

Fort Zumwalt School District



Elementary Parent Handbook

Revised July, 2014

In order to assure adequate supervision, all students are requested not to arrive at school more than 10 minutes before classes are scheduled to begin.

<u>SCHOOL</u>	<u>HOURS</u>
Dardenne	9:00-4:00
Emge	9:00-4:00
Forest Park	9:00-4:00
Hawthorn	8:40-3:40
J. L. Mudd	9:00-4:00
Lewis & Clark	8:55-3:55
Mid Rivers	9:00-4:00
Mt. Hope	9:00-4:00
Ostmann	9:00-4:00
Pheasant Point	9:00-4:00
Progress South	8:20-3:20
Rock Creek	8:40-3:40
Twin Chimneys	8:40-3:40
St. Peters	9:00-4:00
Westhoff	8:20-3:20

EMERGENCY CLOSING OF SCHOOL

In the event of an emergency, such as severe weather conditions which may create hazardous road conditions, early closing of schools may be necessary. In such instances, this action will be announced through a district wide notification where all households and parents are contacted and will be posted on the school district's website: www.fz.k12.mo.us.

PLEASE DO NOT CALL THE SCHOOL during these times unless it is necessary. When our telephone is overloaded with calls, we cannot receive important instructional calls from the District Administrative Offices.

Since a parent is not always home, arrangements should be made for any occasion when the child may return home early. Parents should instruct the child accordingly at the beginning of the school year.

STUDENT ABSENCE POLICY

Please call prior to the start of the school day if your child will be absent. Each child who has been absent from school should present a note from a parent or guardian upon return stating the reason for the absence. The child should present the note to the homeroom teacher who will keep it on file.

When a child is expected to be absent, the school should be notified so that provisions for make-up work can be made. Elementary parents who call for make-up work before 12 p.m. (noon) may pick up that work at the end of the school day. Parents who call for work after 12 p.m. (noon) may pick up work on the following school day.

Regular and punctual attendance is vital to the learning process. While absence from school is unavoidable in cases of illness, parents, teachers and building principals should make every effort to keep the loss of instructional time to a minimum.

The Board of Education has adopted a policy which outlines the steps a principal is to take in notifying parents of the number of school days which a child has been absent. The policy states that 15 absences will be considered excessive and 45 days may result in retention.

RELEASE OF PUPILS DURING SCHOOL DAY

Except in emergencies, when a student is to be picked up during school hours, a note signed by the parent or guardian must be presented to the teacher on the morning of the day the student is to leave early. The parent or person designated in the note to pick up the student must report to the office and sign a release form. **THE STUDENT WILL MEET THE PERSON PICKING HIM/HER UP IN THE OFFICE.** This measure provides for the student's safety.

HEALTH SERVICES & REGULATIONS

The Fort Zumwalt School District will provide a vision screening test to students in grades kindergarten, one, three and five. Test results will be entered into the student's health records. Hearing screenings will be given to students in Kindergarten, first, second and fourth grades. Parents will be notified if there are any concerns as a result of these screenings and a referral will be sent home for follow up with their own physician.

State law requires that school age child receive the following series of immunizations: polio, measles, mumps, rubella, diphtheria, tetanus, pertussis, Hepatitis B and Varicella (chickenpox). Any medical or religious exemption must be signed by a physician and/or parent and filed with the school annually.

CLINIC

There is a Registered Nurse in each elementary building.

ILLNESS OR INJURY

In the event a child becomes ill or is seriously injured, the clinic will contact the parent by telephone. Parents need to report to the office when arriving at school. If a parent can not be reached, the nurse will call the emergency numbers listed on the student's contact form. In critical situations, the student will be transported immediately to the nearest hospital.

EMERGENCY INFORMATION

We must have up-to-date emergency information on file for each student. For your child's welfare, please notify the school immediately if there are changes in your address, phone number, diagnosed allergies, or with your emergency contact person.

MEDICINE AND TREATMENT

Administration of prescription medication is the responsibility of the home and when possible, should not be given at school. However, when the appropriate form (Appx. R1), **SIGNED BY A DOCTOR**, is filed by the parent with the school, prescription medication may be taken by the child when administered by school personnel in the clinic. Prescription medication must be secured in a **current, appropriately labeled pharmacy bottle**. It is suggested that medications be brought to school by the parent/guardian. If this is not possible, the medication is to be taken to the nurse's office immediately upon arrival at school. Any remaining prescription medication must be picked up from the clinic by an adult. For administration of over-the-counter medication, please contact the building nurse.

PETS

Parents should make sure that pets do not follow children to school. Safety precautions require that the police department be called to pick up stray animals on the school grounds.

STUDENT NUTRITION SERVICES

Student Nutrition Services proudly serves Fort Zumwalt elementary students a nutritious healthy meal daily. All meals served meet or exceed USDA standards for school meals and they comply with the Health, Hungry Free Act and 2010 Dietary Guidelines for Americans.

Elementary students are able to choose from 1 cup of fruit and vegetables, rich grains, low-fat or fat-free milk and high quality proteins for a one price meal structure. The menu and links to food items for nutritional and ingredient information can be found on the district website www.fz.k12.mo.us.

Student Nutrition Services also welcomes families to eat with your child anytime during the school year. Please let your school office know that you will be joining your child.

PURCHASE OF BREAKFAST, LUNCH AND MILK

To help expedite meal service, each student is provided a pre-pay meal account. All lunch money sent to the school will be deposited into this account on your child's behalf and is easily accessed using a unique 5 digit pin number assigned to your student. Funds can also be deposited into this meal account online using the parent portal. For a nominal convenience fee, parents can use a credit or debit card to deposit funds directly into their students' meal accounts. For

privacy and security reasons, the parent portal uses PayPal to process all online deposits. By using PayPal, the District does not have access to any of your credit or bank card information.

HAVING LUNCH WITH YOUR CHILD

We encourage you to eat lunch with your child sometime during the school year. Please call the office 3 hours in advance so that the cafeteria staff may determine if extra preparation is needed.

VISITS & MESSAGES

OBSERVING SCHOOL CLASSES

Parents are encouraged to visit the school; however, the district discourages interruptions to instructional time. If you would like to visit your child's school, please contact the teacher and make arrangements in advance. Please do not engage the teacher or your child in a conversation or conference while observing. It is most important that the learning environment not be interrupted.

SCHOOL VISITORS

All visitors must report to the office when entering the building. If you wish to deliver something to your child (a lunch box, for instance), please leave it in the office and the child will be notified. This practice insures the children's safety and allows the principal to be aware of visitors in the building. The classroom instructional environment must be maintained with few interruptions so that children receive the maximum benefit from each lesson.

PUPIL ACCIDENT INSURANCE

The district purchases accident insurance for all students through Lawrence E. Smith. Parents may opt to purchase student health insurance (Kid Guard) through the district and should contact the building principal with questions related to this.

TRANSPORTATION & SAFETY

Bus students must ride the bus at all times. Notes from parents stating that their child may walk home will be honored, but we discourage this practice in an effort to insure the child's safety. The note should be brought to school the day the student will not be riding the bus. Any changes in the bus schedule of students must be handled through the transportation department in the District Annex. We have no authority at the school to make these changes. Because of crowded buses, changes will not be made in order that one child may visit another when no emergency exists. The transportation office will attempt to arrange a temporary change of bus when an emergency situation exists. To secure emergency bus changes, contact the Transportation Department personnel at 240-3138.

FORT ZUMWALT SCHOOL DISTRICT

ELEMENTARY STUDENT DISCIPLINE GUIDELINES

(GRADES K-5)

Revised: July 9, 2014

At the elementary (K-5) level, appropriate student behavior and lasting habits of good citizenship can best be accomplished by recognizing good behavior. Students will be recognized for following school rules and maintaining good citizenship through special recognition programs arranged by the principal. This is seen as being effective in maintaining a good learning environment and encourages the young student to abide by rules of good behavior. In addition, teachers are encouraged to have a system for recognizing good behavior in the classroom. The greatest rewards are intrinsic, knowing that productive behavior contributes to the success of the school community.

However, when the rights and privileges of others have been abridged, the educational process interrupted, or illegal acts committed, which include off campus misconduct that is prejudicial to good order or discipline in the schools or impairs the morale and good conduct of students, policy dictates that certain consequences be appropriately applied. Each principal will establish a brief list of simple school rules to ensure an appropriate atmosphere for instruction. In addition, classroom teachers will also have a classroom management plan that has been approved by the principal. Special rules will also be posted for the cafeteria, playground and the school bus.

The school district is committed to providing an environment free from intimidating, hostile, or offensive behavior, verbal or physical conduct or communication constituting sexual harassment or sexual assault. Sexual harassment or assault by a student against any student is prohibited. Sexual harassment of a student by another student may include such things as sexually oriented jokes, remarks, cartoons, pictures, letters, or physical contact such as patting, pinching, grabbing, groping or probing.

The Fort Zumwalt Board of Education declares a policy against and prohibits racial harassment. Policy ACA prohibits any oral, written, graphic or physical conduct related to an individual's race, color or national origin so as to interfere with or limit his/her ability to participate in or benefit from programs. Examples of this conduct can include, but are not limited to, racial name calling, graffiti, cartoons of a negative demeanor, racially motivated harassing, threatening or intimidating comments, and physical acts of aggression. Allegations of racial harassment should be reported to the most immediate administrator or the Title VI coordinator, Assistant Superintendent Student Personnel Services, at 555 E. Terra Lane, O'Fallon, MO 63366, Phone: (636) 240-2072, Ext. 18511. Nothing in policy ACA prohibits a complaint from being filed with the Office of Civil Rights, 8930 Ward Parkway, Suite 2037, Kansas City, Missouri, 64114, phone: (816) 268-0550.

Elementary (Grades K-2)

Two times during the year, administrators will present information to K-2 grade students. These presentations will outline expectations for behavior. These presentations will include information related to courtesy, cooperation, respect, racial and sexual harassment, threats of violence, bullying and cyberbullying, safety, and responsibility. Students in the primary grades typically demonstrate behaviors that are less severe than older students and coupled with their inexperience in a structured instructional setting need to be addressed for misbehavior differently. Therefore, the most suitable approach is to establish and maintain appropriate behaviors with methods less structured than those outlined herein for older students. While the classroom teacher will handle many of the more minor violations of rules, in the event of chronic or serious misbehavior, the district Elementary Discipline Referral and Feedback Form will be used to indicate incidents of misbehavior and action taken when an incident requires the intervention of the principal. Therefore, it is sometimes necessary to take more firm disciplinary action than the guidelines might call for because of repeated misconduct. In situations such as this, the student's last act of misconduct could very well be of a milder nature than some of the previous acts of misconduct, causing the administration to recommend firmer disciplinary action because of repeated misconduct. This code includes, but is not limited to, acts of students on school playgrounds, parking lots, school buses, bus stops or at a school activity which includes behaviors both on and off campus.

Elementary (Grades 3-5)

Two times during the year, administrators will present information to 3-5 grade students. These presentations will outline expectations for behavior. These presentations will include information related to courtesy, cooperation, respect, racial and sexual harassment, threats of violence, bullying and cyberbullying, safety, and responsibility. Intermediate elementary students (grades 3, 4, and 5) have experienced the structured school setting and are familiar with expectations and appropriate behavior. Classroom teachers must establish appropriate expectations with the entire class at the beginning of the school year, thereby providing the appropriate setting for instruction. The district Elementary Discipline Referral and Feedback form will be used to indicate incidents of misbehavior and action taken when an incident requires the intervention of the principal. Therefore, it is sometimes necessary to take more firm disciplinary action than the guidelines might call for because of repeated misconduct. In situations such as this, the student's last act of misconduct could very well be of a milder nature than some of the previous acts of misconduct, causing the administration to recommend firmer disciplinary action because of repeated misconduct. This code includes, but is not limited to, acts of students on school playgrounds, parking lots, school buses, bus stops or at a school activity which includes behaviors both on and off campus.

STUDENT USE OF CELL PHONES/PORTABLE ELECTRONIC DEVICES

The Fort Zumwalt School District strongly discourages students from bringing cell phones and other electronic devices to school. Students possessing these items on school property do so at their own risk. Parents should not expect the district to be responsible for such items. In the instance that a device is suspected stolen or lost, the student must immediately report such to the office and file a written statement to document serial number and other identifiable information. This written statement will be forwarded to law enforcement personnel.

Acts Of Misconduct Which Are Minor In Nature

Minor misbehaviors may impede the orderly operation of the classroom or school. Such misbehavior can usually be handled by an individual staff member, but sometimes requires the intervention of other school support personnel. These misbehaviors may include, but are not limited to, the following:

1. Classroom disruptions such as excessive talking, inappropriate sounds, out of seat without permission, distracting others, etc.
2. Dishonesty
3. Failure to follow or carry out directions after redirection
4. Scuffling (minor pushing or shoving) that is consensual
5. Possession of prohibited articles such as water pistols, radios and other electronic devices, etc.
6. Other minor misbehaviors as stipulated in the approved classroom management plan
7. Bullying/ Harassment

Acts Of Misconduct Of A More Serious Nature

Misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school will be handled more sternly than those previously described. Those infractions which result from the continuation of minor misbehaviors, listed previously, require the intervention of personnel on the administrative level because the execution of disciplinary options has failed to correct the situation. These behaviors may include but are not limited to:

1. Bullying Behavior/Harassment
2. Persistent or habitual misconduct
3. Threats of Violence
4. Habitual late arrival to school
5. Blatant Disrespect/Insubordination
6. Theft/Possession of stolen items
7. Vandalism
8. Academic Dishonesty
9. Fighting
10. Sexual Harassment/Sexting
11. Racial Harassment
12. Possession/Use of Tobacco (includes electronic cigarettes)
13. Assault/Sexual Assault
14. Truancy
15. Possession and/or Use of a Firearms/ Weapon/Explosives/Nuisance Items

SEXUAL HARASSMENT

This school is committed to maintaining an environment for its students that is free from sexual harassment. Sexual harassment is prohibited and is defined as unwelcome or inappropriate verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee of the school or fellow student. If a student believes he or she is being sexually harassed, the student should bring the concern to the attention of a principal. The principal will fully investigate the concern and will notify the student and his/her parents of the result of the investigation. If the investigation substantiates the sexual harassment has occurred, the district will take appropriate disciplinary action against the offender. There will be no retaliation against or adverse treatment of any student who uses the complaint procedure to resolve a concern.

The appropriate disciplinary response to these misbehaviors includes intervention or referral to the principal by the staff member who is supervising the student or who observes the misbehavior. Disciplinary options available to the principal for this type of conduct include, but are not limited to:

1. Consequences as stipulated in the approved classroom management plan as approved by the principal
2. Verbal reprimand/Warning
3. Withdrawal of privileges/Isolation from activity or group
4. Conference with parents by phone or in person. At this time parents may be notified that persistent misbehavior could/will result in temporary removal of the child from the classroom or from school.
5. Conference with student
6. In-School Suspension/Out-of-School Suspension with make-up work
7. Withdrawal of privileges such as recess, possible loss of field trip privileges, assemblies, or school activities, etc.
8. Referral to outside agency or school district support service
9. Financial restitution, if applicable

- 10. Bus suspension
- 11. Possible referral to Superintendent or Board of Education for further action
- 12. Notification of law enforcement officials

Acts Of Misconduct On School Buses

Student behavior on school buses is expected to be orderly and such that it does not jeopardize the safety of others on the bus. Instances of misconduct which pose serious safety concerns will require the bus driver to report the serious incident as quickly as possible to the appropriate principal in order for immediate action to be taken. Incidents of a more serious nature may require immediate consequences, including suspension.

Acts Of Misconduct On School Buses (continued)

Grades K-2

- 1st Offense - Notice to Parents and/or Conference
- 2nd Offense - Notice to Parents and/or Conference
- 3rd Offense - 3 day bus suspension
- 4th Offense - 5 day bus suspension
- 5th Offense - Suspension from bus

Grades 3-5

- 1st Offense - Notice to Parents and/or Conference
- 2nd Offense - 3 day bus suspension
- 3rd Offense - 5 day bus suspension
- 4th Offense - 10 day bus suspension
- 5th Offense - Suspension from bus

OUT-OF-SCHOOL SUSPENSIONS RELATED TO SUBSTANCES/CHEMICALS

(Substances/Chemicals refer to drugs, alcohol, or any substances represented to be such.)

The presence of a student in this category constitutes a threat to other students as well as himself/herself and has a negative effect upon the learning atmosphere. Since this type of offense is also against the law, any substance case will be reported to the appropriate legal authority. Out-of-school suspensions in this category will, hopefully, serve as a deterrent, a protector of other students, a consequence for breaking the school rules, and, if needed, lead the parent and child to appropriate treatment services.

POSSESSION AND/OR USE/UNDER THE INFLUENCE

First Offense: + Referral to Superintendent for possible additional suspension days. Turning in
5 to 10 days by principal make-up work will be required. Notification to law enforcement officials.

NOTE: Parents must have an intake assessment conducted for their child at a recognized resource agency for substance abuse. (See attached Resource Agency List) An Intake Assessment Verification Form will be provided by the principal. Turning in make-up work will be required.

Second Offense: + Referral to Superintendent for possible additional suspension days. Turning in
10 days by principal make-up work will be required. Notification to law enforcement officials.

SALE

First Offense: + Referral to Superintendent for additional suspension days. Turning in make-up
10 days by principal work will be required. Notification to law enforcement officials.

Re-Entry Conferences

Before a student can re-enter school following an extended out-of-school suspension, the student and parent must have a conference on the re-entry date with the appropriate administrator and/or counselor. The appropriate counselor will schedule a second conference with the student within one month after returning to school. When out-of-school suspensions occur at the end of the school year and are for more school days than are left in the current school year, the out-of-school suspension may carry into the next year.

This discipline policy listed is a summary taken from policy JG and regulation JG-R. It is a fair representation of what has been adopted by the Board of Education but does not include all of the information in the policy and regulation. Parents wishing to review the entire policy and regulation may do so at the administrative office of their child's school, or the District Administrative Offices located at 555 E. Terra Lane, St., O'Fallon, Missouri.

BICYCLE RIDERS

Depending on safety and location, some elementary schools may permit children to ride bicycles to and from school, but not on school grounds. They must be parked in the bike rack. Each student should have a lock for his/her bicycle as the school cannot be responsible for theft or damage to bicycles.

FIRE, EARTHQUAKE, TORNADO AND SCHOOL LOCKDOWN DRILLS

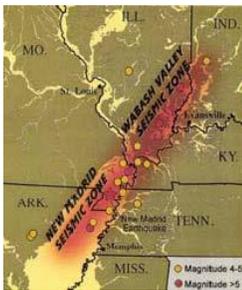
All students are taught to take proper precautions should an emergency develop. Drills are practiced at intervals during the school year. If you have any questions concerning emergency procedures, please discuss it with your child's teacher or the building principal.

Earthquake Safety For Missouri's Schools

The New Madrid Seismic Zone Extends 120 Miles Southward from the area of Charleston, Missouri, and Cairo, Illinois, through New Madrid and Caruthersville, following Interstate 55 to Blytheville and on down to Marked Tree, Arkansas. The NMSZ consists of a series of large, ancient faults that are buried beneath thick, soft sediments. These faults cross five state lines and cross the Mississippi River in three places and the Ohio River in two places.

The New Madrid Seismic Zone and surrounding region is Active, Averaging More than 200 Measured Events per Year (Magnitude 1.0 or greater), about 20 per month. Tremors large enough to be felt (Magnitude 2.5 – 3.0) are noted every year. The fault releases a shock of 4.0 or more, capable of local minor damage, about every 18 months. Magnitudes of 5.0 or greater occur about once per decade. They can cause significant damage and be felt in several states.

The Highest Earthquake Risk in the United States outside the West Coast is in the New Madrid Seismic Zone. Damaging temblors are not as frequent as in California, but when they do occur, the destruction covers over more than 20 times the area due to the nature of geologic materials in the region. The 1968 5.5 magnitude Dale, Illinois earthquake toppled chimneys and caused damage to unreinforced masonry in the St. Louis area, more than 100 miles from the epicenter. A 5.2 magnitude earthquake in April 2008 in southeast Illinois, did not cause damage in Missouri, but was felt across much of the state.



A Damaging Earthquake in this Area, which experts say is about a 6.0 magnitude event, occurs about once every 80 years (the last one in 1895 was centered near Charleston, Missouri). There is estimated to be a 25-40% chance for a magnitude 6.0 – 7.5 or greater earthquake along the New Madrid Seismic Zone in a 50-year period according to the U.S. Geological Survey reports. The results would be serious damage to un-reinforced masonry buildings and other structures from Memphis to St. Louis. We are certainly overdue for this type of earthquake!

A Major Earthquake in this Area - the Great New Madrid Earthquake of 1811-12 was actually a series of over 2000 shocks in five months, with several quakes believed to be a 7.0 Magnitude or higher. Eighteen of these rang church bells on the Eastern seaboard. The very land itself was destroyed in the Missouri Bootheel, making it unfit even for farming for many years. It was the largest release of seismic energy east of the Rocky Mountains in the history of the U.S. and was several times larger than the San Francisco quake of 1906.

When Will Another Great Earthquake the Size of Those in 1811-12 Happen? Several lines of research suggest that the catastrophic upheavals like those in 1811-12 visit the New Madrid region every 500-600 years. Hence, emergency planners, engineers, and seismologists do not expect a repeat of the intensity of the 1811-12 series for at least 100 years or more. However, even though the chance is remote, experts estimate the chances for a repeat earthquake of similar magnitude to the 1811-1812 New Madrid earthquakes over a 50-year period to be a 7 - 10% probability.

What Can We Do to Protect Ourselves? Education, planning, proper building construction, and preparedness are proven means to minimize earthquake losses, deaths, and injuries.

Prepare a Home Earthquake Plan

Choose a safe place in every room--under a sturdy table or desk or against an inside wall where nothing can fall on you. Practice DROP, COVER AND HOLD ON at least twice a year. Drop under a sturdy desk or table, hold onto the desk or table with one hand, and protect the back of the head with the other hand. If there's no table or desk nearby, kneel on the floor against an interior wall away from windows, bookcases, or tall furniture that could fall on you and protect the back of your head with one hand and your face with the other arm.

Choose an out-of-town family contact.

Take a first aid class from your local Red Cross chapter. Keep your training current.

Get training in how to use a fire extinguisher from your local fire department.

Inform babysitters and caregivers of your plan.

Eliminate Hazards

Consult a professional to find out additional ways you can protect your home, such as bolting the house to its foundation and other structural mitigation techniques.

Bolt bookcases, china cabinets and other tall furniture to wall studs.

Install strong latches on cupboards.

Strap the water heater to wall studs.



Prepare a Disaster Supplies Kit for Home and Car

First aid kit and essential medications.

Canned food and can opener.

At least three gallons of water per person.

Protective clothing, rainwear, and bedding or sleeping bags.

Battery-powered radio, flashlight, and extra batteries.

Special items for infant, elderly, or disabled family members.

Written instructions for how to turn off gas, electricity, and water if authorities advise you to do so. (Remember, you'll need a professional to turn natural gas service back on.)

Keeping essentials, such as a flashlight and sturdy shoes, by your bedside.

Know What to Do When the Shaking BEGINS

DROP, COVER AND HOLD ON! Move only a few steps to a nearby safe place. Stay indoors until the shaking stops and you're sure it's safe to exit. Stay away from windows.

In a high-rise building, expect the fire alarms and sprinklers to go off during a quake.

If you are in bed, hold on and stay there, protecting your head with a pillow.

If you are outdoors, find a clear spot away from buildings, trees, and power lines. Drop to the ground.

If you are in a car, slow down and drive to a clear place (as described above). Stay in the car until the shaking stops.

Know What to Do AFTER the Shaking Stops

Check yourself for injuries. Protect yourself from further danger by putting on long pants, a long-sleeved shirt, sturdy shoes, and work gloves.

Check others for injuries. Give first aid for serious injuries.

Look for and extinguish small fires. Eliminate fire hazards. Turn off the gas if you smell gas or think it's leaking.

(Remember, only a professional should turn it back on.)

Listen to the radio for instructions

Expect aftershocks. Each time you feel one, DROP, COVER, AND HOLD ON!

Inspect your home for damage. Get everyone out if your home is unsafe.

Use the telephone only to report life-threatening emergencies.

The information contained in the flier was extracted from the American Red Cross website http://www.redcross.org/services/prepare/0,1082,0_241_00.html, Missouri State Emergency Management Agency website (<http://sema.dps.mo.gov/EQ.htm>) and the Federal Emergency Management Agency website (<http://www.fema.gov/hazard/earthquake>). This flier could be distributed by school districts to each student annually to satisfy the requirements of RSMo 160.455

GOOD HABITS ARE IMPORTANT FOR SCHOOL SUCCESS

Success in school is largely a matter of habit, and one of the best ways parents can help their children do well in school is to encourage them in the development of good academic habits. Most students develop a pattern of either success or failure by the third or fourth grade. Students who develop a pattern of success usually do well in school and enjoy school. Those who don't develop this pattern have more difficulty in school and constantly feel that school is a punishment rather than a privilege for them.

Parents and students can contribute to school success by consciously practicing good habits. Some habits which parents and students should emphasize are:

1. **Regular School Attendance.** Parents must convey the attitude that going to school is as important to youngsters as going to work is for adults. Children and youth should not be permitted to miss school except for genuine illness or family emergencies.
2. **Meet Deadlines for School Assignments.** Students should make every effort to complete all assignments on or before the assigned deadline. This prevents work from "stacking up" and it encourages students to plan their time and activities around their school work. Completing work on time is also an essential job skill and a good habit.
3. **Develop Good Study Habits.** These include: keeping up with assigned reading, taking good class notes, learning to use reference materials, having a quiet place for study at home and being willing to do more than the minimum assignment. Parents can play a crucial role in the development of student habits by emphasizing these ideas with students as soon as they begin school.
4. **Reading.** Students can practice the reading skills needed for school work by reading other materials independently. Reading newspapers, magazines and other non-academic material stimulates new interests and helps create desire and enthusiasm for reading. Parents can cultivate a reading enjoyment by reading with the children (preschoolers especially) and by setting an example of reading themselves. Having good books in the home and reading instead of watching television demonstrate to youngsters that their parents believe reading is important and enjoyable.
5. **Active Participation in Learning.** Parents should emphasize the attitude that learning is work and that students must be willing to work hard to take advantage of the opportunities provided by school. Students will not learn as much or as quickly if they have the attitude that the teacher must "make them learn" or that they can simply sit in class and, with no effort, absorb everything they need to know.
6. **Positive Attitudes Toward Teachers and School.** This is an attitude learned at home which parents and students should share. Hopefully, the teacher and the school have earned the respect of the community. When differences arise, parents and students should respect the authority and responsibility of the school. If parents and students will make it a habit to do so, better learning and fewer discipline problems will result.

TELEPHONE USAGE

Telephone calls to and from students are not encouraged. Important messages are taken by the office staff and delivered to the child or the teacher. Only in an emergency will a teacher or student be called to the telephone during school hours. Of course, children may use the office phone to call home in an emergency or at the teacher's request.

CLOTHING & PERSONAL BELONGINGS

LOST AND FOUND

If found, items such as purses, billfolds and eyeglasses are given to the office staff and may be claimed there. All other lost and found articles (jackets, sweaters, gloves, boots, umbrellas, lunch boxes, etc.) are kept in a "lost and found box."

Items unclaimed at the end of the school year are given to charitable organizations. We recommend that outer clothing and other personal belongings be labeled.

TENNIS SHOES AND SHORTS

Appropriate clothing for participation in physical education classes will be explained during the first few days of school. Should students be required to change clothes for physical education, they will be allowed sufficient time to change before class begins. These items may be carried from home or they may be stored in the classroom in a location determined by the teacher.

DRESS APPEARANCE

Parents have the basic responsibility for the appropriate dress and grooming of their children. Dress or grooming on the part of the student should not be detrimental to safety and health or distracting or disruptive to the learning environment. Whenever possible, students who dress in a manner inappropriate will be offered the option of borrowing a t-shirt from the clinic or guidance department before calling parents.

SCHOOL PARTIES

Appropriate classroom activities in observance of holidays and special days are part of the regular school program. It is recommended that parties should be 45 minutes to one hour in length and there shall be no more than three parties per year.

Parties planned by parents to celebrate a child's birthday are not to be held in school or under the auspices of the school. Students may bring store bought pre-packaged, individually wrapped treats if they receive teacher approval prior to bringing the treats. ***DISTRICT POLICY PROHIBITS HOME-BAKED TREATS FOR ANY TYPE OF ACTIVITY.***

FIELD TRIPS

Field trips are often a part of the school program. Instructions and permission slips are sent home prior to the trip. Money and permission slips must be returned to the school at least one day before the scheduled trip. Children who do not return a signed permission slip will be unable to participate in the field trip.

HOMEWORK

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 ability level and learning style of the individual student.

The purposes of homework are:

- to support and strengthen curricular goals
- to provide practice and application of skills
- to check for understanding
- to inform teacher practice

Teachers will 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 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:

Grade Recommended Maximum Amount of Time

<u>Grade</u>	<u>Recommended Maximum Amount of Time</u>
K-1	5 to 10 Minutes
2-3	10 to 30 Minutes
4-5	30 to 50 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>Recommended Maximum Amount of Time</u>
6	60 minutes total for all classes
7	70 minutes total for all classes
8	80 minutes total for all classes

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>
9-10	90 to 100 minutes total for all classes
11-12	100-120 minutes total for all classes

HOMEWORK GRADING GUIDELINES

To ensure that students are receiving benefit for their efforts in homework, feedback on the accuracy of all homework assignments should be provided promptly. As the purpose of homework is skill development and formative assessment, it should not be used as a primary determiner of student progress and should be limited to no more than 25% of a student's grade.

DISTRICT GRADING PROCEDURES

The policy of the Fort Zumwalt School District Board of Education states:

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 to the student, parents/guardians and teachers. The following guidelines reflect the procedures to be used regarding grading at the district elementary schools:

The purposes of grading at the elementary level are:

1. To keep the student informed of his/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:

1. Kindergarten – The Kindergarten report card will be issued at the end of first quarter and at the end of each semester. A progress report will be issued for the third quarter. This comprehensive check list 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.
2. 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 and for first and second grade:

**KINDERGARTEN ACADEMICS
and GRADES 1 & 2**

- 3 = Proficient
- 2 = Developing
- 1 = Beginning
- (shaded box) = Not Taught At This Time
- * = Modified
- X = See Narrative

K-2 FINE & APPLIED ARTS

- 4 = Exceeds Expectations
- 3 = Meets Expectations
- 2 = Emerging
- 1 = Area of Concern
- N = Not Taught At This Time
- * = Modified

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

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

SPECIAL EDUCATION PROGRAMS

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/her potential.

Grades of record are given each quarter. The quarter grades are to be placed in the student's permanent record no later than the end of each semester, which is consistent with district practices. Special education program grades are noted as such on the permanent record card.

REPORT CARDS & PARENT/TEACHER CONFERENCES

Grading methods used for elementary children are:

KINDERGARTEN, GRADES 1-2

The kindergarten report card will be issued at the end of first quarter and both semesters. A progress report will be issued for the third quarter. Grades 1 – 2 report cards will be issued at each quarter. These report cards will provide appropriate checklists to show individual mastery of skills. The teacher comments section will be used to further define your child's development.

GRADES 3-5

In grades three through five, the progress of students is reported in the areas of academic achievement, teacher observation of student effort and related student progress (i.e., cooperation, work habits, listening skills, etc.) Added to these assessments will be teacher comments that provide additional developmental information about your child. Report cards will be issued each quarter.

Examine the report card thoroughly. If there is any area which is not completely clear, contact the school for clarification. The value of the reporting process is enhanced if it is truly a two-way communication system. Concerns and questions need to be resolved promptly so that each child's educational program may proceed unhampered.

Please place special emphasis on the effort area of the report card. Effort represents the most significant factor in success both in and out of school. All children may not be capable of achievement at the same rate, but all children can work up to their potential if they put forth the effort.

Parent-teacher conferences are considered to be an integral part of the school program and are strongly encouraged. In addition to the regularly scheduled parent-teacher conferences in the fall, additional conferences may be arranged by calling the school office.

Parents sometimes detect or suspect student problems before we do. These problems of anxieties might be in the area of behavior, interpersonal relations or student progress. Under these conditions, a parent should immediately request a conference with the teacher concerned.

If the parents are not satisfied after consultation with the teacher, they are encouraged to bring the matter to the attention of the principal.

In order to assist you in having a successful conference, please keep in mind: 1) conference time is limited; and 2) since you will want to get as much information as possible during that time, if you have a need to discuss a specific problem, the teacher would appreciate knowing in advance so that pertinent data can be gathered.

COMPREHENSIVE TESTING PROGRAM

Each year, several standardized tests are administered to the students. These tests are given in order to measure a student's individual progress in the academic subject areas.

<u>Grade Level</u>	<u>Standardized Test</u>	<u>Administration Date</u>
Pre-School 1 st & 2 nd 3rd, 4th and 5th	Developmental Indicators for the Assessment of Learning (DIAL) Reading Achievement MAP (Mo. Assessment Program)	by appointment throughout the year spring

The testing program of any school district serves three basic purposes: It should indicate how well the educational program and the adopted curricula are preparing students academically; it should serve as an indicator of problem areas that need more emphasis in the curriculum; and it should assist in identifying students with special learning needs that cannot be met in the regular curriculum. The testing program in the Fort Zumwalt School District continues to serve all three purposes well.

VOLUNTEER PROGRAM

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.

All school volunteers must have a criminal background check through the school office. The depth of the check is dependent on the extent of the volunteer work. Parents are encouraged to contact the principal if interested in volunteering in any aspect of the school program.

NONDISCRIMINATION

The Fort Zumwalt School District does not discriminate on the basis of race, color, religion, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities. If you have any inquiries or complaints concerning the application of the Fort Zumwalt School District's policy of nondiscrimination, you may contact the Assistant Superintendent of Administrative Services at 555 E. Terra Lane, O'Fallon, MO. 63366, (636) 240-2072.

RACIAL HARASSMENT STATEMENT

The Fort Zumwalt Board of Education declares a policy against and prohibits racial harassment. Policy ACA prohibits any oral, written, graphic or physical conduct related to an individual's race, color or national origin so as to interfere with or limit his/her ability to participate in or benefit from programs. Examples of this conduct can include, but are not limited to, racial name calling, graffiti, cartoons of a negative demeanor, racially motivated harassing, threatening or intimidating comments, and physical acts of aggression. Allegations of racial harassment should be reported to the most immediate administrator or the Title VI coordinator, Assistant Superintendent of Student Personnel Services.

PROCEDURES FOR FILING A COMPLAINT ARE:

LEVEL I Any complaint should be filed with the Building Principal or the most immediate supervisor. An investigation should be completed within approximately five (5) working days.

LEVEL II Any Level I decision may be appealed to the Assistant Superintendent of Student Personnel Services at 555 E. Terra Lane, O'Fallon, MO 63366, Phone (636) 240-2072, Ext. 18321. Within approximately five working days of an appeal being filed a written response to the appeal will be provided.

Level III Any Level II decision may be appealed to the Superintendent of Schools at 555 E. Terra Lane, O'Fallon, MO 63366, Phone (636) 240-2072. Within approximately 10 working days of the appeal being filed a written response to the appeal will be provided.

LEVEL IV Any Level III decision may be appealed to the Board of Education at 555 E. Terra Lane, O'Fallon, MO 63366, and will be placed as a closed session hearing at the next scheduled Board meeting. Within 30 working days of the hearing the board will render a decision and take necessary actions for non-discrimination compliance.

Nothing in policy ACA prohibits a complaint from being filed with the Office of Civil Rights, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114, Phone (816) 268-0550

Annual Notification of FERPA Rights and Designation of Directory Information

The Fort Zumwalt School District (the "District") complies fully with the Family Educational Rights and Privacy Act ("FERPA"). FERPA is a federal law that affords parents and students 18 years of age or older ("eligible students") certain rights with respect to the student's educational records. These rights are:

RIGHT TO INSPECT: Parents or eligible students have the right to inspect and review substantially all the student's educational records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the School Principal a written request identifying the records to be inspected.

RIGHT TO PREVENT DISCLOSURES: Parents or eligible students have the right to prevent disclosure of educational records to third parties with certain limited exceptions. It is the intent of this institution to limit the disclosure of information contained in educational records to those instances when prior written consent has been given to the disclosure. However, upon request the District will disclose information to officials of other schools in which a student seeks or intends to enroll. The District may also disclose information under the provisions of FERPA which allow disclosure without prior written consent, or items of directory information of which you have not refused to permit disclosure.

The District will disclose information to school officials who have a legitimate educational interest in the records. School officials include: persons employed by the District, whether paid or unpaid, as an administrator, supervisor, instructor, or support staff member, including health or medical staff; persons employed by or under contract to the District to perform a special task, such as an attorney, auditor, etc.; or persons who are employed by the District's law enforcement unit. School officials have a legitimate educational interest if the officials are: performing a task related to a student's education; performing a task related to the discipline of a student; providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid; or maintaining the safety and security of the campus.

The District has designated certain information contained in the educational records of its students as directory information for purposes of FERPA. The following information regarding students is considered directory information: (1) the student's name, (2) address, (3) photograph or other likeness, (4) date and place of birth, and (5) grade level. Additional directory information that is available in limited circumstances can be found in District Policy JO.

The District may disclose directory information for any purpose in its discretion without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, the information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA.

Any parent or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the principal of the school which the student attends.

In the event a notification of refusal is not filed, the District assumes that neither a parent of a student or an eligible student objects to the release of the directory information designated.

RIGHT TO REQUEST AMENDMENT: Parents or eligible students have the right to request that the District correct any parts of an educational record which you believe to be inaccurate, misleading or otherwise in violation of your rights. Parents or eligible students should clearly identify, in writing directed to the school principal, the part of the record sought to be corrected and specify why it is inaccurate or misleading. If the District decides not to amend the record, it will notify the parents or eligible student and provide information on the right to a hearing to present evidence that the record should be changed.

RIGHT TO COMPLAIN TO FERPA OFFICE: Parents or eligible students have the right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, Washington, D.C., 20202-4605, concerning any alleged failure by the District to comply with FERPA.

Missouri Department of Elementary & Secondary Education NCLB COMPLAINT PROCEDURES

The Federal No Child Left Behind Act of 2001 (NCLB), Title IX Part C. Sec. 9304(a)(3)(C) requires the Missouri Department of Elementary & Secondary Education (DESE) to adopt procedures for resolving complaints regarding operations of programs authorized under the *Act*, including Title I, Title II, Title III, Title IV (Part A), Title V, Title VI, and Title VII and Title IX, part C.

Who May File a Complaint

Any local education agency (LEA), consortium of LEAs, organization, parent, teacher, or member of the public may file a complaint.

Definition of a Complaint

There are both formal and informal complaint procedures.

A formal complaint must be a written, signed statement that includes:

1. an allegation that a federal statute or regulation applicable to the state educational agency (SEA) or a local education agency (LEA) program has been violated,
2. facts, including documentary evidence that supports the allegation, and
3. the specific requirement, statute, or regulation being violated.

Alternatives for Filing Complaints

It is federal and state intent that complaints are resolved at a level nearest the LEA as possible. As described below, formal complaints filed with the SEA will be forwarded to the appropriate LEA for investigation and resolution. Informal complaints made to the SEA will be subject of an initial investigation by the SEA, but will be forwarded to the LEA if a formal complaint evolves. Precise processes in both instances are described below.

Informal and Formal Complaints Received by the Local Education Agency

Informal and formal complaints filed with the LEA concerning NCLB program operations in that LEA are to be investigated and resolved by the LEA according to locally developed procedures, when at all possible. Such procedures will provide for:

1. disseminating procedures to the LEA school board,
2. central filing of procedures within the district,
3. addressing informal complaints in a prompt and courteous manner,
4. notifying the SEA within 15 days of receipt of written complaints,
5. timely investigating and processing of complaints within 30 days, with an additional 30 days *if* exceptional conditions exist,
6. disseminating complaint findings and resolutions to all parties to the complaint and the LEA school board. *Such findings and resolutions also shall be available to parents, teachers and other members of the general public, provided by the LEA, free of charge, if requested, and*
7. appealing to the Missouri Department of Elementary & Secondary Education within 15 days

Appeals to the Missouri Department of Elementary & Secondary Education will be processed according to the procedures outlined in sections below.

Informal Complaints Received by the SEA Office

Informal complaints (i.e., verbal and/or anonymous) to the SEA by individuals (who may ask not to be identified to the LEA) concerning program operations in an LEA will be investigated by the SEA, according to procedures deemed most appropriate by the SEA, within 10 days of receipt of the complaint. Findings of this investigation shall be reported to the complainant within 10 additional days. In the event that the complainant requests further investigation or a hearing, the complainant must file a signed written complaint. This formal complaint will be processed according to procedures outlined in sections below.

Formal Complaints Initially Received by the SEA Office

1. *Record.* Upon receipt of a written complaint, a record of the source and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based, will be initiated.
2. *Notification of LEA.* Within 15 days of receipt of the complaint, a written communication will notify the district superintendent and the district NCLB coordinator of the complaint filed with the SEA. Upon receipt of the communication, the LEA will initiate its complaint procedures as set forth above. If the complaint is that an LEA is not providing equitable services to private school children, it also will be filed with the U.S. Secretary of Education.
3. *Report by LEA.* Within 20 days of receipt of the complaint, the LEA will advise the SEA of the status of the complaint resolution proceedings and, at the end of 30 days, will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public. A copy of this procedure also will be filed with the U.S. Secretary of Education, if it involves equity of services to private school children.
4. *Verification.* Within ten days of receipt of the written summary of a complaint resolution, the DESE office will verify the resolution of the complaint through an on-site visit, letter or telephone call(s). Verification will include direct contact with the complainant. If the complaint is about equity of services to private school children, the U.S. Secretary of Education shall also be given copies of all related communications.

Appeals

Appeal to the SEA

1. *Record.* Upon receipt of a written appeal to a complaint unresolved at the LEA level, a record of the source and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based, will be initiated.
2. *Investigation.* The SEA will initiate an investigation within 10 days, which will be concluded within 30 days from receipt of the appeal. Such investigation may include a site visit if the SEA determines that an on-site investigation is necessary. By stipulation of all concerned, this investigation may be continued beyond the 30-day limit.
3. *Hearing.* If required by the SEA, or formally requested by parties to the complaint, this investigation will include an evidentiary hearing(s) before an SEA Division Director acting as chairperson and designated staff personnel. Conduct of such hearings will follow the procedures outlined in state rules. The hearing proceedings shall be tape recorded and the recording preserved for preparation of any transcript required on appeal.

Decision

Within 10 days of conclusion of the investigation and/or evidentiary hearing(s), the SEA will render a decision detailing the reasons for its decision and transmitting this decision to the LEA, the complainant, and the district school board. Recommendations and details of the decision are to be implemented within 15 days of the decision being given to the LEA. This 15-day implementation period may be extended at the discretion of the SEA Division Director. The complainant or the LEA may appeal the decision of the SEA.

Formal LEA Complaints Against SEA

1. *Record.* The SEA will record the source, and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based.
2. *Decision.* The SEA decision will be rendered within 15 days of the complaint receipt. The LEA will be promptly notified of the SEA's decision.
3. *Appeal.* The LEA may appeal the decision of the SEA to the SEA review board within 30 days of receipt of the decision. Procedures under the "Appeal to the State Agency Review Board" section will be followed.
4. *Second Appeal.* An applicant has the right to appeal the decision of the SEA Review Board to the U.S. Secretary of Education. The applicant shall file written notice of the appeal with the Secretary within 20 days after the applicant has been notified by the SEA of its decision.

Complaints Against LEAs Received from the United States Department of Education

1. Complaints against LEAs received from the U.S. Department of Education will be processed as though they had been received initially at the SEA.
2. A report of final disposition of the complaint will be filed with the U.S. Department of Education.
3. These procedures shall not prevent the SEA from partially or wholly interrupting funding of any LEA IASA program or taking any other action it deems appropriate.

Procedure Dissemination

1. This procedure will be disseminated to all interested parties through the agency webpage at <http://dese.mo.gov> and to subscribers to the Federal Programs listserv.
2. This guidance will be distributed through regional and statewide meetings with Federal Programs Coordinators. LEAs are asked to incorporate the elements of the complaint procedure into their own policies and procedures.
3. DESE will also keep records of any complaints filed through this policy.