

InstructionInstructional Programs

The instructional program will meet Missouri School Improvement Program (MSIP) Resource Standards as follows:

Elementary (K-6, typically self-contained): regular instruction in reading, communication arts, mathematics, science, social studies, comprehensive health, art, music and physical education. In K-8 elementary schools, students will have access to a total of four exploratory classes.

Middle School, (typically departmental): regular instruction in communication arts, mathematics, science, social studies, career education, health and physical education and access to art and music plus four exploratory classes. Students in grades 7-8 will have regular instruction in United States and Missouri Constitutions and American History.

High School: a current minimum offering of at least 40.5 units of credit, with sufficient sections in each course to meet the needs of all students in grades 9-12 and the state high school graduation requirements.

Instructional programs will meet all time requirements as stipulated in MSIP Resource Standards. Therefore, instructional class time will be carefully monitored by administration to guard from interruptions which interfere with instructional time and are disruptive to the continuity of learning. MSIP Resource Standards will be met for class size and assigned enrollments, student ratio assigned to library/media staff, guidance/counseling staff and administrative staff. Teacher certification and assignment of planning time will meet MSIP Resource Standards.

Procedure for Instruction for Students with Disabilities

The Board of Education will provide for and/or assist in the identification, location and evaluation of all children with disabilities between the ages of three (3) and twenty-one (21) who reside within the District. Free, appropriate education services will be provided to students with disability(ies) aged three (3) years or older as required by law.

The District will cooperate with Special School District of St. Louis County (SSD) to insure that required activities are completed regarding the location, identification, evaluation and provision of services for students with disabilities who are voluntarily enrolled in private schools by their parents.

A Care Team/Building Level Team will be established at each District building and will meet regularly to identify and develop intervention strategies for students experiencing difficulty in the local school setting. When these intervention strategies have been employed and monitored and the student continues to have difficulty, the Care Team/Building Level Team will initiate the referral

process to the Special School District of St. Louis County (SSD) for screening to establish or disprove a disability diagnosis under the Individuals with Disabilities Education Act (IDEA). The District will cooperate with SSD during the evaluation process to insure that all applicable statutory guidelines are met.

If a disability diagnosis is established, designated District staff in accordance with federal guidelines will cooperate with designated SSD staff and the student's parents/guardians to develop and implement an Individualized Educational Plan (IEP) for the student according to all applicable statutory guidelines. The District will further cooperate with SSD to insure that all required services are provided, including but not limited to placement, transition services and extended school year.

The Care Team/Building Level Team will develop and implement an accommodation plan for the student who qualifies for such services under Section 504 of Rehabilitation Act of 1973 and other applicable statutes.

Procedure for Instruction for At-Risk Students

At-risk students are identified by reviewing permanent records, school performance, and teacher and parent conferences and interviews. Teacher, counselor, social worker, nurse, and/or parent referral will initiate a Care Team staffing by appropriate school personnel to identify and determine appropriate services for students experiencing academic difficulty.

Once identified, these students are given necessary support and intervention services such as Title I, reading intervention plan, communication arts, and/or mathematics instruction, frequent parent conferences and involvement and curriculum modifications to accommodate the identified needs of these students. Alternative education and/or vocational education may also be included in program modifications.

Procedure for Instruction for Gifted and Talented Students

Gifted and Talented Students will be identified according to administrative procedures developed by the Department of Curriculum and Instruction, the Office of Pupil Personnel and approved by the Board. Curriculum and program design will be developed according to guidelines established by the Department of Elementary and Secondary Education, and state funding will be sought to support District program offering. Staffing for the GATE program is based on the number of students enrolled. Programmatically, the School Site-Based Gifted and Talented Education Program operates as follows:

K – 6 Program

Service begins in kindergarten with screening and evaluation during the first semester and programming for kindergarten students during second semester. GATE screening procedures are described in Regulation 6720 Assessment Plan. GATE services then continue for 1st through 6th grade students on a site-based model with staff available in each building at least two and one-half days per week to provide direct small group instruction, push in activities, collaboration with classroom teachers and communication with parents. A Personal Learning Goals form outlining educational objectives and program strategies will be developed for all identified students. Eligible students will be served in small group instruction for at least 150 minutes weekly. In some instances multi-age grouping may be used to ensure that class size is appropriate and/or to best meet the needs of enrolled students. GATE teachers will provide enrichment activities to students who demonstrate strengths and talents, but who do not meet the criteria for eligibility in GATE.

Middle School Program

A Personal Learning Goals form outlining educational objectives and program strategies will be developed for all identified students. GATE services continue through an elective course for 7th and 8th grade students. Middle school staff will explore and implement additional strategies for providing enrichment and challenge for all middle school students in both core and elective areas. GATE teachers will pilot additional enrichment electives available to all interested students and will collaborate with classroom teachers to provide support for extending, accelerating and compacting curriculum in other core and elective areas, and to provide support for differentiating instruction for all students.

High School Program

GATE students will be identified and monitored to support their continued growth. AP, Honors, and advanced core and fine arts classes will be continued and expanded. GATE services will include a team of counselors, teachers, and administrators to develop expansion of accelerated course offerings and to ensure that identified GATE students are encouraged to take these classes. A GATE seminar will be offered as one course option, in which students will be guided in developing a Personal Learning Goals plan. An independent study elective will be offered to give students the opportunity to pursue a rigorous research project guided by a GATE teacher. GATE staff will be assigned to the high school to provide support to classroom teachers in meeting the needs of gifted learners, to supervise the teachers who provide the seminar and independent study opportunities, and to work with counselors to help GATE students make challenging educational choices and plans for the future.

Parents, Staff and the Community

Parents and teachers will be involved in the GATE screening and evaluation process through the use of checklists and rating scales. GATE staff schedules will provide time to collaborate with classroom teachers. GATE staff will communicate about goals and progress towards attaining them with parents and classroom teachers of students enrolled in GATE offerings. The broader community will be informed by a variety of methods about the GATE program, the eligibility criteria and the services available to students.

The Program for Exceptionally Gifted Students (PEGS) is offered off-site for grades 2 - 12.

Procedure for Instruction for Homeless Students

Counselors, with the support of building Care Teams, will identify and assess the educational needs of homeless and migrant students, provide for placement in the school of best interest, and identify and facilitate the removal of barriers which may include transportation, immunization, residency, records, and guardianship. The District homeless and migrant coordinator will be the Director of Pupil Personnel, Mrs. Bernadette White, who will supervise the educational welfare of all students in both categories.

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

In order to facilitate an appropriate placement in class level or level of instruction, an immediate assessment of the homeless child or youth's academic strengths and weaknesses will be made using local assessments which may include, but are not limited to, interviews, oral readings, and other techniques used by school counselors, special education teachers, and Title I teachers. Evaluation of prior school records, if available, will be made to assist in placement assignments. If records are not received in ten (10) or more school days, the State Homeless Coordinator may be contacted for assistance in obtaining prior school records.

In the event that it is in the best interest of the homeless child or youth to attend the district of origin, it shall be the responsibility of the District to provide transportation for the student. This may be achieved through the transportation services of this District, the district of origin, or another outside agency. The local Homeless Coordinators of the two Districts will collaborate to facilitate placement and transportation arrangements.

Procedure for Instruction for Migrant Students

An educational plan will be developed for migrant students, which shall consist of:

- assessing the educational ability of the student and determining an accurate grade placement, course assignments and any special educational services that may be needed
- identifying any health and/or social needs and contacting the appropriate public agencies for extended services, if needed
- involving parents/guardians in the educational program

Professional development activities will be offered for teachers and support staff as are related to the needs of homeless and migrant students.

Instruction for Pre-school Students

The Board authorizes the establishment of a Principal of Early Childhood Education, who will administer all pre-school programs including Parents as Teachers, Early Childhood Special Education and Title I Pre-school. The instructional program will focus on developmentally appropriate educational practices designed for young children.

04/01/08

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University City School Board