



# **Fort Zumwalt School District 2018-2019 Annual Parent Notifications**

## **FEDERAL OR STATE MANDATED NOTIFICATIONS All Grade Levels**

### **Notice of Nondiscrimination**

Applicants for admission or employment, students, parents of elementary and secondary school students, employees, sources of referral and applicants for employment, and all professional organizations that have entered into agreements with the Fort Zumwalt School District are hereby notified that the School District does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities. In addition, the School District provides equal access to the Boy Scouts of America and other designated youth groups. Information on additional prohibited behavior is outlined in Board of Education Policy AC.

Any person having inquiries concerning the Fort Zumwalt School District's compliance with the laws and regulations implementing Title VI of the Civil Rights Act of 1964 (Title VI), Title IX of the Education Amendments of 1972 (Title IX), the Age Discrimination Act, Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (ADA) or the Boy Scouts of America Equal Access Act, is directed to the respective Compliance Coordinator listed below, who oversees the School District's efforts to comply with the laws and regulations implementing the laws and regulations cited above.

The Fort Zumwalt School District has established grievance procedures for persons unable to resolve problems arising under the statutes above. The School District's Compliance Coordinator will provide information regarding those procedures upon request.

Any person who is unable to resolve a problem or grievance arising under any of the laws and regulations cited above may also contact the Office for Civil Rights:

One Petticoat Lane, 1010 Walnut Street, Suite 320  
Kansas City, MO 64106  
Telephone: (816) 268-0550  
Facsimile: (816) 268-0559  
Email: [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov)

#### COMPLIANCE COORDINATORS

Jeremy Moore, Assistant Superintendent for Student Services  
Compliance Coordinator for Student Complaints  
555 E. Terra Lane, O'Fallon, Missouri  
636-272-6620

Dr. Jackie Floyd, Assistant Superintendent for Personnel  
Compliance Coordinator for Staff Complaints  
555 E. Terra Lane, O'Fallon, Missouri  
636-272-6620

Dr. Henry St. Pierre, Assistant Superintendent for Special Services  
Compliance Coordinator for 504 Complaints  
555 E. Terra Lane, O'Fallon, Missouri  
636-272-6620

### **Public Notice - 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.

### **Public Notice - Individuals with Disabilities Education Act**

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, children who live outside the district but are attending a private school within the district, highly mobile children, such as migrant and homeless children, children who are wards of the state, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. The Fort Zumwalt School District assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its

jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, intellectual disability, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and young child with a developmental delay.

The Fort Zumwalt School District assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps program.

The Fort Zumwalt School District assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians. Parents/guardians may request amendment to the educational record if the parent/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

The Fort Zumwalt School District has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed at the Fort Zumwalt School District Administrative Offices, 555 East Terra Lane, O'Fallon, MO between the hours of 8:00 am and 4:00 pm on days in which school is in session.

This notice will be provided in native languages as appropriate.

## **Parking Lots**

Automobiles parked on Fort Zumwalt School District property are subject to inspection by authorized school personnel. If reasonable suspicion warrants, school officials will conduct a search of the vehicle to ensure student safety. For more information, please see Board of Education Policy ECD - Traffic and Parking Controls.

## **Public Notice - 504 and Title II**

The Fort Zumwalt School District, as a recipient of federal financial assistance from the United States Department of Education, and operates a public elementary or secondary education program and/or activity, is required to undertake to identify and locate every qualified person residing in the District who is not receiving a public education; and take appropriate steps to notify disabled persons and their parents or guardians of the District's duty.

The Fort Zumwalt School District assures that it will provide a free and appropriate public education (FAPE) to each qualified disabled person in the District's jurisdiction regardless of the nature or severity of the person's disability. For purposes of Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act, the provision of an appropriate education is the provision of regular or special and related aids and services that (i) are designed to meet individual educational needs of disabled persons as adequately as the needs of nondisabled persons are met and (ii) are based on adherence to procedures that satisfy the requirements of the 504 federal regulations.

The Fort Zumwalt School District has developed a 504/Title II Procedures Manual for the implementation of federal regulations for Section 504 of the Rehabilitation Act, Subpart D. This Procedures Manual may be reviewed at 555 East Terra Lane, O'Fallon, MO 63366.

## **Notification of Rights Under FERPA for Early Childhood, Elementary and Secondary Schools**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Fort Zumwalt School District receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Fort Zumwalt School District to amend their child's or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the

school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State Educational Agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

## **FERPA Opt-out Information**

As required by Federal Law, the Fort Zumwalt School District will release the names, addresses and telephone numbers of students to all eligible agencies, including but not limited to, military recruiters and institutions of higher education that request the information. Parents/Guardians or emancipated students may request this information, or additional information designated as “General Directory Information” as defined in Board of Education Policy JO, not be released by contacting their school to request a FERPA Opt-Out form, completing the form and returning it to their school office. The form is also available via the Fort Zumwalt District Website under Annual Parent Notifications.

## **Public Notice - Board of Education Bullying Policy JFCF**

### **General**

In order to promote a safe learning environment for all students, the Fort Zumwalt School District prohibits all forms of bullying. The district also prohibits reprisal or retaliation against any person who reports an act of bullying among or against students.

### **Definitions**

*Bullying* - In accordance with state law, bullying is defined as intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and interferes with the educational performance, opportunities or benefits of any student without exception; or that substantially disrupts the orderly operation of the school. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or property damage; oral, written, or

electronic communication, including name-calling, put-downs, extortion, or threats; or threats of reprisal or retaliation for reporting such acts.

*Cyberbullying* - A form of bullying committed by transmission of a communication including, but not limited to, a message, text, sound or image by means of an electronic device including, but not limited to a telephone, wireless telephone or other wireless communication device, computer or pager. The district has jurisdiction over cyberbullying that uses the district's technology resources or that originates on district property, at a district activity or on district transportation. Even when cyberbullying does not involve district property, activities or technology resources, the district will impose consequences and discipline for those who engage in cyberbullying if there is a sufficient nexus to the educational environment, the behavior materially and substantially disrupts the educational environment, the communication involves a threat as defined by law, or the district is otherwise allowed by law to address the behavior.

*School Day* – A day on the school calendar when students are required to attend school.

### **Designated Officials**

The principal of each building is hereby designated as the individual to receive and investigate reports of bullying. Each building principal shall designate at least two teachers or administrators in the building who are authorized to receive and investigate reports of bullying in the principal's absence or at the principal's discretion.

The district compliance officer appointed in policy AC will serve as the district wide anti-bullying coordinator. The anti-bullying coordinator will receive all completed investigative reports from all buildings and analyze the report to identify information that would inform the district's antidiscrimination and anti-bullying education and training programs. In addition, the anti-bullying coordinator will assist in making any relevant reports as required by state and federal law.

### **Reporting Bullying**

School employees, substitutes or volunteers are expected to intervene to prevent student bullying, appropriately discipline the perpetrator, assist the victim and report the incident to the building principal or designee for further investigation and action. Any school employee, substitute or volunteer who witnesses or has firsthand knowledge of bullying of a student must report the incident to the building principal or designee as soon as possible, but no later than two school days after the incident.

Students who have been subjected to bullying, or who have witnessed or have knowledge of bullying, are encouraged to promptly report such incidents to a school employee. Any school employee receiving such a report shall promptly transmit the report to the building principal or designee.

If the bullying incident involves students from more than one district building, the report should be made to the principal or designee of the building in which the incident took place or, if more appropriate, to the principal or designee of the building attended by the majority of the participants in the incident.

### **Investigation**

Within two school days of receiving a report of bullying, the principal or designee will initiate an investigation of the incident. Reports that involve students from multiple buildings will be investigated cooperatively by the principals of each building involved, or those principals may request that the district's compliance officer designated in policy AC conduct the investigation. If at any time during the investigation the principal determines that the bullying involves illegal discrimination, harassment or retaliation as described in policy AC, the principal will report the incident to the compliance officer designated in that policy, who will assist in the investigation. If the alleged bullying involves a special education student or a student with disabilities, the principal will also notify the special education director.

The investigation shall be completed within ten school days of the date the report of bullying was received unless good cause exists to extend the investigation. Upon completion of the investigation, the principal will decide whether bullying or harassment occurred and, if so, whether additional discipline is warranted in accordance with the district's student discipline code. The principal will generate a written report of the investigation and findings and send a copy of the completed report to the district's anti bullying coordinator. The principal or designee will document the report in the files of the victim and the alleged or actual perpetrator of bullying. All reports will be kept confidential in accordance with state and federal law.

If the incident involved allegations of illegal discrimination or harassment, the principal's decision may be appealed in accordance with policy AC. Student discipline may be appealed when allowed by law in accordance with Board policy.

The principal or other appropriate district staff will work with victims and their families to access resources and services to help them deal with any negative effects that resulted from the incident.

### **Consequences**

Students who participate in bullying or who retaliate against anyone who reports bullying will be disciplined in accordance with the district's discipline code. Such discipline may include detention, in-school suspension, out-of-school suspension, expulsion, and removal from participation in activities, exclusion from honors and awards, and other consequences deemed appropriate by the principal or superintendent. The district will also contact law enforcement when required by law or notify social media companies of inappropriate online activity when appropriate.

Even in situations where the district does not have jurisdiction to discipline a student for bullying, such as when the acts take place off campus and there is an insufficient nexus to the district, the principal or designee will take appropriate actions to assist student victims. Such actions may include, but are not limited to, contacting the parents/guardians of the victim and the alleged perpetrators, communicating that this behavior is not allowed on district grounds or at district activities, notifying the appropriate district staff to assist the victim, and taking additional action when appropriate, such as notifying law enforcement or social media companies of inappropriate online activity.

District employees and substitutes who violate this policy will be disciplined or terminated. Discipline may include suspension with or without pay, a negative evaluation, and prohibition from being on district property or at district property or at district activities, mandated training or

other appropriate remedial action. Volunteers who violate this policy will no longer be permitted to volunteer.

### **Policy Publication**

The district shall annually notify students, parents/guardians, district employees, substitutes and volunteers about this policy and the district's prohibition against bullying. A copy of this policy shall be included in student handbooks and posted on the district's website.

### **Training and Education**

The district's anti bullying coordinator will provide information and appropriate training designed to assist employees, substitutes and volunteers who have significant contact with students in identifying, preventing and responding to incidents of bullying.

The district will provide education and information about bullying and this policy to students every year. The principal of each school, in consultation with school counselors and other appropriate school employees, will determine the best methods for facilitating the discussion. Methods may include, but are not limited to: assemblies; homeroom presentations; class meetings; team or club meetings; special presentations by counselors, social workers or mental health professionals; and open-house events. When practical, parents/guardians will be invited to attend.

In addition to educating students about the content of this policy the district will inform students of:

1. the procedure for reporting bullying.
2. the harmful effects of bullying.
3. any initiatives the school or district has created to address bullying, including student peer-to-peer initiatives.
4. the consequences for those who participate in bullying or engage in reprisal or retaliation against those who report bullying.

School counselors, social workers, mental health professionals, school psychologists or other appropriate district staff will educate students who are victims of bullying about how to overcome the negative effects of bullying including, but not limited to:

1. cultivating the student's self-worth and self-esteem.
2. teaching the student to defend him- or herself assertively and effectively without violence.
3. helping the student develop social skills.
4. encouraging the student to develop an internal locus of control.

### **Additional School Programs and Resources**

The Board directs the superintendent or designee to implement programs and other initiatives to address bullying, respond to such conduct in a manner that does not stigmatize the victim, and make resources or referrals available to victims of bullying. Such initiatives may include educating parents/guardians and families on bullying prevention and resources.

## **Title I, Part A: Teacher Requirements/Qualifications**

Parents' Right to Know: LEAs and schools must inform the parents of Title I, Part A students that they may request, and the LEA and schools will provide, certain information on the professional qualifications of the student's classroom teachers providing services to the child. [ESSA Section 1112(e)(1)(A)].

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

- Whether your student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your student's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- Whether your student's teacher is teaching in the field of discipline of the certification of the teacher.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request, a building receiving Title I.A funds must provide to each individual parent:

- Information on the level of achievement and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title I.A.
- Timely notice that your student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

### What qualifications must a staffer meet to be in a Title I, Part A Program?

Teachers - Under the Every Student Succeeds Act (ESSA), enacted on December 10, 2015, the Highly Qualified Teacher (HQT) definition was eliminated and is no longer a federal requirement.

Teachers assigned to Title I, Part A targeted assistance programs must meet applicable state certification and licensure requirements. A teacher assigned to Title I, Part A may be out-of-field or out-of-endorsement as long as they hold an eligible certificate type and the school board approved the placement (per WAC 181-82-110 or WAC 392-172A-02090). School board approval must be in place prior to the date the teacher was assigned to a Title I, Part A program.

## **Every Student Succeeds Act of 2015 (ESSA)**

### **Complaint Procedures**

**Missouri Department of Elementary and Secondary Education**

This guide explains how to file a complaint about any of the programs<sup>1</sup> that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)<sup>2</sup>.

<p><b>Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs</b></p> <p><b>Table of Contents</b></p>	
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<p><b>Complaints filed with LEA</b></p> <ol style="list-style-type: none"> <li>4. How will a complaint filed with the LEA be investigated?</li> <li>5. What happens if a complaint is not resolved at the local level (LEA)?</li> </ol>	<p><b>Complaints filed with the Department</b></p> <ol style="list-style-type: none"> <li>6. How can a complaint be filed with the Department?</li> <li>7. How will a complaint filed with the Department be investigated?</li> <li>8. How are complaints related to equitable services to nonpublic school children handled differently?</li> </ol>
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**1. What is a complaint?**

For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.

**2. Who may file a complaint?**

Any individual or organization may file a complaint.

**3. How can a complaint be filed?**

Complaints can be filed with the LEA or with the Department.

**4. How will a complaint filed with the LEA be investigated?**

Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.

#### **5. What happens if a complaint is not resolved at the local level (LEA)?**

A complaint not resolved at the local level may be appealed to the Department.

#### **6. How can a complaint be filed with the Department?**

A complaint filed with the Department must be a written, signed statement that includes:

1. a statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
2. the facts on which the statement is based and the specific requirement allegedly violated.

#### **7. How will a complaint filed with the Department be investigated?**

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

1. **Record.** A written record of the investigation will be kept.
2. **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
3. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. **Report by LEA.** Within thirty-five days of the complaint being filed, the LEA 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.
5. **Verification.** Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
6. **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

#### **8. How are complaints related to equitable services to nonpublic school children handled differently?**

In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department's resolution of the complaint (or its failure to resolve the complaint).

## **9. How will appeals to the Department be investigated?**

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

## **10. What happens if a complaint is not resolved at the state level (the Department)?**

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

<sup>1</sup>Programs include Title I, A, B, C, D, Title II, Title III, Title IV.A, Title V  
<sup>2</sup>In compliance with ESSA Title VIII- Part C. Sec. 8304(a)(3)(C)

Revised: 4/2017

Local education agencies are required to disseminate, free of charge, this information regarding ESSA complaint procedures to parents of students and appropriate private school officials or representatives.

## **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 regularly 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).

In order to achieve the purposes of the student assessment program, the district requires all enrolled students to participate in all applicable aspects of the assessment program.

## **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 district-wide assessment plan are to facilitate and provide information for the following:

1. Student Achievement - To produce information about relative student achievement so that parents/guardians, students, and teachers can monitor academic progress.
2. Student Guidance - To serve as a tool implementing the district's student guidance program.

3. 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.
4. School and District Assessment - To provide indicators of the progress of the district and individual schools toward established goals.
5. Accreditation - To ensure the district maintains accreditation.

### **Free/Reduced Lunch Statement**

The Fort Zumwalt School District participates in the National School Lunch Program and the School Breakfast Program. Children from families whose current income has either temporarily or permanently fallen below certain federal guidelines can qualify for free and reduced price meals. The identity of qualified children is completely confidential and the district goes to great lengths to keep these children anonymous from their peers. Parents should consider taking advantage of this valuable program should their current financial circumstances warrant participation.

### **Student Meal Charges - Regulation EF-R**

Unless meals are provided at no charge, the district expects students to pay for meals prior to or at the time of receipt. The ability to charge meals is a privilege, not a right, and is subject to the limitations established in this procedure.

#### **Notice**

At the beginning of each school year, a copy of this procedure will be provided to every parent/guardian in the district as required by law. In addition, a copy of this procedure, along with information about free and reduced-price school meals, will be provided to the parents/guardians of all students who enroll after the beginning of the school year.

A copy of this procedure will also be provided to all building administrators, staff responsible for collecting payment for meals at the point of service, staff involved with notifying parents/guardians about account balances, school social workers, nurses, counselors, the district liaison for homeless children and youths, and any other staff who regularly assist students in need.

A copy of this procedure will also be posted on the district's website, and information about charging meals will be included in the student handbook (if published).

#### **Students**

1. Parents are notified by email or school letter when accounts reach \$8.00 or less. This is intended as an early notification to allow funds to be deposited before a student reaches

- a negative balance.
2. Once an account balance exceeds negative \$10.00, or negative \$5.00 for reduced paying student to account for lesser charge per meal, an administrator may contact the parent and speak privately with the student to in regards to a plan for repayment.
  3. There will not be an alternate breakfast or lunch provided. Students with a negative balance will continue to receive a regular meal and be charged accordingly.
  4. Students may not charge a` la carte items while their account is negative.
  5. A student with money in hand will not be denied a meal even if the student has past due charges.
  6. Students will not be identified, singled out, shamed or punished by the district for the failure of their parents/guardians to pay for or provide meals, and the district will not withhold student records in violation of law.

### **Outreach**

After a student accumulates three unpaid meal charges, the district may encourage the parents/guardians to submit an application for free and reduced-price meals if an application has not been recently submitted, and the student will be referred to an administrator or counselor for intervention. The administrator or counselor may:

1. meet with the student to assess to the extent possible whether the student or the student's family is experiencing hardships, barriers or other circumstances with which the counselor could assist.
2. make repeated attempts to contact the parents/guardians to notify them of the lunch charges, discuss the situation and any other concerns the official may have after meeting with the student, and resolve the situation.
3. encourage the parents/guardians to submit the free and reduced-price meals application and inquire about any assistance that might be needed to complete the application.
4. provide other resources as applicable.

District employees are mandated by the state of Missouri to report any instances of suspected abuse or neglect to the Children's Division (CD) of the Department of Social Services. District personnel will report to the CD any instance where a student's arrival at school with no provision for food leads to a reasonable cause to suspect neglect.

### **Working with Parents/Guardians**

To ensure that parents/guardians have ample opportunity to resolve situations involving unpaid meal charges, the district will:

1. provide timely notification to parents/guardians when account balances run low (\$8.00 threshold) and each time their student charges a meal resulting in a negative balance.
2. parent notifications regarding a negative balance will be sent on a weekly basis.
3. work with parents/guardians to create a payment plan that allows for the payment of accumulated balances over time.

### **Debt Collection**

#### ***Delinquent Debt***

Unpaid meal charges will be considered a delinquent debt 90 days after notice that charges are

due when no payment or payment plan agreement has been made. Unpaid charges will be considered delinquent as long as the district determines the debt is collectible and efforts to collect the debt are ongoing. The district will make reasonable efforts to collect delinquent debt, including turning over unpaid meal charge balances to a collection agency when the superintendent or designee determines such action is in the best interest of the district. The district's Nonprofit School Food Services Account (NSFSA) funds may be used to cover the cost of reasonable efforts to collect delinquent debt, including costs associated with using a collection agency.

### ***Bad Debt***

When the district determines that collection of delinquent debt is impossible or too costly, the debt will be reclassified as bad debt. Bad debt is debt that will be written off as an operating cost. These costs must be restored using non federal funds. NSFSA resources may not be used to cover any costs related to bad debt. Instead, local funds will be used to cover the costs. Local funds include:

1. State revenue matching funds in excess of state revenue matching-fund requirements.
2. State and local funds provided to cover the cost of student meals.
3. Local contribution from organizations or individuals.
4. Revenue from adult meals prepared using resources outside the district's food service and not funded by the NSFSA.
5. Revenue from the sale of a` la carte items and profits from foods not purchased with NSFSA funds and funded by an account separate from the NSFSA.

## **Required Notice - Emergency Drills**

As part of the implementation of the district's adopted crisis intervention plan, the superintendent or designee has the responsibility for developing and maintaining the district's emergency preparedness plans and emergency drill schedules.

### Emergency Drills

The superintendent or designee, in cooperation with the buildings principals, will develop emergency drills (fire, tornados, bus emergencies, earthquakes, bomb threats, and armed intruder/active shooter situations). Additional emergency drills may be developed and practiced at the discretion of the superintendent. Instruction on all emergency drills shall be given early in the school year, and emergency drills shall be held regularly throughout the year. The district will conduct emergency drills as required by law and policy and will ensure that the number of emergency drills conducted is sufficient to give instruction and practice in proper actions by staff and students during lockdown, shelter-in-place and evacuation. Emergency exiting procedures will be posted near the door in each building.

The superintendent and/or the building principal will schedule and execute emergency drills. Principals who schedule emergency drills will provide the superintendent advance notice of drills. The district will cooperate and coordinate emergency drills with other community agencies such as the fire department, law enforcement officials, emergency medical services and local

emergency planning communities. Pursuant to law, armed intruder/active shooter drills will be conducted and led by law enforcement professionals.

Emergency evacuation drills on school buses will be conducted for all students in grades kindergarten through six at least once per semester with the first drill completed prior to October 31st annually.

#### Earthquake Preparedness Disaster Plans and Drills

In accordance with law, the superintendent or designee, cooperating with building principals, shall develop and implement a district wide school building disaster plan, in order to protect students and staff before, during and after an earthquake. The plan will be designed specifically to minimize the danger to students, staff and district property as a result of an earthquake and will be ready for implementation at any time. The superintendent or designee will request assistance with developing and establishing the earthquake emergency procedure system from the State Emergency Management Agency (SEMA) and any local emergency management agency located within district boundaries.

An emergency exercise will be held at least twice each school year that will require students and staff to simulate earthquake frequency conditions and practice the procedures that are to be implemented under such conditions.

The superintendent shall develop a program that ensures all students and staff of the district are aware of and properly trained in the earthquake emergency procedure system. This emergency procedure system shall be available for public inspection at the district office during normal business hours.

At the beginning of each school year, the district shall distribute to all students information from the Federal Emergency Management Agency (FEMA), SEMA and other sources in order to help students understand the causes and effects of earthquakes and the best and latest safety measures available to them in an earthquake situation.

### **Trauma-Informed Schools Initiative**

Pursuant to Missouri Senate Bill 638, Section 161.1050, the Missouri Department of Elementary and Secondary Education (DESE) has established the "Trauma-Informed Schools Initiative". For the purposes of this initiative, the following terms are defined as follows:

1. "Trauma-informed approach" -an approach that involves understanding and responding to the symptoms of chronic interpersonal trauma and traumatic stress across the lifespan
2. "Trauma-informed school" -a school that:
  - a. realizes the widespread impact of trauma and understands potential paths for recovery

- b. recognizes the signs and symptoms of trauma in students, teachers and staff
- c. responds by fully integrating knowledge about trauma into its policies, procedures and practices; and
- d. seeks to actively resist re-traumatization

Please follow this link, <https://dese.mo.gov/traumainformed>, to locate resources about Trauma-Informed Schools and the Missouri Model for the State Trauma Initiative.

## **Crisis Management Guide**

All staff members have received a copy of our building's Crisis Management Guide and have been trained regarding its implementation. A copy is posted in every classroom and procedures will be drilled with the entire student body in the near future and throughout the year. You can feel confident that we, in conjunction with local police and security consultants, have developed a comprehensive plan to prevent and react to most foreseeable crises.

## **Crisis & Suicide Hotline Phone Numbers**

### **National Suicide Prevention Hotline**

Suicide, Any Kind of Crisis – 24 hours a day

1-800-273-8255 (toll free)

OR

1-800-784-2433 (toll free)

### **National Hopeline Network**

Suicide Hotline - 24 hours a day

1-800-442-HOPE (4673)

### **K.U.T.O. (Kids Under Twenty-one)**

Suicide Prevention/Crisis Helpline

(After 4:00 p.m.)

314-644-KUTE (5886)

1-888-644-5886 (toll free)

### **Youth Emergency Services**

Suicide, Any Kind of Crisis – 24 hours a day

314-727-6294 (local)

1.800.899.KIDS (5437)

## **Suicide Awareness and Prevention - Policy JHDF**

### **Purpose**

Suicide is a leading cause of death among youths in Missouri and is a public health concern impacting all Missouri citizens. The Fort Zumwalt R-II School District is committed to maintaining a physically and emotionally safe environment to protect the health and welfare of students.

This policy will outline key protocols and procedures the district will use to educate employees and students on the resources and actions necessary to promote suicide awareness and help prevent suicide. The goal of the district is to help students who may be at risk of suicide without stigmatizing or excluding students from school unless necessary to address student safety and treatment needs.

### **Definitions**

*Crisis Response Team (CRT)* - A team of district employees trained in suicide awareness and prevention.

*Student at Risk of Suicide* - A student who is demonstrating individual, relationship, community or societal factors that are associated with suicide (suicidal ideation) and that in combination indicate that an individual might be contemplating suicide.

*Suicide Crisis* - A situation in which a person is attempting to kill him- or herself or is seriously contemplating or planning suicide. Planning may include, but is not limited to, a timeframe and method for attempting suicide or obtaining or attempting to obtain the means to attempt suicide. A suicide crisis is considered a medical emergency requiring immediate intervention.

### **Crisis Response Team**

The district will maintain a building-level CRT at each building. District-level personnel may also provide guidance and resources to building-level CRTs as needed or based upon unique student needs. CRT members may include administrators, school counselors and the school nurse and may also include crisis counselors, school social workers, school resource officers, teachers and other designated personnel as appropriate by location. The CRT will be responsible for implementation of the district's response plan at the building level.

The district will use an evidence-based/informed tool for determining whether a student is at risk of suicide or is having a suicide crisis. The CRT members will receive training and coaching in using this tool to assist in making these determinations and appropriately responding.

### **Response Plan**

District employees will respond immediately in situations where they have a reasonable belief that a student may be at risk of suicide or may be having a suicide crisis.

### **Students Who May Be at Risk of Suicide**

Any district employee who has a reasonable belief that a student may be at risk of suicide, even though the student is not having a suicide crisis as defined in this policy, will take the following steps:

1. Make every effort to locate the student immediately, and do not leave the student alone.
2. Notify a CRT member and administrator immediately. If the employee cannot reach an

administrator, designee or any of the other CRT members, the employee will contact the student's parent/guardian. If the parent/guardian is also unavailable, or at the parent's/guardian's request, the employee will contact emergency services. If parents refuse to cooperate with the CRT on concerns for the student's safety, emergency services, including local law enforcement, may need to be engaged and a report may need to be made to the Child Abuse and Neglect hotline.

When a CRT member receives notification that a student may be at risk of suicide, he or she will take the following steps:

1. If the student cannot be located or leaves after being located, a CRT member or administrator or designee will contact the parent/guardian to explain the district's concern. If the parent/guardian is also unavailable, the CRT member will continue efforts to locate the student and reach a parent/guardian. The CRT member will also consider all known risk factors and may contact emergency services. If parents refuse to cooperate with the CRT on concerns for the student's safety, emergency services, including local law enforcement, may need to be engaged and a report may need to be made to the Child Abuse and Neglect hotline.
2. If the student has been located, CRT members or an administrator or designee will use an evidence-based/informed tool to determine whether the student is at risk of suicide and the appropriate response. Regardless of the determination, the administrator or designee will contact the student's parent/guardian to discuss the concern.
3. If it is determined that the student may be at risk of suicide, a CRT member or team will meet with the student and contact his or her parents/guardians to discuss support and safety systems, available resources, coping skills and collaborative ways to support the student.

### **Students Who May Be Having a Suicide Crisis**

If an employee reasonably believes a student is having a suicide crisis, the employee will take the following steps:

1. Make every effort to locate the student immediately, and do not leave the student alone.
2. Immediately report the situation to a CRT member or administrator or designee. If the employee cannot reach the building administrator, designee or any of the other CRT members, the employee will notify the student's parent/guardian. If the parent/guardian is also unavailable, or at the parent's/guardian's request, the employee will contact emergency services. The employee may also contact the National Suicide Prevention Lifeline (800-273-8255) for assistance. As soon as practical, the employee will notify an administrator or designee.

When a CRT member or the building administrator or designee receives notification that a student is believed to be having a suicide crisis, he or she will take the following steps:

1. If the student cannot be located or leaves after being located, a CRT member or the building administrator or designee will contact the parent/guardian to explain the district's concern. If the parent/guardian is also unavailable, or at the parent's/guardian's request,

the CRT member will contact emergency services. If parents refuse to cooperate with the CRT on concerns for the student's safety, emergency services, including local law enforcement, may need to be engaged and a report may need to be made to the Child Abuse and Neglect hotline.

2. If the student has been located, the CRT member or the building administrator or designee will, based on his or her training and an assessment of the student, determine the appropriate action, including whether to call emergency services, and implement the appropriate response.
3. At an appropriate time after the crisis has passed, a school counselor and a CRT member will meet with the student and his or her parents/guardians to discuss support and safety systems, available resources, coping skills and collaborative ways to support the student.

### **Confidentiality**

Employees are required to share with the CRT and administrators or their designees any information that may be relevant in determining whether a student is at risk of suicide, is having a suicide crisis or is otherwise at risk of harm. Employees are prohibited from promising students that information shared by the student will be kept secret when the information is relevant to the student's safety or the safety of another person.

Release of a student's individually identifiable education records will be made in accordance with the Family Educational Rights and Privacy Act (FERPA). In accordance with FERPA, information contained in a student's education records may be revealed at any time to the student's parents/guardians and school personnel who have a legitimate interest in the information. Education records may be shared with other appropriate persons when necessary to protect the health or safety of the student or others.

### **Abuse and Neglect**

If parents refuse to cooperate with the CRT on concerns for the student's safety, emergency services, including local law enforcement, may need to be engaged and a report may need to be made to the Child Abuse and Neglect hotline. If any employee of the district has reasonable cause to believe a student has been or may be subjected to abuse or neglect or observes the student being subjected to conditions or circumstances that would reasonably result in abuse or neglect, the employee will contact the Child Abuse and Neglect Hotline in accordance with law and Board policy.

### **School and Community Resources**

The district will, in collaboration with local organizations and the Missouri Department of Mental Health, identify local, state and national resources and organizations that can provide information or support to students and families. Copies of or links to resources will be available to all students and families on the district's website and in all district schools.

### **Response to Incidents Impacting the School**

When the school community is impacted by the attempted suicide or death by suicide of a student, staff member or other person in the school community, the superintendent or designee will confer with the building administrator or designee and, when appropriate, confer with local

community resources and professionals to identify and make available supports that may help the school community understand and process the behavior or death.

The building administrator or designee and the superintendent or designee will determine appropriate procedures for informing the school community of an attempted suicide or death by suicide and the supports that will be offered. Staff and students who need immediate attention following an attempted suicide or death by suicide will be provided support and resources available through the district and will be given information about other resources.

#### **Staff Education on Suicide Prevention and Response Protocol**

All district employees will receive information regarding this policy and the district's protocol for suicide awareness, prevention and response. This information will be provided to current employees and each new employee hired. The information will focus on the importance of suicide prevention, recognition of suicide risk factors, strategies to strengthen school connectedness, and response procedures.

The district will also provide opportunities for district staff to participate in professional development regarding suicide awareness and prevention. Opportunities may include district-led training, access to web-based training, or training provided in other school districts or by local organizations or health professionals.

#### **Suicide Prevention Education for Students**

Students will receive age-appropriate information and instruction on suicide awareness and prevention. Information and instruction may be offered in health education, by the counseling staff or in other curricula as may be appropriate.

#### **Policy Publication**

The district will notify employees, students and parents/guardians of this policy by posting this policy on the district's website and providing information about the policy to district employees. The district may also include information about the policy in appropriate district publications and student handbooks.

#### **Safeline\***

The Fort Zumwalt School District provides a **Safeline** to assist our families and students in reporting the following:

- Situations involving the safety of students or staff
- Threats of violence
- Sexual harassment
- Abuse (physical or sexual)
- Crisis situations such as death or health issues
- Suspected drug or alcohol use or distribution
- Bullying

**Safeline Phone Number 314-941-0331**

**\*NOTE: If immediate assistance is needed, please call 911.  
(This is not a suicide prevention hotline)**

Please be advised that routine school questions should be directed to the appropriate school personnel during the regularly scheduled school day. Please utilize **Safeline** for the reporting of **urgent** and vital information only. Abuse of this line or report of inappropriate information will result in disciplinary action. The **Safeline** is monitored by a district Crisis Counselor between the hours of 7:00am and 6:00pm and may be utilized by anyone needing to share urgent information. Voicemail will receive calls and calls will be returned when warranted.

## **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](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

## School Volunteers

Fort Zumwalt School District policy requires that any person seeking to volunteer for the school must fill out an initial request form with the school office. You may also be asked to complete additional forms depending on the amount of time you will be volunteering or the type of volunteer activity. If you plan on volunteering at any time (special events, classroom parties, field trips, etc.), you must fill out a form in advance and return it to the office. It is our goal to protect the safety and well-being of all our students with this process.

Additionally, at the elementary level, parents and grandparents wanting to attend a class party will need to present an I.D. and we will check a list to make sure the attendee has been

pre-screened. All parents should contact the teacher in advance about their attendance, so the pre-screen process can be completed. If a parent or grandparent is not on our party list, they will have to wait to be screened in the office before being going to the classroom.

## **School Visitors and Classroom Visits**

Parents/Guardians and patrons of the district are welcome to visit district schools and attend district events. However, all visitors during business hours, must sign or check in at the building office before proceeding anywhere in the building or on grounds.

In addition, parents are welcome to visit the classrooms, but are required to make advance arrangements with the teacher or principal and check in at the office prior to going to the classroom. Due to the potential for disrupting the learning environment, the district discourages parents/guardians or others from using district classrooms as places for simply visiting students and may refuse these requests.

## **Student Absences**

Regular school attendance is vital to the academic success of any child. It is also habit forming and builds a lifelong pattern. When your child is going to be absent, we ask that you contact the school office at your child's school. You may leave a message if there is no answer. If your child is absent and we do not receive a call from you, we will call to verify their absence.

## **Snow Schedule, Early Dismissal, and School Closings**

Whenever possible the school district will post school closings on our website at [www.fz.k12.mo.us](http://www.fz.k12.mo.us). In the event of severe weather, the district may choose to use a late arrival snow schedule, dismiss the students early from school or cancel school for the day. For those patrons unable to access the Internet, local television and radio stations will also be contacted to provide this information.

**Radio** KMOX 1120 AM

**Television** KTVI Channel 2, KMOV Channel 4, KSDK Channel 5

Finally, we will utilize our School Messenger system to reach out to our families through both e-mail and phones. **Please be sure that your contact information is current in our database so you can receive the School Messenger call in these situations.**

## **Surveying, Analyzing, or Evaluating Students - Board Policy JHDA**

In accordance with law, parents will be directly notified of this policy at least annually at the beginning of the school year and within a reasonable period of time after any substantive change in the policy. Any parent may inspect, upon request, any instructional material used as

part of the educational curriculum and all instructional materials, including teacher's' manuals, films, tapes or other supplementary material, that will be used in connection with any survey, analysis or evaluation as part of any applicable program. Further, a parent may inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student. The term "instructional material" does not include academic tests or academic assessments.

No student, as part of any program wholly or partially funded by the U.S. Department of Education, shall be required to submit to a survey, analysis or evaluation (hereafter referred to as "protected information survey") that reveals any of the following information without written consent of a parent:

1. Political affiliations or beliefs of the student or the student's parent
2. Mental or psychological problems of the student or the student's family
3. Sex behavior or attitudes
4. Illegal, antisocial, self-incriminating or demeaning behavior
5. Critical appraisals of other individuals with whom respondents have close family relationships
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers
7. Religious practices, affiliations or beliefs of the student or the student's parent
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program

In accordance with law, parents will receive prior notice and an opportunity to opt a student out of:

1. any other protected information survey, as defined above, regardless of the funding source.
2. any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and not necessary to protect the immediate health and safety of a student, or any physical exam or screening permitted or required under state law, except for hearing, vision or scoliosis screenings.
3. activities involving the collection, disclosure or use of personal information obtained from students for marketing, selling or otherwise distributing information to others.

## **Lawrence E. Smith Insurance for Students**

Missouri schools are not required to buy insurance or pay student medical expenses associated with school injuries. However, Fort Zumwalt School District has purchased an accident insurance policy as a public service to assist parents that may be without insurance or need to supplement their own personal insurance plan deductibles or copays. The school policy will not provide 100% reimbursement for all medical expenses incurred. The plan has limitations and benefits as outlined below. The school district cannot assume responsibility for payment of medical expenses that are not covered by the accident insurance policy.

The school policy covers students, grades Early Childhood through 12, while they are participating in school scheduled, school supervised and school funded classes, sports and activities, during the regular school term. Students are also covered while they are traveling as a school sponsored group in a school bus or van operated by a licensed adult driver to and from school premises and a school sponsored event site. Injuries sustained during individual travel or travel in privately owned vehicles are not covered by the school policy.

## **Public Access to District Documents**

The Board of Education appoints the custodian of District records. The custodian of records is responsible for responding to requests for district records and directing requests to the appropriate District personnel. Requests for records will be directed to the custodian, whose identity is made available on request and will be advertised as appropriate. The Board appoints the following person as custodian of records:

Administrative Assistant to the Superintendent  
District Administrative Office  
Phone: (636) 272-6620 Fax: (636) 272-1059

In addition, the district will train at least one (1) additional employee to serve as custodian of records, in the absence of the official custodian. For more information, refer to Board of Education Policy BDDL.

## **Optional Student Insurance Purchase**

Parents may also purchase additional insurance protection for accidents that may occur while students are away from school, at home, during the weekends and vacation periods, including the summer months. For information regarding this optional coverage, call the Lawrence E. Smith & Associates Insurance Agency at 1-800-325-1350, or e-mail a request for information to [lucyw@lesmith.net](mailto:lucyw@lesmith.net).

## **Food Prepared at Home for School Activities**

Parents should be advised that the district prohibits the sale and consumption of home-prepared foods at parties, fundraising events or district functions due to the potential health risk posed to students. If you have questions or concerns, please contact your child's principal.

## **Recording by District Personnel or Designees**

The district or designees of the district may make audio or visual recordings to provide security, to maintain order, for professional staff development use, for educational purposes or for other purposes related to furthering the educational mission of the district. This may include the use of visual recording equipment in district buildings and on district transportation. Recordings by or on behalf of district personnel that include students will be considered student records and will be maintained in accordance with the Family Educational Rights and Privacy Act (FERPA) and other applicable laws.

The district may also allow student teachers or pre-service teachers to record themselves teaching or otherwise interacting with students when the recording is used for educational purposes in the student teacher or pre-service teacher preparation program. The student teacher or pre-service teacher must obtain permission to do so from the cooperating teacher and the building principal and must have signed Missouri Pre-Service Teacher Assessment permission forms from all student and adults who will appear in the recordings if those recordings will be viewed by any person who is not employed by the district. The district reserves the right to refuse to allow recording or to limit the time and place for such recordings in order to minimize disruption to the educational process.

## **No Smoking Campus**

State law prohibits anyone from smoking in any school building. District policy further bans smoking from any school property. Any smoking, use of tobacco/nicotine products and all forms of electronic cigarettes/devices shall be prohibited on the school district property for all students and employees. These restrictions on the use of tobacco/nicotine products also extend to all citizens and patrons attending school-sponsored events and meetings held in district buildings and to any group or organization contracting for public or private use of district facilities. This shall include district buildings, grounds (including grass areas around the buildings), district-owned/leased vehicles, and school-sponsored events.

## **FORT ZUMWALT SCHOOL DISTRICT NOTIFICATIONS**

### **Notices Specific to Grade Levels**

#### **Early Childhood and Elementary**

##### **Elementary Parent Handbook**

You can find copies of this document on the information rack outside the school office or view it online at the individual school website.

##### **Student Discipline**

At the start of the school year, students will participate in a review pertaining to school discipline and behavior expectations. Parents can view the student discipline guidelines established by the Board of Education through the Elementary Parent Handbook or can access this information directly by the Fort Zumwalt School District website. Please discuss this information with your child and emphasize behavioral expectations.

##### **Transportation and Safety**

Please read the guidelines sent home pertaining to student behavioral expectations when traveling on our school buses. Please help us keep our buses safe by teaching your children

these important guidelines. Also, remember that changes to your child's normal bus routine may only be made by calling the Transportation Department at (636) 281-3458.

## 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. All of the following information comes from Board Policy IKB, and Homework Time Guidelines IKB-R.

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 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.

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.

It is important for your child to have a specific time and quiet place to complete homework. Your support of this process will have a positive impact on the development of your child's basic study habits.

<b><u>Grade</u></b>	<b><u>Recommended Maximum Amount of Time</u></b>
K-1	5 to 10 Minutes
2-3	10 to 30 Minutes
4-5	30 to 50 Minutes

## Student Dress Code

Student dress and grooming will be the responsibility of the individual and parents/guardians. A student's appearance will be clean and of good taste so that each student may share in promoting a positive, sanitary, and safe atmosphere within the school district. Student appearance will not be such as to disrupt the educational process or cause undue attention to an individual student. When, in the judgment of the principal, a student's

appearance disrupts, or the mode of dress does not comply with the above criteria, the student may be required to make modifications. Additional information related to student dress may be found in Board Regulation JFCA-R-1.

## **Secondary Only**

### **Student Discipline**

At the start of the school year, all students at the secondary level will participate in a presentation pertaining to school discipline and will have access to a student discipline guideline packet. Parents can ask their son or daughter to see their copy of our discipline guidelines established by the Board of Education or can access this information directly by the Fort Zumwalt School District website. Please discuss this information with them and emphasize behavioral expectations.

At the high school level, we will also be closely monitoring student driving to ensure that all safety and parking regulations are being followed. Students chronically late to school or disobeying other parking regulations will face loss of driving privileges. We are committed to providing a safe and orderly learning environment for the students and staff of Fort Zumwalt School District.

### **A+ Program (High School Only)**

The A+ Schools Program provides opportunities for students to attend community colleges and state-funded vocational/technical schools with tuition benefits. This program is an excellent insurance program for students to guarantee affordable college education if they meet the high school A+ requirements:

- 2.5 cumulative GPA at graduation
- 95 percent cumulative attendance at graduation
- Complete 50 district approved volunteer tutoring hours
- Maintain good citizenship and avoid the unlawful use of alcohol and drugs, as defined by district policy
- Be enrolled in an A+ school for three years immediately prior to graduation

- Achieve a score of proficient or advanced on the official Algebra I end-of-course exam or a higher-level, DESE-approved, end-of-course exam in the field of mathematics, or meet other criteria established by the Coordinating Board of Higher Education

We encourage freshmen to enroll so they will be aware of the requirements; however, they cannot tutor until they are sophomores. Seniors MUST enroll in the A+ program no later than September 14th. Before tutoring/mentoring, students must attend one training session.

## **Student Lockers**

Students are assigned a locker; however, lockers are the property of Fort Zumwalt School District and are subject to inspection by authorized school personnel at any time. From time to time, law enforcement officers will bring in dogs to search for illegal substances/narcotics near student lockers and in personal belongings. If a dog alerts officers to a student's locker or personal belongings, that student's items will be searched to ensure student safety.

## **Closed Campus**

All Fort Zumwalt schools operate as "Closed Campus" buildings. Students are not allowed to leave the building during the school day without permission. This includes going to their car (high school), out for lunch, etc. Should a student violate the closed campus policy, he/she may be disciplined for truancy and high school students may lose their parking privileges. Please help us protect the integrity of this policy by not allowing your child to sign out for frivolous reasons.

## **Activities Disclaimer Statement**

Fort Zumwalt School District proudly sponsors a variety of student activities/athletics that encourage participation in the extracurricular areas. Some of the club activities available to students are not affiliated with our District. These clubs are independently run and do not operate under the policies or control of Fort Zumwalt. The coaches/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.

## **Student Appearance/Dress Code**

Student dress and grooming should be neat, clean and of good taste so that each student may share in promoting a positive, healthy and safe atmosphere within the school district. Student dress and grooming will be the responsibility of the individual and parents/guardians, within the following guidelines:

1. Dress and grooming will be clean and in keeping with health, sanitary and safety requirements.
2. All students must wear shoes, boots or other types of footwear (house shoes/slippers are not allowed).
3. Items of clothing or jewelry associated with a controlled substance are not permitted.
4. Dress and grooming will not disrupt the educational environment teaching/learning process or cause undue attention to an individual student.
5. Class activities that present a concern for student safety may require the student to adjust hair and/or clothing during the class period in the interest of maintaining safety standards.
6. Additional dress regulations may be imposed upon students participating in certain extracurricular activities.
7. Students shall not wear the following:
  - a. hats, bandannas, shower caps, or other non-therapeutic headgear inside the school building
  - b. muscle shirts/halter tops/midribs/backless or racer back apparel/sagging pants/short shorts above mid-thigh (undergarments cannot be exposed including boxers and bra straps)
  - c. clothing/stickers/insignias/colors/visible tattoos that indicate membership in, affiliation with, or support of any gang or similar organization associated with violence, drugs, intimidation or other criminal activity (including rebel flags and swastikas)
  - d. clothing which promotes drugs, alcohol, tobacco, and/or its products
  - e. clothing with sexually suggestive messages, messages that promote the occult, or messages of vulgar nature
  - f. clothing with holes above mid-thigh or exposing undergarments
  - g. jewelry and chains that may be used as a weapon or that present a safety concern
8. All high school students must carry their ID badges at all times and present them immediately and respectfully upon request from any staff member. Staff will request to view ID badges when determining or verifying a student's name.

When, in the judgment of the principal, a student's appearance disrupts or mode of dress does not comply with the above criteria, the educational process, or constitutes a threat to health or safety the student may be required to make modifications.

## 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. All of the following information comes from Board Policy IKB, and Homework Time Guidelines IKB-R.

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It is important for your child to have a specific time and quiet place to complete homework. Your support of this process will have a positive impact on the development of your child's basic study habits.

At the secondary level, as content 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.

**Grade**                      **Recommended Maximum Amount of Time**

6	60 minutes total for all classes
7	70 minutes total for all classes
8	80 minutes total for all classes
9-10	90 to 100 minutes total for all classes
11-12	100-120 minutes total for all classes