recommend grades which are believed to accurately represent the student's performance to the student's regular teachers.

Approved: August 21, 1995
Revised: August 19, 1996
Revised: September 21, 1998

Fort Zumwalt School District, O'Fallon, Missouri

PROGRAMS FOR ENGLISH LANGUAGE LEARNERS
(Lau Plan)

The Board of Education recognizes the need to provide equal educational opportunities for all students in the district. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the district, the district shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to appropriate programs are the first steps to improving their academic achievement levels.

The district's coordinator for ELL programs is the Assistant Superintendent – Special Services

The following procedures shall be used by the English Language Learner (ELL) coordinator to implement Board policy pertaining to the identification, instruction and assessment of students who are English language learners.

1. Upon enrollment, all students will be asked to complete the Student Home Language survey (see IGBH-AF1). Any student who indicates the use of a language other than English will be referred by the person processing the enrollment forms to the ELL coordinator to determine if further English language proficiency assessment is warranted.
2. Identify LM students who are also English language learners. Any student who indicates the use of a language other than English will be assessed for English proficiency using the state-provided assessment instrument.
3. Determine the appropriate instructional environment for ELL students.
4. The English proficiency of ELL students is assessed annually. Assessments instruments will cover reading, writing, speaking and listening skills. Other assessments are administered in accordance with Board policy. The district uses the following assessment instruments, techniques and schedules for ELL assessments: ACCESS Test (2nd semester), review of academic records, teacher input, ESOL informal oral and written proficiency measures, and professional judgment.
5. Parental involvement is addressed in Board policy IGBC. Parents/Guardians will be informed about the district's program, their rights and the plan for their student.
6. Any employee or volunteer of the district who suspects a student might have limited English proficiency must report the suspicion to the ELL coordinator or the principal.
7. Students identified by the ELL coordinator for additional assessment will be assessed within ten (10) school days after enrolling.

8. The following instruments will be used to assess the English proficiency of students: WIDA-ACCESS Placement Test (W-APT); consultation with classroom teacher where appropriate; anecdotal information from student, family and/or sponsors; informal oral and written assessment of English, student interview where appropriate, and review of school records.
9. The goal of the district's ELL program is English proficiency and transition from any specialized programs to a regular course of instruction. The following process will be used to determine when students are ready to transition out of the program and how student progress will be monitored after exiting the program: ACCESS Test (2nd semester), review of academic records, teacher input, team review of academic plan (counselor, ESOL teacher, classroom teacher, administration), ESOL informal oral and written proficiency measures, and professional judgment.

Services available during and after transition: Monitor status (two year process), ESOL teacher consultation, counselor supports, academic tracking, and program referral if services are necessary.
10. The ELL coordinator and advisory committee will evaluate the district's ELL program annually and prepare a report for the superintendent that will include the types of services provided, the number of students served, the number of students who have exited the program and assessment data. Information from student records will be reported in accordance with the Family Educational Rights and Privacy Act (FERPA). Based on the evaluation, the ELL coordinator and advisory committee will make recommendations for modifying and staffing the program and suggestions for resources necessary to improve the effectiveness of the program.

The district offers the following instructional options for ELL students:

Each student will be enrolled in mainstream program to the extent possible and integrated into regular activities. The regular classroom teacher will share the responsibility of programming with a qualified ESOL teacher. Modifications to the regular curriculum will be supported by appropriate instructional materials. An ESOL program will be provided at each level in order to maximize language support services with content instruction.

At the secondary levels (6th grade and beyond), instruction for ESOL programs are delivered through English/Communication Arts via content-based model: content-based instruction utilizes curriculum content as a component to teach ELL student the English language and subject area content simultaneously. Beyond core instruction in English/Communication Arts, secondary students are also supported in other curriculum areas through this class setting with collaboration between the ESOL and classroom teachers. Although the actual content is the same as that taught to non-ELL students, key concepts and vocabulary are targeted to fit the ELL student's English language proficiency level. At the elementary levels, instruction for ESOL programming is delivered through a pull-out model focusing on English/Communication Arts curriculum while support other content-based instruction.

FILE: IGBH
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The district's program for ELL students involves the following staff members (excluding teachers and other staff members who may serve ELL students in the regular course of their duties) dedicated wholly or partially to implementing the program: ELL teacher, Staff members who may serve ELL students in the regular course of their duties but who are not primarily responsible for

implementation of the program are provided the following training and resources: ESOL teacher schedules have been structured to allow consultation and support time to staff members working with ELL students across the curriculum. Classroom teachers review academic plans developed with ESOL personnel specific to the proficiency of each student and their instructional needs. During professional development days, classroom teachers and administrators can access district workshops offered via ESOL teachers. In addition, local conferences specific to strategies for ELL students are available as options for staff to attend within district approval guidelines.

Adopted: August 16, 1993

Revised: August 21, 1995

Revised: June 30, 2008

Revised: June 20, 2011

Cross Refs: JB, Equal Educational Opportunities

Legal Refs: Title VI, Civil Rights Act of 1964.
Equal Educational Opportunities Act as an amendment to the Educational Amendments of 1974.

HOME SCHOOLING

In lieu of regular school attendance in the Fort Zumwalt School District, a child may be excused from compulsory school attendance if the child is provided with home schooling as authorized by Missouri law. Any alleged violation of the compulsory education law shall be referred to the prosecuting attorney of the county where the child legally resides.

Credit for home-taught course work may be accepted based on proof of the student's progress, evaluation of course syllabi and proof of hours of instruction as compared to the Carnegie unit and current school district standards.

The Fort Zumwalt School District will apply an equivalency standard to home school study in decisions regarding grade level placement and/or issuance of credit toward high school graduation. The district's curriculum will be compared to that undertaken in the home schooling to establish an acceptable degree of equivalence. In some curricular areas the high school student must demonstrate mastery of subject-specific skills to be awarded graduation credit.

The following administrative guidelines have been developed to assist in implementing this policy.

I. General Requirements

As evidence that a child is receiving regular instruction at the home school, Section 167.031, RSMo, states that parents of a child being schooled shall maintain the following records:

- A. A plan book, diary or other written record indicating subjects taught and activities engaged in; and
- B. A portfolio of samples of the child's academic work; and
- C. A record of evaluations of the child's academic progress; or
- D. Other written or credible evidence equivalent to the above.

In addition, according to law, parents shall offer at least 1000 hours of instruction each year, 600 hours of which will be in reading, language arts, mathematics, social studies and science or academic courses that are related to the previously mentioned subject areas and commensurate with the pupil's age and ability. At least 400 of the 600 hours shall occur at the regular home school location.

II. High School Placement

If a student wishes to petition for graduation credit for work completed under home school supervision, the student must present a portfolio, log, plan book and evaluations to the building principal or designee. If these materials do not satisfy the above criteria for completeness and/or do not provide sufficient information for a determination of equivalency, the building principal or designee may administer oral and/or written examinations to determine if the student has achieved a level of competency equal to that of students completing a similar course of competency or equal to that of students completing a similar course of study in the district's high schools.

This may be accomplished through administering a standardized test and/or tests written by subject area classroom teachers and normally administered at the end of a grading period.

To achieve graduation a student must complete a minimum of two semesters in the Fort Zumwalt School District and a minimum of four (4) graduation credits.

III. Elementary and Middle School Placement

If a student wishes to petition for credit for work completed under home school supervision, the student must present a portfolio, log, plan book and evaluations to the building principal or designee. If these materials do not satisfy the criteria for completeness and/or do not provide sufficient information for determining placement of the student, the student will be temporarily placed at an age appropriate grade level. The teacher(s) will test and observe the child's academic, social and emotional development and will make a recommendation regarding permanent placement to the building principal. The final determination will be made by the building principal.

Adopted: January 4, 1993
Revised: August 19, 1996
Revised: July 15, 2002
Revised: July 21, 2003

Legal Refs: §§ 167.031, .042, 210.167, RSMo.

Fort Zumwalt School District, O'Fallon, Missouri

EXTENDED INSTRUCTIONAL PROGRAM

The Fort Zumwalt School District shall attempt to provide continuous progress in education to fit the needs of individuals of the community. In meeting these needs, the district may provide programs beyond those offered during the regular school day. The district will pursue all available state or federal aid for its extended instructional programs.

Adult Education

The Board may provide school facilities for the purpose of maintaining and expanding programs and services for persons interested in adult education. Such programs shall be commensurate with the needs of the community. The Board may provide administrative, ancillary and other supportive services needed to enhance the quality of the adult education program; however, the program shall be provided only out of revenue derived by school districts from sources other than state appropriations.

The Fort Zumwalt School District Board of Education has entered into an arrangement with the St. Charles County Community College to jointly provide adult education programs to district residents. The district facilities are provided at no charge to the community college.

Early Childhood

The critical importance of the early years in determining the educational development of children is recognized by the Board. Insofar as resources permit, programs designed to help meet the physical, emotional, social and intellectual needs of preschool age children are encouraged.

The district will provide services to students with disabilities beginning at age three (3) in accordance with the Individuals with Disabilities Education Act (IDEA) and as required by other applicable law.

Extended-Day Child Care

The district may establish before and after school child care programs for students between the ages of five (5) and fourteen (14) and for the children of students. The district may establish such a program directly or with any not-for-profit corporation.

Reading Improvement Instruction (Grades K-3)

The district may provide a program of reading improvement instruction for students in kindergarten through third grade who do not meet the district's objectives for reading. Students receiving such instruction can be counted toward additional average daily attendance for extra hours of instruction falling outside the traditional school day.

Reading Improvement Instruction (Grades 3-6)

The district will design and implement a reading improvement plan with at least 30 hours of additional reading instruction or practice outside the regular school day for students in grades 4 through 6 who do not meet minimum standards on the district's reading assessment, as required by law. The district will also design and implement reading improvement plans for students determined prior to the beginning of any school year to have a cognitive ability insufficient to meet minimum reading standards for students in grades 3 through 6, required by law.

Remediation as a Condition of Promotion

The District requires remediation as a condition of promotion to the next grade level for any student identified by the district as failing to master skills and competencies established for that particular grade level. The superintendent or designee shall determine which skills and competencies must be mastered, how they are to be assessed and what remediation is appropriate. The District may operate remediation programs outside the regular school day, including night school and summer school. Such remediation shall recognize that different students learn differently and shall employ methods designed to help those students achieve at high levels. The District will pursue all available state or federal aid for such programs.

Summer School

The district shall establish a summer school program for reading instruction with a minimum of 40 hours of reading instruction and practice for all students with a reading improvement plan. The district may offer a pre-kindergarten summer school to students who will reach the age of five (5) before August 1 of the school year beginning in that calendar year. Summer school may also be utilized for remediation as a condition of promotion.

Violence Prevention

The District may provide a violence prevention instructional program. The program shall instruct students of the negative consequences of membership in or association with criminal street gangs or street gang activity, encourage nonviolent conflict resolution of problems facing youth, present alternative constructive activities for the students, and encourage community participation in program instruction. The program shall be administered as appropriate for different grade levels and shall not be offered for academic credit. The District will contact the Department of Elementary and Secondary Education for guidance in establishing a violence prevention instructional program and will apply for any available state or federal aid.

Adopted: December 3, 1990
Revised: August 21, 1995
Revised: June 18, 2001
Revised: June 17, 2002
Revised: June 28, 2007

Cross Refs: IKE, Promotion, Acceleration and Retention of Students
IL, Assessment Program

Legal Refs: §§ 160.053, .500, 161.650, 167.290 - .310, .645, 171.091, 178.090, .280, .693,
.695, RSMo.
Individuals With Disabilities Education Act, 20 U.S.C. § 1400et seq

Fort Zumwalt School District, O'Fallon, Missouri

SUMMER SCHOOL

Fort Zumwalt School District offers an approved summer school program. Registration dates and guidelines will be established annually. Priority will be given to resident students. Any non-resident student may enroll in classes if space is available.

Application forms require the signature of the counselor or principal, the student and the parent. There is a required attendance policy for successful completion of a course. Non-resident students must submit separate checks for tuition and for the textbook deposit.

School cafeterias will not be open and no lunch periods will be scheduled between morning and afternoon sessions. No food or drinks will be allowed in the classrooms.

Transportation to and from school is the responsibility of the student. Students driving to school must obtain permission and must park in designated areas.

Fort Zumwalt School District policies will be in effect during summer school. Summer school discipline regulations will be established annually and will be in effect for students enrolled in summer school. Students will be dropped from summer school without credit or refund of fees for specified disciplinary violations and/or violation of the attendance policy. Disciplinary guidelines will be reviewed with students at the beginning of each summer school session.

Adopted: August 21, 1989
Revised: September 21, 1998

Fort Zumwalt School District, O'Fallon, Missouri

SUMMER ENRICHMENT

The Fort Zumwalt School District may operate a summer enrichment program in addition to an approved summer school. Summer enrichment course offerings include courses not available during the regular school year for students in grades 2-8. Specific courses to be offered are based upon student enrollment necessary to operate the program on a no-cost basis to the district. Procedures for application will be developed annually by the district administration as well as Registration and General Information for Summer Enrichment.

Adopted: August 21, 1989

Revised: June 28, 2007

Fort Zumwalt School District, O'Fallon, Missouri

ADVANCED COLLEGE PLACEMENT (Dual Enrollment)

Section 167.223 RSMo authorizes high school students to enroll in courses at colleges and universities and to receive both high school and college credit. Generally such arrangements fall into three categories:

1. where high school courses are taught on the high school campus by teachers designated as adjunct instructors by a college or university;
2. where a high school student leaves the high school campus and attends regular college classes for part of the school day;
3. where a regularly enrolled, full time high school student attends college classes and earns credit outside of the school day including evenings and summer school.

Dual enrollment should occur primarily for the purpose of earning college credit on the high school campus or for earning college credit in conjunction with a prescribed written agreement between the school district and the postsecondary institution, with the written permission of the high school principal, educational counselor and parent(s).

Eligible Students

College/university credit programs are intended for only those students who have the ability, motivation and maturity to begin their college education in advance of high school graduation. To be eligible for college/university credit programs students must be enrolled as a junior or senior in high school in the Fort Zumwalt School District with an earned grade point average of at least 3.0 and must be taking post-secondary courses at or through Missouri public community colleges, or public or private four-year colleges or universities in Missouri. In addition, there must be a written agreement between the Fort Zumwalt School District and the college(s) or university(ies) attended by the high school students.

Standards and Services

Coincident with initiating or continuing any college/university credit program, mutual agreements must be established between the postsecondary institution and the Fort Zumwalt School District whereby specific standards and services are addressed. These include:

1. procedural guidelines for registration
2. assistance in the registration process/student orientation
3. a syllabus for all classes to be taught
4. a contact person for each discipline being taught
5. courtesy benefits to the instructors on the high school campus which correlate with benefits given to on-campus
6. a list of students enrolled in each class to be made available to the high school program coordinator
7. guidelines specifying teacher qualifications and performance expectations

Qualifying Courses

To qualify for dual enrollment, students must be enrolled in postsecondary courses of an academic or vocational nature, the content of which is clearly at the collegiate level. The courses should be of comparable quality when compared to other college courses available to regular college students.

Full-Time Dual Credit Status Not Allowed

Generally, students in the Fort Zumwalt School District may enroll in up to three (3) college credit courses per year. Students may not take all their course work for a year or semester at a college or university and simultaneously receive high school credit. To be considered a student must be a high school junior or senior, must have a grade point average of at least 3.0, and must be enrolled in high school and taking at least three (3) courses for credit on the high school campus.

Transferability

Parents and students must be advised that a college or university may or may not accept college credit earned through dual enrollment. It would be in the student's best interest to check with the college or university of their choice prior to enrolling in advanced credit programs.

High School Credit for College Courses

The current standards for Carnegie Units will be applied to the extent possible in transcribing high school credit. The current standard of 7,830 minutes of instruction per unit of credit will be used as a guideline; however, it may not always be possible to equate college courses precisely to this high school standard. The Fort Zumwalt School District will award one-half unit of high school credit for each 3.0 semester hour college course. Only courses that are considered electives for high school graduation credit can be taken as part of the dual enrollment program; all required courses must be taken at the high school. College credit courses taken on the college/university campus and transcribed for high school credit may not earn weighted credit and may not be used to qualify for early graduation. As a general guideline, junior and senior students may earn a maximum of one (1) unit of high school credit per semester by attending a college or university outside of the regular school day as part of a dual enrollment agreement. Students must apply, in writing, for participation in the dual credit program offered through the St. Charles County Community College (SCCCC).

Responsibility for Tuition and Fees

College tuition and laboratory fees incurred by individually enrolled students taking college or university courses on either the high school campus or the college or university campus are the student's responsibility. It is the responsibility of the parent/guardian to provide the student with a means of transportation to and from the college site.

Adopted: June 5, 1995
Revised: June 18, 2001

Legal Refs.: RSMo 167.223

Fort Zumwalt School District, O'Fallon Missouri

**DUAL ENROLLMENT AGREEMENT
WITH
ST. CHARLES COUNTY COMMUNITY COLLEGE**

Fort Zumwalt School District, hereafter referred to as "FZSD" and St. Charles County Community College, hereafter referred to as "SCCCC" enter into this agree related to dual enrollment for students taking college courses at SCCC that are to be counted for high school credit.

Students enrolled as a junior or senior in FZSD shall be permitted to enroll in college courses at SCCC provided the following conditions are met:

1. Student has completed sophomore year;
2. Student has a grade point average of 3.0 or better;
3. Student has written permission of the high school principal;
4. Student has written permission from their parent/guardian;
5. Student is enrolled in an elective course as prescribed for graduation requirements;
6. Student completes the required Application for Dual Enrollment;
7. Student pays all tuition and fees.
8. Parents/guardians provide a means of transportation to and from the college site.

A student who has met the aforementioned conditions will then be allowed to enroll at SCCC for earning college credit that will apply toward FZSD graduation requirements. The student may enroll in freshman level courses at SCCC as approved by his/her counselor at SCCC and FZSD. If math and/or English classes are desired, the student must take the assessment test at SCCC for proper placement into college level courses. FZSD will not allow more than 1 unit of credit for high school graduation requirements to be taken in one semester (a total of 6.0 hours of course work at SCCC.)

When the student meets with an advisor at SCCC and determines what course(s) to take, the student will receive information on where and how the course will transfer to another institution of higher credit.

SCCCC will:

1. Notify FZSD of the student's enrollment when the counselor's signature is obtained;
2. Maintain course completion records and grade in the same manner as all college courses are handled;
3. Send the student a grade report when the semester ends;
4. Send a transcript of the student's completed courses to FZSD at the end of each semester;
5. Maintain and send student's attendance record to FZSD at the end of each semester.

This agreement will remain in effect as long as both parties wish to continue the relationship. Either party may elect to discontinue the agreement by written notice to the other party at any time during the agreement.

Superintendent, FZSD

Date

President, SCCC

Date

DISTRICT-SPONSORED EXTRACURRICULAR ACTIVITIES AND ORGANIZATIONS

The Board of Education believes that student activities sponsored by the school district are a vital part of the total educational program and should be used as a means of developing social interactions, as well as knowledge and skills. The Board further recognizes that not all of the district's goals and objectives can be met in formal classroom study. Therefore, the Board authorizes the use of the district's facilities, employees and funds to provide student extracurricular activities or groups.

The Board directs the district's superintendent or designee to administer the district's extracurricular activities and groups in keeping with this policy, and to create administrative procedures to further the district's goals.

DEFINITIONS

All district-sponsored activities, groups and organizations meeting or occurring during non-instructional time will be referred to as extracurricular. However, extracurricular activities and groups will be further categorized as follows for legal purposes:

Cocurricular Activity or Group: A school-sponsored activity or group primarily involving students and occurring outside of academic class time, where

- The subject matter of the activity or group is or will be taught in a regularly offered class;
- The subject matter of the activity or group concerns the body of courses as a whole;
- Participation in the group is a requirement for a course; or
- Academic credit is granted for participation.

Non-curricular Activity or Group: School-sponsored activities or groups primarily involving students and meeting outside of academic class time, which are not cocurricular.

GENERAL

All extracurricular activities must have a duly appointed sponsor, advisor or coach who is a district employee. Qualifications for coaches/sponsors must be within the guidelines established by the Missouri State High School Activities Association, however, the District requires a minimum of sixty (60) college hours. Exceptions to this requirement will be made in cases where an applicant with sixty (60) college hours is not available and with the approval of the superintendent or his/her designee. Before assuming the duties of a sponsor, advisor or coach, the district must have on file a recent background check of the employee. It shall be the duty of such individuals to attend all meetings, functions or practices of the various groups, to advise and supervise students, and to keep the building principal informed regarding activities. All district-sponsored extracurricular activities should be included on the school calendar.

A child must be enrolled as a part-time or full-time student in order to participate in extracurricular activities. All students participating in extracurricular activities or groups are subject to district supervision and discipline. Students must comply with all policies, eligibility requirements, rules and procedures established by the district or established by the Missouri State High School Activities Association (MSHSAA), when applicable.

Unless participation is required for an academic course in which the student is enrolled, participation in all extracurricular activities or groups is voluntary.

Pursuant to state law and upon the adoption of a resolution by a majority of the entire Board, the district may designate extracurricular activities that the Board believes presents unusual physical hazards to students. The Board may then authorize the expenditure of school funds to purchase medical insurance covering students while engaged in the activity, if the purchase of insurance would constitute a financial hardship to the parent/guardian or student.

EXCLUSION FROM ACTIVITIES OR GROUPS

Students may belong to and take part in all extracurricular activities or groups for which they are qualified, regardless of race, color, sex, religion, national origin, ancestry or disability.

Unless participation in a group or activity is required for a course in which the student is enrolled, participation is a privilege, not a right. Students may be excluded from these groups as a disciplinary action, as a consequence for poor performance in school, or otherwise as determined by district administration. A student and/or his or her parents/guardians are not entitled to hearing solely because the student has been excluded from an extracurricular activity which is not required for a course in which the student is enrolled.

Adopted: April 5, 1982
Revised: June 17, 2002
Revised: July 19, 2004
Revised: August 17, 2009

Cross Refs: AC, Nondiscrimination and Anti-Harassment
IGDA, Student-Initiated Group Use of School Facilities
IND, School Ceremonies and Observances
KG, Community Use of School Facilities

Legal Refs: § 162.063, RSMo.
Westside Community Bd. Of Ed. v Mergens, 496 U.S. 226 (1990)
The Equal Access Act, 20 U.S. C. §4701, 4702

Fort Zumwalt School District, O'Fallon, Missouri

STUDENT GROUP USE OF SCHOOL FACILITIES

Pursuant to the Equal Access Act, secondary schools in the District will provide equal access to student initiated non-curricular groups, including religious groups, that wish to conduct meetings on school premises during non-instructional time, and will not discriminate against students on the basis of the religious, political, philosophical, or other content of the speech at such meetings.

An activity is to be considered curricular if the subject matter is or will be taught in a regularly offered class; if the subject matter concerns the body of courses as a whole; if participation in the group is a requirement for a course; or if academic credit is available for participation. Extracurricular activities include activities organized and supervised under the auspices of the school. Extracurricular activities primarily involve students in activities occurring outside school. Extracurricular activities primarily involve students in activities occurring outside academic class time, for which no units of credit are awarded. Any activity which does not meet the definition of a curricular or extracurricular activity will be considered non-curricular.

Adopted: December 3, 1990
Revised: August 19, 1996
Revised: July 15, 2002
Revised: September 15, 2003

Cross Refs: IGD, District-Sponsored Extracurricular Activities and Organizations
KC, Community Involvement in Decisionmaking

Legal Refs: The Equal Access Act (1984), 20 U.S. C. §§ 4701, 4702
"Religious Expression in Public Schools," U.S. Dept. of Education, May, 1998
Westside Community Bd. Of Ed. V. Mergens, 496 U.S. 226 (1990)

Fort Zumwalt School District, O'Fallon, Missouri

STUDENT GROUP USE OF SCHOOL FACILITIES

I. Meetings

- A. Secondary schools will provide an opportunity for student-initiated non-curricular groups to meet on school premises during non-instructional time when the following criteria have been met:
1. A meeting must be voluntary and student-initiated. No student shall be in any way coerced to participate in religious or other activity. Teachers and school administrators, when acting within the course of scope of their employment, will strictly observe a policy of official neutrality regarding religious activity.
 2. No school employee may sponsor, promote, lead or participate in any student-initiated, non-curricular meeting. However, a teacher, administrator, or other school employee may be assigned to monitor the group's facility use and student conduct.
 3. Employees and agents of the school may be present at student-initiated religious meetings only in a non-participatory capacity.
 4. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school.
 5. Non-school persons may not direct, conduct, control, or regularly attend the meetings of a student-initiated, non-curricular group.

II. Signs and Posters

- A. Non-curricular student groups in secondary schools will be allowed to use bulletin boards and to display signs and posters containing announcements of activities with the approval of the principal or his/her designee. All signs and posters should have the following disclaimer statement stamped thereon:

Notice

The Fort Zumwalt School District is not affiliated with this organization. The District has approved the posting of this communication, but does not necessarily endorse the message contained therein.

III. Access To Other School Services

- A. The use of the public address system, the school bulletin and school supplies is reserved for curricular and school-sponsored activities and assemblies. In addition, non-curricular groups may not take part in awards ceremonies or activities at school, nor may they be pictured in the school yearbooks unless they purchase an advertisement which is approved according to regulation IGDB-R, Advertisement in Student Publication.

IV. Disclaimer Statement

- A. The secondary principal's initial newsletter each year should contain the following disclaimer statement:

Fort Zumwalt _____ High School proudly sponsors a variety of student activities/athletics that encourage participation in the extracurricular areas. Club activities available to students that are not affiliated with our District are independently run and do not operate

under the policies or control of Fort Zumwalt. The coaches and sponsors for these clubs are not employed by the School District, and activities, schedules, and games are planned separate from the District calendar. Any questions concerning the operation or management of these activities should be directed to the coach, sponsor, or, if available, the regional organization.

In addition, this statement should be included in student or parent handbook publications.

V. Building Usage by Non-Curricular Student Groups Controlled By Adults

- A. Outside organizations and groups that include students but are initiated and controlled by adults may use secondary school facilities as allowed by the District's Building Usage/Rental procedures. Appropriate forms should be completed and on file with the Assistant Superintendent-Administrative Services.

Adopted: September 15, 2003

Fort Zumwalt School District, O'Fallon, Missouri

STUDENT PUBLICATIONS

The Board recognizes creative student expression as an educational benefit of the school experience. One medium of expression is student journalism. Some student publications, such as annual yearbooks and school newspapers, may be educational devices developed as part of the curriculum to benefit primarily those who compile, edit and publish them. Faculty advisers will be assigned to guide students engaged in these activities. Any commercial advertisements in these publications will conform to administrative regulations.

The following school-sponsored student publications at the secondary level are authorized by the Board of Education:

- School Newspaper -- A school newspaper will be published under the direction of a faculty sponsor. Its purposes are to promote communication between classes and allow students the opportunity to illustrate their creativity and writing skills. The paper may be distributed for a nominal charge to students.
- Yearbook -- A yearbook will be published under the direction of a faculty sponsor. Its purpose will be to provide a history of pertinent information and school events for the current school year. The yearbook will be available to students at a cost to be annually determined by the school administration.

School-sponsored publications and productions are part of the curriculum and are not a public forum for general student use. School authorities may edit or delete material which is inconsistent with the district's legitimate educational concerns. All student media shall comply with the ethics and rules of responsible journalism.

Adopted: August 19, 1996

Cross Refs: JN, Student Fees, Fines and Charges

Legal Refs: *Hazelwood School District v. Kuhlmeier*, 484 U.S. 260 (1988)

Fort Zumwalt School District, O'Fallon, Missouri

DISTRIBUTION OF NONCURRICULAR STUDENT PUBLICATIONS

I. Guidelines

Students may distribute, at reasonable times and places, unofficial written material, petitions, buttons, badges, or other insignia, except expressions which:

- A. are obscene to minors;
- B. are libelous;
- C. Are pervasively indecent or vulgar (secondary schools)/contain any indecent or vulgar language (elementary schools).
- D. Advertise any product or service not permitted by minors by law.
- E. Constitute insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religion or ethnic origin).
- F. Present a clear and present likelihood that, either because of their content or their manner of distribution, will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

Distribution on school premises of material in categories (A) through (D) to any student is prohibited. Distribution on school premises of material in categories (E) and (F) to a substantial number of students is prohibited.

II. Procedures

Anyone wishing to distribute unofficial written material must first submit for approval a copy of the material to the principal or his or her secretary 24 hours in advance of desired distribution time, together with the following information:

- A. Name and phone number of the person submitting request.
- B. Date(s) and time(s) of day of intended display or distribution.
- C. Location where material will be displayed or distributed.
- D. The grade(s) of students of whom the display or distribution is intended. Within 24 hours of submission, the principal (or his or her designee) will render a decision whether the material violates the Guidelines in Section I or the time, place and manner restrictions in Section III of this policy. In the event that permission to distribute the material is denied, the person submitting the request should be informed in writing of the reasons for the denial.

Permission to distribute material does not imply approval of its contents by the school, the administration, the Board, or the individual reviewing the material submitted.

If the person submitting the request does not receive a response within 24 hours of submission, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person. If the person has made this verification and there is no response to the request, the material may be distributed in accordance with the time, place and manner provided in Section III.

If the person is dissatisfied with the decision of the principal (or designee), the person may submit a written request for appeal to the superintendent of schools or his or her secretary.

If the person does not receive a response within three days (not counting Saturdays, Sundays, and holidays) of submitting the appeal, the person shall contact the office of the superintendent to verify that the lack of response is not due to an inability to locate the person.

If the person has made this verification and there is no response to the appeal, the material may be distributed in accordance with the time, place and manner provided in Section III.

At every level of the process, the person submitting the request shall have the right to appear and represent the reasons supported by relevant witnesses and material, as to why distribution of the written material is appropriate.

III. Time, Place and Manner of Distribution

The distribution of written material shall be limited to a reasonable time, place and manner as follows:

- A. No written material may be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.
- B. Distribution of written material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school.

IV. Definitions

The following definitions apply to the following terms as used in this policy:

- A. "*Obscene to minors*" is defined as:
 - 1. The average person, applying contemporary community standards, would find that the written material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested; and/or
 - 2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and/or
 - 3. The material, taken as a whole, lacks serious literary, artistic, political or scientific value for minors.
- B. "*Minor*" means any person under the age of 18.
- C. "*Material and substantial disruption*" of a normal school activity as defined as follows:
 - 1. Where the normal school activity is an educational program of the district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods), "material and substantial disruption" is defined as student rioting, unlawful seizures of property, widespread shouting or boisterous conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

- D. "School activities" means any activity of students sponsored by the school and includes - by way of example, and not by way of limitation - classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, and in-school lunch periods.
- E. "Unofficial" written material includes all written material except school publications funded and/or sponsored or authorized by the school. Examples include leaflets, brochures, flyers, petitions, placards and underground newspapers, whether written by students or others.
- F. "Libelous" is a false and unprivileged statement about a specific material by means of handing out free copies, selling or offering copies for sale and accepting donations for copies. It includes displaying written material in areas of the school which are generally frequented by students.

V. Disciplinary Action

Distribution by a student of unofficial material prohibited in Section I or in violation of Section III will be treated as a violation against public decency and good order, as provided in policy JG and regulation JG-R.

IV. Notice of Policy to Students

A copy of this policy will be published in student handbooks and posted conspicuously in school buildings.

Adopted: August 19, 1996

Cross Ref: IGDB, Student Publications
JFA, Student Due Process Rights
JFH, Student Complaints and Grievances

Legal Ref: *Bystrom v. Fridley High School Independent School District*, 882 F.2d 747 (8th Cir. 1987) §§ 167.161 - .171, 573.010, RSMo.

Fort Zumwalt School District, O'Fallon, Missouri

ADVERTISEMENT IN STUDENT PUBLICATIONS

1. Each Fort Zumwalt School District reserves the right to deny advertising space in school newspapers, yearbooks and athletic event programs to any business and/or individual who does not serve the best interests of the school, the Fort Zumwalt School District, and the community.
2. The school cannot be held responsible for false or fraudulent ads run in good faith. Legal responsibility lies with the advertiser.
3. The school will not run any ad that, in the opinion of the staff and/or administration, is lewd, vulgar, obscene, libelous, factually inaccurate, inappropriate due to sexual or racial content or overtones, or otherwise inappropriate because the ad is inconsistent with the basic educational mission of the school.
4. The school will not accept ads for the following products:
 - a. X or R rated movies
 - b. Gambling
 - c. Tobacco products
 - d. Liquor products
 - e. Birth control products or information
 - f. Pregnancy testing, counseling or referral
 - g. Drug paraphernalia
 - h. Pornography
5. If advertising is allowed which promotes one side of a controversial issue, advertisements promoting the opposing side should similarly be accepted.
6. All advertising must be approved by the supervising administrator prior to going to print.

Adopted: July 21, 2003

Fort Zumwalt School District, O'Fallon, Missouri

STUDENT ACTIVITIES FUNDS

The Board prefers that the school district financially support district-sponsored student activities, but in some cases, it may be necessary for students to raise funds to help support these activities. Any fundraising activity conducted or administered during the school day or during class time or with the use of school employees or students from district sponsored groups will be considered a district-sponsored fundraising activity warranting approval.

The superintendent and principals will be directly responsible for all types of money-raising activities conducted in the school or sponsored in any manner by the district. All district-sponsored fundraising activities must first be submitted with a budget of expenditures and approved by the building principal and/or the superintendent or designee. Fund-raising activities will only be approved when profit received by the organization is 50% (fifty percent) or greater. Exceptions to this profit margin must be approved by superintendent or his/her designee.

All funds collected from district-sponsored fundraising will be held under the supervision of the superintendent or designee and building principals and deposited in district accounts for safekeeping, regardless of whether the funds are collected from student contributions, club dues, special events, or result from admissions to events or from other fund-raising activities. The district will manage the funds in accordance with good business practices, including sound budgetary and accounting procedures, and will be audited in the same manner as other district funds. The district shall keep a record of the sources and expenditures of all funds.

District personnel and students may not be utilized during the school day or during class time by booster clubs, parent groups or other support groups to raise funds that are not directly deposited with, administered and controlled by the district for the direct benefit of district-sponsored activities. However, these groups may make contributions to a district-sponsored activity or seek employee or student assistance in raising funds as long as this assistance does not occur during the school day or during instructional time and submit an application for approval prior to the fundraiser. The district administrators and employees may also work in conjunction with these groups in fundraising activities as long as the activity has been approved by the district.

Adopted: April 5, 1982
Revised: July 15, 1991
Revised: August 19, 1996
Revised: June 17, 2002
Revised: June 28, 2007
Revised: June 21, 2010

Cross Refs: IGDF, Student Activities Fund Management

Fort Zumwalt School District, O'Fallon, Missouri

STUDENT ACTIVITIES FUNDS MANAGEMENT

School activity funds are used to finance a program of school activities which supplement, but do not take the place of, the instructional programs provided by the Board of Education. Whether such funds are collected from student contributions, club dues, gifts/donations, special activities, or result from admissions to special events or from other fund-raising activities, all such funds will be under the jurisdiction of the school principal. Insofar as possible, the funds will be expended in such a way as to benefit those students currently enrolled in school. The management of the funds will be in accordance with good business practices, including sound budgetary and accounting procedures, and will be audited in the same manner as district funds. There shall be full disclosure of the source and expenditures of all funds.

Numbered receipts shall be issued for all student activities funds received and said funds shall be deposited in accordance with school district procedure in a depository selected by the Board of Education.

Student body organizations shall be discouraged from building up reserves. Expenditures and income shall be approximately equal in any one year.

Reserves shall be sufficient to maintain cash flow and other special reserves shall be earmarked for specific projects as approved by the organization's governing body.

Fund-raising activities will be in accordance with the general statutes, Board policies and regulations, and directives from the superintendent. These activities shall be approved and monitored by the principal of the school and will be conducted in such a manner so as not to conflict with law while still benefiting the student body as a whole.

The principal will prepare or cause to be prepared an annual budget to include all projected revenues and expenditures and present it to the superintendent for review and recommendations. Expenditures will be made only for school-related purposes.

Accounts inactive for three (3) years shall be absorbed into the district's general revenue.

Adopted: April 5, 1982

Cross Refs: IGDF, Student Fund-Raising Activities

Fort Zumwalt School District, O'Fallon, Missouri

INTRAMURAL PROGRAMS

As the Fort Zumwalt School District continues to grow in student numbers it must also expand present programs and develop new programs to meet this growth. The Board of Education recognizes the value of a well-organized intramural program for students as an extension of the total curriculum. As a voluntary free-time program, intramurals should provide students with an opportunity to learn skills and to implement, in a competitive setting, the knowledge they have acquired in the instructional phase of physical education. This experience should enhance the values inherent in competitive sports, including team play, sportsmanship, group loyalties and refinement of skills. Well directed intramural experiences protect against the creation of excessive competition in interscholastic programs, which is inconsistent with the physical, social and emotional capacities of early adolescents. The district developed Intramural Handbook provides the operational guidelines participation standards and all other relevant information and necessary reporting forms for implementing the intramural program of Fort Zumwalt School District.

Adopted: April 5, 1983
Revised: July 18, 1983
Revised: August 21, 1989

Fort Zumwalt School District, O'Fallon, Missouri

INTERSCHOLASTIC ATHLETICS

The Board of Education believes that individual students will have opportunities to grow physically and intellectually through their experience in self-discipline and their contribution to team effort made possible through competitive interscholastic athletics.

The Board will provide interscholastic athletic competition for secondary school students in a variety of sports. Qualified professional staff will be provided for coaching and for the supervision of all athletic events.

The purpose of high school athletics is both educational and recreational. The athletic program should encourage participation by as many boys and girls as possible and should be carried on with the best interests of the participants as the primary consideration. This should be done without unreasonable interference from the total school community. It is not the winning/losing aspect of participation that is totally emphasized--but participation where each student has the opportunity to achieve a sense of individual, group and school responsibility. This type of participation provides the student with desirable learning opportunities.

A well-organized and well-conducted athletic program can have a positive influence on the morale of a high school student body. It also can enhance good community-school relations.

The interscholastic athletic program of the district will be organized under the following guideposts:

- The athletic program is an integral part of the high school curriculum and comes under the authority of the principal to the same degree as all other phases of the curriculum.
- Participation in interscholastic athletics is for students in grades 9 - 12 as determined by league or conference requirements.
- Programs of interscholastic athletics will be available to boys and girls, which provide appropriate access to the following: (a) school facilities; (b) coaching and instruction; (c) scheduling of practice times and games; (d) number of activities at each level of competition; (e) equipment, supplies and services.
- The school district is a member of the Missouri State High School Activities Association. In all athletic matters it will adhere firmly to the rules and regulations of that body and to the philosophy of interscholastic athletics that the MSHSAA encourages. The eligibility of students to participate in the athletic program is determined in accordance with the MSHSAA regulations and school district policies and regulations.
 - No student may start practice for any athletic team until he or she has been examined and approved by a physician and written consent has been obtained from the parent/guardian.
 - Students representing the District in interscholastic activities must be creditable citizens as judged by the appropriate school authority. This includes off campus behavior which is not school related.
- Expenditures for the athletic program are incorporated as part of the general budget of the Board.
- District participation in interscholastic athletics will be subject to approval by the Board. This will include approval of membership in any leagues, associations or conferences.

The district developed Interscholastic Athletic Handbook provides the operational guidelines, participation standards and all other relevant information and necessary reporting forms for implementing the interscholastic athletic program of Fort Zumwalt School District.

Adopted: April 5, 1982
Revised: July 19, 1982
Revised: May 20, 2002
Revised: July 17, 2006
Fort Zumwalt School District, O'Fallon, Missouri

SPORTSMANSHIP IN INTERSCHOLASTIC COMPETITION

The Fort Zumwalt School District believes that student participation in interscholastic competition is a vital part of the total educational program, and should be used as a means for developing wholesome attitudes and good human relations, as well as knowledge and skills. Well organized and well conducted programs contribute to the morale of the student body and strengthen school-community relations. To this end, the Board shall encourage the display of good sportsmanship by students and school district patrons.

The Board shall establish regulations that guarantee the teaching of the principles of good sportsmanship and competition etiquette to students in all physical education courses, as well as to all members of junior varsity and varsity teams, cheerleaders, pep club members, band members, and any students who will represent the district in interscholastic competitions or exhibitions.

Members of the student body, whether participants or spectators, are urged to exhibit exemplary behavior at interscholastic events. These events provide an excellent opportunity to display school spirit, and to show pride in the district. Since interscholastic athletic events are an extension of the classroom, the school discipline code will be enforced in relation to student conduct.

Coaches of all teams will be trained in the methods of establishing policies of good sportsmanship in their players, and they will be considered as role models in this respect.

The district will work with the Missouri State High School Activities Association and other organizations to promote good sportsmanship by the patrons of athletic events. The Board will utilize the print and broadcast media to disseminate its policies on good sportsmanship, and will work with parents, alumni associations and local service organizations to keep sportsmanship a top priority.

The Board will establish regulations for crowd control at district events. The regulations will stress the type of exemplary behavior, ethics and integrity that should be exhibited by all players and spectators, and will provide for corrective measures to be taken, when necessary, to maintain an atmosphere conducive to the enjoyment of the event.

Adopted: August 3, 1992

Cross Refs: IGDJ, Interscholastic Athletics
JFC, Student Conduct
KGBA, Public Conduct at District Athletic Events

Fort Zumwalt School District, O'Fallon, Missouri

STUDENT PARTICIPATION IN TRIPS OUTSIDE OF STATE BOUNDARIES

While the Board believes that trips outside of the state boundaries may enhance the program of instruction and add much to education of the students, the Board does not sponsor "out-of-state" trips for students. Any student out-of state trip is taken without the sponsorship of the Board unless the Missouri High School Athletic Association sanctions the trip.

All trips conducted should be planned with an educational purpose and in regard to a unit of study. To be educationally beneficial, an out-of-state trip requires thoughtful selection, careful advance preparation of the class, and opportunities for students to assimilate the experience during and at the conclusion of the trip. The trip should provide educational opportunities that are not available locally. To this end, teachers and principals will be expected to consider the following factors in selection of trips outside the state boundaries:

- Value of the activity to the particular class group or class groups;
- Relationship of the field trip activity to a particular aspect of classroom instruction;
- Suitability of the activity and distance traveled in terms of the age level;
- Mode and availability of transportation; and
- Cost of the specific trip.

All out-of-state trips requested should be carefully scrutinized by the administration. Out of state trips should typically not cause students to miss more than one school day. Any exceptions to this will need special permission from the Board of Education and District Administration.

All operational procedures relevant to planning a trip outside of state boundaries must be followed and required forms completed and submitted.

Adopted: March 17, 2003

Revised: June 30, 2008

Fort Zumwalt School District, O'Fallon, Missouri

FORT ZUMWALT SCHOOL DISTRICT
OUT-OF-STATE TRAVEL PROPOSAL FORM

School Name: _____ Today's date: _____

Organization/Club/Class: _____

Person in Charge of Trip: _____

Proposed Destination: _____

Proposed Dates of Trip: _____

Purpose of the trip (i.e. how does it enhance the curriculum and/or relate to classroom assignments):

Performances during trip:

Workshops/clinics during trip:

Cultural/non-performing activities possible during the trip:

How the group was selected to participate in the activity:

Number of students taking the trip: _____

Number of chaperones taking the trip: _____

Names of chaperones (to be provided before the trip if not known at this time):

Cost of trip (per student): _____

Trip funded by: _____

Transportation/travel provided by: _____

Number of days of school to be missed: _____

Attach sample/proposed itinerary.

Submitted by: _____ Date: _____

Approved by building principal: _____ Date: _____

Approved by superintendent: _____ Date: _____

*Completed forms must be submitted to the Superintendent for Board approval at least one week prior to the regularly scheduled Board of Education meeting.

Adopted: March 17, 2003

Fort Zumwalt School District, O'Fallon, Missouri

FORT ZUMWALT SCHOOL DISTRICT
OUT-OF-STATE TRAVEL FORM
Parent/Guardian Release

I, _____, hereby give permission for _____ to participate in the planned trip to _____. Transportation will be provided by _____. I understand that the Fort Zumwalt School District has agreed to approve this trip and will endorse the student's participation in the planned activity. I further understand that the Fort Zumwalt School District is not liable for any accidents or occurrences, including an act of terrorism, that may take place on the trip.

Parent's Name: _____ Emergency Phone: _____

Parent's Name: _____ Emergency Phone: _____

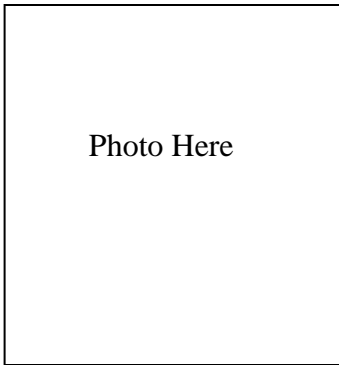
Signature: _____

Date: _____

Adopted: March 17, 2003

Fort Zumwalt School District, O'Fallon, Missouri

FORT ZUMWALT SCHOOL DISTRICT
HEALTH INFORMATION



Information furnished by you on this form is necessary for us to provide the best conditions of caring for your child.

Student's Name: _____

Parent/Guardian: _____ Home Phone: _____

Home Address: _____ City: _____ Zip: _____

Name & Address of Employer:

(Father) Address Phone

(Mother) Address Phone

Physician: _____
(Name) Address Phone

Circle any condition pertaining to your child. Explain below type of reaction, medication used or special instructions.

- | | |
|-------------------------------|--|
| 1. Allergies | 8. Fears/anxieties |
| 2. Asthma | 9. Never experiences a night away |
| 3. Diabetes | 10. Sleep Walker |
| 4. Seizure disorder | 11. Enuresis |
| 5. Heart condition | 12. Food allergies |
| 6. Orthopedic conditions | 13. Other health/physical needs |
| 7. Attention Deficit Disorder | 14. Last DPT/DT or Tetanus - Date: _____ |

Explanations: _____

I hereby authorize the teacher or chaperone to authorize transportation of my child to the hospital and to hospitalize him/her for an emergency. Furthermore, I hereby authorize the physician(s) to carry out any diagnostic or emergency care pertinent to the immediate illness that is deemed imperative in treatment of my child. Parents will be notified in case of emergency.

Parent's Signature: _____ Date: _____

Please attach a copy of your child's health insurance card. If your child does not have major health insurance, a short-term policy must be purchased for this trip.

Adopted: March 17, 2003

Fort Zumwalt School District, O'Fallon, Missouri

Check with your roommate about items that can be shared.

FORT ZUMWALT SCHOOL DISTRICT

MEDICATION FORM

This form is required for students taking any medication not listed on the "Treatment/Illness Form." Parents of students requiring "daily medication" or "occasional medication" must complete the following information for each medication. The medication must be well labeled and given to the adult supervisor before the trip. **It is the responsibility of the student to take the medication at the appropriate time.** Please review this completed form and information with your child.

Student's Name: _____ Date: _____

Condition: _____
Medication: _____
Dosage: _____
Side Effects: _____
(x) Times taken: ___ Breakfast
 ___ Lunch
 ___ Afternoon
 ___ Dinner
 ___ Bedtime
 ___ As needed

Condition: _____
Medication: _____
Dosage: _____
Side Effects: _____
(x) Times taken: ___ Breakfast
 ___ Lunch
 ___ Afternoon
 ___ Dinner
 ___ Bedtime
 ___ As needed

Condition: _____
Medication: _____
Dosage: _____
Side Effects: _____
(x) Times taken: ___ Breakfast
 ___ Lunch
 ___ Afternoon
 ___ Dinner
 ___ Bedtime
 ___ As needed

Condition: _____
Medication: _____
Dosage: _____
Side Effects: _____
(x) Times taken: ___ Breakfast
 ___ Lunch
 ___ Afternoon
 ___ Dinner
 ___ Bedtime
 ___ As needed

Comments: _____

Parent's Signature: _____ Date: _____

Adopted : March 17, 2003

Fort Zumwalt School District, O'Fallon, Missouri

Fort Zumwalt School District
Treatment of Minor Injuries or Illness

Student's Name: _____

Dear Parent:

During the course of trip we may find it necessary to administer ingested or topical medications in treatment of minor injuries or illnesses. A few such conditions are sore throats, cough, headaches, stomachaches, scratches, and/or blisters.

The products we will provide are listed below. **If you do not want your son/daughter to use any of the products listed below, please cross out that particular medication:**

Ammonia inhalant	Benadryl
Caladryl lotion	Camphophenique
Cough syrup	Hydrogen peroxide
Ibuprofen (i.e. Advil, Nuprin)	Imodium AD
First Aid Spray	Kaopectate
Kill-Sting Swabs (insect stings)	Mylanta
Maalox	Milk of Magnesia
Rubbing Alcohol	Sterile Eye Wash
Sudafed	Throat Lozenges
Tylenol	Vaseline
Antibiotic ointment (i.e. Neosporin)	

This list has been approved for over-the-counter treatment. Please sign and return by _____.

Please return this form even if you approve of the use of all listed medications.

Thank you.

Parent's Signature: _____

Adopted: March 17, 2003

Fort Zumwalt School District, O'Fallon, Missouri

Date: _____

FORT ZUMWALT SCHOOL DISTRICT

PACKING CHECKLIST

- 1 Suitcase
- 1 Garment Bag (supplied by organization; will be packed with the equipment)
- 1 Carry on
- (Nametags must be placed on all luggage and instruments.)
- Instrument, case and needed supplies for instrument
- Music

The following items must be placed in the garment bag, with name clearly displayed:

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

Black dress shoes

Black socks/hose

Belt

____ days of casual clothes

Jacket

Raincoat or poncho

Casual shoes

At least one pair of long pants

Underwear (____ days worth)

Watch

Wallet and money (your discretion)

Swimwear, beach towel

Shampoo

Deodorant and soap

Comb or brush

Shaving items

Toothpaste and toothbrush

Alarm clock

Camera, extra film (your discretion)

Games that can be played on the bus

Snacks

Reading materials

Radio/tape/CD player with headphones

Sleepwear

DO NOT PACK MEDICATIONS IN YOUR SUITCASE.

Adopted: March 17, 2003

Fort Zumwalt School District, O'Fallon, Missouri

OUT-OF-STATE TRAVEL GUIDELINES

OUT-OF-STATE TRAVEL BY STUDENT GROUPS

1. All trips must be requested three months in advance of the proposed trip. Completed proposal forms must be submitted to the building principal for initial approval.
2. A student-chaperone ratio of at least 12 to 1 will be followed for staffing during the trip.
3. Out-of-State trips should typically not cause students to miss more than one school day. Any exceptions to this will need special permission from the Board of Education and District Administration.
4. The sponsor must collect any cost for the trip before the trip is taken.
5. Guidelines concerning school district discipline, travel policies, medication usage and treatment, and packing list must be given to the parents and students before the trip. If personal vehicles are used, the participating group will reimburse of the approved IRS rate.
6. Supplemental insurance must be purchased for participants before the trip is taken. A copy of the Certificate of insurance must be taken on the trip and a copy filed with the building principal. (A sample claim form with appropriate insurance contact numbers is included to provide assistance in securing such a policy.)
7. Forms for administering medication, emergency treatment, and a parent permission/release form must be on file with the sponsor before the trip. A chaperone will be responsible for keeping these medical forms with the group at all times during the trip.
8. Any sponsor/student group may request out-of-state trips no more than once every other year.
9. All final plans for the trip, including supervisors, must be submitted to the building principal prior to the trip.
9. The sponsor must complete a written report covering all aspects of the trip within one week after the trip. The written report will be submitted to the building principal to attach to the original travel request.

OUT-OF-STATE TRIP GUIDELINES

1. All school rules governing discipline, student deportment and dress will be in effect during any trip. Any infractions of the rules will be dealt with according to policies set forth by the school district.
2. Chaperones are an extension of the teacher organizing the trip. They should be treated with the same respect given the teacher.
3. Students are expected to present themselves in a mature and positive manner at all times. Their actions are a direct reflection on the group, the school and the community.
4. Students are responsible for following the itinerary established prior to the trip.
5. There will be one chaperone assigned to a maximum group of 12 students. Students are expected to follow the direction of the chaperones and are directly responsible to the chaperones during the trip.
6. Attendance will be taken by chaperones prior to all activities. Students will respond in an appropriate manner when their name is called.
7. All luggage and equipment should be appropriately tagged with the student's name and school name.
8. In case of an emergency or injury, regardless of how small, students should notify their chaperone immediately. If students are separated from their group and an emergency should occur, the student should contact the nearest official and have the chaperone paged.
9. The buddy system should be in place at all times. Stay in small groups as there is safety in numbers. Students should be aware of the rendezvous times and locations given by their chaperone.
10. When staying overnight, students must adhere to curfew times and lights out. Curfew times indicate when students must be in their assigned rooms. Lights out indicates the time students must turn lights off and sleep. Absolutely no hall traffic is allowed after curfew or lights out. Any infractions will result in the loss of all trip privileges and entertainment and may result in the student(s) being sent home.
11. Students should not visit in rooms of the opposite sex except in the presence of the chaperone. Only students or parents from our school are permitted in rooms. Any infraction of this may result in the student(s) being sent home.
12. An alphabetized list of all students going on the trip, including dates and the nature of the trip, must be put in all mailboxes at least 3 days prior to the trip so teachers are aware of student absences. A copy must be given to the principal and the attendance secretary.
13. The teacher organizing the trip will provide a supplemental list of personal items, i.e. walkman with headphones, etc., before the trip.
14. Students are expected to attend school, if school is in session, the day before and after the trip.
15. Any damages/fines are the responsibility of the student/family. The school is not responsible for losses, e.g. stolen items, lost luggage, etc.

Adopted: March 17, 2003

Revised: June 30, 2008

Fort Zumwalt School District, O'Fallon, Missouri

Fort Zumwalt School District Interscholastic Athletics Citizenship Agreement

The Fort Zumwalt School District is a member of the Missouri State High School Activities Association (M.S.H.S.A.A.). Participation in MSHSAA sponsored interscholastic activities is a privilege and not a right. It is a requirement of MSHSAA that in order for a student to be eligible to participate in interscholastic activities, he or she must be judged as a "creditable citizen" by the school. This means that the student's conduct must be satisfactory in accord with standards of good discipline.

Prior to this athletic season, you were involved in a drug or alcohol offense that violated the standards of good discipline and could prevent you from being certified as a creditable citizen. Fort Zumwalt would like to provide an opportunity for you to remain eligible for participation in our interscholastic program. This voluntary option requires responsibility on your part with assistance from our school district. The option is available to students participating in high school sports, cheerleading and pom squads. MSHSAA requires that school officials certify that athletes meet eligibility standards. Students involved in drug and alcohol offenses during a season lose the eligibility for that season. This option allows the District to certify them as a creditable citizen for future seasons provided all discipline, criminal charges and any court awarded consequences, including community service, have been satisfied.

This option involves entering into a contract agreeing to comply with the following stipulations for the next year (365 days):

- I agree to avoid any misconduct which typically results in in-school or out-of-school suspensions greater than one day in length.
- I agree to submit to a monthly screening and to avoid testing positive for drugs or alcohol. I understand that the sample will be divided so that a second test may be performed to verify any positive results.
- I agree to meet with a building crisis/prevention counselor, guidance counselor or activities coordinator at least once per month.
- I agree to comply with the attached standards promulgated by the District, as well as all MSHSAA standards.

I understand that violation of any of the above provisions will result in my immediate removal from the school team or squad and will cause me to be ineligible for all interscholastic activities for 365 days from the date of the offense. I understand that the Activities Coordinator shall make the determination as to whether a violation has occurred and that I may appeal that determination to the building principal, whose decision shall be final.

<p>We have read and understand the guidelines set forth in this agreement and realize that this is a voluntary option. Please allow _____ this opportunity.</p>	
_____ <i>Student</i>	_____ <i>Date</i>
_____ <i>Parent</i>	_____ <i>Date</i>

Principal

Activities Coordinator

**FORT ZUMWALT SCHOOL DISTRICT
STUDENT ELIGIBILITY STANDARDS**

The student eligibility standards shall comply with the current Missouri State High School Activities Association (M.S.H.S.A.A.) Handbook. While no one standard is more important than others, the M.S.H.S.A.A. suggests before you drop any classes, for whatever reasons, or enroll for classes in the upcoming semester, your coach, athletic administrator or principal should be consulted to verify that you will meet the eligibility standards.

General Missouri State High School Activities Association Standards

1. You must be a creditable high school citizen.
2. You cannot be 19 years old before July 1 preceding the opening of school.
3. You cannot have graduated from a four year high school.
4. You cannot have attended eight semesters of high school.
5. You cannot have competed in four seasons of a particular sport.
6. You must have entered school within the first 11 days of the semester.
7. You must be enrolled in courses offering three (3) units of credit the current semester. (This normally is six (6) courses). Students enrolled in the Missouri Virtual Schools program must attend the district high school for courses offering not less than one (1) unit of credit (this is normally two (2) courses) and be enrolled in a minimum of two (2) units (this is normally four (4) courses) of virtual school credit for the current semester.
8. You must have earned three (3) units of credit the current semester. (This normally is six (6) courses). See explanation below concerning credit earned in summer school.
9. You cannot have played sports under a false name.
10. You cannot commit an unsportsmanlike act while attending or participating in a high school activity.

Student Citizenship Standards (Taken From M.S.H.S.A.A. Handbook)

The Fort Zumwalt School District is a member of the Missouri State High School Activities Association (M.S.H.S.A.A.). Participation in MSHSAA sponsored interscholastic activities is a privilege and not a right. It is a requirement of MSHSAA that in order for a student to be eligible to participate in interscholastic activities, he or she must be judged as a "creditable citizen" by the school. This means that the student's conduct must be satisfactory in accord with standards of good discipline. Those students whose character or conduct is such as to reflect discredit upon themselves or their schools including off campus misconduct which is not school related, are not considered "creditable citizens." Conduct shall be satisfactory in accord with the standards of good discipline.

Students involved in a drug or alcohol offense during the season will be removed from the team or squad, including off campus offenses. An option to help students remain eligible for future seasons is available. This opportunity will allow the District to certify students as creditable citizens provided that criminal charges and any court awarded consequences have been satisfied. The Citizenship Agreement is a voluntary program whereby the District will attempt to provide support for an athlete that has lost but wants to regain "creditable citizen" status as judged by the school.

A student shall not be considered eligible while under suspension. The student who is expelled or who withdraws from school because of disciplinary measures shall not be considered eligible for 365 days from the date of expulsion or withdrawal. If a student misses class on the date of a contest without being excused by the principal, he (she) shall not be considered eligible on that date.

The Fort Zumwalt School District may prohibit the participation of students in interscholastic athletics and activities if, during their secondary school enrollment, they are involved in a serious school disciplinary infraction or have incurred a safe schools violation.

Summer School Credit – Academic Eligibility

Students may count up to 1 unit of credit earned in summer school toward establishing eligibility if they meet the criteria listed below. This may include credit recovery and/or virtual school.

- Only courses required for graduation meet academic eligibility
- Electives may not count toward academic eligibility
- Correspondence courses may not count toward academic eligibility
- Courses in which credit has already been received may not be repeated to obtain academic eligibility

Fort Zumwalt School District Student Interscholastic Rules and Regulations

The following rules and regulations are in effect for all athletes:

1. Smoking or the use of tobacco (to include chewing tobacco), will result in the following actions:

First Offense: Player, parent, coach, and activities coordinator conference with a warning that another infraction will constitute removal from the team/squad.

Second Offense: Removal from that particular athletic squad or team.

2. The sale/possession/use/under the influence of alcohol/drugs on or off campus during the season will result in removal from the team/squad.
3. A student having a suspension (in-school or out-of-school) for disciplinary action while a member of a particular athletic sport will be reviewed by the principal and the activities coordinator to determine whether or not the student has violated the intent of the M.S.H.S.A.A. Citizenship Standards and a decision will be made whether or not the student should be removed from that particular athletic squad or sport.

Fort Zumwalt School District Rules Governing Use of Freshmen For J.V. or Varsity Competition

1. All ninth grade students will try out for freshmen teams, unless none are provided, in which case they may try out for a higher level team.
2. Each student athlete will start the season with their freshman team. If it is apparent their skills are advanced for their own grade level, then the following guidelines will be followed:
 - a. Ample time must be given to prove competitiveness and advanced abilities, if applicable.
 - b. Agreement by the parent that such a move is in the best interest of the student athlete.
 - c. The student athlete must want to move to a higher team.
 - d. A verbal agreement between the freshman coach and junior varsity/varsity coach that moving up is best for the student athlete. The activities coordinator and the building principal should be notified of the request, prior to a final decision being made.

Fort Zumwalt School District Rules Governing Use of Sophomores for Varsity Competition

The intent to assign a sophomore to the varsity level must be discussed by the coach with the activities coordinator and principal, prior to a final decision being made.

Adopted: May 20, 2002
 Revised: July 13, 2006
 Revised: June 28, 2007
 Revised: June 30, 2008
 Revised: June 30, 2010

Fort Zumwalt School District, O'Fallon, Missouri

DISTRICT SPONSORED EXTRACURRICULAR ACTIVITIES AND ORGANIZATIONS

Student organizations shall generally be encouraged when they meet the criteria of contributing to learning rather than detracting from it. Such organizations shall operate within the framework of the law, Board policy, administrative regulations and the parameters of the instructional program. Every effort will be made to prevent organizational activities from interfering with the regularly scheduled school day. Where applicable, organizations will adhere to the regulations and guidelines of the Missouri State High School Activities Association.

Prior to the recognition of a student organization in the Fort Zumwalt School District, the following criteria must be met:

1. Sufficient interest must be shown by students.
2. Adequate supervision must be assured.
3. Purposes must be defined.
4. Application for formal recognition must be submitted.
5. The organization must submit to the building administrator a final copy of the constitution and/or by-laws no later than thirty (30) school days after final Board of Education approval.

This policy applies to on-campus organizations only. It is not intended to restrict the organization of students into groups which function apart from the school.

Student groups wishing to utilize school facilities must obtain written permission from the building principal prior to the event and provide information such as the following:

- Name of group and of all officers
- Sponsor
- Approximate number of attendees
- Roster of group members
- Time and date of meeting
- Facility requirements

Student groups will abide by the rules and regulations governing student conduct in the district.

Except for incidental building costs, no public funds will be expended for groups under this policy.

Adopted: April 5, 1982
Revised: July 15, 2002

Cross Refs: GCKA-R-4, Procedures for Forming a Student Activities Organization

Fort Zumwalt School District, O'Fallon, Missouri

ADULT OCCUPATIONAL EDUCATION

When it is in the best interest of the Fort Zumwalt School District, the district will cooperate with the Office of Manpower Planning in the placement of eligible unemployed individuals. Any applicant so employed will be fully accountable to the district and the assigned supervisor. Coordination of all manpower programs will be the responsibility of the Assistant Superintendent-Student Personnel Services.

Adopted: April 5, 1982

Fort Zumwalt School District, O'Fallon, Missouri

GROUPING FOR INSTRUCTION

Grouping is the assignment of pupils in a particular pattern for instructional purposes. Such assignments consider the grade, subject, and diversification of the school program. Grouping practices in the Fort Zumwalt School District will be flexible enough to provide continuous educational opportunities for students, yet attempt to insure an equal distribution of available staff and resources to all learners. All assignments for grouping purposes will be designed to foster social, emotional and educational growth of children.

Adopted: April 5, 1982
Reaffirmed: April 22, 1991
Reaffirmed: March 15, 1999

Fort Zumwalt School District, O'Fallon, Missouri

GROUPING FOR INSTRUCTION

The following guidelines represent the procedures to be used for the grouping of instruction in the Fort Zumwalt School District. This grouping arrangement allows for "subject area grouping" as well as "grouping within the classroom" at the elementary, middle and senior high levels.

ELEMENTARY SCHOOL

Subject Area Grouping

Children in kindergarten through fifth grade are assigned to a controlled heterogeneous class. Within this structure, homogeneous sub-grouping will provide for appropriate learning experiences for students in reading and mathematics.

Grouping Within the Classroom

Grouping practices within the classrooms will be flexible. The principal and the individual teacher will determine the grouping practice within the teacher's classroom. District expectations are that each elementary school will establish a system of sub-grouping within each classroom so that, when appropriate, pupils study reading and mathematics in a small group setting. Groups may be identified based upon student achievement and/or interest.

MIDDLE SCHOOL

Subject Area Grouping

Students in grades 6 through 8 may be assigned to academic classes on a heterogeneous and/or homogeneous basis and to elective courses on a heterogeneous basis. Curricular recommendations in each area will accommodate homogeneous grouping. Regardless of the grouping practices, the same high expectations will be maintained for all students. Because of the changing needs of the student population, building grouping practices will be flexible by grade level to adequately serve the instructional needs of the students. Assignment of students to groups will be based on teacher recommendations, past achievement and/or test results. In activity and elective courses, assignment of students will be based on student interest as well as unique learning needs of the student.

Grouping Within the Classroom

Grouping practices within individual classrooms will be flexible and incorporate mastery learning principles. Teachers are encouraged to vary activities so that students are continually challenged with appropriate learning experiences. While in the middle school, students should continue to move through the scope and sequence of a subject area at a rate commensurate with their ability. This can be accomplished through techniques such as cooperative learning, peer tutoring, whole group instruction, and/or individual instruction.

SENIOR HIGH SCHOOL

Subject Area Grouping

Some departments offer courses to students of varying abilities based upon success in previous course work, test scores and teacher recommendations. Students shall be encouraged to select courses that foster career/vocational goals as well as meet district graduation requirements. Whenever possible, students in grades nine through twelve will be assigned to classes on the basis of their interest, their probability of success and the course prerequisites.

Grouping Within the Classroom

Teachers are expected to recognize the diverse experiences, interest and abilities of students enrolled in their classroom and to plan appropriate learning experiences at the student's level of need. Classes should challenge students to achieve the highest level of mastery feasible based on the varied abilities of the student.

SPECIAL EDUCATION PROGRAMS

Subject Area Grouping

Students assigned to special education classes will be educated in the least restrictive environment. Assignment to programs will vary in length and intensity based on the need of the individual student. With rare exception, all students will experience heterogeneous learning activities in the regular classroom setting in addition to the homogeneous experiences of the special education classroom.

Grouping Within the Classroom

Individual or small group instruction will take place within the special education classroom. The individual teacher, the principal and the assistant superintendent - special services will determine the nature of the classroom grouping.

The goal will be to secure for each student the highest level of achievement feasible within the limits of the pupil's ability of the public school setting.

Adopted: April 5, 1982
Revised: October 5, 1987
Revised: April 22, 1991
Revised: May 4, 1992
Revised: March 15, 1999

Fort Zumwalt School District, O'Fallon, Missouri

INSTRUCTIONAL MATERIALS

As the governing body of the school district, the Board is legally responsible for the selection of instructional materials. Since the Board is a policy making body, it delegates to professional personnel of the district, the authority for the selection of instructional materials in accordance with Board policy and regulations. Every effort will be made to ensure that instructional materials are distributed equitably among the district's schools so that a balanced distribution of instructional materials will occur. Free textbooks are provided in grades K-12.

Materials for the school classrooms and school libraries will be selected by the appropriate professional personnel in consultation with administration. When the budget for the year is approved in final form by the Board, the superintendent or his or her designee shall direct the purchase of such books, supplies, equipment and other materials as are required, within the limits of the adopted budget. The superintendent or his or her designee shall audit all claims and submit the same to the Board for approval and authorization for their payment.

It is the responsibility of the professional staff to select instructional materials of the highest quality that will support the educational curriculum and goals of the district. Consideration should be given to all available textbooks in the content area to provide opportunities to each child to realize his or her greatest potential through education. The operational procedures for textbook selection and contained with the Guidelines for Instructional Program Development Handbook. Also included in the handbook are the Textbook Selection Form, Profile Chart and the Readability Instrument Form.

The value and impact of any text book, library or other instructional material will be judged as a whole, taking into account the purpose of the material rather than individual, isolated expressions or incidents of the work. Multi-cultural, disability aware and gender-fair concepts will be criteria for selection of materials.

The district shall preferentially procure educational materials, including textbooks and collected materials, from vendors who make the materials available for differentially-able students (large print, tapes, Braille) to the National Instructional Materials Access Center (NIMAC) using National Instructional Materials Assessability Standards (NIMAS).

Adopted: April 5, 1982
Revised: August 21, 1995
Revised: August 19, 1996
Revised: June 19, 2000
Revised: June 28, 2007

Cross Refs: DK, Payment Procedures
KLB, Public Complaints About the Curriculum and Instructional or Media Materials

Legal Refs: §§ 170.051 - .171, RSMo

Fort Zumwalt School District, O'Fallon, Missouri

LIBRARY MEDIA CENTERS

The Board believes that instructional media centers/libraries are a fundamental part of the educational process. The availability of many materials in a variety of formats presents to students and teachers the possibility of selecting the media best suited for individual need, mode of learning, and district objectives.

It is the responsibility and the aim of the school district, through its Board of Education, to provide circulating material and reference service to meet or supplement the needs of the students and teachers in the school system. The responsibility for the selection of the materials lies with the librarians, teachers and administrators.

Teachers in each area are invited to submit to the librarians a selection of books to enrich and support instruction. Should there be additional needs, selection will be the librarians' responsibility. Funds shall be allocated to the library each year for updating services that meet the guidelines of the American Library Association.

Adopted: April 5, 1982
Revised: January 4, 1993
Revised: August 21, 1995
Revised: June 17, 2002

Cross Refs: DBD, Budget Planning
DBJ, Budget Implementation
DJA, Purchasing Authority
IIA, Instructional Materials
IIAC-R, Library Materials Selection and Adoption
EGAAA, Reproduction of Copyrighted Materials

Legal Refs: § 182.815 - .817, RSMo.

Fort Zumwalt School District, O'Fallon, Missouri

INSTRUCTIONAL MEDIA CENTERS/SCHOOL LIBRARIES

Objectives for the Selection of Library Materials

Library materials will be selected in accordance with the following objectives:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils served.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
3. Provide background information which will enable pupils to make intelligent judgments in their daily lives.
4. Provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking.
5. Provide materials representative of the contributions to our American heritage from the many religious, ethnic and cultural groups.
6. Place principle above personal opinion, and reason above prejudice in the selection of materials of the highest quality, in order to assure a comprehensive collection appropriate for the users of the library.
7. Use existing special criteria for the selection of all kinds of materials such as films, CD's tapes, books, etc., for all subject areas. The general criteria which may be applied to all acquisitions are as follows:
 - Material should have permanent or timely values.
 - Information should be accurate.
 - Material should be presented in a clear manner.
 - Material should be authoritative.
 - Materials should have significance.

Approved: February 22, 1983
Revised: August 21, 1995
Revised: September 21, 1998
Revised: June 17, 2002

Cross Refs: KH, Public Gifts to the Schools
KLB, Public Complaints About the Curriculum and
Instructional or Media Materials

Legal Refs: § 182.815 - .817, RSMo.

Fort Zumwalt School District, O'Fallon, Missouri

SPECIAL INTEREST MATERIALS

As the governing body of the Fort Zumwalt School District, the Board is legally responsible for monitoring the dissemination, posting, or use of special interest materials in or on district property. The superintendent and the administrative staff shall provide appropriate measures to ensure the monitoring of all such materials. No person shall post, publish, or publicly distribute or disseminate any notice, poster, publication, drawing, or other written special interest material on school premises until the same shall have been approved as herein provided.

Dissemination of Special Interest Materials on District-Wide Basis

The administration shall avoid exploiting teachers and students whether by advertising or otherwise promoting products and services, soliciting funds or information, or securing participation in non-school related activities. Procedures and guidelines for the distribution of informational materials to students and staff members on a districtwide basis shall be formulated by the administration.

Dissemination of Special Interest Materials in Individual Schools

Prior to the dissemination of special interest materials in individual schools, such materials shall be submitted to the director of community services for approval. The materials shall contain sufficient identification of the author and/or the group sponsoring the material. The director shall approve or disapprove the material within twenty-four (24) hours on regular school days. Approval may be granted to materials which are not profane, obscene, advertising for private or commercial gain or benefit, libelous and defamatory, and which would not tend to incite disruption of school administration. Disruption for this purpose shall mean interference with the conduct of school programs, threats, violence or disregard for necessary school discipline. In the event that the material is disapproved by the director, the decision may be appealed to the superintendent of schools. The decision of the superintendent may be appealed to the Board of Education at the next regular meeting of the Board. The decision of the Board of Education is final.

Posters and public notices may be restricted in size and to appropriate designated areas or bulletin board as required to prevent the damage to school property or interference with orderly routine. Posters and public notices shall be removed after a reasonable length of time.

School mailboxes are assigned to the faculty for administrative convenience for the purpose of transmitting school communications. Any deviation from this guideline may be submitted to the building principal for consideration.

Adopted: August 6, 1984

Cross Refs: KI, Public Solicitations in the Schools

Fort Zumwalt School District, O'Fallon, Missouri

FIELD TRIPS AND EXCURSIONS

The Board believes that field trips often enhance the program of instruction and add much to the education of a child.

All field trips conducted should be planned with an educational purpose and in regard to a unit of study. To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation of the class, and opportunities for pupils to assimilate the experience during and at the conclusion of the trip. To this end, teachers and principals will be expected to consider the following factors in selection of field trips:

- Value of the activity to the particular class group or class groups;
- Relationship of the field trip activity to a particular aspect of classroom instruction;
- Suitability of the activity and distance traveled in terms of the age level;
- Mode and availability of transportation; and
- Cost of specific field trips and excursions.

Due to the increased cost of transportation all field trips should be carefully scrutinized by the administration.

All parents/guardians of students who are eligible to participate in the field trip shall be notified of the activity. A completed Parent/Guardian Permission Form is required for each student attending the field trip. Operational procedures and all relevant forms are located within the Fort Zumwalt School District Pupil Transportation Handbook.

Senior Trip

The Board of Education does not sponsor a "senior trip" during the school year. Furthermore, any trip which might develop for seniors after school is dismissed in the Spring is taken without the sponsorship of the Board.

Adopted: April 5, 1982
Revised: August 19, 1996

Fort Zumwalt School District, O'Fallon, Missouri

SCHOOL VOLUNTEERS

The Board of Education recognizes that community and parent volunteers make valuable contributions to the district's schools and encourages volunteer participation in district programs. Further, parent and community involvement are essential components of high student achievement. The Board endorses a volunteer program and expects its professional staff to encourage and strengthen community and parent involvement in the schools.

The superintendent or designee will create appropriate procedures for attracting, screening and, if necessary, training community and parent volunteers. Volunteering in the district is a privilege, not a right. The district will conduct screening and criminal background checks before any volunteer is placed in a position where he or she will be left alone with a student. The district may decline the services of any volunteer for any reason that may disrupt the educational environment or the safety of the students or staff. All information collected on volunteers will be considered confidential to the extent allowed by law and will only be used to protect the students or minimize disruption to the educational environment.

Although volunteers will provide support services, they are not substitutes for the professional building staff. Volunteers will work under the direction and supervision of district staff.

Adopted: September 19, 2005

Cross Refs: AC, Nondiscrimination and Anti-Harassment

Fort Zumwalt School District, O'Fallon, Missouri

SCHOOL VOLUNTEERS

Definitions

Volunteer -- Any parent or person in the community who provides uncompensated service to the district. As used in this procedure, a "volunteer" does not include students participating in a district-sponsored program, such as tutoring or acting as an office or teaching assistant.

Chaperone -- A volunteer, usually a parent or guardian, who assists the district staff and is under the direct control of district staff but is never left alone with a student. Chaperones include room parents or persons who volunteer to assist with field days, field trips, class parties or other special occasions.

Screened Volunteer -- A volunteer who may periodically be left alone with students. Usually, screened volunteers commit to assist the school on a regular basis. Examples of a screened volunteer include persons who regularly assist in the office or library, mentor or tutor students, coach or supervise a school-sponsored activity before or after school, or chaperone students on an overnight trip.

All Volunteers

Volunteering in the district is a privilege, not a right. All volunteers must complete an application which will be screened by the building principal or his/her designee. All potential volunteers will be checked against sexual predator lists. The Board, superintendent, principal or designee may decline or terminate the services of a volunteer for any reason that may disrupt the educational environment or the safety of the students or staff. It shall be the responsibility of the building principal or designee to approve all screened volunteers to be placed in his/her building. Teachers may select and organize chaperones that are on the approved volunteer list, unless otherwise directed by the principal.

All volunteers must receive training and/or information appropriate to the function they will serve while volunteering. Under no circumstances should a volunteer have access to student records. If a volunteer is disruptive or acts inappropriately around the students, the teacher or principal will refuse the volunteer's services and notify the superintendent or designee immediately.

Volunteers will provide support services but are not substitutes for the professional staff. Volunteers will work under the direction and supervision of district and building staff. Even screened volunteers who are left alone with a student will have an employee contact person or supervisor to monitor activities with students.

All volunteers will be given a copy of the following rules:

1. Volunteers must follow the same dress code applicable to students.
2. Volunteers will not lend money or bring gifts other than stickers and greeting cards to individual students unless authorized by the building principal or designee.
3. Volunteers will not transport students without approval of the building principal.
4. Volunteers will keep all information obtained from a student's education record confidential.
5. Volunteers will not photograph or videotape students unless authorized by the building principal or designee.

6. Volunteers will not date students, have sexual relationships with students or arrange to meet students outside the regular school day or during school-sponsored events or activities.
7. Volunteers will not dress students, change diapers, provide personal hygiene assistance or supply medication to students.
8. Volunteers will use universal precautions to avoid contact with body fluids.
9. Volunteers will receive district policies and procedures on computer use and will sign an authorized user form prior to having access to the district's computers.
10. Volunteers will not discriminate against or harass any person and will report all harassment or discrimination observed, in accordance with district policy.
11. Volunteers will not search students or student property.
12. Volunteers will not discipline students. Incidents involving students should be referred to the most immediate staff member.
13. Volunteers must sign in and out of the office when entering or leaving the school and must document the hours volunteered in the school.
14. Volunteers must report suspected cases of abuse or neglect to the building principal.
15. Volunteers will follow all the policies, procedures and other rules established in the district and all applicable laws.

Screened Volunteers

1. District staff must direct persons wishing to serve as a screened volunteer to the superintendent or designee's office for volunteer certification. Supervisors of activities that may require overnight volunteers are encouraged to recruit and certify volunteers at the beginning of the school year because the process may take several weeks or a month to complete.
2. Screened volunteers must consent to and complete a criminal background check prior to being left alone with a student and may be required to submit additional information at the superintendent or designee's discretion. All information collected regarding screened volunteers will be considered confidential to the extent allowed by law and will only be used to protect the students or minimize disruption to the educational environment.
3. The building principal or designee will provide appropriate training for all screened volunteers.

Adopted: September 19, 2005

Fort Zumwalt School District, O'Fallon, Missouri

GRADING SYSTEMS

At the Kindergarten level, a skills checklist (as well as written comments) will be used instead of letter grades. At the first and second grade level, a skills checklist and student evaluation scale will be used to report student progress. Letter grades will be used in grades three (3) through twelve (12).

Grading will be on a nine-week basis. In grading practices, the following factors are used in determining the grade assigned to the student: Individual progress or achievement (how the student compares with other students); performance skills developed by the student; and other factors that teachers believe are important in showing student progress such as; tests and assignments, research, activities of various types and kinds and special contributions. Grades are related to academic growth only. Teachers will keep record which indicate how the evaluation was determined.

The issuance of grades on a regular basis promotes a process of continuous evaluation of student performance, informing the student, parent/guardian and counselor of progress and providing a basis for changing student performance if necessary.

Grading shall not be influenced by pressure from parents/guardians. In addition, grades are not to be used as a disciplinary measure.

Adopted: April 5, 1982
Revised: August 3, 1987
Revised: August 15, 1994
Revised: August 21, 1995

Fort Zumwalt School District, O'Fallon, Missouri

FINAL EXAMINATIONS

Final examinations or formal assessments (as determined by curriculum) will be given to all high school students at the end of each school semester for the purpose of evaluating student achievement. These exams serve as an important tool when they are conducted in a manner to effectively evaluate student achievement of goals and learning objectives identified in the curriculum.

The study, organizational and test-taking skills acquired in preparing for final exams may be helpful to students as they move into the workforce or pursue post-secondary education.

Each teacher should provide a final exam or formal assessment (as determined by curriculum) at the end of each semester and provide a copy of the document to the Building Principal prior to administering. Since the final exam is an important activity, it should account for no less than 10% and nor more than 20% of the final semester grade. All finals will be given in accordance with a schedule developed and distributed by the Building Principal.

Procedures and exams being developed by the Missouri Department of Elementary and Secondary Education concerning end of the course exams will be implemented in accordance with directives provided. Adjustments to this policy as a result of this effort will be made as necessary in specific curricular areas.

Adopted: April 5, 1982
Revised: April 28, 1987
Revised: August 5, 1991
Revised: September 21, 1998
Revised: August 21, 2000
Reaffirmed: August 20, 2001
Revised: August 19, 2002
Revised: July 17, 2006
Revised: June 28, 2007

Fort Zumwalt School District, O'Fallon, Missouri

STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS

The Board of Education, believing that progress is the very foundation of education, recognizes the district's obligation to give periodic reports of a student's progress. The Board further recognizes that these reports are a vital form of communication between the schools and the parents/guardians. The Board also believes that all progress reports must be based upon full information, accurately and honestly reported, with the proper maintenance of confidentiality.

A report depicting the student's progress will be issued periodically following an evaluation by the appropriate teacher(s) or other professional personnel. The report will be clear, concise, and accurate, and will provide a basis of understanding among teachers, parents/guardians and students for the benefit of the individual pupil. The Board directs the administration to develop progress report forms or cards in accordance with this policy.

In addition to the periodic reports, parents/guardians will be notified when a student's performance requires special notification. When a student is making low marks, the parents/guardians of the child should be notified in an appropriate manner at approximately the midpoint of each quarter. Often this notification, in addition to a parent/guardian-teacher conference, will rectify the situation.

Adopted: April 5, 1982

Fort Zumwalt School District, O'Fallon, Missouri

STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS

Progress reports, reports cards and parent/guardian-teacher conferences represent the Board of Education's obligation to provide periodic reports of a student's progress. Communication between the schools and the parents/guardians regarding student progress must be based upon full information, accurately and honestly reported, with the proper maintenance of confidentiality.

The following procedures shall be implemented for the issuance and utilization of parent portal, progress reports and report cards.

PARENT PORTAL

The Fort Zumwalt School District has opened an on-line parent portal. The purpose of the "parent portal" is to enhance communication between school and home, providing parents with up-to-date information on their child's grades, attendance, and fines and fees. Access to the parent portal will allow parents or guardians to view their child's progress when it is convenient for you; 24 hours a day, 7 days a week.

With any internet browser Parents/Guardians will be able to view:

Middle School and High School

- A current schedule including teacher, hour and class
- Grades earned on each assignment, as well as missing and late assignments
- Outstanding fines and fees
- Complete attendance history
- Homework
- Elementary School
- Complete attendance history
- Lunch account history

The following steps outline the registration process for school families to gain access to the parent portal:

- Parents/Guardians must register with the main office at your child's school. A parent/guardian must register in person and bring a picture ID. Parents/Guardians only have to register at one school site for all children in the family. After registering, an email will be sent to the registered email address (typically within 3-5 days) and will contain the parent portal web address and login information.
- A Parent Portal user information packet can be obtained from school.

Notes on using the Parent Portal system:

- Access to the Parent Portal can be gained from any Web browser. If Internet access is not available in the home, public libraries provide free computer/Internet access.
- Teachers will still require an appropriate amount of time to grade assignments, quizzes, and tests for up to 180 students. Information on the Parent Link portal is extracted directly from teachers' electronic grade books and attendance programs. Questions grades or attendance should be directed to the teacher for that particular course.
- It is imperative to remember that the "parent portal" is not intended to replace phone calls or parent conferences. Teachers, parents and students must proactively work together and communicate any concern or problem as soon as possible.
- Because we believe that parent involvement and teacher support have the greatest impact on student success, staff members are expected to maintain, update and enter information into the SIS program on a regular basis.
- Teachers will follow the guidelines listed below with regard to updating and posting their grade book information.

District expectation for recording assignments and grades:

Papers	Projects	Tests	Daily Work and Quizzes
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Within 3 weeks	Within 3 weeks	Within 2 weeks	Within 1 week
Note: Large-scale papers that may require additional time for grading shall include an assignment comment indicating such.	Note: Large-scale projects that may require additional time for grading shall include an assignment comment indicating such.		

Grade Book Comment Key

Exmp	(Exempt) Student is exempt from assignment and points will not be averaged into grade.
I	(Incomplete) Assignment is missing, but can still be turned for full or partial credit.
0	Final grade; assignment window has closed and the assignment cannot be resubmitted.

PROGRESS REPORTS

I. Elementary Level

It is a responsibility of the teacher to inform parent/guardians of satisfactory as well as unsatisfactory student progress throughout the school year. Information pertaining to unsatisfactory student progress should be given with sufficient time to allow for student improvement, i.e., four to five weeks before the end of the quarter. In those instances when a student's progress becomes unsatisfactory after the fourth or fifth week of the quarter, the parents/guardians should be contacted immediately.

The teacher may inform parents/guardians by a telephone call, personal note, formal progress report, or conference. A record of the contact will be placed in the student's file.

II. Secondary Level

Progress will reflect the grade at the midpoint of each quarter and will be mailed to parent/guardians. In those instances when a student's progress becomes unsatisfactory after the midpoint of the quarter, the parents/guardians should be contacted immediately. The approved district progress report form will:

- Notify the parents/guardians and student that the student is failing, or in danger of failing, the class.
- Motivate the student who is passing, but could do considerably better.
- Notify the Parents/guardians and student that the student's work is acceptable, but conduct and attendance may not be acceptable.
- Notify the parents/guardians and student of commendable or exceptional work being done by the student.

Progress reports are to be distributed as follows:

- One copy mailed home to parents/guardians. (At the same time progress reports are mailed home, students are to be advised of their grade status.)
- One copy given to the guidance office.

The guidance department may not be able to see each student who receives a progress report. However, the guidance department will:

- Confer with all students who receive three (3) or more progress reports because of "failing" or "near failing" grades. During the 1st and 4th progress reporting period, a conference specifically for discussion of progress reports will be held and proper documentation made. During the 2nd and 3rd progress reporting periods, discussion of progress reports will be incorporated into conferences being held for scheduling purposes.
- Attempt to contact the parents/guardians of all students who receive three (3) or more progress reports because of "failing" or "near failing" grades.

- Attempt to contact as many other students and parents/guardians as possible, even if the student has not received three progress reports.
- Contact any student needing follow-up because of previous contact.
- Contact students if teachers have specifically asked that they be contacted.

Teachers are encouraged to call parents/guardians throughout the semester to discuss students who are performing poorly in the classroom. Contact should also be made with parent/guardians of a student doing commendable or exceptional work. Every effort should be made to be available for conferences, when necessary, at a mutually convenient time.

III. Special Education Programs

The objectives and timeliness are the same for handicapped students, as for other students, however, at the elementary level, the district approved form will be used for reporting the progress of handicapped students.

REPORT CARDS

I. Elementary Level

Student report cards will be issued at regular intervals during the school year in accordance with the following procedures:

- Report cards are to be completed by the teacher for grades 1-5 each quarter.**
- Parent/guardian teacher conferences grades K-5 will be held at the end of first quarter to discuss the report card (Kindergarten - Parent/Guardian-Teacher Conference Report), which is to be taken home after the conference.
- Teachers shall complete the "Teacher Comment" section each quarter.
- Report cards will be sent home with students for second quarter for grades K-5 students and third quarter for grades 1-5** students. Report cards will be mailed home at the end of the fourth quarter for grades K-5 students. The superintendent will annually establish a calendar for the distribution of grade report cards.
- Each quarter, the teacher will insert grades accurately and completely on grade sheet forms and return them to the appropriate office promptly. When the letter grade is F, the percentage must also be entered on the grade sheet.

**NOTE: Report cards are only filled out at the end of each semester for Kindergarten students.

Teachers are not to give a failing grade unless parents/guardians have been notified of unsatisfactory work or unless the principal has received notification. Parents/guardians are to be informed of the unsatisfactory work as defined in the elementary progress report section, stated above.

II. Secondary Level

Student report cards will be issued at regular intervals during the school year in accordance with the following procedures:

- Report cards are to be completed by the teacher each quarter.
- Teachers are also encouraged to complete the "Teacher Comment" section each quarter.
- Report cards will be mailed home. The superintendent will annually establish a calendar for the distribution of grade report cards.
- Student's quarter and semester grades will be based upon an accumulation of evaluative methods. (See IKA-R, Grading).
- The quarterly grade is not a grade of record, rather it is a preliminary indication of progress being made by the student. The semester grade, which becomes a part of the official transcript, shall represent an evaluation of the total semester's work.
- It is possible for a failing quarterly grade to be brought up to a passing semester grade; however, it is also possible for a passing quarterly grade to become a failing semester grade.

Teachers are not to give a failing grade unless parents/guardians have been notified of unsatisfactory work or unless the principal has received notification. Parents/guardians are to be informed of this unsatisfactory work as defined in the secondary progress report section, stated above.

III. Special Education Programs

The objectives and timeliness for report cards are the same for disabled students, as for other students. Teachers of special education are required to include a written narrative each quarter to accompany the report card when a grade cannot be given. Teachers of speech therapy will use a checklist and/or a narrative designed specifically for speech students. The speech therapist reports will be sent home at the end of each semester or when termination of services is warranted.

Approved: April 5, 1982
Revised: July 19, 1982
Revised: December 5, 1983
Revised: July 2, 1984
Revised: April 20, 1987
Revised: December 3, 1990
Revised: July 15, 1991
Revised: September 21, 1998
Revised: June 29, 2009
Revised: June 21, 2010

Fort Zumwalt School District, O'Fallon, Missouri

STUDENT CONFERENCES

Teachers are encouraged to consult with students, teachers or administrators as the need arises. However, teachers should not detain students after school except for instruction or consultation that cannot be given during the school day, and only upon prior approval by the parents/guardians.

Adopted: April 5, 1982

Fort Zumwalt School District, O'Fallon, Missouri

PARENT CONFERENCES

Teachers may arrange conferences with parents/guardians of pupils as often as the teacher or parents/guardians deem necessary. Such conferences may be held in addition to the regular quarterly reports. Teachers shall schedule conferences at a mutually convenient time.

The primary purpose of the parent/guardian conference is to aid both the teacher and the parent/guardian in providing the best possible education for the child. Conferences may include personal visits as well as telephone consultation and should be used not only in communicating problem areas but to report excellences and commendations for achievement as well. All conferences regardless of frequency or type should foster cooperation between the home and school.

The Board prohibits the use of audio, video or other recording devices at parent conferences/meetings, unless such a recording is deemed necessary to ensure that the parent/guardian understands the content of the conference. A parent/guardian that wishes to record a conference must make a written request at least one week prior to the conference to the building principal. This request must state reasons why he/she believes the recording device is necessary.

Adopted: April 5, 1982
Revised: July 19, 2004

Cross Refs: IKAB, Student Progress Reports to Parents

Fort Zumwalt School District, O'Fallon, Missouri

PARENT/GUARDIAN-TEACHER CONFERENCES
(Elementary and Middle Schools)

Parent/guardian-teacher conferences will be conducted in the Fort Zumwalt elementary and middle schools in accordance with first quarter grade reports. Grades for elementary school students will be completed at the end of first quarter on the district approved grade report form.** An explanation of the report form, grades and instructional level, will be reported to the parents/guardians during the parent/guardian-teacher conference days. These parent/guardian-teacher conferences will be in accordance with the following procedures:

- Parent/guardian-teacher conferences will be scheduled after the end of the first quarter as determined by the school calendar.
- Each teacher is responsible for scheduling parent/guardian conferences at a mutually convenient time for the teacher and parent/guardian.
- Full-time kindergarten teachers will have four parent/guardian-teacher conference days. Half-time kindergarten teachers will have two conference days. Substitute teachers will be provided to the full-time kindergarten teachers on the first and second day in order to allow the regular teacher to be able to schedule and hold parent/guardian-teacher conferences. On the third and fourth day students will not be in attendance.
- Teachers in grades one through five will have two parent/guardian teacher conference days with students not in attendance.

**NOTE: A Kindergarten Parent/Guardian-Teacher Conference Report is used instead of report card for kindergarten students at the end of the first quarter.

Approved: April 5, 1982
Revised: July 19, 1982
Revised: April 20, 1987

Fort Zumwalt School District, O'Fallon, Missouri

FORT ZUMWALT SCHOOL DISTRICT
STUDENT GRADE CARD NARRATIVE
20____ - ____ School Year

Student Name: _____ Subject: _____ Quarter: _____

Grade: _____

I. Report of Academic Progress

II. Recognized Areas Showing Improvement:

III. Areas Needing Improvement:

IV. Other Comments:

Teacher

Adopted: July 1, 2003

Fort Zumwalt School District, O'Fallon, Missouri

GRADING SYSTEMS

The Fort Zumwalt School District student evaluation plan is designed with flexible criteria to encompass individuality. This is helpful in attempting to analyze each student's progress for the student, parent/guardians and teachers. The following guidelines reflect the procedures to be used regarding grading at the district elementary and secondary schools.

Elementary

Kindergarten report cards are to be completed each semester for Kindergarten students. A scaled evaluation checklist is used. A copy is placed in the student records at that time. Scaled evaluation checklists are completed each quarter for first and second grade students. A copy is placed in the student's records at that time. Grades of record for 3rd through 5th grade students are determined each quarter. The quarter grades are to be entered on the student's permanent record no later than the end of each semester.

The purposes of grading at the elementary level are:

1. To keep the student informed of his or her progress.
2. To make the parents/guardians knowledgeable of the level of achievement and the effort of the student.
3. To help the teacher provide a report of individual progress.
4. To aid in assessing the student's readiness for the next grade.

Grading methods used for elementary students are:

- Kindergarten - The Kindergarten report card will be issued at the end of first quarter and at the end of each semester. This comprehensive checklist will provide evaluative information in the areas of: Communication Arts, Mathematics, Fine Motor Development, Work Habits, Personal Information, Social Development, and Fine & Applied Arts (Art, Music & Physical Education). Each child's report card will also contain teacher comments to further define the child's development.
- Grades 1 and 2 - In grades one and two the progress of a student is reported to parents/guardians by an appropriate checklist which provides evaluation information in the areas of Communication Arts, Social Studies, Science and Health, Mathematics, Work Habits, Citizenship and Fine & Applied Arts (Art, Music & Physical Education).

The following Student Evaluation Scale will be used for Kindergarten, Grades 1 & 2:

KINDERGARTEN, GRADES 1 & 2

3 = Proficient
 2 = Developing
 1 = Beginning
 ■ = Expectations not assessed this quarter
 * = Modified
 X = See Narrative

GRADES 1 & 2 and Kdg. Fine & Applied Arts

4 = Exceeds Expectations
 3 = Meets Expectations
 2 = Emerging
 1 = Area of Concern
 ■ = Expectations not assessed this quarter
 * = Modified
 X = See Narrative

Student effort will be addressed in Fine & Applied Arts and work habits in kindergarten, first and second grades; and Reading/Language Arts, Social Studies, Science, and Health in grade two.

- Grades 3-5 - In grades three through five, the progress of students is reported to parents/guardians in the areas of academic achievement, teacher observation of student effort, and related student progress (i.e., citizenship and work habits).

The following grading scale will be used on the report cards in grades three through five.

95-100 = A	74-76 = C	Below 60 = F - Failing
90- 94 = A-	70-73 = C-	X = See Narrative
87- 89 = B+	67-69 = D+	N = Not being taught this quarter
84- 86 = B	64-66 = D	* = Modified
80- 83 = B-	60-63 = D-	
77- 79 = C+		

The percentages will relate to the approved district curriculum scope and sequence for the grade level and subject area. For example, a C means a student has a mastery level of 70-79 percent of the material appropriate for the instructional level.

Letter grades are indicative of the student's performance related to the curriculum for the grade level. Letter grades in grades three through five are used for:

Reading	Mathematics
Language	Social Studies
Spelling	Science and Health

In the areas of art, physical education and music, in grades three through five, the following number rating will be used to indicate an achievement grade in lieu of a letter grade:

4 = Exceeds Expectations
3 = Meets Expectations
2 = Emerging
1 = Needs Improvement
* = Modified

The same number rating system that is used for grading achievement will be used to grade effort in each of the subject areas. The use of this rating system will provide the teacher with an opportunity to recognize the effort of a student who is trying, but is not capable of making a higher letter grade in a subject(s). Efforts represent the most significant factor in success, both in and out of school. Emphasis should be given by the teacher to this area of the report card. This can also be accomplished through written comments on the report card and in parent/guardian conferences.

The following number rating system will be used for the work habits/citizenship section of the grade report:

3 = Excellent
2 = Satisfactory
1 = Needs Improvement

Secondary

Grades of record for Fort Zumwalt secondary students are based on a full semester. No partial credit may be given. Grades are to be entered on the student's permanent record at the end of each semester.

The purposes of grading at the secondary level are:

1. To help the student become aware of his or her progress and level of achievement.
2. To help the counselor guide the student and parents/ guardians with respect to future plans.
3. To determine a student's readiness to enter a new grade, program, or course.
4. To help colleges appraise an applicant's acceptability for admission.
5. To help a potential employer decide upon the suitability of a student for employment.

The grade must represent how the student has met the objectives of the course and the level of achievement within the subject matter.

All teachers must base grades on the following percentages of the total points possible. This will ensure consistency from teacher to teacher and building to building. The grading scale for district secondary schools is:

95-100 = A	74-76 = C	Below 60 = F = Failing
90- 94 = A-	70-73 = C-	X = See Narrative

87- 89 = B+ 67-69 = D+
84- 86 = B 64-66 = D
80- 83 = B- 60-63 = D-
77- 79 = C+

N = Not being taught this quarter

A grade point average is computed at the middle school level for determining the honor roll and membership in the National Junior Honor Society. All grades are included in this grade point average.

Grade point averages are computed beginning in the 9th grade for class rank, honor roll, scholarships, college admission, eligibility for college athletics, and membership in honorary organizations. All courses are included in calculating the grade point average.

Grade point averages are computed as follows:

A = 4 points
B = 3 points
C = 2 points
D = 1 point
F = 0 points

Range of Points:

A = 4.0 - 3.5
B = 3.49 - 2.5
C = 2.49 - 1.5
D = 1.49 - .5
F = Below .5

Weighted Grades

For all high school courses that are available for college credit or honors coursework additional points on the grade point average scale can be earned for the grades of A, B and C. The weight, per grade, is 1 additional point. These courses are normally open only to Juniors and Seniors; Freshmen and Sophomores do have access to honors coursework which is eligible for weighted grades. The weighted grade scale to be used in computing grade point averages for these specific courses are:

A = 5 points
B = 4 points
C = 3 points
D = 1 point
F = 0 points

Special Education Program

Grading purposes, methods and practices are the same for disabled students as for other students; however, grading in the special programs is more individualized. When determining grades for individual students, the focus is assessing the student's progress of achievement in relationship to his or her potential.

Grades of record are given each quarter. Reports shall be placed in each student's file at the end of each quarter. The Special Education programs are noted as such on the report cards.

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Revised: July 2, 1984
Revised: April 7, 1986
Revised: April 20, 1987

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Revised: April 22, 1991
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Revised: June 1, 1992

Revised: August 15, 1994
Revised: August 19, 1996
Revised: December 21, 1998
Revised: June 28, 1999
Revised: July 17, 2000
Revised: June 29, 2009
Revised: June 21, 2010

Fort Zumwalt School District, O'Fallon, Missouri

HOMework

The term Homework refers to an assignment that is to be prepared during a period of study outside of class. This assignment may be started with a period of practice during class, but does require additional time outside of class for completion. The Board of Education recognizes that homework can be a valuable learning tool when a student clearly understands the assignment and when that assignment is geared to the development of the individual student.

The purposes of homework are:

- to attain curricular goals
- to develop good study habits
- to foster positive attitudes toward the subject matter
- to heighten parental awareness

Teachers can fulfill these purposes by assigning three types of homework:

- Practice Exercises - Opportunities to apply new knowledge or to reinforce newly acquired skills.
- Preparatory Work - requires obtaining background information on a unit of study to be prepared for the following day's class.
- Extension Assignments - the pursuit of knowledge individually and imaginatively.

Homework can be a positive experience when teachers:

Ensure that students and parents understand homework policies. Homework guidelines should be reviewed periodically during orientation, conferences, newsletters, and PTC/PTA meetings.

Vary the types of homework and ensure that each assignment is meaningful. Homework should never be "busy" work or punishment. It should not require the use of reference materials not readily available in most homes, school libraries, or the public library and should require the use of those materials only when the student has had instruction in the use of them.

Individualize homework assignments to the extent possible and are mindful of other demands on the student. Teacher should be sensitive to:

- the student's ability level and learning style.
- the availability of a family support system.
- the need of a student to seek part time employment.
- the physical and emotional needs of students that are met through play and relaxation.

Demonstrate how to do homework assignments, never assuming that students have the necessary skills, knowledge, understanding or means. Teachers should recognize that some students do not readily grasp new concepts as presented in class and a session of practicing mistakes is counter productive to skill attainment.

Coordinate homework assignments with other teachers. Due dates for long-term projects, tests and major assignments should be shared with other team members whenever possible.

Provide feedback on all homework assignments. In order to be meaningful, students must have timely feedback as to the accuracy of their work. Homework grades should not be used as the primary determiner of a student's progress and should be limited to no more than 1/3 of a student's final grade.

Adopted: September 20, 1982
Revised: April 2, 1984
Revised: April 22, 1991
Revised: June 17, 1996

Fort Zumwalt School District, O'Fallon, Missouri

ACADEMIC DISHONESTY AND PLAGIARISM

The Board of Education believes that all students should be provided an education that is positive, safe and allows all to reach their potential. A strong commitment is made to promote the virtues of democracy, citizenship, self-discipline, the work ethic and the need to respect all members of society. Students are expected to perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration and the community. The learning process requires that students think, process, organize and create their own ideas. Academic Dishonesty and/or plagiarism violates the purpose of the academic process and compromise an individual's personal integrity and honor.

Academic Dishonesty can take many forms, but always involves the improper taking and giving of information. Examples of academic dishonesty can include, but are not limited to:

- Giving, taking or copying answers from examinations or other assignments to or from another student.
- Collaborating on exams, assignments, papers and/or projects without specific teacher permission.
- Using others research, dates, information, or falsifying information for an assigned paper.
- Using electronic devices during a test or quiz unless authorized by teacher. (Can include cell phones, IPODS, MP3, etc.)
- Changing grades electronically
- Any form of deceit relating to completion of academic assignments.

Plagiarism is representing another person's work or ideas as your own without giving credit to the proper source.

It is responsibility of students, staff and parents to uphold the integrity of the academic process. Students must provide their best effort on exams, assignments and projects, creating and using their own ideas when that is the nature of the assignment. Parents must provide support to help their children develop a positive work ethic and a sense of pride in the completion of their own work for assignments, exams and projects. Staff must communicate expectations to students thoroughly and monitor academic situations to help ensure academic integrity.

Academic Dishonesty: Includes, but is not limited to, bringing answers into a testing area, copying homework or assessments from another student, providing answers for another student, using unauthorized notes or technology, taking credit for work that one didn't do by failing to acknowledge parent, friend, or tutor assistance.

First Offense: No credit for the work and parent/guardian contact.

Second Offense: No credit for the work, parent/guardian contact, and 3 days of ZAEP.

Subsequent Offenses: No credit for the work, parent/guardian conference, and 5 days of out-of-school suspension.

(Students who allow others to copy their assignments will fall under inappropriate behavior with no consequences regarding their credit).

Plagiarism: Level 1 – Though most of the work is the students, a few lines or phrases of text or a paragraph is used without proper attribution.

First Offense: Student/Teacher conference with instruction in avoiding plagiarism, parent/guardian contact, and grade reduction.

Subsequent Offenses: Student and parent/guardian conference with principal, 3 days ZAEP and no credit for work.

Plagiarism: Level 2 – A significant portion of the work is not the students and is not cited. This would include use of multiple paragraphs of someone's else's work, use of someone's ideas and/or repeated paraphrasing of someone's else's work without attribution.

First Offense: Parent/guardian contact and no credit.

Subsequent Offenses: Student and parent/guardian conference with principal/administrator, no credit for work and 5 days ZAEP.

Plagiarism: Level 3 – Little, if any, of the work is the students; most, if not all, of the work has been copied verbatim or copied and slightly altered.

First Offense: Student and parent/guardian conference with principal/administrator, no credit for work, and 3 days of out of school suspension.

Subsequent Offenses: Student and parent/guardian conference with principal/administrator, no credit for work and 5 days of out-of-school suspension.

Adopted: June 30, 2008

Revised: June 20, 2011

Fort Zumwalt School District, O'Fallon, Missouri

HOMEWORK TIME GUIDELINES

The following time guidelines are **maximum nightly** guidelines. Homework is not required on a nightly basis nor should teachers interpret the guidelines to mean that it is appropriate to skip one day and assign twice as much the following. Teachers should avoid assigning homework on weekends and holidays, except for long-term projects and tests.

I. Elementary

Homework assignments should involve mainly the mastery of skills taught in the classroom. Specific guidelines should be given to the parents regarding the school's expectations for time required for homework and the need for a specific time and quiet place for the child to work.

The completion of and/or the lack of satisfactory completion of homework should be called to the attention of the parents.

General time guidelines:

<u>Grade</u>	<u>Maximum Amount of Time</u>
K	5 to 10 Minutes
1-2	15 to 30 Minutes
3-4	20 to 40 Minutes
5	30 to 60 Minutes

II. Middle School

Homework assignments at the middle school should be mainly practice exercises and preparatory work. Coordination of homework assignments with other team members should be incorporated in team planning.

The completion of and/or the lack of satisfactory completion of homework should be called to the attention of the parents.

General time guidelines:

<u>Grade</u>	<u>Maximum Amount of Time</u>
6-8	10 to 20 Minutes Per Subject

III. High School

As classroom becomes more advanced and students choose diverse course offerings, homework requirements may vary substantially among students. Homework assignments at this level not only include the review of skills taught and preparatory work, but also incorporate experiences that will enrich the total educational experience of the students. The completion of and/or the lack of satisfactory completion of homework should be called to the attention of the parents.

General time guidelines:

<u>Grade</u>	<u>Maximum Amount of Time</u>
9-12	20 to 30 Minutes Per Subject

Approved: April 2, 1984
 Revised: October 5, 1987
 Revised: April 22, 1991
 Revised: April 15, 1996

CLASS RANKINGS
(Fort Zumwalt Senior High Schools)

In the interest of encouraging and recognizing outstanding academic achievement, students will be recognized for their accomplishments. These academic honor students will be selected according to the following procedure:

Cum Laude Honors System

1. A student must have attended Fort Zumwalt School District for a minimum of one calendar year.
2. A student must have taken a minimum of a full seven hour day for four years. During the senior year, students may petition the principal for a six-hour day with the seventh hour being occupied with a non-credit bearing, on-campus assignment.
3. Grade point average will include all courses taken in high school, except correspondence.
4. A student must take a minimum of 12 semester courses (6 credits) of advanced course work.
5. Grade Point Average needed for recognition after eight (8) semesters:

4.2 and above	= Summa Cum Laude
4.0 – 4.19	= Magna Cum Laude
3.80 – 3.99	= Cum Laude

6. Recognition will be received as follows:

- a. As student's names are read at commencement, the Cum Laude Honors will be announced.
- b. Students will wear a colored medallion to signify level of honor.

Summa Cum Laude	– Gold
Magna Cum Laude	– Silver
Cum Laude	– Bronze

- c. A sticker will be placed on the student's diploma indicating the honor.

7. Class rank will only be reported on final transcripts.

Adopted: April 5, 1982
Revised: August 3, 1987
Revised: August 21, 1995
Revised: August 19, 1996
Revised: June 24, 1999
Revised: August 21, 2000
Revised: March 17, 2003
Revised: July 17, 2006
Revised: June 28, 2007
Revised: June 21, 2010

Fort Zumwalt School District, O'Fallon, Missouri

HONOR ROLL
(Grades 6 - 12)

An academic honor roll is compiled for students attending grades 6 - 12 of the Fort Zumwalt School District. Compilation of such honor rolls will be according to the following guidelines:

1. Students must have a 3.0 grade point average.
2. The honor roll is compiled four (4) times a year as follows:
 - 1st honor roll is based on 1st quarter grades
 - 2nd honor roll is based on 2nd quarter grades
 - 3rd honor roll is based on 3rd quarter grades
 - 4th honor roll is based on 4th quarter grades
3. The honor roll is released to the press as follows:
 - 2nd honor roll
 - 4th honor roll

Adopted: April 5, 1982
Revised: July 2, 1984
Revised: August 3, 1987
Revised: July 15, 1991
Revised: August 15, 1994
Revised: September 21, 1998

Fort Zumwalt School District, O'Fallon, Missouri

PROMOTION, ACCELERATION AND RETENTION OF STUDENTS

The Fort Zumwalt School District is committed to the continuous development of students enrolled in the district's schools. As such, students shall be placed at the grade level to which they are best adjusted academically, socially and emotionally.

Students will normally progress annually from grade to grade. Retentions may be considered when, in the judgment of the professional staff, it is in the best educational interest of the students involved. Parents/guardians will receive prior notification and explanation concerning the retention. However, the final decision will rest with the school administration. State law requires that no student shall be promoted to a higher grade level if that student has a reading ability level more than one grade level below the student's grade level, except that the law does not apply to students receiving special education services under state law.

The Board strongly urges the staff to see that students are assisted in moving ahead as rapidly as they wish in accordance with their capabilities. While provisions for individual differences should be adequately accomplished within a grade level, it may occasionally be necessary to advance a student to the next grade. Acceleration ahead in a grade level should be approached with caution. Capable students may be so advanced, but only after thorough discussion with the student's guidance counselor, and with the joint approval of the parents/guardians the principal and the superintendent of schools.

The district requires remediation as a condition of promotion to the next grade level for any student identified by the district as failing to master skills and competencies established for that particular grade level. Any remediation shall recognize that different students learn differently and shall employ methods designed to help these students achieve at high levels. The district may require:

- parents or guardians of such students to commit to conduct home-based tutorial activities with their children,
- a mandatory summer school program focused on the areas of deficiency,
- other such alternatives conducted by the district outside of the regular school day. (If the district provides remediation in this matter outside the traditional school day, the extra hours of instruction may be counted in the calculation of average daily attendance.)

Decisions concerning the remedial reading instruction of a student who receives special education services, including the nature of parental involvement consistent with a free appropriate public education, shall be made in accordance with the student's IEP.

In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests, other measures of skill and content mastery, standardized-test results, and teacher observation of student performance. The principal will direct and aid teachers in evaluations, and will review grade assignments in order to ensure uniformity of evaluation standards.

The superintendent, in cooperation with the professional staff, shall develop administration guidelines for the promotion, retention and acceleration of students at the elementary, junior high and senior high levels.

Adopted: April 5, 1982
Revised: August 21, 1995
Revised: May 15, 2000

Fort Zumwalt School District, O'Fallon, Missouri

MAKE-UP OPPORTUNITIES

Students are encouraged to make up work missed because of excused absences. The request for assignments missed must be made the day the student returns to school except when the Vacation and Planned Absences Request Form has been completed (See FILE: IKEA-E). It shall be the responsibility of the student, on his or her own initiative, to contact the teacher(s) involved to determine make-up assignments and establish a mutually agreeable time for daily and test make-up.

Students will be given one day of attendance to complete work missed for each day of absence up to two weeks. Work turned in after this time will count as a zero toward the student's quarter grade. All work missed during the last week of any quarter should be made up before the last day of the quarter. Exceptions will be made for students who present a verifiable medical excuse. Other exceptions must be approved by the building administrator.

Failure to make up missed assignments will be reflected in the student's grade. Any grades missed in class on these days will result in a "O" being averaged in the total grading system.

Assignments made by the teacher, and known by the student, prior to an excused absence of the student, are to be turned in by the student to the teacher on the return date, if due. Tests assigned in advance by the teacher, and known by the student prior to the excused absence of the student, will be taken by the student on the return date; i.e., test date. Failure to turn in known assignments or to take assigned tests will be reflected in the student's grade. Exceptions to this guideline must be approved by the building administrator.

Make-up work whether for excused absences or suspension will be given for five (5) days at a time. This work must be completed and returned before an additional five (5) days of assignments will be given to the student. The final five (5) days of make-up work must be returned to the teacher the first day of re-entry to school in order for the student to receive credit for the final five (5) days of make-up work. Make-up assignments must be picked up in the appropriate grade level office AFTER the regular school day, unless other arrangements are approved by the appropriate grade level principal.

Adopted: April 5, 1982
Revised: August 1, 1983
Revised: July 2, 1984
Revised: October 3, 1988
Revised: August 21, 1989
Revised: December 3, 1990
Revised: August 5, 1991
Revised: August 15, 1994
Revised: August 19, 1996
Revised: November 18, 1996
Revised: August 17, 1998
Revised: June 18, 2001
Revised: July 18, 2005
Revised: June 30, 2008
Revised: June 21, 2010

Cross Refs: JED, Student Absences and Excuses
IKA, Grading Systems
JG, Student Discipline

Fort Zumwalt School District, O'Fallon, Missouri

FORT ZUMWALT SCHOOL DISTRICT
(SCHOOL)
VACATION AND PLANNED ABSENCES - REQUEST FORM

STUDENT _____ DATE _____

TOTAL ABSENCES TO DATE: _____ (Please get this information from the attendance office secretary.)

Request for homework should be made at least three days prior to the vacation or planned absence(s). The student should present this signed request form to the principal.

Absences are often detrimental to student achievement, even when make-up privileges are allowed. Therefore, parents need to be aware of potential negative effects these absences may have, particularly in classes where the student's current status is marginal.

Homework assignments requested in advance must be completed and returned to the teachers on the day of returning to school unless extenuating emergency circumstances prevent this from occurring. Exceptions to this guideline must be approved by the building principal. The student is responsible for requesting any homework assignments from his or her teachers.

PARENT REQUEST FOR HOMEWORK:

I have read and understand the above and would like to request that

my son or daughter, _____, be absent from school from _____ to _____ for the following reasons:

Parent Signature

Date

Principal Signature

Date

Action Taken

Approved: December 3, 1990

Fort Zumwalt School District, O'Fallon, Missouri

PROFESSIONAL TEAM
GRADE PLACEMENT/RETENTION DATA SHEET

Date _____

Student's Name _____ School Year _____

Birthdate _____ C.A.: _____ yr. _____ mo.

When compared to other students in the current grade level:

This student's size is: Smaller _____ Average _____ Larger _____

This student's age is: Younger _____ Average _____ Older _____

Work Habits:

Academic Achievement (Attach final grade print out from SIS):

Other:

.....
Recommendations:

End of Year Recommendation: _____ Retain in Current Grade

_____ Placement Dependent on successful completion of
Summer School attendance

Signature of Team:

Principal _____ Teacher _____

Teacher _____ Teacher _____

Teacher _____ Teacher _____

Approved: April 5, 1982
Revised: July 15, 2002
Revised: June 28, 2007

PROMOTION AND RETENTION OF STUDENTS

FORT ZUMWALT SCHOOL DISTRICT
STUDENT PLACEMENT CARD

TEACHER RECEIVING PLACEMENT OF STUDENT

BOY _____ GIRL _____ NAME _____
TEACHER RECOMMENDATION
(CIRCLE ONE)

TEACHER COMPLETING FORM

Promoted _____ Placed _____
Retained _____ To Grade _____

CHECK AREAS THAT APPLY FOR CONTROLLED
HETEROGENEOUS PLACEMENT.

			ESTIMATED	STANDARDIZED TEST			
			GRADE	SCORES			
(PACING)				Previous Years	Current Year's		
READING -	High Avg.	Average	Below Average	_____	_____ %	_____ %	_____ Accelerated Education
				_____	_____ %		_____ Recodeling Reading
							_____ LD
							_____ Counselor
							_____ ERT
EFFORT -	High Avg.	Average	Below Average	_____	_____ %	_____ %	_____ Speech
							_____ Restless
							_____ Very Talkative
							_____ Very Quiet
BEHAVIOR -							_____ Special Attention
							_____ Physical Conditions
							_____ Other- Specify

OTHER COMMENTS:

POSSIBLE CONFLICTING SITUATIONS:

PARENT OR OTHER (SPECIFY) RECOMMENDATIONS FOR PLACEMENT:

SCHOOL:	DARDENNE	MID RIVERS	ST. PETERS	CURRENT GRADE LEVEL	K - ORANGE	3- GREEN
	EMGE	MOUNT HOPE	TWIN CHIMNEYS		1 - WHITE	4- PINK
	FOREST PARK	OSTMANN	WESTHOFF		2- YELLOW	5- BLUE
	HAWTHORN	PHESANT POINT				
	J.L. MUDD	PROGRESS SOUTH				
	LEWIS & CLARK	ROCK CREEK				

Adopted: January 4, 1993

Fort Zumwalt School District, O'Fallon, Missouri

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FORT ZUMWALT SCHOOL DISTRICT
READING IMPROVEMENT PLAN

STUDENT'S NAME: _____ GRADE: _____

BUILDING: _____

ASSESSMENT TEAM: _____

READING ACHIEVEMENT LEVEL: _____

TEST USED: _____

DATE OF ASSESSMENT: _____

READING NEEDS:

REMEDIATION PLAN:

REASSESSMENT SCORE: _____ TEST USED: _____

DATE: _____ EXAMINER: _____

Adopted: July 15, 2002

Fort Zumwalt School District, O'Fallon, Missouri

PROMOTION AND RETENTION OF STUDENTS

ELEMENTARY

Students shall be placed at the grade level to which they are best adjusted academically, socially and emotionally. The educational program shall provide for continuous progress.

The principal and the appropriate building staff at may evaluate those students who are unsuccessful or who are not adequately challenged by their present grade level anytime during the school year. If it is in the best interest of the student, changes in placement can take place at any time. The principal has the responsibility for making the final decision.

Promotion

The majority of students will be educationally prepared for the next grade level, and promotion will take place. Promotion shall be made annually at the close of the school year for the student who has mastered the skills necessary for success at the next grade level. The principal, in consulting with teachers, will recommend those students to be promoted.

Retention

Retention will be considered on an individual basis for any student who has not mastered the basic skills, is immature to the extent that it interferes with learning, or if social and emotional growth hinders the learning process. When retention is necessary it should occur at early primary grade levels rather than later in the child's school career. Only in unusual circumstances should a student be considered for retention a second time. Retention may be considered when:

1. The student is achieving significantly below ability and grade level.
2. Retention would have reasonable chance of benefiting the student and/or law requires retention.

State law requires that no student shall be promoted to the 5th grade level if that student has a reading ability level below the 3rd grade level, except that the law does not apply to students receiving special education services under state law, students with a 504 plan addressing reading, LEP students, and students determined to have limited cognitive ability. Mandatory retention is for the fourth grade year only. The principal will retain a student under the above criteria, unless the student participates in one of the remediation methods listed below. The principal in consultation with the teachers will determine students that fall into this category. Any remediation plan must meet the approval of the building principal. The principal may require:

- parents or guardians of such students to commit to conduct home-based tutorial activities with their children and document 30 hours of reading instruction,
- a mandatory summer school program focused on the areas of deficiency that provides a minimum of 40 hours of reading instruction (mandatory reading assessment to determine reading level is required for all students at the end of the summer program),
- other such alternatives conducted by the district outside of the regular school day. (If the district provides remediation in this matter outside the traditional school day, the extra hours of instruction may be counted in the calculation of average daily attendance.)

Any student in grades 4-6 reading more than one year below grade level will have a **Reading Improvement Plan** developed to outline remediation plans to assist the student in developing reading skills. (The process of developing a RIP will begin with students in grade 3 who are suspected to be reading more than one year below grade level.) Testing is required for all students in grade 2 – 6 and in grade 4-6 for all transfer students that move into the district who are suspected of reading more than one year below grade level. All testing must be done at least 45 days before the end of the school year. For any students with a Reading Improvement Plan, annual testing is required to determine reading level through 6th grade. At the end of 6th grade, the district is required to place a statement in the child's permanent record if the student is reading below the 5th grade level. (This notation can be removed when the child reaches his/her appropriate reading level.)

Retention and Placement Procedures

The appropriate procedures for retention and placement are as follows:

1. The principal is to be notified by the teacher of the possible need for retention prior to the third quarter report card. This requires that the teacher has:
 - a. given grades that justifies retention
 - b. previously conferred with the parents/guardians regarding the student's problem
 - c. properly documented conferences
 - d. given appropriate test to determine reading level for any student with a RIP (mandatory testing for determining reading level must be done at least 45 days prior to the end of the school year)

The parents/guardians should be notified at this time.

2. The principal will make arrangements with the appropriate building staff for further assessment if recommended. The staff will consist of any personnel the principal deems necessary. Following the screening, the principal, in consultation with the team will make a decision whether to recommend retention, placement or promotion. The signed Professional Team Grade Placement/Retention Data Sheet from the staffing will become a part of the student's permanent record and include specific information related to child's measured reading level.
3. The principal and teacher shall schedule a conference with the parents/guardians. The discussion shall consist of an explanation to the parents/guardians of their child's current academic standing, including measured reading levels, in relationship to the group and his ability. Goals will be set for the fourth quarter. During the last month of the fourth quarter another meeting will be held to review goals and progress. At this time, the principal shall make a final decision concerning retention. Records of all parent/guardian conferences are to be documented by the principal.

Placement

Some individual student's needs may best be met by placement at the next level even though basic skills have not been mastered. Placement occurs when a student is not retained, due to chronological, physiological, emotional or social reasons, even though the necessary skills have not been attained. Each student will be assessed according to information available to the principal and appropriate building staff. The principal will make a final decision. A record of the staffing will become part of the student's permanent record.

Monitoring Placement Decisions

In all cases where students are placed in the next grade level, a review of the student's progress is required before October 15 of the coming school year. This review should include the child's current teacher(s), the counselor, and the principal. A staffing report will be completed indicating the success of the placement and the recommendation of the team regarding educational needs of the child. The recommendations may include formal referral for diagnostic testing to determine if there is a specific handicapping condition that may require special instruction, continuation of assistance from the regular classroom teacher, increased specialized instruction, or other appropriate recommendations.

Placement/Retention Monitoring

At the end of each school year, each building principal will submit a list of students by grade level, retained or placed to the Assistant Superintendent of Curriculum and Instruction. In addition, a list of students with a Reading Improvement Plan will be include with this report.

SECONDARY

Promotion to Grade 7, 8, & 9*

In order to be promoted a student must pass at least seven (7) semesters of the following academic subjects: English, social studies, math, science and reading.

*When it is judged to be in the best interest of the student and the school, promotion may be recommended contingent upon completion of one additional credit during the district's summer school program. (In some cases, the principal may make a recommendation to the superintendent concerning promotion on an individual basis). If the superintendent feels that the circumstances warrant promotion he/she will approve this recommendation and make the Board of Education aware of his/her decision.

Promotion to Grade 10

Since the high school provides a departmentalized program grade level shall be determined by the number of credits attained. A student must have accumulated 7 units of credit to be classified as a sophomore.

Promotion to Grade 11

Since the high school provides a departmentalized program grade level shall be determined by the number of credits attained. A student must have accumulated 13 units of credit to be classified as a junior.

Promotion to Grade 12

Since the high school provides a departmentalized program, the number of credits attained shall determine grade level. A student must have accumulated 18 units of credit to be classified as a senior.

Retention (Grades 6, 7, and 8)

Retention will be considered on an individual basis for any student who has not mastered the basic skills, is immature to the extent that it interferes with learning, or if social and emotional growth hinders the learning process. When retention is necessary it should occur at early primary grade levels rather than later in the student's school career. Only in unusual circumstances should a student be considered for retention a second time. Retention may be considered when:

1. The student is achieving significantly below ability and grade level and has not passed at least 7 semesters of academic credit in English, social studies, math, science and reading.
2. Retention would have a reasonable chance of benefiting the student.

Any student in grades 6 reading more than one year below grade level will have a **Reading Improvement Plan** developed to outline remediation plans to assist the student in developing reading skills. Testing is required for all students in grade 6 and all transfer students that move into the district who are suspected of reading more than one year below grade level. All testing must be done at least 45 days before the end of the school year. For any students with a Reading Improvement Plan, annual testing is required to determine reading level through 6th grade. At the end of 6th grade, the district is required to place a statement in the child's permanent record if the student is reading below the 5th grade level. (This notation can be removed when the child reaches his/her appropriate reading level.)

Any remediation plan must meet the approval of the building principal. The principal may require:

- parents or guardians of such students to commit to conduct home-based tutorial activities with their children,
- a mandatory summer school program focused on the areas of deficiency that provides a minimum of 40 hours of reading instruction (mandatory reading assessment to determine reading level is required for all students at the end of the summer program),
- other such alternatives conducted by the district outside of the regular school day. (If the district provides remediation in this matter outside the traditional school day, the extra hours of instruction may be counted in the calculation of average daily attendance.)

Some individual student's needs may best be met by placement at the next level even though basic skills have not been mastered. Placement occurs when a student is not retained, due to chronological, physiological, emotional or social reasons, even though the necessary skills have not been attained. Each student will be assessed according to information available to the principal and appropriate building staff. The principal will make a final decision. A record of the staffing and justification for placement will become a part of the student's permanent record.

Retention and Placement Procedures (grades 6, 7, and 8)

The appropriate procedures for retention and placement are as follows:

1. The principal is to be notified by the counselor of the possible need for retention prior to the third quarter report card. This requires that the counselor and/or teachers have.
 - a. Informed parents/guardians that grades justify retention/placement.
 - b. Previously conferred with the parents/guardians regarding the student's problem
 - c. Properly documented conferences
 - d. Test scores to determine reading level for any students with a RIP (mandatory reading assessment must be done at least 45 days before the end of the year)

The parents/guardians should be notified at this time.

2. The principal will make arrangements with the appropriate building staff for the assessment and recommendation. The staff will consist of any personnel the principal deems necessary. Following the screening, the principal, in consultation with the team will make a decision whether to recommend retention, placement or promotion. The signed Professional Team Grade Placement/Retention Data Sheet from the staffing will become part of the student's permanent record.
3. The principal, a counselor, and/or teachers, shall schedule a conference with the parents/guardians. This discussion shall consist of an explanation to the parents/guardians of their child's current academic standing, including reading ability level, in relationship to the group and his/her ability. Goals will be set for the fourth quarter. During the last month of the fourth quarter another meeting will be held to review goals and progress. At this time, the principal shall make a final decision concerning retention. Records of all parent/guardian conferences are to be documented by the principal.

Monitoring Placement Decisions

In all cases where students are placed in the next grade level or retained in the current grade level, a review of the student's progress is required before October 15 of the coming school year. This review should include the child's current teacher(s), the counselor, and the principal. A staffing report will be completed indicating the success of the placement/retention and the recommendation of the team regarding educational needs of the child. The recommendations may include formal referral for diagnostic testing to determine if there is a specific handicapping condition that may require special instruction, continuation of assistance from the regular classroom teacher, increased specialized instruction, or other appropriate recommendation.

Retention and Placement Procedures (grades 9, 10, 11 and 12)

State law requires that no student shall be promoted to a higher grade level if that student has a reading ability level more than one grade level below the student's grade level, except that the law does not apply to students receiving special education services under state law. The principal will retain a student under the above criteria, unless the student participates in one of the remediation methods listed below. The principal in consultation with the teachers will determine students that fall into this category. Any remediation plan must meet the approval of the building principal. The principal may require:

- parents or guardians of such students to commit to conduct home-based tutorial activities with their children,
- a mandatory summer school program focused on the areas of deficiency,
- other such alternatives conducted by the district outside of the regular school day. (If the district provides remediation in this matter outside the traditional school day, the extra hours of instruction may be counted in the calculation of average daily attendance.)

Placement/Retention Monitoring

At the end of each school year, each building principal will submit a list of students, by grade level, retained or placed to the Assistant Superintendent of Curriculum and Instruction. In addition to this list, information must be included regarding the number of students with a Reading Improvement Plan and how many students will require a statement placed in their permanent record regarding their reading more than one year below grade level (6th grade only).

Approved: April 5, 1982
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Revised: May 4, 1987
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Revised: August 21, 1989
Revised: July 15, 1991
Revised: January 4, 1993
Revised: August 15, 1994
Revised: December 21, 1998
Revised: May 15, 2000
Revised: January 22, 2002
Revised: July 15, 2002
Revised: July 17, 2006
Revised: June 21, 2010

Fort Zumwalt School District, O'Fallon, Missouri

GRADUATION REQUIREMENTS

In order to graduate from a Fort Zumwalt High School, a student must complete a minimum of 24 units of credit in a program that is cooperatively planned by the student, his or her parents/guardians and the school to meet the individual needs of the student. The same number of credits for exceptional students are required; however, because of the individual educational needs of exceptional students, alternative educational experiences as outlined in the IEP and received in the special education program may be applied toward certification of successful completion of the requirements.

The Fort Zumwalt School District recognizes units of credit obtained through accredited schools. For the purposes of this policy, an "accredited school" is the Missouri Virtual Instruction Program (MoVIP); a private agency where students with disabilities are placed by a public school; or any school accredited by the Missouri Department of Elementary and Secondary Education (DESE), the North Central Association of Colleges and Schools (NCA), the Independent Schools Association of the Central States (ISACS) or the University of Missouri Committee on Accredited Schools Non-Public (CAS). If a school is located in another state or country, that school must be accredited by that state's or country's department of education, NCA, ISACS or the equivalent agencies.

GRADUATION REQUIREMENTS

In order to graduate from a Fort Zumwalt High School, a student must complete a minimum of 24 units of credit in a program that is cooperatively planned by the student, his or her parents/guardians and the school to meet the individual needs of the student. The same number of credits for exceptional students are required; however, because of the individual educational needs of exceptional students, alternative educational experiences as outlined in the IEP and received in the special education program may be applied toward certification of successful completion of the requirements.

MINIMUM REQUIREMENTS FOR GRADUATION

The following is a minimum program of study for graduation from Fort Zumwalt High School.

Communication Arts	4 Units
Mathematics	3 Units
Science	3 Units
Health	1/2 Unit
Personal Finance	1/2 Unit
Fine Arts	1 Unit
Practical Arts	1/2 Unit
Physical Education	1 Unit
Social Studies	3 Units
Electives	7 1/2 Units
TOTAL	24 Units

A total of twenty-four (24) units are required for graduation. Of these, sixteen and one half (16 1/2) units are required and seven and one half (7 1/2) are electives. As well, students must meet additional requirements as outlined under "NOTES".

EXPLANATION FOR FULFILLMENT OF REQUIREMENTS

COMMUNICATION ARTS - Four (4) units of Communication Arts are required. All 9th grade students must pass English I; 10th grade students must pass English II. Eleventh grade students must pass American Literature. Twelfth grade students must complete one year of elective course work in communication arts.

SOCIAL STUDIES - Three (3) units of social studies are required. All students must pass U.S. History (1 unit), American Government/Civics (1 unit), and World History (1 unit). Students must successfully complete the United States and Missouri Constitution Tests.

MATHEMATICS - Three (3) units required.

SCIENCE - Three (3) units required.

FINE ARTS - One (1) unit required. May be fulfilled by art, music, debate or dramatics.

PRACTICAL ARTS – One-half (1/2) unit required. May be fulfilled by industrial technology, business education, family and consumer sciences or any combination.

HEALTH - One-half (1/2) unit required. Health is taught by the Physical Education Department

PERSONAL FINANCE – One half (1/2) unit required. Personal Finance is taught by the Business Departments.

PHYSICAL EDUCATION - One (1) unit of Physical Education is required.

TOTAL – A total of twenty-four (24) units are required for graduation, sixteen and one half (16 1/2) units are required and seven and one half (7 1/2) are electives.

English Language Learners – Any of the above content requirements may be met in ESOL courses with comparable curriculum standards.

COLLEGE PREPARATION CERTIFICATE

**FOREIGN LANGUAGE - (two years of the same foreign language is strongly recommended) and/or additional advanced courses from curricular areas and/or advanced vocational-technical courses.

ALL STUDENTS MUST MEET THE REQUIREMENTS LISTED BELOW

NOTES:

- Students must attend at least two semesters and earn a minimum of six (6) credits in a Fort Zumwalt High School to qualify for graduation. (one semester can be completed in Summer School and/or night school)
- In addition to the minimum program of study for graduation, all students must pass proficiency exams concerning the Missouri and the United States Constitutions to qualify for graduation from Fort Zumwalt High School.
- Students must successfully complete a course of instruction, at least one semester in length, on the institutions, branches and functions of the government of the state of Missouri, including local governments; the United States government; and the electoral process.
- The District reserves the right to waive ½ unit of academic credit per semester, maximum of two (2) credits toward graduation, in communication arts, math, science or social studies as determined by the curriculum council; for students who successfully complete an eligible three-unit career/technical program.
- Students may earn a maximum of four (4) credit recovery credits that will count toward the minimum of twenty four (24) credits needed for a Fort Zumwalt diploma.
- Students may earn a maximum of two (2) credits through correspondence courses that will count to the minimum of twenty four (24) credits needed for a Fort Zumwalt Diploma.
- A Foreign Exchange student is not eligible to receive a Fort Zumwalt diploma, but will be awarded a certificate of attendance at commencement ceremonies.
- A maximum of nine (9) credits may be earned by a Freshman, Sophomore or Junior student in one school year, including credits counted through correspondence or Missouri Virtual Instruction Program. Seniors may earn an additional ½ credit (total of 9 ½ credits) if the extra course will earn graduation.

Adopted: May 2, 1984
Revised: June 3, 1985
Revised: June 16, 1986
Revised: October 5, 1987
Revised: August 21, 1989
Revised: August 15, 1994
Revised: June 28, 1999

Revised: June 18, 2001
Revised: August 20, 2002
Revised: July 21, 2003
Revised: July 19, 2004
Revised: January 17, 2006
Revised: June 28, 2007
Revised: June 30, 2008
Revised: December 15, 2008
Revised: June 29, 2009
Revised: June 21, 2010
Revised: July 19, 2010
Revised: June 20, 2011

Fort Zumwalt School District, O'Fallon, Missouri

EARLY GRADUATION

A student who wishes to graduate from high school in less time than the ordinary eight (8) semester, grade 9-12 sequence, may request permission to complete graduation requirements on an alternate schedule. The student and parents/guardians will consult with high school guidance personnel to develop a graduation plan. The student's intention to accomplish this shall be stated in writing to the principal.

A student who graduates early (in no case less than six regular semesters, not including summer school) must complete all graduation requirements established by the Board. The student who chooses early graduation will be allowed to participate in the spring graduation ceremonies as well as other activities designed to celebrate a student's senior year.

Adopted: April 5, 1982
Revised: August 16, 1982
Revised: August 21, 1995
Revised: August 19, 1996
Revised: August 19, 2002
Revised: June 21, 2010

Cross Refs: IKF, Graduation Requirements
IKFB, Graduation Exercises

Fort Zumwalt School District, O'Fallon, Missouri

Fort Zumwalt School District

APPLICATION FOR EARLY GRADUATION / EARLY RELEASE

Name _____

Address _____

Telephone _____ Date of Birth ____ / ____ / ____ Age _____

Guidelines:

- Students who participate or plan to participate in extracurricular activities such as athletics, band, choir, or speech also need to understand the following MSHAA academic eligibility requirements:
“A student in grades 9-12 must be currently enrolled in and regularly attending courses that offer a minimum of 3 units of credit and must have earned a minimum of 3 units of credit the preceding semester of attendance...”
- A+ Students – Early graduation/release may jeopardize the student’s eligibility to obtain A+ benefits. It is the student’s responsibility to check with the A+ coordinator to see if A+ qualifications have been or will be met.
- Academic Honors – Not attending all 7 hours both semesters of the senior year may jeopardize end of the year academic honors. It is the student’s responsibility to check with their guidance counselor to see if eligibility criteria are jeopardized.

Below are my plans for eighth semester:

Early Graduates: I understand that early graduation means I do not attend school. I do not officially graduate until my class graduates at the end of the school year. I realize that officially I am no longer a student and cannot be on school grounds without permission. I may participate in Commencement. It is my responsibility to obtain practice date information. I may participate in senior activities with principal’s permission.

Early Release: I understand I must leave school grounds when no longer in class. I may return for after-school activities

I understand and accept the above guidelines and attached procedures for Early Graduation / Early Release.

Student Signature Date

Parent (at least one parent must sign) Date

Counselor Date

Principal Date

To Be Completed by Guidance Office:

Current Class Rank (6th Semester) _____ of _____ Current GPA (6th Semester) _____

Total credits to-date _____ Total credits at end of 7th semester _____

Required subjects not completed _____

State and Federal Constitution completed? Yes No

EARLY GRADUATION / EARLY RELEASE

FILE IKFA

A student wishing to graduate from high school in less time than the ordinary eight (8) semesters, grade 9-12 sequence, may request permission to complete graduation requirements on an alternate schedule. The student and parents/guardians will consult with high school guidance personnel to develop a graduation plan. The student's intention to accomplish this shall be stated in writing to the principal.

The Missouri Department of Elementary and Secondary Education and the Fort Zumwalt Board of Education recommend eight (8) semesters of high school attendance prior to graduation. However, if a student wishes an early release after six (6) or seven (7) semesters, the option is available. The following requirements and procedures shall serve as guidelines for the early graduation program.

Adopted:	April 5, 1982	Cross Refs:	IKF, Graduation Requirements
Revised:	August 16, 1982		IKFB, Graduation Requirements
Revised:	August 21, 1995		IFKA-R, Early Graduation
Revised:	August 19, 1996		
Revised:	July 18, 2005		
Revised:	June 21, 2010		

Fort Zumwalt School District, O'Fallon, Missouri

Requirements

1. Student must complete at least one year of academic enrollment and six (6) credits in the Fort Zumwalt School District.
2. Student must have earned the prescribed number of credits necessary for graduation including all courses required by the state school board.
3. Student must meet all requirements for graduation as prescribed by the Fort Zumwalt School Board.
4. Students must complete an application and submit it to the building principal prior to November 1. Applications received after November 1st will be submitted for approval on a case-by-case basis.
5. A letter of intent must accompany the application. This letter should indicate the reason or need for early graduation.
6. A letter of approval from the parents/guardians recommending the early graduation shall accompany the application. This letter is not necessary for emancipated students.
7. Early graduates may participate in commencement activities, and students may participate in other school activities (including Prom) with the building principal's approval.

Procedures – Early Graduation (after 6 or 7 semesters)

The following procedures will apply to those students who wish to graduate early to attend a college or vocational school. ***The following letters must be attached to the application.***

1. A letter of intent from the student (as stated in #5 above).
2. A letter of acceptance from the college or vocational school.
3. A letter of approval from the parents/guardians recommending the early graduation (as stated in #6 above).

Note to students who wish to graduate after six (6) semesters: While you might be included in senior activities, officially a junior and must complete all junior level activities (i.e. MAP testing). When you have enough credits to be a senior you will be reclassified. You will not be eligible for senior awards or recognition including the cum laude system.

Procedures – Early Release (after 7 semesters)

The following procedures will apply to those students who wish to apply for Early Release (for on-the-job training). ***The following letters must be attached to the application included in this packet.***

1. A letter of intent (as outlined in #5 above) shall be completed by the student and submitted to the high school principal. The letter should indicate the reason and/or need for Early Release.
2. A statement from the employer indicating that the student will be hired full-time if released from school early, and a list of the skills to be learned on the job and a statement of job training duties and opportunities.
3. A letter of approval from the parents/guardians recommending the early-release (as outlined in #6 above).

All applications for early graduation/release must be submitted to the high school principal or counselor no later than November 1st (as outlined in #4 above) Notice of approval of applications will be made after December 1st. Schedules for 2nd semester will be changed at that time.

Approved: September 19, 2005

Revised: June 28, 2007

Revised: June 29, 2009

Fort Zumwalt School District, O'Fallon, MO

EARLY GRADUATION

Missouri Department of Elementary and Secondary Education and the Fort Zumwalt Board of Education recommend eight (8) semesters of high school attendance prior to graduation. However, if a student wishes an early release after six (6) or seven (7) semesters the option is available. The following requirements and procedures shall serve as guidelines for the early graduation program.

Requirements

1. Student must complete at least one year of academic enrollment and 6 credits in the Fort Zumwalt School District.
2. Student must have earned the prescribed number of credits necessary for graduation including all courses required by the state school board.
3. Student must meet all requirements for graduation as prescribed by the Fort Zumwalt School Board.
4. Students must complete an application and submit it to the building principal prior to November 1st. Applications received after November 1st will be submitted for approval on a case-by-case basis.
5. A letter of intent must accompany the application. This letter should indicate the reason or need for early graduation.
6. A letter of approval from the parents/guardians recommending the early graduation shall accompany the application. This letter is not necessary for emancipated students.
7. Students that meet all requirements for graduation and are no longer attending classes after the first semester may participate in commencement activities, students may participate in other school activities (including Prom) with the building principal's approval.

Adopted: July 18, 2005
Revised: September 19, 2005
Revised: June 29, 2009

Fort Zumwalt School District, O'Fallon, Missouri

COMMENCEMENT EXERCISES/GRADUATION CEREMONY

When a student completes all graduation requirements, it is an achievement of not only the student but also the community. The Board will recognize the student in a public graduation ceremony to celebrate this accomplishment. The superintendent or designee will plan an appropriate ceremony on the date approved by the Board. If appropriate, the district may hold more than one (1) ceremony or recognition celebration.

A commencement date will be established annually by the Fort Zumwalt Board of Education. Seniors who have earned the required twenty-four (24) units of credit will be allowed to participate in the commencement exercises, unless suspended from school for the same number of days remaining in the school year or for more days than are remaining in the current school year. Participation in the graduation ceremony is a privilege and not a right. A student must be in good standing in order to participate in graduation exercises. A high school diploma will be awarded at this time.

Unless otherwise stated in this policy, students may only participate in graduation ceremonies if they have successfully completed all graduation requirements or the requirements to receive an alternative diploma or a certificate of attendance in accordance with Board policy. Students seeking to apply credits earned through other accredited schools, as defined in policy IKF, toward graduation requirements must provide the district with verified documentation of the completion of these courses ten (10) working days prior to the graduation ceremony in order to participate in the ceremony. Any student who has otherwise met all requirements for graduation will be granted a diploma, regardless of whether he or she participates in graduation exercises.

Students eligible for services under the Individuals with Disabilities Education Act (IDEA) who will have completed four (4) years of high school at the end of a school year may participate in the graduation ceremony and all related activities of the student's graduating class if:

1. The students individualized Education Program (IEP) prescribes special education, transition planning, transition services or related services beyond the students four (4) years of high school.
2. The students IEP team determines the student is making progress toward the completion of the IEP and that participation in the graduation ceremony is appropriate.

The student and the students parent/guardian will be provided written notice of this policy at the annual IEP meeting prior to or during the students fourth year of high school.

The commencement exercises will be organized by the administration and procedures will be established for effective implementation.

Adopted: April 5, 1982
Revised: August 1, 1983
Revised: May 2, 1984
Revised: June 28, 2007
Revised: February 16, 2010

Cross Refs: IKF, Graduation Requirements
IKFA, Early Graduation

Fort Zumwalt School District, O'Fallon, Missouri

ASSESSMENT PROGRAM

The district will use assessments as one indication of the success and quality of the district's education program. Further, the Board recognizes its obligation to provide for and administer assessments as required by law. The Board directs the superintendent or designee to create procedures governing assessments consistent with law and Board policy.

In cooperation with the administration and instructional staff, the Board will annually review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary.

The district will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals With Disabilities Education Act (IDEA).

District Assessment Plan

The superintendent or designee shall ensure that the district has a written assessment plan that shall test competency in the subject areas of English, reading, language arts, science, mathematics, social studies and civics, as required by law.

The purposes of the districtwide assessment plan are to facilitate and provide information for the following:

- Student Achievement -- To produce information about relative student achievement so that parents/guardians, students, and teachers have a baseline against which to monitor academic progress. Within the limitations of group testing instruments, the information should be useful to serve as a validation device for other measures of student progress.
- Student Guidance -- To serve as a tool implementing the district's student guidance program.
- Instructional Change -- To provide data which will assist in the preparation of recommendations for instructional program changes to:
 - A. Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation;
 - B. Help the professional staff formulate and recommend instructional policy; and
 - C. Help the Board of Education adopt instructional policies.
- School and District Assessment -- To provide indicators of the progress of the district toward established goals.

There shall be broad-based involvement in the development of the assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. Every effort will be made to ensure that testing contributes to the learning process rather than detracts from it. Efforts shall also be made to incorporate necessary culture-free and culture-fair tests to assure that measurements are reasonably accurate.

Reading Assessment

The district will administer a reading assessment to students in third, fourth, fifth and sixth grade to determine whether additional reading instruction and retention are needed, as required by law. The district will also administer a reading assessment to all students who transfer to the district in grades four, five or six, and to all students attending summer school due to a reading deficiency, as required by law.

The reading assessment will be a recognized method, or combination of methods, of assessing a student's reading ability. Results of assessments will be expressed as reading at a particular grade level. The superintendent or designee will determine which methods of reading assessment the district will utilize.

English Proficiency Assessments

The district will annually assess the English reading, writing and oral language skills of its students limited with English proficiency.

Statewide Assessments

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the Show-Me Standards as set forth by the Missouri State Board of Education and required by No Child Left Behind (NCLB).

End-of-course (EOC) assessments will be administered in accordance with law and the rules of the Department of Elementary and Secondary Education (DESE). In courses where EOC assessments are given, the superintendent will determine what percent of the course grade will be decided by performance on EOC assessments.

If a student is taking a course that requires an EOC assessment and is failing the course or for some other reason may be required to retake the course, the district may choose to delay administration of the EOC assessment until the student has completed the course the second time. A team consisting of the course instructor, the principal and a counselor will determine when delayed administration of an EOC assessment is appropriate. In the case of a student with an Individualized Education Program (IEP), the IEP team will make the determination.

The School Board authorizes the Superintendent to establish a process designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment, which may include but is not limited to, incentives or supplementary work as a consequence of performance.

The district's policy on student participation in statewide assessments shall be provided at the beginning of the school year to each student and the parent, guardian (or other person responsible) for every student under 18 years of age. The policy will also be kept in the district office and be available for viewing by the public business hours of the district office.

National Assessment of Educational Progress

If chosen, the district will participate in the National Assessment of Educational Program (NAEP) as required by law.

Adopted: April 5, 1982
Revised: February 3, 1992
Revised: August 19, 1996
Revised: December 21, 1998
Revised: June 19, 2000
Revised: June 18, 2001
Revised: June 17, 2002
Revised: July 19, 2004
Revised: July 18, 2005

Revised: June 21, 2010

Cross Refs: IGC, Extended Instructional Program
IKE, Promotion, Acceleration, Retention of Students
ILA, Test Security
JHD, Student Guidance and Counseling
JO, Student Records
KB, Public Information Program

Legal Refs: §§ 160.257, .518, 167.645, RSMo
20 U.S.C. 1232g, Family Educational Rights and Privacy Act of 1974
Missouri Assessment Program Standards, Missouri Department of Elementary and
Secondary Education (1993)
No Child Left Behind Act of 2001 P.L. 107-110

Fort Zumwalt School District, O'Fallon, Missouri

TEST SECURITY

Storage and Access Before Test Administration

1. All Missouri assessment documents and other standardized test booklets are to be stored immediately upon receipt, in a secured area.
2. When the test documents first arrive at the district the test coordinator will carefully check all materials and sort them in preparation for administration, making a written record of the number of booklets that will be sent to each administration site.
3. The test coordinator or individual responsible for the program will assume responsibility for contacting the publisher if the order is inaccurate and for providing secured storage of any materials received as a result of this contact.
4. Beyond the initial check and sorting, test booklets will remain untouched until they are distributed for administration.
5. Only the test coordinator and other designated individuals will have access to test materials.
6. No teacher shall have access to test booklets or be told what is in them before the test is distributed.
7. Teachers will have access to the appropriate documents, including the Test Administration Manual.

Instructions for Administration

1. Prior to the first day of any standardized testing, all staff involved in test administration will be required to participate in an in-service led by the building's testing coordinator, designed to train test administrators in administration procedures.
2. The in-service will stress the maintenance of test security during the test administration. Security issues addressed will include handling materials in a secure manner, providing directions to students, responding to students' questions, and monitoring the test setting.
3. Prior to any standardized testing, staff will receive a handout which outlines in a step-by-step manner the procedures to follow when administering a standardized test in a secure manner.

Test Administration

1. All standardized tests will be administered in an appropriate manner in compliance with testing guidelines.
2. Test booklets will be delivered to each building before the day of the test and distributed by building staff immediately prior to testing. Students will not receive test booklets until time for testing to begin.
3. Students will be encouraged to use restroom facilities, get drinks, etc., before starting to take the test. If students must leave the room during testing, they will be instructed to place their answer sheets in their test booklets and close these booklets before leaving their seats.
4. All individuals administering tests will strictly follow the procedures outlined in the test administration manual. Test administrators will not leave the testing room the entire time the test is being given.
5. While the test is being given, building administrators and other designated individuals will move between classrooms to help monitor administration and to provide assistance as needed.
6. If a test is to be administered over a series of days, test booklets and answer sheets will be collected each day immediately following testing, counted by the test administrator and stored in a locked facility.

Collection and Storage of Test Materials Following Testing

1. Answer sheets and test booklets will be collected from test administrators immediately following testing, organized according to instructions, and stored in a secured area.
2. Test booklets and answer booklets will be re-counted by the test coordinator and these counts will be documented and checked against preadministration counts.

3. Answer sheets and tests booklets will be sorted and packaged by test coordinator or person who has been designated as responsible, according to directions and sent for sorting as expeditiously as possible while allowing for makeups.
4. All test makeups will be scheduled by the test coordinator. Students in each building will be grouped together for testing. A designated individual will administer the test according to specified administration procedures, taking all aforesaid precautions to ensure security. Test materials will be counted.

Sanctions Against Unfair Practices

1. The security measures outlined in this document should help prevent unfair practices; however, should they occur, the sanctions specified in this section will be put into motion. Following is a list of unfair practices which this district considers inappropriate:
 - a. Copying any part of a standardized test booklets for any reason.
 - b. Removal of a test booklet from the secure storage area except during test administration.
 - c. Failure to return all test booklets following test administration.
 - d. Directly teaching any test item included on a standardized test.
 - e. Altering a student's responses to items on an answer sheet.
 - f. Indications to students during testing that they have missed items and need to change them; giving students clues or answers to questions; allowing students to give other answers to questions or to copy off each other's work; or altering test administration procedures in any other way to give students an unfair advantage.
 - g. Undue pressure or encouragement on the part of administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.
2. If a district staff person is suspected of engaging in any of the aforementioned unfair practices, then an immediate investigation will occur. If allegations are proven, a report will be forwarded to the superintendent and appropriate disciplinary action will be taken.

Adopted: August 16, 1993
Revised: December 21, 1998

Cross Refs: IGBA, Programs for Students with Disabilities
IL, Assessment Program

Fort Zumwalt School District, O'Fallon, Missouri

ASSESSMENT PROGRAM
(Senate Bill 319)

Reading assessment is defined as a recognized method of judging a student's reading ability with results expressed as reading at a particular grade level. The term reading assessment shall include, but is not limited to, standard checklist designed for use as a student reads out loud, paper-and-pencil tests promulgated by nationally recognized organizations and other recognized methods of determining a student's reading accuracy, expression, fluency and comprehension in order to make determination of the student's grade-level reading ability. Assessments which do not give a grade-level result may be used in combination with other assessments to reach a grade-level determination.

Definitions

Reading Assessment: The district recommend standardized tests including the Terra Nova, the Gates-McGinitie, the STAR (part of the Accelerated Reader), and/or the GORT-R (Gray Oral Reading Test-Revised).

Reading Improvement Plan: A minimum of 30 hours of additional reading instruction of practice outside of the regular school day.

Summer School: A minimum a 40 hours of reading instruction and practice.

Exempted Students

The following students are exempt from the state-mandated reading assessment program:

- Students receiving special education services under an Individuals Education Program (IEP) pursuant to § 162.670, RSMo.
- Student receiving services pursuant to Section 504 of the Rehabilitation Act of 1973 whose service plan includes an element addressing reading.
- Students who have limited English proficiency.
- Students who have determined prior to the beginning of the school year to have a cognitive ability insufficient to meet the required reading levels set out in this section. The district must still provide reading improvement plans to these students.
- Students determined to be reading at or above grade level.

Reading Assessments

1. All third grade students who have not demonstrated a reading ability at or above grade level will be administered a reading assessment or set of assessments within 45 days of the end of the third-grade school year. If the student is reading below the second-grade level, the district will design and implement a reading improvement plan for the student's fourth-grade year. The district may require the student to attend summer school as a condition of promotion to fourth grade.
2. Each fourth-grade student the district has previously assessed in the third grade and for whom a reading improvement plan has been designed or who has transferred into the district, shall be administered a reading assessment within 45 days of the end of the fourth-grade year. If the student is reading below the third-grade level, the student shall be required to attend summer school to receive reading instruction.

3. At the end of summer school, each student shall be administered another reading assessment. If the student is reading below third-grade level, the student shall not be promoted to fifth grade and the parents or guardians of the students shall be notified. The district will design and implement a reading improvement plan for the student's repeated fourth-grade year.
4. Each fourth-grade student for whom the district has designed a reading improvement plan and retained for failing to meet the required reading standards shall be administered a reading assessment within 45 days of the end of the repeated fourth-grade year. If the student is reading below the third-grade level, the student shall be required to attend summer school to receive reading instruction.
5. At the end of summer school, each student shall be administered another reading assessment. If the student is still reading below a third-grade level, the district will design and implement a reading improvement plan for the student's fifth-grade year. The district cannot retain the student again solely because of his or her inability to meet the reading assessment standards. The district may retain the student for other reasons when it is in the best interest of the student.
6. Each fifth-grade student for whom the district has designed a reading improvement plan or who has transferred into the district, shall be administered a reading assessment within 45 days of the end of the fifth-grade year. If the student is reading below the fourth-grade level, the student shall be required to attend summer school to receive reading instruction.
7. At the end of summer school, each student shall be administered a reading assessment. If the student is reading below the fourth-grade level, the district will design and implement a reading improvement plan for the student's sixth-grade year.
8. Each sixth-grade student for whom the district has designed a reading improvement plan or who has transferred into the district shall be administered a reading assessment within 45 days of the end of the sixth-grade year. If the student is reading below the fifth-grade level, the district shall place a notation on the student's permanent record advising that the student has not met the minimal reading standards. The notation shall remain on the record until the district determines that the student has met minimal reading standards.

The district must make summer school available to all students who have a reading improvement plan.

Adopted: June 17, 2002
Revised: June 28, 2007

Cross Refs: IKE, Promotion, Acceleration, Retention of Students

Legal Refs: §§ 160.257, .518, 167.645, RSMo
20 U.S.C. 1232g, Family Educational Rights and Privacy Act of 1974
Missouri Assessment Program Standards, Missouri Department of Elementary and
Secondary Education (1993)

Fort Zumwalt School District, O'Fallon, Missouri

EVALUATION OF INSTRUCTIONAL PROGRAMS

The superintendent is directed by the Board of Education to implement appropriate methods for a continual evaluation of the curriculum, the educational programs and the instructional processes of the school district.

This continued evaluation will assess educational needs and provide information for planning in the district, indicate instructional strengths and weaknesses in the district's educational programs, assure that the district is complying with the legal requirements for state and federally funded programs and provide data for public information.

The Board will rely on its professional staff and/or outside agencies to provide continuous evaluation of the educational programs and instructional processes of the district. Specific measures will be identified to determine program success. Appropriate research studies will be periodically reviewed to determine recent trends and developments in instructional evaluative techniques.

Adopted: August 21, 1995

Cross Refs: IA, Instructional Goals/Priority Objectives
IF, Curriculum Development

Fort Zumwalt School District, O'Fallon, Missouri

SCHOOL CEREMONIES AND OBSERVANCES

The Board of Education recognizes the value of school-sponsored programs and ceremonies both during school hours and at other appropriate times. Recognizing achievement and talent encourages further learning. School-sponsored programs, ceremonies and observances also provide an opportunity to involve the community in public education.

Programs, Ceremonies and Observances

1. The flag of the United States of America will be prominently displayed, either on the outside of the building or upon a pole erected in the school yard, at every school in the district during school hours.
2. Pursuant to state law, the Pledge of Allegiance will be recited in at least one (1) scheduled class of every student no less than once a week. However, no student will be required to participate in the recitation.
3. Teachers and students should observe the following days with the appropriate exercises, as required by law:
 - Bird Appreciation Day (March 21)
 - Prisoners of War Remembrance Day (April 9)
 - Patriots' Day (April 19)
 - Constitution Day and Citizenship Day (September 17, or the preceding or following week if this date falls on a weekend or holiday)
 - Missouri Day (the third Wednesday of October)
 - Veterans Day (as closely as possible to November 11)
 - Pearl Harbor Remembrance Day (December 7)
4. The district may observe the following days and months, as recommended in state statute:
 - Missouri Lifelong Learning Month (February)
 - Math, Engineering, Technology and Science Week (the first week of March)
 - Arbor Day (the first Friday in April)
 - Jefferson Day (April 13)
 - Emancipation Day (June 19)
 - Emergency Services Day (September 11)
 - POW/MIA Recognition Day (the third Friday of September)
 - Bill of Rights Day (December 15)
5. The district may host a diploma ceremony on or around Veterans Day for any veteran receiving an honorary diploma from the Department of Elementary and Secondary Education pursuant to "Operation Recognition."

The superintendent or designee will create administrative procedures addressing how ceremonies and observances will be conducted.

Religious Content in Programs and Ceremonies

The schools of the Fort Zumwalt School District, as well as all employees of the district as governmental officials, are required by law to remain neutral and refrain from endorsing any particular religious belief. However, this policy should not be interpreted to preclude the factual and objective teaching about religions, religious holidays and religious differences.

In particular, music, art, literature and drama with religious themes and programs involving religious themes will be permitted if presented in an objective manner, without sectarian indoctrination. Religious content included in any student performance or ceremony will be selected on the basis of independent educational merit.

To the extent required by law, school employees or school officials shall not lead attendees of a school-sponsored event in prayer or any other religious ritual, nor shall they direct, whether implicitly or explicitly, a student to lead attendees in a prayer or any other religious ritual. However, this policy shall not be used to deny any student, employee or school official any personal legal right of expression.

Adopted: December 3, 1990
Revised: June 17, 2002
Revised: August 20, 2002
Revised: July 17, 2006
Revised: June 21, 2010

Cross Refs: KG, Community Use of School Facilities

Legal Refs: §§ 9.030, .040, 070, .072, .100, .105, .110, .115, .130, .140, .141, .161, 160.360,
170.049, 171.021, RSMo.
Mo. Const., Art. I, Sec. - 8, Art. IX, Sec.8
U.S. Const. amend. I
Patriotic and National Observances and Ceremonies, 36 U.S.C. § 106
Santa Fe Ind. School District v. Doe, 530 U.S. 290 (2000)

Fort Zumwalt School District, O'Fallon, Missouri

FLAG DISPLAYS

The United States flag shall be flown during school hours each day of the year.

- On Memorial Day, the flag will fly at half-staff until noon.
- It will not be flown in inclement weather unless it is an all-weather flag.
- It will only be flown between the hours of sunrise and sunset unless the display area is lighted.

The flag will be handled with proper respect at all times.

- It will be raised quickly and lowered ceremoniously.
- It will be stored properly to prevent damage.
- It will not be allowed to touch the ground.
- A flag used in a procession will be on the right and raised higher than other flags in the procession.
- A flag which is not in the proper condition for display will be destroyed in a dignified way.

Each school site may implement a program of instruction concerning flag etiquette which will include, but not be limited to:

- Times and occasions for flag display.
- Proper position and manner of display.
- Conduct to be used during handling.
- Showing proper respect for the flag, including personal displays of respect and prohibited uses.

Adopted: April 5, 1982
Revised: June 19, 2000

Legal Refs: §§ 161.104, 171.021, RSMo.
5 CSR 50-865.400

Fort Zumwalt School District, O'Fallon, Missouri