

TABLE 7a

ATTENDANCE REPORT

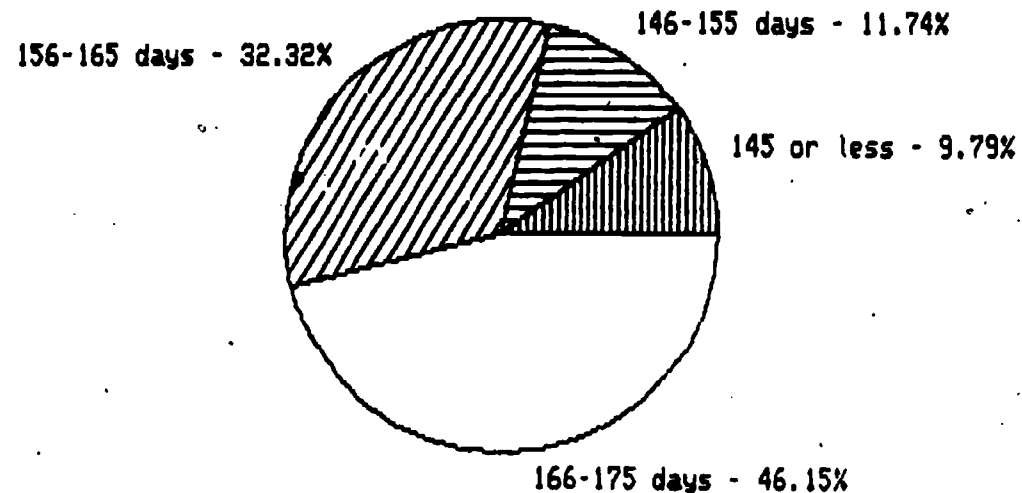
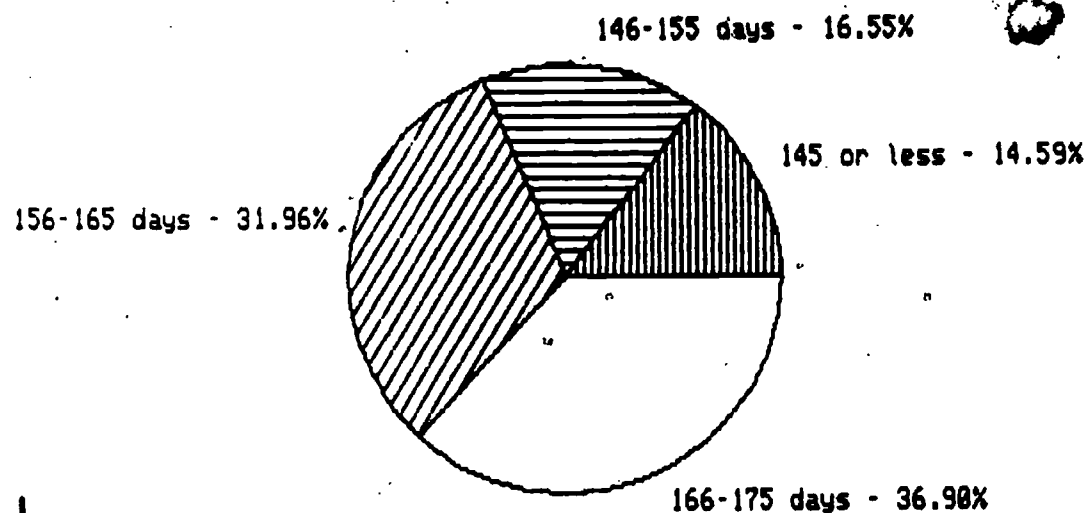
Grade Level

<u>Days</u>	<u>K-5</u>		<u>6-8</u>		<u>9-12</u>		<u>All Levels</u>	
166-175	807	36.9 %	684	46.15%	658	42.76%	2149	41.26%
156-165	699	31.96%	479	32.32%	483	31.38%	1661	31.89%
146-155	362	16.55%	174	11.74%	192	12.48%	728	13.98%
145 or less	<u>319</u>	14.59%	<u>145</u>	9.74%	<u>206</u>	3.38%	<u>670</u>	12.87%
Total Reports	2187		1482		1539		5208	

**TABLE 7b**  
**ATTENDANCE REPORT**

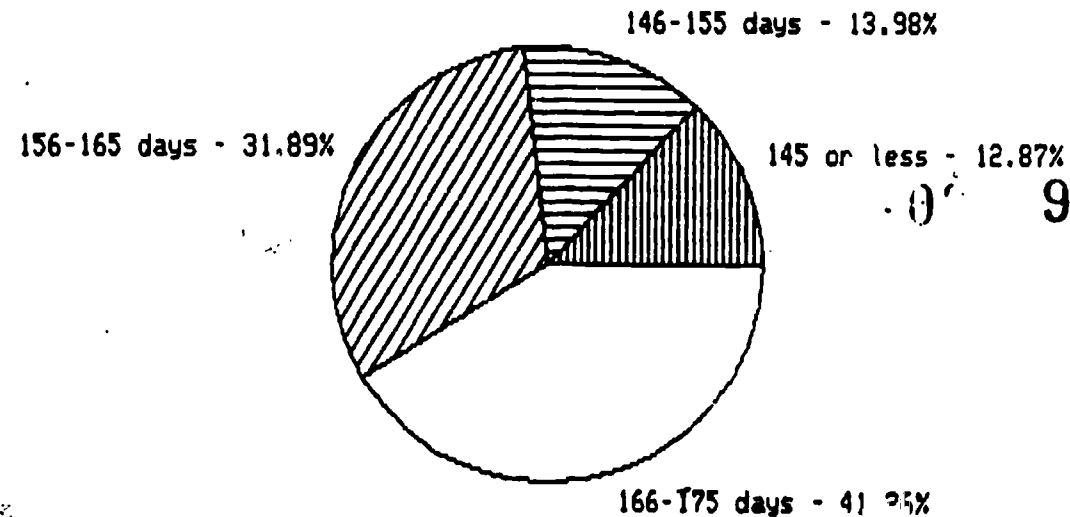
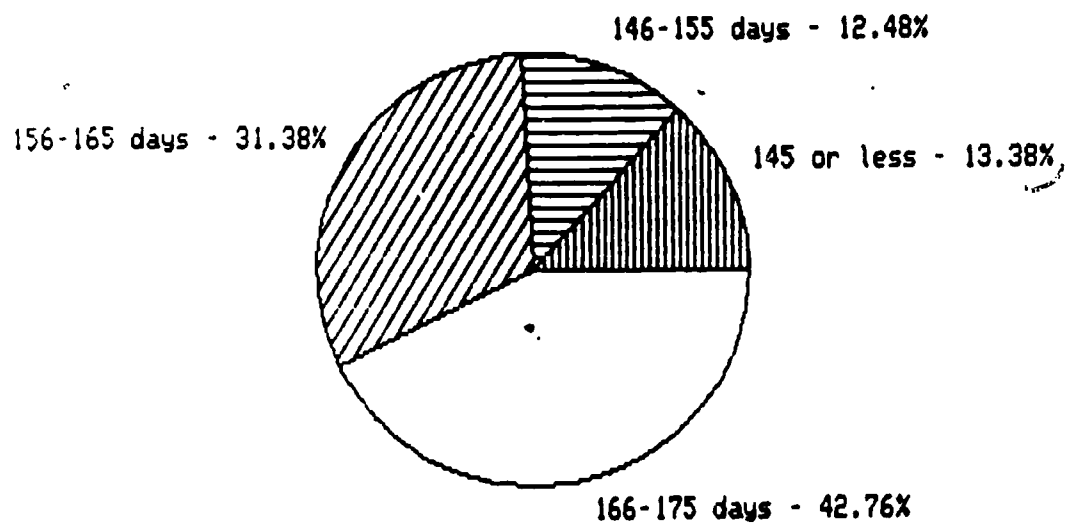
DAYS ATTENDED K-5TH GRADES

DAYS ATTENDED 6-8TH GRADES



DAYS ATTENDED 9-12TH GRADES

DAYS ATTENDED ALL GRADE LEVELS



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## HIGHLIGHTS OF THE SECOND YEAR

Implementation of the second year of the Settlement Agreement from the perspective of the responsibilities of the Voluntary Interdistrict Coordinating Council (VICC) has continued well in the areas of:

- City-to-county student transfers
- Staff development
- Efforts to encourage teacher exchanges and transfers
- Parent involvement
- Staff involvement with schools and students
- Data management.

Improvements in other areas of VICC responsibility are still needed, such as:

- County-to-city student transfers
- Increasing the number of teacher exchanges/transfers
- Improvement in transportation services

Extensive recruitment activities were designed to inform parents and students of additional school opportunities. These included:

- Mailings to homes of city and county students  
(brochure and follow-up flyers)
- Bus posters
- Wall posters
- Advertisements in county journals
- Press releases
- Newspaper stories
- Extensive radio announcements on student school choices targeted for all students living in the city and the suburbs

At the end of the second year of the Settlement Agreement there were 447 county students attending city schools and 4,870 city students transferring to county schools (April, 1985).

## PROMOTIONS/RETENTIONS

Table 8 reviews the promotions and retentions of students in the interdistrict transfer program. As is noted, 88 percent of the students overall were promoted (two percent less than last year) and 12 percent retained. The largest retention rate was at the high school level which is not uncommon in schools in the metropolitan area. Again this year, there were high school students who entered grades with not enough credits and were asked to repeat that grade to earn sufficient credits for graduation. One hundred twenty transfer students completed their school requirements and graduated this year.

We note from the high school reports returned to the VICC Office (1,539 reports) that 79 percent of those students who completed the year received five or more credits, an increase over last year's 63 percent. The average credits earned during the year was 4.75, the same as 1983-84. These data are meaningful at this time only from the standpoint that students need between 4.5 and five credits per year for promotion. Often students earn more than five credits. The range of credits earned this past year was from 0.5 to 8.5, about the same as last year. The VICC only has a comparison for two years. The increases and/or decreases in credits earned will be reported yearly with the hope that historical data will provide greater detail for examining the progress of multi-year participants in the program.

The VICC has no data on the academic growth of interdistrict transfer students and is unable to assess any achievement gains. The VICC would need more data from school districts in order to examine this aspect of the transfer students' experience.

**TABLE 8**

**PROMOTIONS AND RETENTIONS  
(1984-85)**

<u>Grade Level</u>	<u>Total Reports</u>	<u>Number Promoted</u>	<u>Percent Promoted</u>	<u>Number Retained</u>	<u>Percent Retained</u>
K-5	2,010	1,818	90%	192	10%
6-8	1,422	1,313	92%	109	8%
9-12	<u>1,466</u>	<u>1,175</u>	<u>80%</u>	<u>291</u>	<u>20%</u>
TOTAL	4,898	4,306	88%	592	12%

The number of graduates reported this school year was 120.

## SUSPENSIONS

The VICC has reviewed the suspension data reported by the schools that received interdistrict transfer students. The VICC is pleased to report that of the information received on interdistrict transfer students (including those who withdrew from the program during the school year), 91 percent of the students enrolled presented no major disciplinary concerns. There were 494 students who were suspended a total of 737 times. The duration of suspensions ranged from one day to four days or more. Overall this year, nine percent of transfer student received some kind of suspension and two were expelled. It is to be noted that a higher percentage of high school students was suspended than students at other grade levels. A survey of the districts participating in the Agreement indicated that this trend is similar to the suspensions of resident students.

Table 9a gives the number of suspensions and duration of suspensions. Table 9b explains in detail the number of students suspended, the number of days of suspension, grade levels, and overall percentages of students suspended. The reasons for suspensions varied greatly. Primarily, students were suspended for fighting, truancy, inappropriate behavior, and theft. In some cases, students were suspended because of safety violations en route to and from school.

**TABLE 9a**  
**SUSPENSIONS**  
**(1984-85)**

Grade Level	NUMBER OF SUSPENSIONS BY DURATION				Total Suspensions	Total Number of Students Suspended	Reports Received	Percent of Students Suspended
	1 Day or Less	2 Days	3 Days	4 or More Days				
K-5	31	39	49	38	157	111	2187	5%
6-8	51	24	63	64	202	122	1482	8%
9-12	99	38	124	117	378	261	1539	17%
TOTALS	181	101	236	219	737	494	5208	9%

NOTE: This table includes students completing the 1984-85 school year and those who withdrew during the year.

TABLE 9b

REASON FOR SUSPENSIONS BY SCHOOL DISTRICT  
(1984-85)

District	DURATION OF 3 DAYS OR LESS							DURATION OF 4 DAYS OR MORE							TOTAL SUSPENSIONS
	Fighting	Insubor- dination	Failure to Attend Detention	Theft	Inappro- priate Behavior	Truancy	TOTAL 3 Days or Less	Fighting	Insubor- dination	Failure to Attend Detention	Theft	Inappro- priate Behavior	Truancy	TOTAL 4 Days or More	
Affton	9	8	2	3	7	1	29	8	0	0	0	2	0	10	39
Bayless	14	0	0	1	8	1	24	5	0	0	0	3	0	8	32
Brentwood	7	0	7	0	4	0	18	0	0	0	0	3	0	3	21
Clayton	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Mancock Place	10	7	0	1	3	0	21	5	0	0	0	9	0	14	35
Hazelwood	1	0	3	0	4	0	8	0	0	0	0	2	0	2	10
Kirkwood	2	0	1	4	2	1	10	3	0	0	0	1	0	4	14
Ladue	6	0	1	0	1	1	9	0	0	0	0	0	0	0	9
Lindbergh	15	15	0	1	29	0	60	11	0	0	6	0	0	17	77
Mehlville	26	1	7	2	25	8	69	9	0	0	0	10	0	19	88
Parkway*	17	1	0	8	44	7	77	16	1	0	9	28	1	55	132
Pattonville	12	0	35	0	15	4	66	8	0	0	2	11	0	21	87
Ritenour	13	0	0	2	11	1	27	6	0	0	5	13	0	24	51
Rockwood	29	1	3	1	14	0	48	2	0	0	0	8	0	10	58
St. Louis	0	0	0	0	4	10	14	2	2	0	0	3	0	7	21
Valley Park	4	0	10	0	24	0	38	4	0	0	0	3	0	7	45
Webster Groves*	6	0	0	1	2	0	9	2	0	0	1	1	3	6	17
TOTALS	172	33	69	24	197	34	529	82	3	0	23	97	4	209	737

\*Each District reported one expulsion this year.

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## Pupil Transportation Safety Violations

The Desegregation Transportation Office collects copies of Pupil Transportation Safety Violation Reports, but has not developed a system for analysis of violation trends and action taken towards violators. The Assistant Director of Pupil Transportation allowed VICC data management staff to review Desegregation Transportation Office records on pupil safety violations for inclusion in the VICC's annual report. This was done with fair warning that the reports were unorganized and sometimes unreadable carbon copies. Upon review of the condition of the box of forms, it became clear that this attempt to extract data from the pupil safety violation reports would be limited to trend analysis of the types of violations and action taken as a result of the violation.

In the future, VICC staff intends to work with the Desegregation Transportation Office to develop a systematic approach to compiling data on violations and provide a more detailed analysis in the next annual report. The desired analysis would include the types of violations reported and action taken tabulated by bus route, contractor, district and school building. This analytical approach would provide the VICC, the Transportation Subcommittee, and host districts with a comprehensive view of violations and actions. The level of analysis will allow for the development of policies and programs by VICC and host districts to consistently and fairly deal with violations.

For the 1984-85 school year, the analysis is limited only to trends in violations and action taken. The desired analysis cannot be done this year because of the condition of the violation reports. It is a fact that violations do occur and that at times students are suspended from transportation and often miss school as a result. It is obvious that if the transportation system is to remain safe, the rules must be followed and standards of behavior maintained on buses.

Based on a limited analysis of 3,642 Pupil Transportation Safety Violation Reports available, the trends in violations and action taken are as follows:

<u>DESCRIPTION OF VIOLATION</u>	<u>NUMBER OF REPORTS CHECKED*</u>	<u>PERCENT OF VIOLATIONS CHECKED</u>
Moving around while bus in motion	2,080	21.7%
Unusual loud talking/undue noise	1,710	17.9%
Disturbing others	1,581	16.6%
Scuffling or fighting	1,339	14.0%
Using obscene language	865	9.0%
Other	782	8.3%
Sticking heads/hands out of window	426	4.4%
Littering on the bus	342	3.6%
Throwing objects out of window	239	2.5%
Tampering with bus or bus equipment	181	1.9%
Smoking on the bus	14	--
	<u>9,559</u>	<u>100%</u>

\*Reports often had more than one violation checked.

<u>ACTION TAKEN</u>	<u>NUMBER OF REPORTS CHECKED</u>	<u>PERCENT OF ACTIONS CHECKED</u>
Conference with student	1,510	53.0%
Letter to parent	672	23.7%
Telephone call to parent	341	12.0%
Suspension from bus	222	7.8%
Conference with parent	96	3.4%
	<u>2,841</u>	<u>100%</u>

## WITHDRAWALS

Student withdrawals are anticipated yet always a concern for schools. It is the desire of the VICC staff to carefully track withdrawals and work on decreasing the number as much as possible by encouraging conferences prior to withdrawal, developing a more effective reporting system, and working on those factors indicated by students as reasons for withdrawal.

Overall, the withdrawal rate for participants in the interdistrict transfer program for 1984-85 is ten percent across the board, comparable to last year at this time. While the percentage of students withdrawing remains the same as last year, there are concerns that school districts need to address. With increased numbers of interdistrict transfer students, the number of withdrawals will increase. These losses are students whom everyone has worked hard to recruit and integrate into the host school district. Much time and effort has been expended on these students, and their withdrawal is a personal as well as a financial loss. More effort needs to be made by all receiving school districts to examine reasons for withdrawals and try to decrease the number of withdrawals. Retaining as many students as possible will help districts meet and maintain their goals.

The withdrawal rate is higher for students transferring from the county to the city than for students transferring from the city to the county. (See Table 11 for individual district analysis and Table 10 for count by grade level.) Withdrawals occur for a number of reasons. As of April, 1985, VICC data indicate the following reasons for withdrawal:

<u>Reason</u>	<u>CITY TO COUNTY Number</u>	<u>COUNTY Percent</u>	<u>COUNTY TO CITY Number</u>	<u>TO CITY Percent</u>
Moving out of the area or to a district where transfer is not available	89	21%	37	21%
Returned to home district	69	17%	25	14%
Transportation problem	77	19%	14	8%
Enrolled in a city magnet or private school	24	6%	2	1%
Other*	101	24%	35	20%
Not reported to VICC	<u>55</u>	<u>13%</u>	<u>65</u>	<u>36%</u>
<b>TOTAL</b>	<b>415</b>	<b>100%</b>	<b>178</b>	<b>100%</b>

\*Includes: personal, discipline, academic, attendance, parent request, wanted all-day kindergarten, did not return and quit.

Table 10 gives the data on withdrawals for the past school year by grade levels.

**TABLE 10**

**WITHDRAWALS BY GRADE LEVEL  
THROUGH APRIL, 1985**

<b>Grade Level</b>	<b>Number of Students</b>	
	<b>Withdrawals from County Districts</b>	<b>Withdrawals from City Magnets</b>
K	4	4
1	28	5
2	22	8
3	16	16
4	21	10
5	25	5
6	31	20
7	3	23
8	25	13
9	94	21
10	70	24
11	36	19
12	<u>11</u>	<u>10</u>
<b>TOTAL</b>	<b>415</b>	<b>178</b>

**Total withdrawals through April, 1985 were 593.**

**TABLE 11**

**SUMMARY YEAR-END DATA REPORT: BY DISTRICT  
(1984-85)**

DISTRICT	ENROLLMENT		Percent Dropped	ATTENDANCE* (Full Year) Average/175 Days	PROMOTIONS*	RETENTIONS*	SUSPENSIONS*	
	Enrolled	Withdrawn					Total Days	Total Students
Affton	165	13	7	159	152	9	125	27
Bayless	115	13	10	159	84	21	104	24
Brentwood	128	5	4	167	93	10	37	17
Clayton	169	9	5	165	156	8	6	1
Hancock Place	146	8	5	161	111	32	130	31
Hazelwood	106	10	9	167	77	30	111	6
Kirkwood	248	29	10	160	172	41	129	13
Ladue	136	9	6	164	122	10	14	7
Lindbergh	352	17	5	160	295	48	262	40
Mehlville	476	95	17	158	369	80	272	58
Parkway	1073	102	9	160	872	112	614	101
Pattonville	454	29	6	156	421	17	289	44
Ritenour	469	25	5	158	442	8	239	38
Rockwood	527	28	5	152	433	83	218	40
St. Louis	447	178	28	148	323	53	104	17
Valley Park	91	7	7	159	80	10	104	20
Webster Groves	215	16	7	158	186	20	85	11

\*Numbers based on forms returned by Districts not on total enrollment.

All VICC staff members have endeavored to implement the Agreement. Without their efforts the VICC would not be able to accommodate the needs of all parties to the extent that it has. And, of course, unending thanks to staff members in all school districts, whose efforts are greatly appreciated. Without their cooperation, persistence and commitment not as much would have been accomplished this year.

It is with pleasure that the VICC submits this report to the United States Federal District Court after two full years of implementation of the Agreement.

*Susan White*

## **SPECIAL EDUCATION**

### **Referrals**

During the 1984-85 school year, a total of 407 interdistrict students transferring to county schools were referred for special educational services. Of that number, 375 students were city-to-county transfers and 32 were county-to-city transfers. Of the 4,870 city-to-county students in April, 1984, eight percent were referred for diagnosis. Of the 447 county-to-city transfers, seven percent were served by St. Louis.

### **Services**

Table 12 shows special education services provided to interdistrict transfer students by the Special School District or the receiving school district.

Table 13 gives the details of special education services provided by the Special School District.



TABLE 12

SPECIAL EDUCATION SERVICES  
VOLUNTARY TRANSFER STUDENTS  
(1984-85)

CITY-TO-COUNTY TRANSFERS

Receiving Services From Special School District:

Referrals	375
Completed Evaluations	274
Student Receiving Services	241

Receiving Other Special Services From Host Districts:

<u>Service</u>	<u>Number of Students</u>
Speech/Language	7
Reading/Spelling	32
Math/Writing	2
Extended Resources	1
General	1
Gifted	<u>2</u>
TOTAL	45

COUNTY-TO-CITY TRANSFERS

Students Receiving Services	32
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**TABLE 13**

SPECIAL SCHOOL DISTRICT  
 REPORT FOR VOLUNTARY INTERDISTRICT STUDENTS  
 (SCHOOL YEAR 1984-1985)

**REFERRALS FOR EVALUATION**

<u>DISTRICT</u>	<u>CARRYOVER 1983/84</u>	<u>NEW 1984/85</u>	<u>TOTAL</u>	<u>COMPLETED</u>	<u>PENDING 1985/86</u>
AFFTON	1	8	9	4	5
BAYLESS	0	7	7	4	3
BRENTWOOD	0	10	10	5	5
CLAYTON	4	15	19	12	7
HANCOCK PLACE	0	9	9	0	9
HAZELWOOD	0	6	6	5	1
KIRKWOOD	2	17	19	15	4
LADUE	2	3	5	5	0
LINDBERGH	5	19	24	16	8
MEHLVILLE	2	45	47	38	9
PARKWAY	13	107	120	84	36
PATTONVILLE	5	39	44	29	15
RITENOUR	5	10	15	13	2
ROCKWOOD	7	59	66	28	38
VALLEY PARK	0	6	6	3	3
WEBSTER GROVES	<u>3</u>	<u>15</u>	<u>18</u>	<u>13</u>	<u>5</u>
TOTALS	49	375	424	274	150

**SUMMARY:**

TOTAL NEW REFERRALS 1984-85 SCHOOL YEAR: 375  
 TOTAL COMPLETED EVALUATIONS 1984-85 SCHOOL YEAR: 274  
 TOTAL CURRENTLY BEING SERVED BY SSD: 241

SUBMITTED BY: DOLORES ROBINSON,  
 INTAKE SOCIAL WORKER

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**SPECIAL SCHOOL DISTRICT  
REPORT FOR VOLUNTARY INTERDISTRICT STUDENTS  
(SCHOOL YEAR 1984-1985)**

<u>DISTRICT</u>	<u>NO. CURRENTLY SERVED BY SSD</u>	<u>LEVEL OF SERVICE</u>
AFFTON	5	RESOURCE/ITINERANT
BAYLESS	2	RESOURCE
BRENTWOOD	6	RESOURCE/ITINERANT
CLAYTON	14	RESOURCE/ITINERANT
HANCOCK PLACE	12	(1)PHASE 11/(11)RESOURCE
HAZELWOOD	5	RESOURCE/ITINERANT
KIRKWOOD	13	RESOURCE/ITINERANT
LADUE	5	RESOURCE/ITINERANT
LINDBERGH	14	(1)PHASE 11/(13)RESOURCE/ ITINERANT
MEHLVILLE	32	(1)PHASE 111/(2)PHASE 11 (29) RESOURCE/ITINERANT
PARKWAY	68	(5)PHASE 11/(63)RESOURCE/ ITINERANT
PATTONVILLE	28	RESOURCE/ITINERANT
RITENOUR	4	RESOURCE/ITINERANT
ROCKWOOD	22	(1)PHASE 11/(21)RESOURCE/ ITINERANT
VALLEY PARK	0	
WEBSTER GROVES	11	(1)PHASE 11/(10)RESOURCE/ ITINERANT
TOTAL	241	

SPECIAL SCHOOL DISTRICT  
 REPORT FOR VOLUNTARY INTERDISTRICT STUDENTS  
 (SCHOOL YEAR 1984-1985)

COMPLETED EVALUATIONS

<u>DISTRICT</u>	<u>NO. COMPLETED</u>	<u>DIAGNOSES</u>
AFFTON	4	1-LD 2-DROPPED* 1-SPEECH/LANG./LD/BD
BAYLESS	4	1-LD 1-LD/BD 1-NONHANDICAPPED 1-DROPPED**
BRENTWOOD	5	3-LD/LANGUAGE 1-LD/SPEECH 1-DROPPED***
CLAYTON	12	1-BD/LD 1-BD/LD/LANG. 3-LD 4-BD 2-DROPPED*** 1-DROPPED****
HANCOCK PLACE	00	
HAZELWOOD	1	1-LD/LANGUAGE 1-SPEECH/LANG./BD/LD 2-LD 1-DROPPED***
KIRKWOOD	15	3-LD/LANGUAGE 3-NONHANDICAPPED 6-LD 2-DROPPED*** 1-DROPPED**
LADUE	5	1-LD/LANGUAGE 1-LANGUAGE IMPAIRED 2-LD 1-BD
LINDBERGH	16	1-BD/SPEECH 2-LANGUAGE IMPAIRED 2-DROPPED*** 3-NONHANDICAPPED 3-LD/Language 4-LD 1-BD

**SPECIAL SCHOOL DISTRICT  
REPORT FOR VOLUNTARY INTERDISTRICT STUDENTS  
(SCHOOL YEAR 1984-1985)**

**COMPLETED EVALUATIONS**

<u>DISTRICT</u>	<u>NO. COMPLETED</u>	<u>DIAGNOSES</u>
MEHLVILLE	38	10-NONHANDICAPPED 11-LD 3-BD 2-LD/BD 2-LD/SPEECH/LANG. 2-LD/LANGUAGE 2-DROPPED*** 2-DROPPED**** 1-DROPPED* 1-LANGUAGE IMPAIRED 1-BD/LANGUAGE 1-LD/BD/LANG.
PARKWAY	84	14-LD/LANGUAGE 22-LD 16-NONHANDICAPPED 8-LD/BD 8-BD 2-DROPPED**** 2-DROPPED*** 1-DROPPED** 2-LD/SPEECH/LANG. 2-LD/BD/LANG. 1-BD/SPEECH/LANG/MENTAL HEALTH R. 1-PHYSICALLY IMP./MENT.RETARD./ SPEECH 1-HEALTH IMP./PHYS. IMP./VISION 1-BD/SPEECH 1-LANGUAGE IMPAIRED 1-MENTALLY RETARDED 1-DEFERRED
PATTONVILLE	29	8-BD 1-NONHANDICAPPED 5-LD 4-LD/LANG. 5-DROPPED**** 2-DROPPED*** 2-DROPPED** 1-BD/LANG. 1-LANGUAGE IMPAIRED
RITENOUR	13	5-LD 4-NONHANDICAPPED 1-LD/SPEECH 1-LD/LANG. 1-BD 1-DROPPED***

SPECIAL SCHOOL DISTRICT  
 REPORT FOR VOLUNTARY INTERDISTRICT STUDENTS  
 (SCHOOL YEAR 1984-1985)

COMPLETED EVALUATIONS

<u>DISTRICT</u>	<u>NO. COMPLETED</u>	<u>DIAGNOSES</u>
ROCKWOOD	27	6-LD 5-LD/LANG. 4-NONHANDICAPPED 4-DROPPED*** 1-DROPPED** 1-LANGUAGE IMPAIRED 1-LANG./LD/BD 1-DEFERRED 2-LD/SPEECH/LANG. 1-BD 1-LD/SPEECH
VALLEY PARK	3	1-LD 2-NONHANDICAPPED
WEBSTER GROVES	13	3-LD/LANG. 2-LD 2-DROPPED*** 1-DROPPED * 1-NONHANDICAPPED 1-LANG./BD 1-LD/SPEECH 1-BD 1-BD/LD

DROPPED CODE:

- PARENT REFUSAL \*
- STUDENT IMPROVING \*\*
- LEFT SCHOOL \*\*\*
- INAPPROPRIATE REFERRAL \*\*\*\*

## **EXTRACURRICULAR ACTIVITIES**

All interdistrict transfer students have been encouraged to fully participate in all school programs, including extracurricular activities and any other school-sponsored programs. We are pleased to report that, during the 1984-85 school year, many students were involved in a variety of extracurricular activities at all levels. In late spring, all students were surveyed about their involvement in extracurricular activities. The survey was distributed to school districts in late March and returned to the VICC office in early May. The desegregation coordinators in each district were responsible for distributing the survey to interdistrict transfer students for completion and for collecting the surveys to be returned to the VICC office. This year, 84 percent of the transfer students completed and returned survey forms.

All school districts are commended for encouraging extracurricular participation for transfer students. After two years, the trend for such participation appears to be excellent. Table 14 shows the number of activities participated in by students by district. Table 15 shows the number of participants by district. Table 16 shows the popularity of activities.

### **Activities**

#### **Elementary Students**

The activities in which students were involved at this level were divided into the following categories: academic, cultural, athletic and other. Academic areas covered computer programs, foreign languages, outdoor education, science fairs, teacher assistance of some kind, library work and mini courses.

In the cultural area, students participated in field trips, instrumental music, chorus, art programs, performance programs and St. Louis Symphony programs.

In sports, students took part in gymnastics, basketball, track and field, soccer and baseball.

Other activities in which students participated were as class officers, as members of the student council and in camping, scouting and various clubs.

#### **Middle School Students**

For the middle school students, activities in the academic area included book clubs, computer programs, gifted programs, foreign languages, teacher assistance, debate and black literature clubs. The cultural activities consisted of drama, band, dance, chorus and art. Sports included basketball, football, softball, volleyball, wrestling, swimming, intramurals, soccer, field hockey, tennis, track, weightlifting and cross-country. Other activities mentioned were chess and checkers, working on school newspapers, aerobics, cheerleading, student council, pom-pom squad, various clubs, class officer, patrol, teacher assistance and student of the year.

#### **High School Students**

High school students were equally involved in extracurricular activities. At the high school level, the academic activities included foreign language programs, black awareness, and computer, gifted and debate activities. In the cultural area, students participated in drama, music and dance. They participated heavily in sports including baseball, basketball, football, track, tennis, softball, volleyball, soccer, field hockey, wrestling, water polo and weightlifting. Other activities included participation as cheerleaders, class officers, pep club, newspaper staff, talent show members, and student council and club members. (See Table 16 for more details.)



## Participation Increases!

Of the 5,317 active interdistrict transfer students in April, 1985, 4,458 (84 percent) completed and returned survey forms. There were 2,871 students reporting participation in extracurricular activities. (See Table 14 for more details.) The survey results show an increase in the number and percentage of transfer students participating in extracurricular activities. During the 1983-84 school year, 46 percent (1,355) of the transfer students reported they had participated in extracurricular activities. During the 1984-85 school year, 54 percent (2,871) of the transfer students reported participation. This is very encouraging.

In addition to increased participation overall, there has also been a reported increase in the number of transfer students participating in three or more activities. During the 1983-84 school year, 27 percent (366) of the transfer students reported participation in three or more activities. During the 1984-85 school year, 34 percent (989) of the transfer students reported participation in three or more activities. This also is encouraging.

It is well documented (Allport, 1985; American College Testing Survey, 1957) that participation in extracurricular activities by students strengthens race relations, improves student morale and helps to improve academic achievement. The increase in reported participation in extracurricular activities is a positive step toward the integration of transfer students into their new schools.

The increase in the number of students in the interdistrict transfer program and the increasing number of participants in extracurricular activities will increase the responsibilities of desegregation coordinators, school principals, and transportation staff. Districts must look ahead and review the systems now in place to coordinate extracurricular activity participation and transportation and prepare for growing numbers of

transfer students participating in activities. The Desegregation Transportation Office should anticipate and prepare for a more complex, responsive and flexible extracurricular activity transportation system.

**TABLE 14**

**PARTICIPATION IN EXTRACURRICULAR ACTIVITIES  
(1984-85)**

<b><u>GRADE LEVEL</u></b>	<b><u>NUMBER OF ACTIVITIES</u></b>				<b><u>Total Participation</u></b>
	<b><u>None</u></b>	<b><u>One</u></b>	<b><u>Two</u></b>	<b><u>Three or More</u></b>	
Elementary	723	556	274	306	1,136
Middle	336	252	226	444	922
Senior High	<u>528</u>	<u>327</u>	<u>247</u>	<u>239</u>	<u>813</u>
All Levels	1,587	1,135	747	989	2,871

TABLE 15

**SUMMARY OF EXTRACURRICULAR/AFTER-SCHOOL ACTIVITY PARTICIPATION BY DISTRICT  
(1984-85)\***

<u>District</u>	<u>K - 5</u>		<u>6 - 8</u>		<u>9 - 12</u>		<u>K - 12</u>	
	<u>Total Returned</u>	<u>Total Participated</u>	<u>Total Returned</u>	<u>Total Participated</u>	<u>Total Returned</u>	<u>Total Participated</u>	<u>Total Returned</u>	<u>Total Participated</u>
Affton	54	41	53	43	58	39	165	123
Bayless	46	20	31	17	34	23	111	60
Brentwood	53	52	25	11	38	29	116	92
Clayton	91	57	44	34	35	27	170	118
Hancock	63	30	50	40	31	25	144	95
Hazelwood	21	9	49	32	34	27	104	68
Kirkwood	76	26	60	26	99	36	235	88
Ladue	42	23	28	23	58	34	128	80
Lindbergh	136	90	104	80	87	53	327	223
Mehlville	162	76	103	68	177	91	442	235
Parkway	283	193	201	178	177	115	661	486
Pattonville	189	142	123	101	84	48	396	291
Ritenour	149	69	188	61	149	78	486	208
Rockwood	253	116	179	115	87	63	519	294
St. Louis	98	84	73	52	104	69	275	205
Valley Park	41	29	23	17	22	12	86	58
Webster	102	79	25	24	27	44	194	147

\*Numbers based on forms returned by districts, not on total enrollment.

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**TABLE 16****POPULARITY OF ACTIVITIES (1984-85)\***

<b>ELEMENTARY SCHOOL (K-5)</b>		<b>MIDDLE SCHOOL (6-8)</b>		<b>SENIOR HIGH (9-12)</b>	
<b><u>Activity</u></b>	<b><u>Number Participated</u></b>	<b><u>Activity</u></b>	<b><u>Number Participated</u></b>	<b><u>Activity</u></b>	<b><u>Number Participated</u></b>
Computer Training	662	Basketball	324	Basketball	250
Plays/ Performances	422	Baseball	198	Track & Field/ Running	232
Science Fair	187	Football	160	Football	212
Instrumental Music/Band	156	Plays/ Performances	156	Weightlifting	135
Chorus	140	Track & Field/ Running	148	Chorus	88
Gymnastics/ Tumbling	112	Chorus	145	Clubs (Various)	81
Track & Field/ Running	104	Teacher Assistant	136	Baseball	70
Soccer	76	Science Fair	131	Teacher Assistant	62
Basketball	68	Clubs (Various)	122	Drama	56
Baseball	66	Instrumental Music/Band	115	Plays/ Performances	54
School Newspaper	50	Gymnastics	104	Foreign Language	52
Scouts	39	Drama	71	Wrestling	49

\*Includes top twelve activities by grade level.

## **SECTION IV**

### **CONCLUSIONS**

This report has attempted to accurately reflect the implementation of the student transfer and teacher exchange provisions of the Agreement as well as to report on other aspects of the Agreement for which the VICC has administrative and oversight responsibilities.

At the completion of the program's second year, several issues and concerns need to be addressed by all participants.

#### **ISSUES TO BE ADDRESSED**

##### **Transportation**

There were numerous problems with the transportation of students at the beginning of the year and throughout the school term. Procedures have been refined and equipment updated with the intent of providing better transportation for interdistrict transfer students in the future. It is extremely important that the VICC monitor the transportation system to ensure that transfer students are provided transportation sufficient to meet their needs so that they can fully participate in school-related activities. Once the State's new computer system is fully operational, the VICC Transportation Subcommittee will have more comprehensive information on length of rides, route changes, late buses, and other operational information relevant to a transportation system required to implement the Agreement. The transportation system must become more effective, or the program will lose transfer students both for daily transportation and extracurricular activities. The VICC believes that it should be the body to set procedures for implementing appropriate transportation in accordance with the Agreement.

The VICC staff has been providing parents with transportation to special education evaluations and conferences. This is appropriate if a VICC staff member is needed at the conference to provide support and assistance to parents. However, school districts need to appropriate funds to arrange such transportation for parents to these sessions and for other emergencies when parents have no other means of transportation to get to the schools. It is not cost efficient for VICC counselors to be used in this manner.

### **Staff Exchanges and Transfers**

Exceptional efforts were made this past year by the Staff Exchange/Transfer Subcommittee to encourage participation in the Teacher Exchange/Transfer Program. At the time of this publication, there were seven teacher transfers in place for the 1985-86 school year. It is encouraging that more teachers are applying for this experience; yet there is still difficulty in getting them placed in a school district. While the interest of staff in this program is increasing (55 applications for an exchange or transfer presently on file at the VICC office), there is very little movement in placing exchange/transfer teachers. The VICC can recruit for interested teachers, yet it is the responsibility of the school districts to complete placements. School districts need to take a more active role in trying creative ways to accommodate such requests from teachers.

### **Matching Requests for Student Transfers with Spaces**

Each school district notifies the VICC of the number of anticipated spaces available at each grade level for the following school year. More flexibility in accepting students at all grade levels would enhance the implementation of this component of the Agreement. The VICC office received many requests for transfers from students at grade levels the school

district of choice had not opened spaces. As of April, 1985, the VICC had over 500 high school applicants who could not be placed. With increased flexibility, more transfer students could be accommodated and non-enforceable goals would be met sooner.

One way the VICC has addressed this issue is by providing data on grade levels of available applicants to county school districts, especially those districts having trouble meeting their targets. VICC strongly encourages those districts to reconsider their grade level preferences. All students accepted henceforth will count towards final goals.

### **Coordinating Recruitment Efforts**

Recruitment activities for city and county students were not coordinated this year. Extensive recruitment in both the city and the county needs to begin early. Earlier recruitment would lead to early applications and acceptances and could help facilitate transportation arrangements. All recruitment brochures need to be mailed at the same time, and acceptances to city magnet schools should be coordinated with acceptances to county schools. With additional staff the St. Louis Recruitment and Counseling Center will be able to get heavily involved in recruitment in county schools and be available to students and parents.

It is also important to target recruitment efforts in those areas that bring the best results; i.e., mailings, radio announcements, school newsletters in both the city and county that go to all homes, and person-to-person contact.

One serious problem that needs to be addressed is the kind of mailing information county districts give to St. Louis for mailing magnet brochures. The VICC needs to receive computer-generated labels from all county school districts in order to facilitate recruitment responsibilities. This year the VICC received some labels, some hand-addressed materials, and some lists. The VICC is willing to work with school districts to get



the same kind of labels from all school districts, such as those available from St. Louis Public Schools.

### Withdrawals

The VICC staff are concerned that transfer students withdraw from schools when they may have been assisted or provided additional encouragement to stay at their school of choice, both in the city and in the county. Appendix E, page 96 outlines procedures that school districts can use to retain transfer students. The VICC staff, with the assistance of St. Louis Recruitment and Counseling Center staff, would like to focus on retaining city transfer students in county schools and retaining county transfer students in city schools.

Arrangements are in process for a VICC staff member to work with districts and parents when necessary to help retain students, define the major problems and determine how school districts can address the key issues to make the transfer successful enough to keep the child who is bordering on change. It may take one person in each school district who can do precounseling or follow-up with students or any intervention necessary when a student is considering withdrawing from school.

In many instances, attention can help retain the parent and child in the program, although at times the decision has already been made and the family intends to return to its home district. Also, it is very important that all school districts assume more responsibility for alerting staff that withdrawal procedures are in place and stress that efforts should be made to complete a withdrawal form on every student who withdraws from the program. VICC procedures specifically state that "No student may withdraw from a host school district and re-enroll in his/her home school district without notification to the host school staff and VICC staff, and without completing a withdrawal form." (Policies, Procedures, and Guidelines, Section 4, page 9) The VICC office has not received a response on the reason for withdrawal on

several occasions (see Section III, Withdrawals, page 96). This is due to the fact that the school districts did not fill out the withdrawal form. All parties involved will benefit from having this information so that issues can be identified and addressed.

### **Meeting Special Needs of Students**

School districts are dealing with issues and circumstances new to them in many instances. The VICC stands ready to assist them in addressing new problems, finding alternative resolutions in becoming successful with students, addressing cultural understandings and needs, and assessing student growth in many areas. Teachers need new tools to successfully work within the multi-cultural environment in which they now find themselves, and teachers need school district support as they develop expanded teaching techniques and styles.

Through concentrated efforts on staff education, services to the transfer students may be improved, thereby improving the quality of education for all students. The VICC staff can provide assistance for some staff development programs, but school districts, more importantly, must recognize the need for such programs and then become instrumental in their implementation.

**APPENDIX A**

**VICC MEMBERSHIP AND SUBCOMMITTEES**

**VOLUNTARY INTERDISTRICT COORDINATING COUNCIL (VICC)**

**1984-85**

**REPRESENTATIVE**

Mrs. Gay Tompkins  
Coordinator, Student Services  
School District of Affton

Mr. George E. Baxter, Supt.  
Bayless School District

Mr. Doug Cormack, Prin.  
Brentwood School District

Dr. George W. Fairgrieve  
Assistant Superintendent  
School District of Clayton

Dr. Daniel B. Keck, Supt.  
Ferguson-Florissant School  
District

Mr. Robert Bauer  
Coordinator, Student Services  
School District of Hancock Place

Mr. Thomas J. Lawson, Supt.  
Hazelwood School District

Dr. W. William Bell, Asst. Supt.  
School District of Jennings

Mr. Bernard Reinert, Member  
Kirkwood Board of Education

Dr. Elma Armistead, Assoc. Supt.  
Lindbergh School District

Dr. Charles D. McKenna, Supt.  
School District of the City of Ladue

Mr. Jerry L. Elliott, Jr.  
Assistant to the Superintendent  
Maplewood-Richmond Heights Sch. Dist.

Dr. Marvin V. Anthony  
Desegregation Coordinator  
Mehlville School District

**ALTERNATE**

Dr. Norman D. Brust, Supt.  
School District of Affton

Mr. Raymond O. Schwerdt, Prin.  
Bayless School District

Dr. Raymond E. Bentz, Supt.  
Brentwood School District

Dr. Geoffrey Morrison  
Director of Personnel  
School District of Clayton

Dr. Robert Fritz, Asst. Supt.  
Ferguson-Florissant School  
District

Mr. Roger Brodbeck, Supt.  
School District of Hancock Place

Mr. Jean E. Baker, Asst. to Supt.  
Hazelwood School District

Dr. Elmer Belsha, Supt.  
School District of Jennings

Dr. Thomas N. Keating, Supt.  
Kirkwood School District

Mrs. Mary Clyburn, Coordinator  
Pupil Personnel Services  
Lindbergh School District

Dr. Elizabeth F. Schwartz  
Assist. to Supt. for Admin.  
School District of the City of Ladue

Mr. Robert E. Moore, Principal  
West Richmond Elementary School

Mr. Charles R. Gartner, Director  
Pupil Personnel Services  
Mehlville School District

Mr. Donald Paulsen  
Director, Curriculum/SPS  
Normandy School District

Dr. Leonard T. Burns, Supt.  
Parkway School District

Mrs. Trenay Overall-Wallace  
Desegregation Coordinator  
Pattonville School District

Dr. Gerald M. Sandweiss, Ast. Supt  
Ritenour School District

Dr. Edwin J. Benton, Supt.  
Riverview Gardens School District

Mr. Tom J. Krebs, Asst. to Supt.  
Rockwood School District

Mr. Glenn A. Campbell, Director  
Desegregation Monitoring Office  
St. Louis Public Schools

Dr. Harold W. Dodge, Supt.  
School District of University City

Mr. Philip Wedel  
Desegregation Coordinator  
Valley Park School District

Dr. Jeff Orloff, Coordinator  
Elementary Education  
Webster Groves School District

Dr. Ronald Stodghill, Supt.  
Wellston School District

Mrs. Joan Solomon  
Director, Urban Education  
Department of Elementary and  
Secondary Education

Mrs. Minnie Liddell  
Liddell Plaintiffs

Dr. James A. DeClue  
NAACP

Dr. James E. Westbury, Supt.  
Normandy School District

Mrs. Gail Y. Allmon, Admin. Asst.  
Parkway School District

Dr. Donn W. Gresso, Supt.  
Pattonville School District

Dr. John W. DeArman, Supt.  
Ritenour School District

Dr. George E. Kiser, Asst. Supt.  
Riverview Gardens School District

Dr. William R. Foster, Supt.  
Rockwood School District

Dr. Dolores H. Longley  
Desegregation Monitoring Office  
St. Louis Public Schools.

Mr. Gary L. Dwyer, Asst. Supt.  
School District of University City

Ms. Lana Vlahiotis  
Curr./Inst. Manager  
Valley Park School District

Dr. Max Wolfrum, Supt.  
Webster Groves School District

Mr. Leonard B. Marks  
Coordinator of Curriculum  
Wellston School District

Mr. Dennis Hamann, Assistant Director  
Desegregation Transportation Office

Mr. Doc Netterville  
Liddell Plaintiffs

Mrs. Odessa W. Farrell  
NAACP

**VOLUNTARY INTERDISTRICT COORDINATING COUNCIL (VICC)**

**SUBCOMMITTEES**

**1984-85**

**POLICIES AND PROCEDURES SUBCOMMITTEE**

Dr. Dolores H. Longley, St. Louis Public Schools,  
Chairperson  
Dr. Elma Armistead, Lindbergh  
Mr. Jean E. Eaker, Hazelwood  
Dr. Robert Fritz, Ferguson-Florissant  
Mrs. Odessa W. Farrell, NAACP  
Mr. Doc Netterville, Liddell Plaintiffs  
Mrs. Joan Solomon, DESE  
(Mrs. Gay Tompkins, Affton, Liaison)

**STAFF DEVELOPMENT SUBCOMMITTEE**

Mr. Jerry L. Elliott, Jr., Maplewood-Richmond Heights,  
Chairman  
Dr. Marvin V. Anthony, Mehlville  
Mrs. Trenay Overall-Wallace, Pattonville  
Dr. Gerald M. Sandweiss, Ritenour  
Mrs. Joan Solomon, DESE  
Ms. Gladys Stannard, Rockwood

**STAFF EXCHANGE/TRANSFER SUBCOMMITTEE**

Mr. Doug Cormack, Brentwood, Chairman  
Ms. Liz Calvin/W. L. Moore, DESE  
Dr. Philip Graham, Parkway  
Dr. John L. Hardin, Lindbergh  
Mr. Robert Purcell, Kirkwood  
Mr. John Rencher, St. Louis Public Schools  
Mrs. Gay Tompkins, Affton  
Mrs. Chris Wright, Ritenour

**TRANSPORTATION SUBCOMMITTEE**

Mr. Tom J. Krebs, Rockwood, Chairman  
Dr. Marvin V. Anthony, Mehlville  
Mr. Robert Bauer, Hancock Place  
Mrs. Odessa W. Farrell, NAACP  
Mr. Philip Graham, Parkway  
Mr. Dennis Hamann, DESE  
Mr. Doc Netterville, Liddell Plaintiffs  
Mr. Eugene Uram, St. Louis Public Schools  
Mr. Philip Wedel, Valley Park

**MAGNET REVIEW COMMITTEE**

Dr. Max Wolfrum, Webster Groves, Chairman  
Mr. Richard F. Brown, Liddell Plaintiffs  
Mr. Glenn A. Campbell, St. Louis Public Schools  
Dr. George Fairgrieve, Clayton  
Dr. Dolores H. Longley, St. Louis Public Schools  
Dr. Gerald M. Sandweiss, Ritenour  
Mrs. Joan Solomon, DESE

**APPENDIX B**

**RECRUITMENT AND PUBLICITY**

# WHICH SCHOOL DISTRICT SHOULD YOU CHOOSE? (INSIDE)

For answers to additional questions, see enclosed brochure.

DO YOU HAVE QUESTIONS?

- Call the Voluntary Interdistrict Coordinating Council at 333-2229
- Call the Department and Counseling Center at 221-4581

WHY SHOULD I ASK QUESTIONS PARENTS ASK

- new opportunities
- new studies
- new trends
- parent choice of school setting
- individual experiences

HOW WILL MY CHILD GET TO SCHOOL?

- transportation is provided by school bus at no cost to you

CAN MY CHILD ENJOY SPORTS & OTHER ACTIVITIES?

- yes
- and there will be transportation home

WHAT ABOUT COST?

- there is no cost to parents who send their children to a county school

WHO CAN TRANSFER?

- black students who attend predominantly black schools in St. Louis

# THREE STEPS IN THE PROCESS

1. WHAT DO YOU NEED TO APPLY?
  - fill out one application for each child you wish to transfer (our enclosed)
  - mail it to the Voluntary Interdistrict Coordinating Council, 1001 E. Jackson Road, St. Louis, MO 63111
  - TODAY
2. WHAT DOES THE VOLUNTARY INTERDISTRICT COORDINATING COUNCIL DO?
  - put applications in date order as received
  - ask the child's school for a letter of request
  - send application and letter report to county school district as quickly as possible to the placement
3. WHAT DOES THE COUNTY SCHOOL DISTRICT DO?
  - contact you to get out the child
  - set a date for bringing the child
  - provide the school records
  - arrange for transportation

# A MORE EQUAL ACCESS TO EDUCATIONAL OPPORTUNITIES

Now, through the St. Louis Voluntary Interdistrict Transfer Plan, black students from St. Louis may transfer to most St. Louis County School Districts. Your child has a choice of attending 16 different districts which are accepting students from predominantly black schools in St. Louis. All transfers receive the same opportunities and services as resident students.



IT'S YOUR CHOICE

Take It!

# New SCHOOL CHOICES

Available through The Voluntary Interdistrict School Desegregation Plan.



VOLUNTARY INTERDISTRICT COORDINATING COUNCIL

APPLICATIONS INSIDE



**ANSWERS  
TO YOUR QUESTIONS  
REGARDING VOLUNTARY  
INTERDISTRICT TRANSFERS**

10001 Clayton Road  
St. Louis, MO 63131

Please  
insert  
here



**ANSWERS TO YOUR QUESTIONS  
REGARDING VOLUNTARY  
INTERDISTRICT  
TRANSFERS**

Meeting the terms of the Settlement Agreement while providing for the educational and social needs of the transfer students has been the primary consideration of the St. Louis city and county school districts. These districts are committed to promoting the well being of each student, and wish to further the understanding of the voluntary interdistrict transfer program.

A list of the most frequently asked questions has been compiled with answers provided in this brochure. If there are further questions, inquiries are welcomed by the staff at the Voluntary Interdistrict Coordinating Council (VICC), at 432-0079 or the St. Louis Recruitment and Counseling Center, at 771-4500.

**BACKGROUND**

In 1972 the issue of segregated public schools in the City of St. Louis was brought before the United States Federal District Court. The City Board of Education and the State of Missouri were named as defendants. School districts in St. Louis County were later to be included as defendants.

July 5, 1981, eleven years after the original suit filed by Minnie Liddell, a Settlement Agreement was approved by the St. Louis Public Schools, 23 St. Louis County school districts, the Liddell Plaintiffs, and the NAACP. The Agreement outlines the most comprehensive voluntary interdistrict transfer plan in the nation. It provides for the transfer of black students from predominantly black city schools to predominantly white schools in St. Louis County. White students in predominantly white county schools may transfer to any St. Louis City magnet or regular school.

There are other components of the Settlement Agreement which include:

1. Staff exchanges (teachers or administrators) may transfer to another school district or exchange with staff in another school district to teach for one year.
2. Quality education programs in the remaining all black St. Louis schools.
3. Six voluntary schools in St. Louis City.

As a result of the Settlement Agreement, transfers and admissions may choose to transfer to any of the following schools:

**Q & A NUMBER • ONE**

May I transfer my child to another school district?

Yes, if:  
1. You are a St. Louis City resident and your child is black and his/her school is predominantly black.

2. You are a St. Louis County resident and your child is white and his/her school is predominantly white.

**Q & A NUMBER • TWO**

My child is black, and we live in the city. May I transfer my child to any school district in St. Louis County?

No, not to any school district. There are 16 St. Louis County school districts available to city black students for transfer: Affton, Mayless, Brentwood, Clayton, Hancock Place, Hazelwood, Ladue, Lindbergh, Kirkwood, Mehlville, Parkway, Pattonville, Ritenour, Rockwood, Valley Park and Webster Groves. The seven county school districts not named above have a 25 percent or more black student population.

**Q & A NUMBER • THREE**

My child is black, and we live in St. Louis County. May I transfer my child to another school district under the voluntary plan?

No. The Eighth Circuit Court of Appeals has ruled that under the Settlement Agreement county students may not transfer to another county school district. Some county districts will accept county students on a tuition basis. Parents and students may personally contact those districts.

Black students in St. Louis County may apply for a city magnet school. However, because St. Louis Public Schools have a majority black student population the spaces in magnet schools are first made available to city black students. Therefore, there is very little possibility that a county black student would be accepted into a city magnet school.

**Q & A NUMBER • FOUR**

My child is white, and we live in the city. May I transfer my child to a county school?

No. Students who are in a minority in their school district are not permitted to transfer out of their school district.

**Q & A NUMBER • FIVE**

My child is white, and we live in a predominantly black school district in St. Louis County. May I transfer my child to another school district?

No. Students who are in a minority in their school district are not permitted to transfer out of their school district.

**Q & A NUMBER • SIX**

My child is white, and we live in a predominantly white school district in St. Louis County. What choices for transfer are available to us?

Your child may transfer to any St. Louis City school, including the following magnet schools:

- Elementary
- Academy of Basic Instruction (Lyon/R R)
- Academy of Basic Instruction (Mehlville/R R)
- Academy of Basic Instruction (Waring/R R)
- Academy Learning Center (Ladue)
- Center for Express & Receptive Arts (Affton/R R)
- Foreign Language (Webster Groves)
- Individually Guided Education (Wentz/R R)
- Investigative Learning Center (St. Ann)
- Junior High of Science (Ladue/R R)
- Visual & Performing Arts Center (Shaw & S.)

(continued inside)

For more answers, see inside.

# QUESTIONS & ANSWERS

## NUMBER • SIX

**Q** **Q&A**

Academy & Athletic Academy (Hamilton 111A & Investigative Learning Center (Makum 8)  
 Military Middle Academy (Pine 7/8 B)  
 Visual & Performing Arts (Humboldt 6 B)  
 Visual & Performing Arts (Marquette 6 B)

**High School**  
 Academy of Math & Science (9 12)  
 Foreign Language Specialty (9 12)  
 Health Careers (11 12)  
 Honors Arts (9 12 half day program)  
 Honors Music (9 12 half day program)  
 Management Center (11 12)  
 New Media (9 12)  
 North High School (9 12)  
 Naval Junior ROTC (9 12)  
 Senior Classical Academy (9 12)  
 Visual & Performing Arts (9 12)

## NUMBER • SEVEN

**Q** **Q&A**

How may I apply for a city-to-county transfer or a county-to-city transfer?

The application for a city-to-county transfer should be filled out and returned to the VICC Office, 10601 Clayton Road, St. Louis, MO 63131. The application for a county-to-city transfer should be filled out and returned to the Recruitment & Counseling Center, 1520 S. Grand Avenue, St. Louis, MO 63104.

## NUMBER • EIGHT

**Q** **Q&A**

If I have already returned my application with three choices and I later decide I want to change my choices, should I submit another application?

No. If you have applied for a transfer to a county school, please call the VICC recruitment office at 432-0079 and state that you wish to change the choices listed on your application.

If you have applied for a transfer to a city school, please call the St. Louis recruitment office at 71-4501 and state that you wish to change the choices listed on your application.

## NUMBER • NINE

**Q** **Q&A**

After I have applied should I notify you if I change my address or telephone number?

Yes. It is very important that the recruitment office have the correct address and telephone number of each applicant.

## NUMBER • TEN

**Q** **Q&A**

Should I apply for all of my children at the same time?

Yes. We are committed to keeping children of the same household together in one school district and would like all children in a family to apply at one time.

However, county parents may wish to place their children in different magnet schools due to the specialty areas.

## NUMBER • ELEVEN

**Q** **Q&A**

May I visit the school that I want for my child?

Yes. City magnet schools may be visited on regular school days. Call 432-0079 to schedule an appointment.

County school districts may also be visited on regular school days. Please call the VICC office at 432-0079 to schedule an appointment. The contact person in the county school district you wish to visit. Also, you may wish to contact the school district's parent liaison. The school district should be contacted to schedule a visit to the school. In addition, the school district should be contacted to schedule a visit to the school. In addition, the school district should be contacted to schedule a visit to the school.

## NUMBER • TWELVE

**Q** **Q&A**

How will my child get to school?

The State of Missouri is responsible for providing arranging and scheduling transportation for students who participate in the voluntary interdistrict transfer plan. The majority of transfer students are transported by school bus.

## NUMBER • THIRTEEN

**Q** **Q&A**

Will my child be allowed to take part in after school sports and clubs?

Yes, and there will be transportation home.

## NUMBER • FOURTEEN

**Q** **Q&A**

Will I have to pay tuition to my school district of choice?

There are no tuition costs involved.

## NUMBER • FIFTEEN

**Q** **Q&A**

My child will be in high school. Is he/she eligible to compete in athletics the first year?

Yes. There is no waiting period before participation in sports as long as the student meets school district requirements regarding proper eligibility.

## NUMBER • SIXTEEN

**Q** **Q&A**

Are participating city and county school districts AAA rated by the State of Missouri?

Yes, all school districts are AAA rated.

## NUMBER • SEVENTEEN

**Q** **Q&A**

After I send in my child's application, what happens next?

1. The recruitment office sends a behavior form to your child's school asking for a statement about his/her behavior, test scores and attendance record.
2. The applications are placed in priority order according to grade level.
3. Applications from city residents to transfer to county schools are processed by the VICC office. After the application has been processed, the VICC sends the child's application to the school of district you have requested as your first choice if there is space at your child's grade level in that school of district.
4. If spaces indicated are not available, VICC will send the application for transfer to a county district that does have space at your child's grade level.
5. If you do not wish to transfer your child to the district chosen by the VICC, you may decline the transfer.
6. Applications from county residents to transfer to city schools are processed by the St. Louis Recruitment and Counseling Center. After the application has been processed, the county resident will start an application in the city.
7. If a county student requests to transfer to a magnet school, it is the responsibility of the parent to be placed on a waiting list. If no spaces are available, the request will be honored.

## NUMBER • EIGHTEEN

**Q** **Q&A**

Will my child be able to take part in after school sports and clubs?

Yes, and there will be transportation home.

## NUMBER • NINETEEN

**Q** **Q&A**

Will my child be tested, and if so, for what reasons?

Testing, if any, is done for instructional grouping only.

## NUMBER • TWENTY

**Q** **Q&A**

What happens if I cancel my application?

If you cancel your application and later decide you want your child to transfer, you must reapply. Your application will again be processed according to the procedures outlined in the answer to Question No. 17.

## NUMBER • TWENTY-ONE

**Q** **Q&A**

What record is used to evaluate a child's behavior, test scores, etc., when school is not in session?

We request that parents forward a copy of the child's most recent report card when they return the application.

## NUMBER • TWENTY-TWO

**Q** **Q&A**

What does the county school district do after a city student's application is received?

The county district will invite you and your child for a visit to see the new school and learn about all the things that the district can offer your child.

## NUMBER • TWENTY-THREE

**Q** **Q&A**

What does the city school do after a county student's application is received?

The names of all students are placed on a list according to the date of receipt of the application and acceptances of those students are sent in February for the coming school year.

## NUMBER • TWENTY-FOUR

**Q** **Q&A**

My child is not old enough for school yet. May I apply a year or two in advance?

No. You may apply only for the year in which your child is ready to attend school.

## NUMBER • TWENTY-FIVE

**Q** **Q&A**

May I enroll all of my children in the same county school district?

Yes. The VICC encourages parents to keep all of their children in the same county school district.

## NUMBER • TWENTY-SIX

**Q** **Q&A**

If my child is under a doctor's care, would that prohibit him/her from participating in the transfer program?

No. However, it is important that personnel at your child's new school district know what medication and/or treatment your child is taking.

## NUMBER • TWENTY-SEVEN

**Q** **Q&A**

Is it possible my child could be turned down for a transfer?

Yes, for any of the following reasons:

1. If your child has demonstrated disruptive behavior in school during the last school year, he/she is not eligible to transfer.
2. At this time, students who are receiving special education services on a full time basis are not eligible for interdistrict transfer.
3. If you live in the city and your child is attending a school that is less than 50 percent black, he/she is not eligible to transfer.
4. If you live in the county and your child is attending a school that is less than 50 percent white, he/she is not eligible to transfer.

## NUMBER • TWENTY-EIGHT

**Q** **Q&A**

If I live in the city and my child attends a county school, do I have to pay county taxes?

No. You pay taxes only where you are a resident.

## NUMBER • TWENTY-NINE

**Q** **Q&A**

If my child attends a county district and we later would like for him/her to attend another county district, will he/she be permitted to transfer to another county district?

Transfers from one county school district to another are discouraged. Once a student transfers to a school district, he/she is expected to remain in that school district.

## NUMBER • THIRTY

**Q** **Q&A**

May my child live with a relative and apply for this program?

No. All students must apply from the parent's address, unless someone else has legal custody of the child through the courts.

## NUMBER • THIRTY-ONE

**Q** **Q&A**

Who is paying for the Voluntary Interdistrict Transfer Program?

All funds come from the State of Missouri.

## QUESTIONS TO ASK WHEN YOU VISIT THE NEW SCHOOL

1. How many children will be in my child's classroom?
2. What do you (the district person) think this school district best? Is there a special area in which this school is particularly strong?
3. What can my child gain by being in this county district or magnet school?
4. What special services do you offer?
  - a. gifted students
  - b. children with special needs
5. Will my child receive instruction in all major physical education, computer, foreign language?
6. Is there a library available to my child?
  - a. What programs are available in the library?
  - b. Will my child be able to use the library?
7. Does the district offer other special education services, such as:
  - a. low vision, hearing, and speech?
  - b. which sports are available for my child?
  - c. how do the school district handle these services?
8. Are there any special programs available?
9. Are there any special programs available?
10. Are there any special programs available?
11. Are there any special programs available?

**OFFERS  
PROGRAMS, FEATURES  
& FACILITIES**

All schools are rated AAA

**ROCKWOOD**

- Long tradition of excellence in sports with state and national competitors
- Excellent combination of indoor and outdoor swimming pools
- Year-round athletic and fitness programs
- Extensive writing program throughout the school including the library and offers many advanced courses
- Professional staff includes sports and social workers
- Strong involvement between school and parents
- Student population is 10,853 Pupil-Teacher ratios are elementary 24:1 junior high 24:1 senior high 19:1

**KIRKWOOD**

- Personalized approach to strong basic skills in the schools
- Nationally acclaimed middle schools offering team teaching, fine arts, gifted and remediation programs, one week camping program for sixth graders
- Vocational, internship and work study programs at the high school
- Remedial and gifted programs, honors and college credit courses at the high school *Journalism Magnet Program available 10-12*
- Complete library and computer center at each school extensive computer education, K-12
- Student population is 4,600 Pupil-Teacher ratios are elementary 21:1 middle 18:1 senior high 19:1

**HAZELWOOD**

- Masters of common basic skills in all areas
- Extensive writing program to improve and update teaching skills
- Strong discipline and attendance policies
- Gifted programs, grades K-7 and high school honors programs
- Extensive summer school program
- Classes range from child to international
- Student population is 16,496 Pupil-Teacher ratios are elementary 22:1 junior high 23:1 senior high 24:1

**BAYLESS**

- Bayless Middle Grades 7-8 is a pattern model
- Landmark computers in all schools
- Full-time reading specialists in each school
- Foreign language instruction includes Latin
- Libraries in each school
- Strong basic instruction that also includes art, music and physical education
- Student population is 1,401 Pupil-Teacher ratios are elementary 15:1 junior high 20:1 senior high 19:1

**RITENOUR**

- Computer-assisted instruction throughout elementary and middle schools
- Middle schools offer exploratory courses such as sewing, shop, theatre and writing
- Instrumental music program in the elementary schools
- Student managed food cafeteria
- Vocational programs at the high school vocational program in middle school
- Swimming pool, media center, strong counseling program
- Student population is 6,902 Pupil-Teacher ratios are elementary 25:1 middle 25:1 senior high 18:1

**PARKWAY**

- Individualized attention to student needs in small classes
- Guidance counselor, reading specialist, librarian, art, music and gifted education teachers in each elementary school
- Reading Clinic services available to all elementary students
- One week camping program for all 6th graders
- Gifted academic program as well as music, drama, arts, sports and swimming at all high schools
- High school offer courses for college credit and work study
- Student population is 21,168 Pupil-Teacher ratios are elementary 18:1 junior high 18:1 senior high 18:1

**CLAYTON**

- Small schools, small classes, motivated student body
- Wide variety of course offerings, individualized instruction
- High quality basic instruction including music, art and physical
- 90% of high school graduates continue their education at institutions of higher learning
- More than 80% of teachers hold Master's degree or better, 95% have five or more years of teaching experience
- Libraries, computer laboratories, guidance offices in all schools
- Student population is 1,808 Pupil-Teacher ratios are elementary 20:1 junior high 11:1 senior high 15:1

**AFFTON**

- Academic Academy College prep program for average and above students stresses academic excellence and team motivation
- Nationally acclaimed high school recognized for theatre, arts
- Remedial and enrichment programs with specialists K-12
- Strong education in basic plus computer education, music, art and physical education K-12 Vocational education K-12
- Measurable teacher job satisfaction, extracurricular activities
- Strong high expectations for individual achievement K-12
- Student population is 2,900 Pupil-Teacher ratios are elementary 25:1 junior high 16:1 senior high 18:1

PUPIL GOALS MET (Limited space available)

**BRENTWOOD**

- Flexible programs which remediate, enrich, provide college level and individualized work study opportunities
- Computer-assisted instruction K-6, computer courses 7-12
- Small classes are staffed by highly skilled professionals
- High technical business and vocational school laboratories
- Extra-curricular programs available to all students
- Junior High selected as one of America's outstanding schools
- A unique Junior High Program designed to bridge the gap between the elementary and senior high school
- Student population is 850 Pupil-Teacher ratios are elementary 19:1 junior high 18:1 senior high 18:1

**HANCOCK PLACE**

- Computer opportunities beginning in elementary school
- Gifted program grades 4-8
- Peer-tutoring program in elementary schools
- Breakfast program
- Small schools
- Elementary program K-7, high school 8-12
- Student population is 1,584 Pupil-Teacher ratios are elementary 24:1 senior high 15:1

**LADUE**

- College preparatory skills at high school level available
- Extensive program in career training, basic, work study, computer, music and college credit courses
- One of high school programs with 100% college
- Career counseling
- Gifted program grades K-12
- Student population is 3,106 Pupil-Teacher ratios are elementary 20:1 junior high 20:1 senior high 20:1

**VALLEY PARK**

- Gifted program in reading K-6
- Elementary science laboratory experiences
- Computer-assisted instruction K-4, computer classes, grades 5-12
- All students (K-12) attend school on one campus
- Remedial reading and math teachers, grades 1-6
- Drivers education at no cost
- College preparatory as well as vocational courses
- High school advanced placement courses
- Student population is 774 Pupil-Teacher ratios are elementary 21:1 junior high 19:1 senior high 16:1

PUPIL GOALS MET (Limited space available)

**WEBSTER GROVES**

- Computer instruction at all levels
- Six year foreign language program, four languages available
- 75% of students attend college
- Remedial and gifted programs grades 2-12
- Wide selection of high school offerings including TV Production and Instructional Media Magnet programs
- Strong fine arts offerings K-12
- Student population is 1,783 Pupil-Teacher ratios are elementary 22:1 junior high 22:1 senior high 22:1

**MEHLVILLE**

- Mehlville, the first in a series of schools
- All grade levels offer enrichment work study opportunities
- Career counseling
- Vocational programs at the high school
- Specialized reading program for students with learning disabilities
- Strong basic instruction with emphasis on reading
- Student population is 3,106 Pupil-Teacher ratios are elementary 20:1 junior high 20:1 senior high 20:1

**PATTONVILLE**

- Computer labs in all schools, remedial reading teachers at all grades
- Foreign language beginning in grade 7, after school tutoring program
- Extended Day Kindergarten, Prekindergarten Program, Latchkes Program, Instrumental music in elementary school
- Gifted programs, grades 1-12, counseling services at all levels
- Vocational education and wide range of curriculum at high school level, college credit courses, Career Education
- Extensive parent involvement program, Attendance School Programs
- Student population is 6,177 Pupil-Teacher ratios are elementary 21:1 junior high 21:1 senior high 21:1

**LINDBERGH**

- Micro-computer instruction at all levels
- Foreign language starting at 6th grade includes French, Spanish and German, Latin begins at the high school level
- Advanced placement program at high school level includes college credit courses, IB advanced credit
- IB program academically talented highly motivated students
- Strong basic education program, gifted programs grades 1-8, remedial instruction at all levels, instrumental program starts in 5th grade, outdoor education in 6th grade
- Student population is 5,150 Pupil-Teacher ratios are elementary 24:1 junior high 24:1 senior high 21:1

**VOLUNTARY INTERDISTRICT COORDINATING COUNCIL (VICC)  
APPLICATION FOR A TRANSFER TO A COUNTY SCHOOL.**

**IF YOUR CHILD IS ALREADY A TRANSFER STUDENT PLEASE DO NOT COMPLETE THIS APPLICATION**

Student's Name \_\_\_\_\_ Date of Birth \_\_\_\_\_ Grade Sept. 1985 \_\_\_\_\_  
(Last) (First) (Middle)

Address \_\_\_\_\_ Telephone \_\_\_\_\_  
(Number) (Street) (Zip) (Race) (Sex)

Emergency Contact Person \_\_\_\_\_ Emergency Telephone \_\_\_\_\_

Current School \_\_\_\_\_ School District of Residence \_\_\_\_\_

Mother's Name \_\_\_\_\_ Place of Employment & Telephone \_\_\_\_\_

Father's Name \_\_\_\_\_ Place of Employment & Telephone \_\_\_\_\_

List names and grades of other children for whom you are now sending or have previously submitted an application. You must complete a separate application for each child.

List names of children who are already enrolled in a county school.  
 Name District

_____	_____	_____
_____	_____	_____
_____	_____	_____

Districts Desired: \_\_\_\_\_  
1st Choice 2nd Choice 3rd Choice

If you have a preferred school within a district please list \_\_\_\_\_

**141**

**140**

If your application cannot be sent to any of the districts you have named, we will send it to another school district. You are not required to accept transfer to any school district.

PARENT'S CONSENT I give permission to the current school my child is attending to release any information needed to complete the processing of this application. I do understand that once enrolled, student records will be sent to the new school district.

PARENT'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

PLEASE RETURN TO: Voluntary Interdistrict Coordinating Council • 10601 Clayton Road • St. Louis, MO 63131  
 If you have any questions, please call 432-0079 or 771-4500.



**SUMMARY OF FISCAL INCENTIVES  
FOR 1964-65**

<u>School District</u>	<u>Amount</u>
Affton	\$ 456,380.00
Bayless	243,975.00
Brentwood	590,169.00
Clayton	1,017,456.00
Hancock Place	221,618.00
Hazelwood	309,381.00
Kirkwood	661,706.00
Ladue	580,369.00
Lindbergh	854,410.00
Mehlville	1,028,939.00
Parkway	3,451,998.00
Pattonville	1,424,753.00
Ritenour	1,044,042.00
Rockwood	1,265,634.00
St. Louis	902,454.00
Valley Park	299,501.00
Webster Groves	<u>578,689.00</u>
<b>TOTAL</b>	<b>\$14,941,482.00</b>

## HOW TO COMPLETE THE APPLICATION

The other side of this sheet contains one application. Complete one application for each child you would like to transfer to a county school district. Cut the sheets apart and mail them to: VICC, 10601 Clayton Road, St. Louis, MO 63131.

When completing the application, please fill in all the application spaces according to the following instructions:

**Student's Name:** Please use the same name for your child that is used at the school that he or she now attends.

**Grade September 1985:** Enter the grade in which your child will be when school starts in September, 1985.

**Emergency Contact Person:** Please enter the name of the person to be contacted in case of an emergency if either parent cannot be reached.

**Emergency Telephone (This is very important):** Please enter the telephone number of the person you indicate as emergency contact person.

**Current School:** Please enter the name of the school your child now attends.

**List Names and Grades of Other Children For Whom You Are Now Sending or For Whom You Have Previously Submitted an Application:** It is the policy of the VICC that brothers and sisters should attend the same county district. It is important for the VICC to know which children are related. Please enter the names and grades of all children for whom you are submitting an application form.

**List Names of Your Children Who Are Already Enrolled in a County School:** If any of your children already attend a county school, please list their names and the county school districts they now attend.

**Districts Desired:** You may choose three school districts listed in the brochure and list them in order of preference. If your application cannot be sent to any of the districts you have named, we will send it to another district that has space. You are not required to accept a transfer to any school district you do not want.

**If you have a preferred school within a district, please list:** Enter the name of the school under the name of the district. The larger districts have several elementary, middle, and high schools. If you have a preference for a particular school, you should complete this line. If you do not prefer a particular school, please leave this line blank. You need not list a school.

Example:

District Desired	School District 1st Choice	School District 2nd Choice	School District 3rd Choice
Individual School Name such as:	West Elementary	Kirby Middle	South Senior High

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**Parent's Consent:** Parents must sign the application to obtain release of any information needed to complete the application process and student records once students have been accepted and enrolled in their new school.

*For additional applications call 432-0079 or 771-4500.*

MAGNET REVIEW COMMITTEE BUDGET

1985-86

Account

Staff Salaries	\$103,798.00
Fringe Benefits/ Insurance	18,673.00
Temporary Salaries	6,000.00
Printing/Publishing	5,075.00
Rent/Office Space	3,547.00
Evaluation Teams	1,600.00
Telephone	4,000.00
Postage	5,600.00
MRC Professional Development/Travel	1,500.00
Staff Mileage	1,500.00
Office Insurance (Worker's Comp)	255.00
Contracted Services/ Equipment Maintenance	6,150.00
Meeting Expenses	600.00
Supplies	3,000.00
Office Equipment	1,200.00
Sub-Total	<u>162,498.00</u>
Fiscal Agent Fee (1%)	<u>1,625.00</u>
TOTAL	\$164,123.00

Have  
you made your  
'*new school*'  
choice for  
next year?

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**DO IT NOW!!**


Complete and mail  
the enclosed application  
as soon as possible  
to guarantee your first choice.

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*For an application  
and further information  
call . . .*

**432-0079**



VOLUNTARY INTERDISTRICT  
COORDINATING COUNCIL  
10601 Clayton Road  
St. Louis, MO. 63131

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PERMIT NO. 576  
ST. LOUIS, MO.



VOLUNTARY INTERDISTRICT  
COORDINATING COUNCIL  
10601 Clayton Road  
St. Louis, MO. 63131

**Openings  
are still available  
for you . . .**

in county schools for the 1985-86 school year..

11

145

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# Why should you transfer?

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*Evelyn and Elbert Davis*, third graders at Mason Ridge Elementary School in Parkway say: "We feel good about going to school. We like the way our teacher teaches. We get along with our classmates and the other students are nice to us. We receive invitations to students' parties."

*Chaundra Wade*, eighth grader at Mehlville Junior High School. "I have learned to handle other people and different situations. People are eager to learn about you if you take the time to learn about them."

*Diana Russell*, ninth grader at Selvidge Junior High School in Rockwood. "I would recommend the transfer program because it gives you a chance to find out about county schools. It's not bad out there you know. I really enjoy the program."



MISSOURI STATE BOARD OF EDUCATION  
10601 Clayton Road, St. Louis, MO. 63131

432-0079

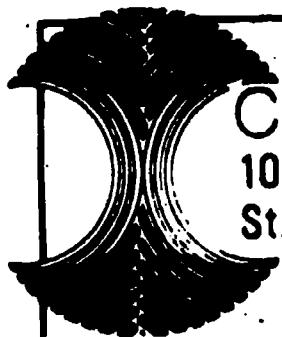
# New SCHOOL CHOICES

Available through  
The Voluntary Interdistrict School Desegregation  
Plan.



VOLUNTARY  
INTERDISTRICT  
COORDINATING COUNCIL

APPLICATIONS INSIDE



VOLUNTARY INTERDISTRICT  
**COORDINATING COUNCIL**  
 10601 Clayton Road  
 St. Louis, MO 63131

**OFFERS**

# PROGRAMS, FEAS & FACILITIES

## **RITENOUR** Overland, MO 63114



- Computer assisted instruction throughout elementary and middle schools
- Middle schools offer exploratory courses such as sewing, shop, theatre and writing
- Instrumental music program in the elementary schools
- Student managed District radio station
- A vocational program at the high school; vocational prep middle school
- Swimming pool, media center; strong counseling program
- Student population is 6,902. Pupil-Teacher ratios are: elementary, 25:1; middle, 25:1; senior high, 18:1

## **PARKWAY** Chesterfield

- Individualized attention to students
- Guidance counselor, reading, gifted education teachers in each school
- Reading Clinic services available
- One-week camping program for middle school students
- Full academic program as well as swimming at all high schools
- High schools offer courses for work-study
- Student population is 21,168. elementary, 18:1; junior high, 18:1

## **MEHLVILLE** St. Louis Co., MO 63125 *Mehlville*

- Microcomputer instruction available at all levels
- Advanced and college credit courses, work-study opportunities, and remedial classes
- Unique learning experiences in gifted education and Outdoor Educational Lab programs
- Specialized reading program for advanced and remedial students
- Strong discipline procedures with parental support
- Student population is 9,815. Pupil-Teacher ratios are: elementary, 22:1; junior high, 19:1; senior high, 19:1

## **PATTONVILLE**

- Computer labs in all schools; reading center
- Foreign language beginning in middle school
- Extended Day Kindergarten, Program, Instrumental music in middle school
- Gifted programs, grades 1-10, and remedial programs
- Vocational education and work-study level, college credit courses, D. program
- Extensive parent involvement School Programs
- Student population is 6,737. elementary, 22:1; junior high, 19:1

# TURES

*All schools are rated AAA.*

## ROCKWOOD St. Louis Co., MO 63025



- Computer instruction in 3 languages; hands on experience with micro and main frame computers
- Fully air-conditioned buildings and indoor swimming pools
- Navy/A.F. ROTC, outdoor ed.; college/vocational programs
- Reading, writing programs nationally recognized; strong in teaching the basics, and offers many advanced courses
- Professional staff includes specialists and social worker
- Stresses involvement between school and parents
- Student population is 10,853. Pupil-Teacher ratios are: elementary, 24:1; junior high, 23:1; senior high, 19:1

## Farway

Id. MO 63017

- Student needs in small classes
- Specialist, librarian, art, music and health elementary school
- Open to all elementary students
- All 6th graders
- Classes in music, drama, arts, sports and
- College credit and
- Pupil-Teacher ratios are: elementary, 18:1; senior high 18:1

## BALESS St. Louis Co., MO 63129



- Bayless Middle (grades 7-8) departmentalized
- Guidance counselors in all schools
- Full-time reading specialists in each school
- Foreign language instruction includes Latin
- Libraries in each school
- Strong basic instruction that also includes art, music and physical education
- Student population is 1,401. Pupil-Teacher ratios are: elementary, 15:1; junior high, 20:1; senior high, 19:1



Maryland Heights, MO 63043

- Remedial reading teachers at all grades
- Grade 7, after school tutoring program
- Prekindergarten Program, Latchkey elementary school
- Counseling services at all levels
- Wide range of curriculum at high school
- Advanced Education
- Gifted program, Alternative
- Pupil Teacher ratios are: elementary, 18:1; senior high, 23:1

## LINDBERGH St. Louis Co., MO 63126



- Microcomputer instruction at all levels
- Foreign language starting at 6th grade includes French, Spanish and German; Latin begins at the high school level
- Advanced placement program at high school level includes college credit courses - 1818 advanced credit
- I.B. program academically talented/highly motivated students
- Strong basic education program; gifted program grades 3-8; remedial instruction at all levels, instrumental program starts in 7th grade; outdoor education in 5th grade
- Student population is 5,150. Pupil-Teacher ratios are: elementary, 24:1; junior high, 24:1; senior high, 21:1

For more information call 432-0079

# THREE STEPS IN THE PROCESS

1

## WHAT DO YOU DO TO APPLY?

- fill out one application for *each* child you wish to transfer (four enclosed)
- mail it to the Voluntary Interdistrict Coordinating Council, 10601 Clayton Road, St. Louis, MO 63131

TODAY!

2

## WHAT DOES THE VOLUNTARY INTERDISTRICT COORDINATING COUNCIL DO?

- put applications in date order, as received
- ask the child's school for a behavior report
- send application and behavior report to a county school district as quickly as possible for placement

3

## WHAT DOES THE COUNTY SCHOOL DISTRICT DO?

- contact you to come out for a visit
- enroll your child during the visit
- send for child's school records
- arrange for transportation



VOLUNTARY INTERDISTRICT  
COORDINATING  
COUNCIL

10601 CLAYTON RD.  
ST. LOUIS, MO 63131

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PERMIT NO 576  
St. Louis, MO

# The Right Choice

## SAINT • LOUIS • MAGNET • SCHOOLS

In an ever-changing fast-paced, competitive world, it is vital for students to be well prepared for their future. The preparation for them begins with the education of their parents and the quality of their Magnet School program. Magnet schools provide an excellent environment for learning.

Magnet schools provide a variety of specialized programs for students. These programs are designed to meet the needs of students who are interested in a particular field of study. Magnet schools provide a challenging and enriching educational experience.

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### Enriching extras

Depending on the school, magnets offer intensive doses of instruction in subjects sometimes covered only on an introductory level in regular schools. To name just a few, advanced courses in music, dance, journalism and computer science are available. The schools are committed to keeping students abreast of new technologies and innovative techniques within their specialty area.

Further, magnet students take part in a variety of interesting projects and outings related to their school's focus. Ordinarily, students may not be exposed to these enriched learning activities. For example, Health Careers students receive extensive clinical observation experiences. Classical Junior Academy students may research at an active archeological dig. Local dance and theater productions are attended by Visual and Performing Arts students. Art students at the Academic and Athletic Academy supplement their studies with squash, bowling and camping trips.

There is no tuition cost to enroll in a magnet school. Even necessary supplies and the kind of activities mentioned above are free. Uniforms, if necessary, are provided for students at no charge. The State of Missouri and the St. Louis Board of Education finance the St. Louis Magnet School program.

Transportation for magnet students is also provided at no charge. This cost is paid by the State, which also is responsible for providing, arranging, and scheduling bus transportation to magnet schools. Students who wish to participate in after-school activities also get transportation home.

Magnet school students are exposed to persons of different races and backgrounds, giving them an education opportunities many times not available in their regular school. Each school maintains a racially balanced student body.

Magnet school parents often say that their children have matured faster, learned more about life, and become more well rounded in the multicultural climate of these schools.

Magnet students benefit from their schools' proximity to the city's abounding resources. Classes explore museums, historic sites and recreational and cultural attractions that complement their studies. The parks, cultural resources of the city, libraries and medical and educational facilities are also tapped.



Magnet school staff members make every effort to keep parents informed of the schools' concepts, goals and activities. Parents are encouraged to become actively involved in the parent organization or to serve as volunteers.

To broaden the minds of students, both academically and culturally, in preparation for a successful life—that's the goal of the St. Louis Magnet School program.

### HOW TO APPLY

Fill out one application for each child. (See enclosed application on Page 5.) Cut, fold sheet and drop in mail. Additional applications can be obtained by calling 771-4500.

Applications are accepted on a first-come, first-served basis. If the target enrollment for a school has been reached, students are placed on a waiting list. Parents receive notification of their child's acceptance by mail.

### MAGNET SCHOOL ELIGIBILITY

Persons who may apply to St. Louis Magnet Schools are: (1) any student who lives in St. Louis City; and (2) white students who live in predominantly white St. Louis County school districts and who attend schools which are predominantly white.

A magnet school, as its name implies, draws students from all over the metropolitan area. Because the programs are unique, educationally sound and, oftentimes, not available anywhere else in the area, parents voluntarily send their child to a magnet school.

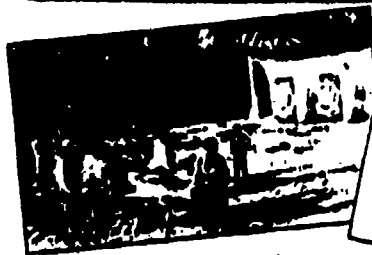
County student transfers to St. Louis Magnet Schools are made possible under the Voluntary Interdistrict School Desegregation Plan. Likewise, the Plan allows black students from predominantly black city schools to transfer to predominantly white schools in St. Louis County.

### GRADES

#### ST. LOUIS MAGNET SCHOOLS/PROGRAMS

<b>Grades K-3</b> Montessori—Euclid	Investigative Learning Center— Mason
<b>Grades K-7</b> Investigative Learning Center—Stix	Military Middle School—Phillip
Visual and Performing Arts Center—Shaw	Visual and Performing Arts— Humboldt
<b>Grades K-8</b> Action Learning and Career Exploration—Madison	Visual and Performing Arts— Marquette
Center for Expressive and Receptive Arts—Ames	<b>Grades 9-12</b> Academy of Mathematics and Science—DeAndries
Academy of Basic Instruction— Lyon	Foreign Language Specialty Program—Roosevelt
Academy of Basic Instruction— Mallinckrodt	Honors Art Program—Longfellow
Academy of Basic Instruction— Waring	Honors Music Program—Central VPA
Foreign Language Experience School—Wildinson	Mass Media Program—McKinley
Individuality Guided Education— Wade	Metro High
Individuality Guided Education— Woerner	Naval Junior ROTC Academy— Cleveland
<b>Grades 2-8</b> Classical Junior Academy—Enright	Senior Classical Academy—Soldan
<b>Grades 6-8</b> Academic and Athletic Academy— Hamilton Br. III	Visual and Performing Arts— Central
	<b>Grades 11-12</b> Health Careers Center Management Center:
	(Pending approval, these schools would begin serving grades 9-12 in 1985-86.)





## Athletics

### Academic and Athletic Academy (6-8)

**A**t this school, athletics are used to motivate and discipline students in their school activities.

The philosophy here is that the child participates in individual sports and school camping activities to build self-esteem and self-confidence which increases their academic performance. Academic subjects include reading, mathematics, language arts, science and social studies, as well as art and music.

This school operates under the principle that many of the same skills needed to excel athletically are also needed to excel academically. During the extended school day, students put to use in the classroom the skills they sharpen in athletics such as motivation, resourcefulness, timing, patience, perseverance, and poise. For at least one third of their

extended day, students participate in individual sports like swimming, archery, racquetball, bowling, tennis, skating, and in camping-related activities.

*“At the Academic and Athletic Academy we are proud because there is no other school like ours in the state. Most people think we have athletics all day. We have academics first, then come the athletics.”*

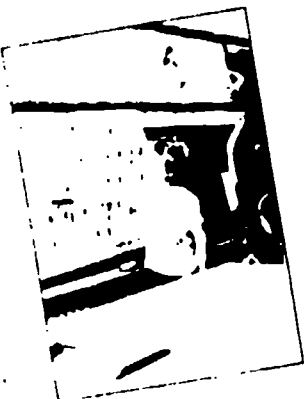
—Dale Stulce  
ACADEMIC AND ATHLETIC ACADEMY

### SCHOOL LOCATION

- Academic and Athletic Academy, 450 Des Peres, 63112 (Skinker DeBaliviere area)

## Back to Basics

### Academies of Basic Instruction (K-8)



**F**or the child who needs a structured, disciplined learning environment, the “back to basics” approach of the Academy of Basic Instruction is the answer.

- There are three ABI schools, each with a playground.

Here, students adhere to a specific dress code as well as acceptable social and academic behavior. Traditional values such as citizenship, responsibility, respect and understanding for others are incorporated into the basic skills of school.

Academically, ABI schools place top priority on the fundamental subjects: reading, mathematics and language arts. Social studies, science, music, art and physical education are part of the curriculum and infused into the fundamental subject areas.

Every activity and lesson is designed to help students strengthen their skills in the basics and develop good study habits.

Each child's progress is monitored closely in this positive academic setting and parents receive weekly progress reports.

### SCHOOL LOCATIONS

- ABI School, 147 Vermont, 63111 (Carondelet area)
- ABI School, 6520 Perme, 63139 (southwest St. Louis)
- ABI School, 25 S. Compton, 63103 (central corridor)



## Math & Science

- Investigative Learning Center-Stix (K-5)
- Investigative Learning Center-Mason (6-8)
- Academy of Mathematics and Science (9-12)
- Health Careers Center (11-12)
- (pending approval) Health Careers Center (9-12) for 1985-86

**T**he enriched and accelerated math and science experiences emphasized in these schools help students develop valuable skills associated with scientific inquiry and problem solving.

Four schools offer this specialized math/science curriculum: an elementary school, a middle school and two high schools. In each, enthusiasm is generated for career opportunities linked to math/science disciplines.

At both Investigative Learning Centers, a commitment exists to teach students the basic core curriculum offered in regular elementary and middle schools. However, the investigative approach is infused into these subjects, with activities centered around inquiry, observation, problem solving and productive thinking skills. Self-discipline is fostered as students involve themselves in individual projects in the science lab, computer center and in the classroom.

Field trips to places like the Missouri Botanical Garden, the Museum of Science and Natural History and the Planetarium are taken to broaden classroom experiences and further expose students to science-oriented community resources. Often, these include special lessons given by staff members of various resource sites. In addition, persons from the scientific community frequently visit the schools to make presentations. These activities and others stimulate and motivate students to greater inquiry and pursuit of additional information.

A gifted program is available at both Investigative Learning Centers.

At the Academy of Mathematics and Science, advanced courses in math, science and computer science are taught as well as the regular high school curriculum.

College preparatory courses are offered in all subjects, providing students with a strong academic foundation for college. Career counseling, admissions testing and college information are also available.

Small classes allow Academy students to receive personal attention in well-equipped facilities like biology, chemistry and physics laboratories as well as both the computer center and math center.

Careers are explored through field trips to medical and scientific institutions and, often, local scientists and engineers make presentations at the school.

Health Careers Center prepares students for entry-level employment in any of the diverse and numerous medical, dental or allied health professions. Or for students interested in postsecondary health-related studies, this school gives them a head start.

The Center's curriculum includes regular high school subjects plus comprehensive training in the health sciences. This is supplemented by extensive clinical experiences when student's work directly with health professionals on individual or group projects. These experiences expose students to a variety of healthcare areas as well as provide them with valuable professional contacts.

The school's proximity to many of the city's major medical centers makes it convenient for students to receive hands-on training and career information from practitioners at these facilities.

(Pending approval, Health Careers Center would begin serving grades 9-12.)



*“I always thought of public schools as being below my standards, but what I see instead are students who really try to learn and teachers who are willing to help them. At Health Careers, students can get the attention they should have.”*

—Mike Tajkowski  
HEALTH CAREERS CENTER

### SCHOOL LOCATIONS

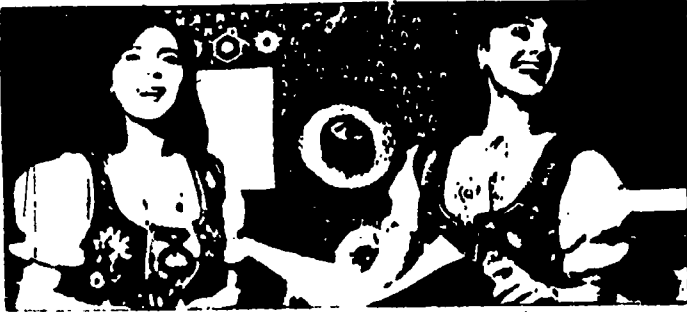
- Stix Investigative Learning Center, 226 S. Euclid, 63110 (Central West End)
- Mason Investigative Learning Center, 6031 Southwest, 63139 (on the hill)
- Academy of Mathematics and Science, 4275 Clarence, 63115 (O'Fallon Park area)
- Health Careers Center, 1530 S. Grand, 63104 (midtown medical area)





# Communication

- Center for Expressive and Receptive Arts School (K-8)
- Foreign Language Experience School (K-8)
- Foreign Language Specialty Program (9-12) Part-time
- Mass Media Program (9-12) Part-time



The center has and programs... methods of... each one...

...emphasis... with... these... and integrated... with...

...well equipped... participate in... activities... improve their... expressive and... communication... drama, reading and oral interpretation... students participate in various research, storytelling and study projects... Activities in the speech drama center include puppetry, role playing and public speaking... A student newspaper, an inter-school radio system and a recording club are other vehicles used...

...through the above... applied in... studies... classroom... interactive... and...

...of the... physical... reading and... services...

...with... of the...

...accept... and... the...

...and... of the... and...

...in... and... of...

...and... of...

history and society, thereby stimulating a global perspective

...the Magnet Review... of the... (AAGI)... (AAGI)... (AAGI)...

*Members of the Visiting Team noted that greater emphasis is needed on the cultures of different countries within the regular instructional program. Nearly all instruction is whole group, teacher directed, and work book or textbook oriented. The overall climate in the school is businesslike and orderly. There is little question that this is a place where children are expected to learn and where teachers expect to teach. The Visiting Team concluded that this school has achieved a high degree of effectiveness.*



The part-time Foreign Language Specialty Program, housed at Roosevelt High School, is for high school students who wish to specialize in a foreign language while taking their regular required courses at Roosevelt where they may participate in sports or extracurricular activities. The program welcomes beginning foreign language students as well as advanced.

Students study any one of these foreign languages: French, German, Russian, Spanish or Chinese. In addition, the cultures of other countries are explored through various courses in comparative literature, art and music history and home economics. The comprehensive instruction students receive provides excellent preparation for college or for jobs involving foreign trade or travel.

The program features a computer center, a microcomputer language lab, guest speakers, festivals, field trips, and college and career information. When a student successfully completes 10 of the program courses, a certificate of completion is awarded.

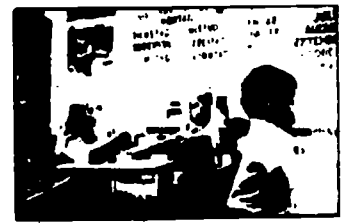
In the Mass Media Program, housed at McKinley High School, students receive practical experience in radio, television, film production, photography and journalism. The high school students enrolled in this program take their regular required courses at either McKinley or at their assigned high school.

Mass Media students have use of sophisticated equipment within professional facilities. These include video cameras, a photography darkroom, as well as both a television and radio studio and related control booths. Students become involved in activities like filmmaking, video recording, printmaking as well as producing a daily radio show aired on radio station KSLH.

Prior to this hands-on training, students take introductory courses to learn the fundamental media concepts of radio, film, television and photography.

An integral part of the Mass Media program is students' exposure to media professionals and the broadcast, newspaper and video facilities where they work. This is accomplished through field trips, guest presentations and a partnership arrangement with KMOX-TV.

In addition, internships and shadowing experiences are provided and seniors can work in part-time jobs related to the medium of their interest.



### SCHOOL/PROGRAM LOCATIONS

- Ames Center for Expressive and Receptive Arts, 2900 Hadley, 63107 (Hyde Park area)
- Wilkinson Foreign Language Experience School, 7212 Arsenal, 63143 (southwest St. Louis)
- Foreign Language Specialty Program, at Roosevelt High School 3230 Hartford, 63118 ("down on the Gravois")
- Mass Media Program, at McKinley High School, 2156 Russell, 63104 (on the near southside)



# On-Site Observation

- Action Learning and Career Exploration School (K-8)

This school goes beyond teaching the basics to show students firsthand how the concepts and skills they learn daily are applied in the working world. Students are stimulated and often perform better academically as they relate the importance of what they learn in the classroom to their success later in life.

This important correlation is achieved through a comprehensive program of field trips as well as career seminars conducted at the school by business and community agency representatives. By participating in these activities, students receive in-depth exposure to a wide range of occupations.

Independent thinking is encouraged at this school where students are encouraged to become involved in community and art projects.

*"You can start thinking about what career you would like to be in by going on field trips and seeing what people in different occupations do. I also like my school because it isn't just a neighborhood school. People from all over come to our school."*

—Rhonda Dimmett  
ACTION LEARNING AND CAREER EXPLORATION SCHOOL

### SCHOOL LOCATION

- Madison Action Learning and Career Exploration School 1118 S. Seventh St., 63104 (Soulard area)

# Montessori

## Montessori School (K-3)

**I**n this certified Montessori program, children spend much of their time working independently with carefully designed Montessori and teacher created materials. The varied, hands-on activities directly relate to subject areas which include reading, language, mathematics, geography, science, music and social studies.

This school strictly adheres to the Montessori philosophy that effective learning takes place best in an environment where children have the freedom to discover for themselves, while at the same time benefiting from ground rules and programmed materials which guide their choices.

In keeping with this philosophy Montessori students work with purpose and self-direction on an array of interesting and challenging activities. They are closely monitored by their teachers, all who have had extensive training in the Montessori method.

In addition to activities related to core subjects, students engage in practical life activities which help them develop independence, order, coordination and concentration.

Excerpts from the Magnet Review Committee's evaluation of the **MONTESSORI SCHOOL:**

*This school provides excellent materials and the opportunity for students to work independently at their own level. The environment is positive and pleasant, with energy focused on teaching and learning. This is reflected in average NCE scores which are above the national average in all areas tested. The school is characterized by a high level of student self-direction and self-discipline. Interactions are positive, adults and children treat each other with respect. Staff and parents share a sense of common purpose and direction, and they support the nature and thrust of the program. Resources and materials available at this school are generally excellent.*



student and professional performances in dance, drama and music as well as art exhibitions—presented both in school and in the community.

A number of celebrities from throughout the country visit the schools to perform excerpts from shows, musical numbers and creative dances, and to talk with students about careers in the arts. Students themselves perform or exhibit throughout the metropolitan area, giving them exposure to various audiences.

The esthetic environment of the Visual and Performing Arts schools stimulate creative thinking and encourage students to strive for responsibility and self-direction.

The calibre of intensive training received in the part-time Honors Art and Honors Music programs is designed for students who show promising talent and a strong commitment in these areas.

Teacher-recommended high school students can participate in either of these specialty programs while attending their assigned high school. The in-depth curriculum of each program supplements the education offered in these disciplines at their regular schools.

Honors Art offers drawing, painting, ceramics, graphics, metalry, sculpture, photography, filmmaking and a variety of textile crafts. The curriculum also includes a strong background in art history and appreciation.

*"At the school where I used to take art classes I never got any specialized help. I was just another person in the crowd. Now I can still go to my county school for my academics and go to Honors Art."*

—Carla Finnestead  
**HONORS ART PROGRAM**

Local practicing artists frequently visit the school to conduct classes. In addition, visits to surrounding museums are made so that students can become familiar with professional collections.

Honors Music students concentrate in either vocal or instrumental music and receive both individual and small group instruction. Music theory, appreciation and history are also studied.

Students have the opportunity to interact with musicians of local and national prominence who are invited regularly to the school to perform or conduct master classes and minicourses. In addition, Honors Music students attend concerts and performances throughout the metropolitan area presented by professional musicians and artists.



**SCHOOL LOCATION**

Euclid Montessori School, 1131 N. Euclid, 63113 (Central West End)

# Visual & Performing Arts

- VISUAL AND PERFORMING ARTS CENTER (K-5)
- VISUAL AND PERFORMING ARTS MIDDLE SCHOOLS (6-8)
- VISUAL AND PERFORMING ARTS HIGH SCHOOL (9-12)
- HONORS ART PROGRAM (9-12) Part-time
- HONORS MUSIC PROGRAM (9-12) Part-time



**S**tudents with talent or interest in the visual arts, dance, drama or vocal and instrumental music can develop skill in these areas by attending one of the Visual and Performing Arts schools. The philosophy of these schools dedicates itself to education through the arts.

There are four Visual and Performing Arts (VPA) schools, one elementary school, two middle schools and one high school.

Students are taught regular academic subjects, supplemented and enhanced by specialized instruction in art, dance, drama, music and creative writing. As interest develops, they can devote more time to a particular area.

Opportunities are provided for students to gain firsthand knowledge by participating in and observing

*"Honors Art is the best program for any high school student interested in some form of art.*

*The teachers at Honors Art are all artists themselves. I have never in my life seen art instructors teach like this before. I have learned more about art here, in one year, than I could have learned at my regular school in four years!"*

—Julie Londoff  
**HONORS ART PROGRAM**



## SCHOOL/PROGRAM LOCATIONS

- Shaw VPA Center, 5329 Columbia, 63139 (on the hill)
- Marquette VPA Middle School, 4015 McPherson, 63108 (Central West End)
- Humboldt VPA Middle School, 2516 S. 10th St., 63104 (Southwest area)
- Central VPA High School, 3616 N. Garrison, 63107 (Hyde Park area)
- Honors Art Program, 6593 Smiley, 63139 (southwest St. Louis)
- Honors Music Program, at Central VPA High School, 3616 N. Garrison, 63107 (Hyde Park area)



# Military

- MILITARY MIDDLE SCHOOL (6-8)
- NAVAL JUNIOR ROTC ACADEMY (9-12)

Students study regular academics as well as the history and operation of military branches. They also participate in drill practice and daily inspections. A military adviser and other military personnel are part of the school's permanent staff.

■ The Naval Junior ROTC Academy has a formal affiliation with the U.S. Navy. Here, students receive leadership training and instruction in naval science from experienced naval officers and chief petty officers.

Naval science courses include piloting, meteorology, navigation, radar and sonar. To reinforce classroom studies, students visit local

navy installations. In addition, orientation and training trips include mini boot camps at the Great Lakes Naval Base and cruises aboard navy ships for qualifying students.

In small classes where participation is encouraged, cadets are also taught traditional core subjects. They are motivated to think beyond mere factual recall, to make substantive comparisons, and to extend themselves intellectually.

Naval Jr. ROTC students participate in close order drill and an extensive physical development program.



Excerpts from the Magnet Review Committee's evaluation of the NAVAL JR. ROTC ACADEMY

*The environment in this school is generally positive, with students living up to the responsibilities they are given for self control and self-discipline. Students act responsibly and interact comfortably with each other. The visiting team also observed excellent instruction taking place in many classrooms, both in the regular instructional program and in the military science component of the program. The magnet focus is pervasive and influences the entire school.*

**B**oth middle school and high school students can experience a comprehensive academic program within a disciplined military atmosphere. The Military Middle School serves grades 6-8 and the Naval Junior ROTC Academy serves grades 9-12.

In both schools, uniformed male and female students (called cadets) develop citizenship, leadership and teamwork skills as well as high standards of personal conduct and discipline.

At the end of the year, students are evaluated on their school performance and receive the Magnet Award for self-discipline, citizenship and self-esteem.

At the end of the year, there will be a graduation with any one of the three services. Instead, students are exposed to all branches of the United States Coast Guard, Merchant Marine, Air Force and Navy. This is accomplished through field trips to various military service installations, school presentations by local veterans and classroom studies.



## SCHOOL LOCATIONS

- Pruitt Military Middle School, 1212 N. 22nd St., 63106 (near downtown)
- Cleveland Naval Jr. ROTC Academy, 4352 Louisiana, 63111 (on the southside)

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## ■ MAGNET SCHOOL APPLICATION: 1985-86 SCHOOL YEAR ■

New applicants will be added to the existing waiting list based on date application is received. Applications will be accepted beginning on March 1, 1985.

Student's Name \_\_\_\_\_ Date of Birth \_\_\_\_\_ Sex \_\_\_\_\_ Race \_\_\_\_\_ Grade Sept. 1985 \_\_\_\_\_  
 (Last) (First) (Middle)

Address \_\_\_\_\_ Home Number \_\_\_\_\_ Work or Emergency Number \_\_\_\_\_  
 (Street)

(City) (State) (Zip) Current School \_\_\_\_\_ School District of Residence \_\_\_\_\_

School Desired \_\_\_\_\_ No. 1st Choice \_\_\_\_\_ No. 2nd Choice \_\_\_\_\_ No. 3rd Choice \_\_\_\_\_

### ST. LOUIS CITY MAGNET SCHOOLS

#### Elementary

- |  |   |  |
|--|---|--|
| 402 Ctr. for Expressive & Recpt Arts (K-8) | 600 Academy of Basic Instruc. (Waring/K-8)  | 522 Action Learning & Career Explor. (K-8)       |
| 518 Academy of Basic Instruc. (Lyon/K-8)   | 594 Individually Guided Educ. (Wade/K-8)    | 592 Investigative Learning Ctr. (K-5)            |
| 578 Visual & Performing Arts (K-5)         | 610 Individually Guided Educ. (Woerner/K-8) | 524 Academy of Basic Instruc. (Mallinckrodt/K-8) |
| 602 Foreign Language (K-8)                 |   | 454 Classical Junior Academy (2-8)               |
| 456 Montessori (K-3)                       |   |  |

#### Middle

- |                                       |                                       |  |
|---------------------------------------|---------------------------------------|--|
| 300 Academic & Athletic Academy (6-8) | 332 Investigative Learning Ctr. (6-8) | 330 Visual & Performing Arts (Marquette/6-8) |
| 337 Military Middle School (6-8)      |                                       | 321 Visual & Performing Arts (Humboldt/6-8)  |

#### High School

- |   |                                       |  |
|---|---------------------------------------|--|
| 144 Naval Junior ROTC (9-12)                          | 150 Academy of Math & Science (9-12)  | 186 Visual & Performing Arts (9-12)                |
| 156 Metm High School (9-12)                           | 147 Mass Media (9-12)                 | 171 Senior Classical Academy (9-12)                |
| 142 Honors Art (9-12)                                 | 168 Foreign Language Specialty (9-12) | 141 Health Careers (11-12) (9-12) pending approval |
| 129 Management Center (11-12) (9-12) pending approval | 142 Honors Music (9-12)               |  |

PARENT'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

I give permission to the current school my child is attending to release any information needed to complete the processing of this application. I do understand that once enrolled, student records will be sent to the new school district.

PLEASE RETURN TO: RECRUITMENT & COUNSELING CENTER, 1520 SO. GRAND BLVD., ST. LOUIS, MO. 63104 (771-4500)

CUT, FOLD, AND AFFIX STAMP

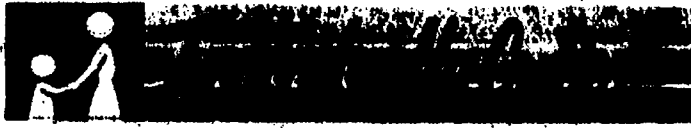
The instructional approach found in this type of school allows students to work at the level at which they comprehend, regardless of their age.

There are two Individually Guided Education (IGE) schools, both serving grades K-8.

Here, students study in different settings for different subjects, depending on their achievement level. They are assigned to teams which encompass several grades. Within a team (and, if appropriate, between teams), students are grouped according to their ability in a particular academic area. Carefully monitored test data and teacher evaluations are the basis of this personalized educational plan. At any time when the need arises, students can be regrouped. For example, a child who has mastered a mathematics concept may be regrouped into another class covering more advanced material.

The individual learning opportunities found in IGE schools are tailored to the student's unique abilities and personal characteristics.

The IGE method of instruction is international in scope and widely acclaimed throughout the world. More than 3,500 schools are affiliated with the Association of Individually Guided Education.



2 INDIVIDUALLY GUIDED EDUCATION SCHOOLS (K-8)



Excerpts from the Magnet Review Committee's evaluation of WADE IGE SCHOOLS:

*The staff, students and parents of the Wade IGE School are committed to their school and to the program. Evidence supporting that commitment abounds. Instruction is solid; students are busy and well-disciplined. The art program is outstanding. The library is well-managed and used as the resource that a library should be. The presence of Chapter 1 instruction within classrooms is encouraging.*

*The management structure to maintain a genuine IGE program has been thoroughly and effectively implemented.*

*The school is doing a good job in most areas of basic skills instruction, as evidenced by test scores. There is careful monitoring of test data to determine appropriate instructional changes indicated in some areas where scores are not as high as in other areas.*

*The devotion of time and effort on the part of the school staff, both in terms of regular team meetings each week and inservice during the school year, demonstrate an enthusiastic commitment to the IGE concept and process.*

Excerpts from the Magnet Review Committee's evaluation of WOEMER IGE SCHOOL:

*The devotional attitude of instruction in this school is whole class, teacher-directed instruction, often of good quality. The environment is generally comfortable.*

*Certain key elements in the IGE model are not in place in this school. In order to fully implement them, staff must gain an understanding of the IGE concept and its classroom implications. This needs to include an understanding of the use of test data to guide instruction, a clear relationship of instruction to specified objectives, and implementation of strategies from individualization of instruction and use of varied learning materials.*

SCHOOL LOCATIONS

- Wade IGE School, 2030 S. Vandeventer, 63110 (Carondelet area)
- Woemer IGE School, 6131 Leona, 63116 (Shaw neighborhood)

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Place Stamp Here

*The Right Choice*

Recruitment and Counseling Center  
1520 S. Grand  
St. Louis, MO 63104

# College Preparation

## Metro High School (9-12)



Metro offers standard courses in mathematics, science, English, foreign languages, business education, drama, art and social studies. In addition, college credit is available for some courses through an arrangement with St. Louis University.

The high academic standards of Metro are set within an atmosphere which encourages personal freedom. Hence, students must be highly motivated and eager to accept responsibility for their own academic success. Admission to Metro requires recommendations from past teachers and acceptable test scores.



Sixty hours of community service is required each year by all Metro students. They volunteer in hospitals, day care centers, senior citizen residences and other non profit agencies.

remain interested in what they are studying. Physical education and art are also taught, as well as vocal and instrumental music.

Other features of this school include typing for grades 5, 6 and 7, pre-algebra for grades 7 and 8, speed reading and a well-equipped computer center.

The **Classical Academy** is a "school within a school"—located at Soldan High School. Here, students can participate fully in the many varied activities which take place at Soldan while also being part of a specialized accelerated program. Students spend approximately half of their day in class with only Senior Classical students and the other half in classes with Soldan students. A rigorous instructional program is provided in all areas, especially

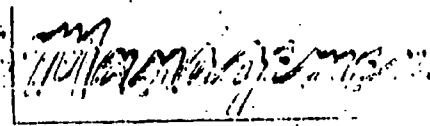
English, science, mathematics, computer science, foreign language and social studies. In addition, students can take both advanced placement and independent study courses.

A high priority is placed on projects which emphasize research, the application of academic background and the development of gifted abilities.



## SCHOOL LOCATIONS

- **Enright Classical Junior Academy**, 5351 Enright, 63112 (near DeBaliviere Place)
- **Senior Classical Academy**, at Soldan High School, 918 N. Union, 63108 (near DeBaliviere Place)



## MANAGEMENT CENTER (11-12)

(pending approval) Management Center (9-12) for 1985-86

For students who wish to work in administrative positions upon graduation, the Management Center provides solid preparation. Here, students can study accounting, management, finance and secretarial procedures, as well as leadership and supervisory skills.

This business oriented school stresses the mastery of basic skill competencies such as oral and written communication and business math. Students learn to operate business machines like word processors, document stores, typewriters, electronic calculators, minicomputers and reprographics and transcribing machines. Courses in marketing, personnel management, professional speaking and business communication are also offered.

This school's emphasis on leadership, decision making, problem solving, and human relations prepares students to enter entry-level administrative jobs or to continue their education. Students learn the importance of the ability to direct people and the use of available resources in accomplishing organizational goals.

In addition to the specialty courses, Management Center offers a full academic course of study leading to a high school diploma. Students have the opportunity to learn on-the-job administrative skills by shadowing business professionals or by participating in internships at local companies.

(Pending approval, Management Center would begin serving grades 9-12.)

*Whether or not I will go into the business world, the courses here at the Management Center have helped me to develop the skills I need to do well in any job. I feel confident that I will do well in my career as a result of the special courses I took here, which no other school offers.*

—Kathy Bailey  
MANAGEMENT CENTER



## SCHOOL LOCATION

- **Management Center**, 814 N. 19th St., 63106 (near the central business district)

## SCHOOL LOCATION

- **Metro High School**, 1011 A. Washington, 63008 (Central West End)

## CLASSICAL JUNIOR ACADEMY (2-8) SENIOR CLASSICAL ACADEMY (9-12)



The Classical Academy is a "school within a school" located at Soldan High School. It provides a rigorous instructional program in all areas, especially English, science, mathematics, computer science, foreign language and social studies. In addition, students can take both advanced placement and independent study courses.

A high priority is placed on projects which emphasize research, the application of academic background and the development of gifted abilities. The high academic standards of Metro are set within an atmosphere which encourages personal freedom. Hence, students must be highly motivated and eager to accept responsibility for their own academic success. Admission to Metro requires recommendations from past teachers and acceptable test scores.

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*The Right Choice*

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FOR MORE INFORMATION, CALL 771-4500 OR 312-6079

**Magnet schools provide students with strong basic programs in math, language arts, social studies and science. This solid curriculum is just as essential for magnets as for other St. Louis Public Schools. And like the regular schools, magnets provide instruction in art, music and physical education.**

# Information

I want to find out more about  
The Magnet Schools

For more information just fill out this form  
and mail it to:

Recruitment & Counseling Center  
1520 S. Grand  
St. Louis, MO 63104  
or call 771-4500

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# The Right Choice

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**Openings are still available for the  
following Magnet Schools in St. Louis for the  
1985-86 school year.**



**HEALTH  
CAREERS CENTER**

1530 S. Grand 63104

9-12 Health Careers Center prepares students for entry-level employment in any of the diverse medical, dental or allied health professions. Or for students interested in postsecondary, health-related studies, this school gives them a head start. The Center's curriculum includes regular high school subjects plus comprehensive training in the health services. These experiences expose students to a variety of healthcare areas as well as provide them with valuable professional contacts.



**CENTER FOR MANAGEMENT,  
LAW AND PUBLIC POLICY**

814-N. 19th St. 63106

9-12 For students who wish to work in administrative positions upon graduation, the Center provides solid preparation. Here, students can study accounting, management, finance, law and public policy, as well as leadership and supervisory skills. This management-oriented school stresses the mastery of basic skill competencies such as oral and written communication and preparation for advanced studies. In addition to a variety of specialty courses, the Center offers a full academic course of study.

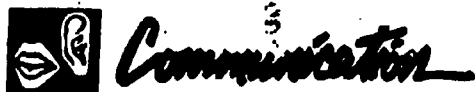


**PRUITT MILITARY  
MIDDLE SCHOOL**

1212 N. 22nd. St. 63106

6-8 At the Military Middle School there is no formal affiliation with any one military branch of service. Instead, students are exposed to all branches including the Coast Guard, Merchant Marines, Air Force and Navy. Students study regular academics as well as the history and operation of military branches.

They also participate in drill practice and daily inspections. A military adviser and other military personnel are part of the school's permanent staff.



**FOREIGN LANGUAGE PROGRAM  
ROOSEVELT HIGH SCHOOL**

3230 Hartford 63118

9-12 This part-time program is for high school students who wish to specialize in foreign language while taking their regular required courses at Roosevelt where they may participate in sports or extracurricular activities. The program welcomes beginning foreign language students as well as advanced.

Students study any one of these foreign languages: French, German, Russian, Spanish or Chinese. The program features a computer center, a microcomputer language lab, guest speakers, festivals, field trips, and college and career information.



**HUMBOLDT VPA  
MIDDLE SCHOOL**

2516 S. 9th 63104

6-8 Students with talent or interest in the visual arts, dance, drama or vocal and instrumental music can develop skill in these areas by attending the Visual and Performing Arts School. Students are taught regular academic subjects, supplemented and enhanced by specialized instruction in art, dance, drama, music and creative writing. As interest develops, they can devote more time to a particular area. Opportunities are provided for students to gain firsthand knowledge by participating in and observing student and professional performances in dance, drama, music and art exhibitions.



**MADISON ACTION LEARNING  
AND CAREER EXPLORATION  
SCHOOL**

1118 S. 7th St. 63104

K-8 This school goes beyond teaching the basics to show students firsthand how the concepts and skills they learn daily are applied in the working world. This important correlation is achieved through a comprehensive program of field trips as well as career seminars conducted at the school by business and community agency representatives. By participating in these activities, students receive in-depth exposure to a wide range of occupations. Students are encouraged to become involved in community and civic projects.

**CALL 771-4500 FOR AN  
APPLICATION OR MORE INFORMATION**



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**St. Louis Magnet School!**



28 Magnet Schools and Programs offer exciting alternative educational choices in the metropolitan area!

- solid educational foundation
- extra options
- specialized alternatives
- preparation for advanced study
- racially balanced classes
- free transportation
- involvement in business partnerships

For more information call:

**Recruitment and  
Counseling Centers**

Phone - County - 432-0079

City - 771-4500

4-24-85 North County Journal

# Positive Parents: Magnet Schools Are The Right Choice



Salvatore and Marianne Mazzola with daughter Caren



Charlene Solomon with twins, Jon and Kelley

Our daughter, Caren, has been enrolled in Mason Investigative Learning Center since the sixth grade. It's just probably been the best teacher-pupil personal experience that the child could have.

The school seems to be geared toward the children, teaching leadership, self confidence, capitalizing on the child's best abilities, showing up their weaknesses-- a child-oriented school.

One of our neighbors' children had been going to Mason. During the summer, when the children were playing together, the neighbors' girl was talking excitedly about going to a computer summer camp. We were amazed that a child would be this interested in scholastic activities in preference to the other summer activities, such as softball, soccer and so forth.

So, consequently, the more we heard about the school she was going to, the more we decided that this was something we would like to investigate. My wife called the child's mother, who was highly enthusiastic about the school.

Not only do they have the computer classes at Mason, they also have gifted classes where students who qualify can advance at their own pace. They've polished a lot of Caren's finer points. We've seen a lot of growing up and maturing.

We were not apprehensive at all about sending Caren to Mason because I went there when I was a child. I know the neighborhood well and feel it is secure. She has been able to make friends of all kinds, and we have made new friends also.

It would be the biggest mistake in a child's life if she didn't take advantage of these opportunities.

We believe that Caren is receiving the kind of encouragement she needs to succeed. She no longer talks about "if" she goes to college, but "when."

FOR MORE INFORMATION CALL:

## RECRUITMENT & COUNSELING CENTERS

City 771-4500

County 432-0079

162

MONDAY THROUGH FRIDAY 8:30 A.M. TO 4:30 P.M.

# Students At City Magnet Schools Pursue Interests, Cultivate Talents

SSJ 1-23-85

In a previous Education Section, the "Journal" published an article on elementary magnet schools operated by the St. Louis public school system. This week, information is presented on magnet programs for other grades.

The middle schools serve grades six through eight. Unless otherwise noted, the high schools listed serve grades 9 through 12.

Magnet schools provide a solid basic curriculum supplemented by instruction in a specialized area. Established to foster integration, the schools maintain a racially balanced student body.

Interested persons may call the Recruitment and Counseling Center at 771-4500 for information.

## MIDDLE SCHOOLS:

● **Academic and Athletic Academy:** At this school, athletics are used to motivate and discipline students in their scholastic efforts. This approach is based on the belief that the self-awareness and confidence gained through participation in individual sports and camping will carry over into academic performance.

● **Investigative Learning Center:** The enriched and accelerated math and science experiences emphasized at this school help students develop valuable skills associated with scientific inquiry and problem-solving.

A gifted program is available.

● **Military Middle School:** In the disciplined military setting of this school, uniformed male and female students (called cadets) develop citizenship, leadership and teamwork skills as well as high standards of personal conduct and appearance.

Students are exposed to all branches of military service through field trips to various military service installations, in-school presentations by local servicemen and classroom studies.

● **2 Visual and Performing Arts Middle Schools:** Students with talent or interest in the visual arts, dance, drama or vocal and instrumental music can develop skills in these areas by attending one of these schools.

All regular academic subjects are taught.

## HIGH SCHOOLS:

● **Academy of Mathematics and Science:** Advanced courses in math, science and computer science are taught as well as the regular high school curriculum.

Small classes allow students to receive personal attention in well-equipped facilities. Careers are explored, and college preparatory courses are offered in all subjects.

● **Foreign Language Specialty Program (part-time):** Housed at Roosevelt High School, this program is for students who wish to specialize in a foreign language, while taking their regular required courses at Roosevelt where they may participate in sports or extracurricular activities. The program welcomes beginning foreign language students as well as advanced.

Students study any one of these foreign languages: French, German, Russian, Spanish or Chinese. In addition, the cultures of other countries are explored.

● **Health Careers Center:** This school prepares students for entry-level employment in any one of the many medical, dental or allied health professions. It also gives students interested in post-secondary, health-related studies a head start.

Pending approval, Health Careers Center would begin serving grades nine through 12.

● **Honors Art Program (part-time):** The program is designed for students who show promising talent in and a strong commitment to art. Teacher recommended students can participate in this program while attending their assigned school.

Honors Art offers drawing, painting, ceramics, graphics, metalry, sculpture, photography, filmmaking and a variety of textile crafts.

● **Honors Music Program (part-time):** The program is designed for students who show promising talent in and a strong commitment to music. Teacher-recommended students can participate in this program while attending their assigned school.

Honors Music students concentrate in either vocal or instrumental music and receive both individual and small group instruction.

● **Management Center (grades 11 and 12):** For students who wish to work in administrative positions upon graduation, the Management Center provides solid preparation. Students can study accounting, management, finance and secretarial procedures.

This school's emphasis on leadership, decision-making, problem-solving and human relations prepares students for entry-level administrative jobs or for further study.

Pending approval, Management Center would begin serving grades nine through 12.

● **Mass Media Program (part-time):** In this program, housed at McKinley High School, students receive practical experience in radio, television, film production, photography and journalism. Students enrolled in this program take their regular required courses at either McKinley or at their assigned school.

● **Metro High:** At this school, academically motivated students frequently attend classes at local colleges, universities and businesses.

Metro students receive a full college preparatory curriculum in preparation for postsecondary studies.

Metro offers the standard courses in mathematics, science, English, foreign languages, business education, drama, art and social studies. In addition, college credit is available for some courses through an arrangement with St. Louis University.

● **Naval Junior ROTC Academy:** At this school, which has a formal affiliation with the U.S. Navy, uniformed male and female students (called cadets) develop citizenship, leadership and teamwork skills as well as high standards of personal conduct and appearance. They receive leadership training and instruction from naval officers and chief petty officers.

Naval science courses include piloting, meteorology, navigation, radar and sonar. To reinforce classroom studies, students visit local navy installations.

● **Senior Classical Academy:** This "school within a school," located at Soldan High School, challenges the faster-paced learning needs of students who have been identified as gifted and talented through the school system's testing process.

● **Visual and Performing Arts High:** Students are taught regular academic subjects, supplemented and enhanced by specialized instruction in the visual arts, dance, drama and vocal and instrumental music.

## Gifted children 'flourish' at Classical Junior Academy in CWE

By Peggy Magee

One class reads Tolstoy's "The Two Brothers" and discusses the author's purpose. Another interprets stock market reports and makes hypothetical investment decisions. Several students rehearse speeches they researched and wrote in preparation for a citywide oratory contest.

You might expect these participants to be in high school or even college. Instead they are elementary students at the Classical Junior Academy, 5351 Enright Ave., a public magnet school for gifted children in grades two through eight.

Principal Mary Beth Purdy says students flourish in the school where the approach is creative, imaginative enrichment and rigorous fast-paced work in the basics. "We help them fine-tune their thinking skills and creative potential by planning stimulating classroom and field experiences," she said.

It's not that the subject areas are different from other elementary schools, she says, but the activities and assignments that complement them. Field trips are "an integral component."

This year, third-grade science students visited an active archeological dig at the Cahokia Mounds and conducted a surface study for artifacts. Fifth graders learned history by camping out and living like people in the 1880s. City government was explored by sixth graders who observed the St. Louis Board of Aldermen in session at City Hall.

Often students need not leave the building to be equally enriched. The school staff and parent organization seek out interesting presentations to enhance classroom studies.

A lawyer recently addressed fifth graders on examining witnesses as part of a nine-week mock trial project. In monthly record-playing sessions, students in grades two through five learn from parents about great composers and their music. During Black History Month, a children's dance troupe performed for the entire school. The entertainers were students of world-renowned dancer and choreographer Katherine Dunham.

Mrs. Purdy explains the thrust of these programs as "examining the whole as they learn the parts."



CLASSICAL JUNIOR ACADEMY  
Eighth-grader Kurtis Cole watches television for a different reason.

The school newspaper and the annual literary "review" are more proof of this approach. The publications include articles, poems, drawings and creative writings contributed by students in all grades. A research paper, complete with bibliography and footnotes, is a semester-long project for seventh and eighth graders. They submit the seven-to-eight page report typewritten, having learned to type in earlier years.

In many cases, Academy students are introduced to subjects earlier than other elementary students. Next year, Mrs. Purdy reports, children in grades two through four will begin learning about computers. Foreign language and industrial arts/home economics are offered beginning in the fifth grade, and instrumental music in the fourth. Physical education, vocal music, art and dance are offered to all students.

Mrs. Purdy says her students, who qualify for admission through test scores, "are interested in learning and get heavy doses of it."

Parents agree, and some are relieved that the challenging, accelerated program exists.

Guy and Diane Bradley said their three sons who attend the Academy would come home from their former school frustrated because they wanted to learn and felt they weren't learning. Mrs. Bradley and other parents of gifted students taught the children themselves after school. But since the Bradley children have been at the Academy, Mrs. Bradley says, "I don't have to do anything. Life is easy."

The school must have something special to offer the Bradley boys for them to commute daily from their home in Chesterfield

to the DeBaliviere-area school. Because it is a magnet school, enrollment is racially balanced, and students are accepted from both St. Louis city and county.

The 595 students come from all parts of the city and from county districts including Bayless, Ritenour and Parkway.

Eighth-grader Kevin Bradley says the education is worth the 30-minute commute. "There are things I've already learned that other students are doing in high school," he says. He plans to attend DeSmet High School and expects to be able to test out of some of the freshmen courses there.



CUT AND PASTE: Two second-graders at the Classical Junior Academy, 5351 Enright Ave., don masks they made after seeing a panoramic slide show on African masks at the 4th R Gallery Media Center.

# Guided Magnet Program Stays In Step With Individual Ability

WEST COUNTY CITIZEN 8-15-84



Peer learning is one of the instructional methods used to improve skills in ability-grouped classes at Individually Guided Education magnet schools. According to Rejesta Perry, principal of Woerner, instructional techniques change according to the needs of the students.

Maplewood resident Dierdre Ritter and Lemay residents Dawn and Melissa Ledbetter seem more excited about school than ever before. For their parents, that's reason enough for sending their children to a city Individually Guided Education magnet school.

Under the Voluntary Desegregation Plan, white students from predominately white county districts can attend city magnet schools, special emphasis schools that are specially balanced. Enrollment application is open to students from the metropolitan area.

Dawn and Melissa are the children of Charles and Linda Ledbetter. Linda Ledbetter said the deciding factor in opting for the individually guided education (IGE) program was the fact that their two young daughters would be able to progress at their own rate.

MULTI-AGE GROUPING, an integral feature of IGE, allows students to work at the level at which they can comprehend, regardless of age. It helps eliminate concerns parents have when their child falls behind in one of the fundamentals or is stymied by slow learners.

Dierdre's parents are Michael

and Laurel Ritter. Laurel Ritter cited this benefit for their daughter. "In the IGE school, if she's doing well in math, Dierdre can advance into another math group while remaining in the same reading class."

IGE is geared to the student's unique learning abilities and personal characteristics. In addition to standardized testing, which compares the child's ability to others in the same grade, individual-criterion-reference-tests are administered to assess individual strengths and weaknesses. Test results and teacher evaluations then formulate the basis of a personalized education program.

Two schools in the St. Louis school system will continue an IGE program. Wade, 2030 S. Vandeventer, and Woerner, 6131 Leona, will reopen Sept. 5 for students in kindergarten through eighth grade. Kindergarten classes in both schools will be in sessions all day.

TEAM TEACHING - the assignment of students, teachers and support staff into units - is used in each school to facilitate the multi-age grouping concept.

The breakdown is as follows:

team 1, kindergarten through grade two; team 2, grades three and four; team 3, grades five and six; and team 4, grades seven and eight.

Team teachers plan the curriculum for students in that group. By operating within these units, they are better able to chart a student's progress and divide teaching assignments according to expertise.

"Teachers have a great deal of input in planning and managing the academic and social programs for students within their team," said Woerner teacher Virginia Grace. This allows for the regrouping of students when the need arises. For example, a child who has mastered a concept may be regrouped into a class covering more advanced material.

Instruction within an ability-grouped class can take place in small- or large-group settings, one-on-one or through peer tutoring. Rejesta Perry, principal of Woerner, explained, "Instructional techniques change according to the needs of the students."

FILMS, TAPES, workbooks, demonstrations, skits, and var-

ious school system and community resources are among the many teaching aids used. The field trips planned have specific instructional goals.

According to John Ingram, principal of Wade, "St. Louis IGE schools have the resources to provide a wide variety of materials to address students' diverse interests."

"The purpose of IGE is to provide an environment that is highly conducive to learning - an environment that turns children on, not off," Ingram said.

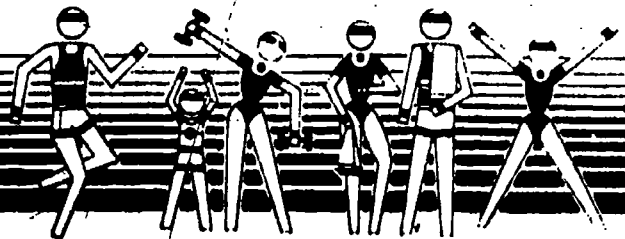
The St. Louis school system is not the first to offer IGE. The program is international in scope and is widely acclaimed throughout the world. More than 2,000 schools are affiliated with the Association of Individually Guided Education.

Rejesta Perry summed up the essence of the IGE concept: "It's tailored to the child; the child is not forced to fit the program."

For more information on IGE or other city magnet schools, call the Recruitment and Counseling Center at 771-6886.

(This article, from St. Louis public schools, is by Peggy Magee.)

# Health Care 85



## St. Louis Magnet School Prepares Students For Health Careers



Health Careers students transfer a patient at Veterans Administration Hospital on Grand.

Physical therapist Cindy Alvino says she's impressed with the high school training of her student intern, Lisa Diskus. The senior at Health Careers High, a St. Louis magnet school, has worked twice a week since January in the physical therapy department at Veterans Administration Hospital in south county.

"Lisa came to us with a lot of knowledge and was very familiar with medical terminology," Alvino said. "She knows the basics and we're teaching her new procedures. We answer any questions she has."

Lisa transfers patients, straps them to the therapy equipment and works with them on range of motion exercises. She also runs errands and answers the phone.

Located at 1530 S. Grand in the midtown medical area, Health Careers provides a comprehensive high school curriculum, including English literature, business, history and sociology. Math and science-related courses, exploratory simulation experiences and clinical internships round out the program, which prepares students for entry level employment or further study in allied health professions.

AFTER A general orientation,

their first year to careers in the health services field, students select an area of speciality - either patient care; rehabilitation therapy, which includes physical therapy; laboratory technology or medical/dental business. Certified health specialists teach and supervise each unit.

After graduation from Health Careers, Lisa plans to study toward a degree in physical therapy. She said she believes her high school training will give her a head start in the college program.

Health Careers principal Albert Reinsch said the clinical experience students receive allows them to test their interests and abilities before pursuing advanced studies in a specific field.

"Some four-year nursing schools don't provide clinical experiences until the third year and, at that point, students may realize nursing isn't for them," he said.

THE HEALTH CAREERS program, he said, enables young people to "discover where their interest lie."

Dr. David Davidson, associate dean of optometry at the University of Missouri at St. Louis,

agreed.

"The school provides students with a knowledge base to make a much more intelligent career decision," said Davidson, who is a member of the school's advisory board.

He added that Health Careers students "can sense the relevance of their high school education to their long-range career goals. It's in their best interest to have that kind of competitive edge."

The 12-member advisory board, made up of health field administrators, officials and educators, meet regularly to make recommendations on the school's curriculum.

LIKE LISA Diskus, other seniors at Health Careers are now "interning" at local health care institutions, applying theory and skills learned in the classroom. Students are placed in facilities where they receive hands-on, supervised training in their specialty area.

Two students in the "lab tech" unit are in the clinical lab at the Yeatman Union Sarah Medical Center. They draw blood from patients, analyze blood and urine and assist in the autopsy room.

Several students who study patient care work in the operating room at the Veterans Administration Hospital on Grand. They pass instruments during surgery, transfer patients, check vital signs and make beds (hospital style).

Another student, in medical business, assists with hospital bookkeeping procedures at various offices of St. Louis University Hospital.

Teacher Odessa Owens, who supervises the medical laboratory students, said the students are gaining knowledge and skills as well as developing empathy for patients and a professional rapport with co-workers.

Owens added that this training "is applicable to related allied health professions."

WHILE THE school currently serves only juniors and seniors, administrators hope for its expansion next year to a four-year high school. A decision on this and other magnet school proposals, submitted by the school board to U.S. District Judge Stephen N. Limbaugh, are expected in the near future.

For more information or an application, call 771-4500.

APPENDIX C

TEACHER EXCHANGE/TRANSFER PROGRAM



# THE VOLUNTEER

A Newsletter Highlighting the Voluntary School Desegregation Plan

Winter, 1985

## Teacher

### Exchange/Transfer Program

Will Begin 1985-86

All of us involved in implementing the Settlement Agreement have taken major responsibilities and extended ourselves to make the plan work. We have faced continued challenges and served them by exploring creative ways to be successful in new situations.

We now have another important challenge ahead. The Teacher Exchange/Transfer Program is an integral component of the Agreement. Once we have interested teachers, we rely on participating school districts to help implement this part of the Agreement by placing applicants in available positions for the subsequent school year. The task is not easy, but certainly not beyond our ability to fulfill.

"The purpose of the teacher transfer and exchange program among metropolitan and county school districts is to enhance racial teacher balance and teacher integration experiences in the districts. Another purpose of this program is to foster attitudes of responsiveness, cooperation and innovation in meeting educational challenges." (Settlement Agreement, Section VI.1.a, page 4)



There are conditions listed in the Settlement Agreement, Section VI.1.b, pages 4-6. Each school district has copies of these conditions which are available to all teachers. The conditions indicate personnel policies, salary condition, teacher tenure status, selection procedures, period of the exchange or transfer, and other expectations. VICC staff would be pleased to send anyone a copy of these conditions upon request.

The VICC recognizes the significance of the Teacher Exchange/Transfer Program and has formed a subcommittee, chaired by Doug Cormack, Principal of McGrath Elementary School, Brentwood School District. The purpose of this subcommittee is to disseminate information about the program and to promote exchanges and transfers. The goal of the

subcommittee is to stimulate interest and foster participation. In addition, all superintendents have been asked to support this program and help facilitate its implementation.

We are encouraging teachers to consider participating. Those interested may apply for an exchange or transfer by completing the form enclosed in this newsletter. Additional applications may be obtained by calling the VICC office, at 432-0079. Completed applications should be returned to:

Teacher Exchange/  
Transfer Program  
VICC Office  
13601 Clayton Road  
St. Louis, MO 63131

Thank you.

*Susan Uchitelle*  
Executive Director  
of the VICC



## Ritenour Supports Voluntary Transfer Plan

In its fourth year of accepting inter-district transfer students, the Ritenour School District now has 484 transfer students enrolled. Gerald Sandweiss, Assistant Superintendent, reported, "We are pleased with the natural way in which the voluntary and regular programs have blended into one program for all students."

Students and staff at Ritenour have been particularly active this year with participation in a number of part-time programs and multicultural awareness workshops. Furthermore, the district notes

that six of its minority students have gone on to attend the University of Missouri and one transfer student has applied for a scholarship from the St. Louis Post Dispatch.

Dr. Sandweiss, moreover, stated, "We have had reporters visiting our district from the Philadelphia Inquirer and the Kansas City Times, and our students in the desegregation plan were extremely positive in making statements to these two newspaper reporters." Clearly, Ritenour is committed to helping make the Voluntary Interdistrict Transfer Plan work.

## Valley Park and Affton Foster Friendships

Good feelings toward others of different cultural backgrounds can be fostered in the public schools. Activities designed to encourage multicultural understanding are varied and can be as simple or elaborate as desired. Two interesting activities recently took place in the Valley Park and Affton School Districts.

At Valley Park the Student Council for the Seventh and Eighth Grade Center sponsored Friendship Day to emphasize meeting new people and making new friends.

A drawing was held in advance of the day. Two identical sets of numbers were mixed together, and the students each drew a number. At the afternoon party on Friendship Day the students matched numbers to find their new friends. Packages of gum and candy which had been sold by the Student Council were exchanged and a break dancing contest was held. A good time was had by all students who participated in this amicable activity.

The fourth and fifth graders of Baden School in St. Louis and Gotsch School in Affton have had some fascinating enrichment experiences through St. Louis' Springboard to Learning part-time program.

One activity involved a field trip experience at Calvary and Bellefontaine Cemeteries. The students from Gotsch were given a warm welcome by the youngsters at Baden School on November 16. The children then spent time in their classrooms meeting face to face those with whom they had already begun a relationship through their pen-pal correspondence. Despite initial shyness and reserve, it was soon evident that the children had found they had many common interests.

A well-planned and executed skit by the Baden students introduced the activities at the cemeteries. Students personified well-known residents of Calvary and Bellefontaine and described their contributions to society. Then all the students paired up with their pen pals

and boarded buses which took them to Bellefontaine and Calvary Cemeteries.

Groups of students and their adult leaders, many of whom were volunteer parents, were dropped off at various points throughout the cemeteries. The leaders had been provided with maps marked with the groups' specific routes, and the youngsters had assignment sheets to complete based on information they found along their routes. They were to find the burial places of famous people, such as Dred Scott, William Clark and others.

After a couple of hours in the blustery cold of the cemeteries, the groups were ready to return to share their observations. Their fingers and toes were blue with cold, but their faces were glowing with enthusiasm for their experience.

Such an activity provided students with a memorable adventure, opportunities to generate new friendships, to utilize and cultivate skills in social studies, art, math and science, and a vivid lesson in local history.

## Smile, You're at the Mass Media School



The Mass Media Specialty Program at McKinley High School offers students a variety of stimulating experiences involving television, film production, photography and journalism.

Open to students from the city and the county in grades 9-12, the program can be a valuable asset to aspiring young print and broadcast journalists. Classes include introductory and advance theory courses, hands-on lab experiences, field trips, guest speakers and the creation of a final project.

The Radio Lab class provides students the unique

opportunity to broadcast every school day on KSLH, the FM station of the St. Louis Public Schools. The class is modeled to resemble, as closely as possible, the working conditions of a radio station. Students produce, edit and engineer the programs that are aired Monday through Friday on KSLH at 9:00 a.m. and 1:30 p.m.

The Photojournalism and Filmmaking classes meet in a suite of four rooms, which include a conference room, traditional classroom, studio space, and the combined darkroom and "wet room." The largest room is light controlled, allowing a perfect cinematic environment for film exhibition. All photographic work, such as gathering assignments through shooting, developing and printing, is

executed by the students. The filmmaking students work in production teams, writing their own treatments which are then developed as scripts and produced by the same teams.

Students in the Television classes work on the production of programs centered on teen entertainment in the St. Louis area. The shows include movie reviews, previews of video cassette releases, and popular teen spots in the metro area.

Mass Media students contribute to every aspect of school life at McKinley from the school newspaper and yearbook to the production of a film which depicts the spirit of the magnet school system. Creativity abounds at Mass Media which makes it clearly a choice worth considering.

Upon entering Wade School, one of the locations of the Individually Guided Education magnet program, one is impressed with the feeling of vitality pervading the atmosphere. The children are actively involved in the unusual learning process which is a unique feature of the Individually Guided Education model.

According to a recent evaluation by the Magnet Review Committee, the I.G.E. program "is well implemented in this school. The school is organized into instructional teams, with clusters of teachers working under the direction of a designated team leader. Students are grouped into clusters and re-grouped based on their instructional levels as appropriate....A combination of large group instruction, some independent individual learning activities, and more limited small group instruction" are

### *Learning is*

### *Individual at*

### *Wade*

### *School*



among the teaching methods used at Wade.

Students are provided instruction in all academic areas designed to meet their individual needs. This gives the child who is performing above his/her grade level in math, for example, the opportunity to forge ahead in that subject while at the same time allowing for remedial help in reading and language arts if needed. Competition among the children is kept to a minimum while they work at a pace that is comfortable for them.

Staff and students at Wade appear to interact well within

an environment where school rules are enforced fairly and consistently. The classrooms and hallways are invitingly decorated. Eye-catching bulletin boards are designed to stimulate thinking and reflect the various activities occurring throughout the school. The Magnet Review Committee reports that "parents are supportive of this school, feel that there is good communication between the school and home, and feel that the school is responsive to their children's individual needs."

The teachers and administrators at Wade have high expectations for student achievement. This attitude is clearly and positively conveyed to the students who seem to respond with notable enthusiasm. The Individually Guided Education magnet program at Wade School is an exciting alternative to the traditional classroom standard.

## Applications and Recruiting Keep VICC Staff Busy

Applications were sent to ascertain continuing interest to students who were eligible to transfer to county school districts but could not be placed because of lack of space during the 1984-85 school year. The returned applications will have first priority for placement for the 1985-86 school year.

Brochures and applications for transfer to the county school districts were mailed in early January to all black children who are now enrolled in St. Louis Public Schools. The VICC staff is engaged in processing the applications and hopes to have the majority of children placed before school dismisses for the summer.

Recruitment activities have been the focus of the VICC counselors the past couple of months. Many of the city and

county schools and various parent meetings have been visited to disseminate information. The VICC has compiled in a booklet, entitled "Answers to Your Questions Regarding Voluntary Interdistrict Transfers," a list of the most frequently asked questions. This booklet is available to parents and staff. These activities in conjunction with the mailing of the brochures and applications should increase both student and parent awareness of the Voluntary Interdistrict Transfer Plan.

The VICC is participating in a safety task force group designed to develop preventative measures to ensure the safety of students on the streets during the early morning and late evening hours.

\*\*\*\*\*

### We Need You

*Our thanks to those who so graciously contributed information for this issue of THE VOLUNTEER.*

*Anyone who wishes to have his or her school district featured in the next issue or anyone who wants to disseminate other information relating to the Voluntary Interdistrict Transfer Plan may contact:*

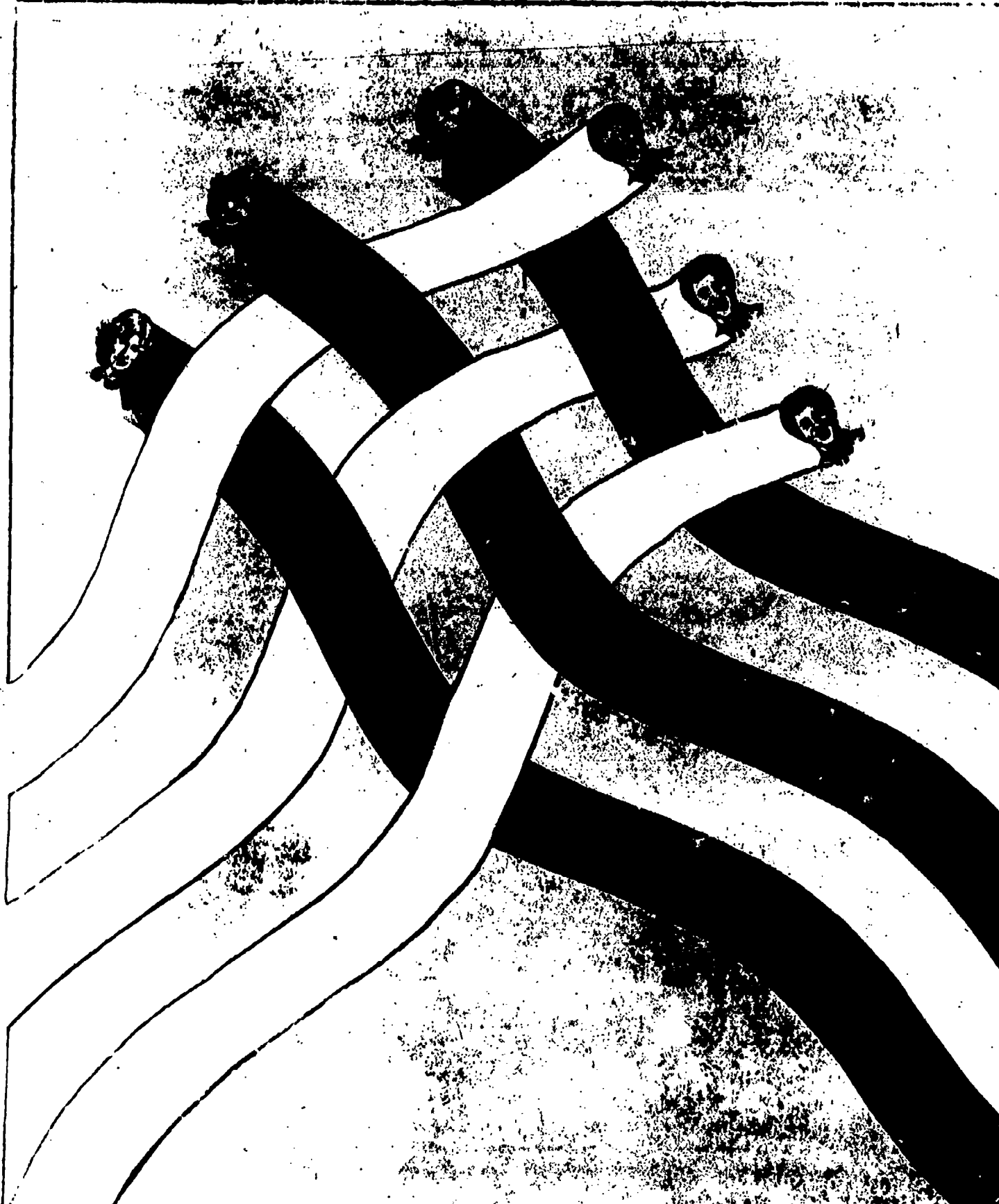
*Phylis Dodge  
VICC Office  
10601 Clayton Road  
St. Louis, MO 63131  
432-0079*

\*\*\*\*\*



VOLUNTARY INTERDISTRICT  
COORDINATING  
COUNCIL

10601 Clayton Road, St. Louis, MO. 63131

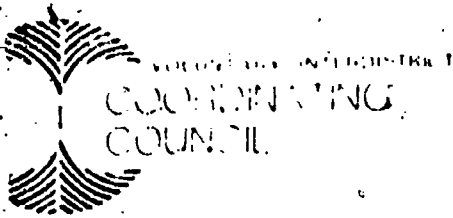


## **BE AMONG THE FIRST**

**PARTICIPATE IN THE TEACHER EXCHANGE/  
TRANSFER PROGRAM. FOR FURTHER  
INFORMATION, CALL THE VOLUNTARY  
INTERDISTRICT COORDINATING COUNCIL.**

**432-0079**

COUNTY DISTRICTS NOT ACCEPTING TRANSFER STUDENTS



QUESTIONNAIRE REGARDING THE STAFF EXCHANGE/TRANSFER PROGRAM

PROGRAM AWARENESS

1. Are you aware that there is an exchange/transfer provision of the Settlement Agreement?  $\frac{65\%}{13}$   $\frac{7-35\%}{No}$

2. If you are already familiar with this aspect of the Agreement, from what source did you learn of this program? (Check categories applicable)

Staff Bulletin	<u>5 - 25%</u>
Newspaper	<u>5 - 25%</u>
VICC Information	<u>6 - 30%</u>
Teacher Organization	<u>4 - 20%</u>
Other (Specify)	

3. If you are not already familiar with this program, what source would most likely provide you with this information?

Staff Bulletin	<u>6 - 46%</u>
Newspaper	<u>3 - 23%</u>
VICC Information	<u>3 - 23%</u>
Teacher Organization	<u>1 - 8%</u>
Other (Specify)	

4. If you are already familiar with this aspect of the Agreement, in which school year did you become knowledgeable?

1983-84	<u>12 - 80%</u>
1984-85	<u>3 - 20%</u>

5. Do you understand the differences between staff exchange and transfer?

$\frac{91\%}{Yes}$   $\frac{20}{No}$   $\frac{2-9\%}{No}$

WHICH OF THE FOLLOWING STATEMENTS ARE TRUE?

1. An applicant can specify his/her assignment/location preferences.
2. I would have final say in whether I accept an exchange/transfer assignment.
3. If I stay for one year, I will receive a bonus.
4. I will retain my employment status with my home district.
5. My salary and fringe benefits will be the same as if I were in my home district.
6. I will be bound to work under the rules and calendar of the host district.
7. An exchange can be made for a one-year period, but there would be no bonus for a shorter term exchange.
8. A transfer has the same provisions as an exchange. The difference is that there would be no teacher coming from the other district to fill my place.
9. Upon returning to my home district, I will be guaranteed an assignment according to my school district's policies.
10. Only tenure teachers can participate.
11. Applications for exchange/transfer can be obtained by calling the VICC office or your home district personnel office.

$\frac{52\%}{T}$   $\frac{11}{F}$   $\frac{10-46\%}{T}$

$\frac{100\%}{T}$   $\frac{20}{F}$   $\frac{0}{F}$

$\frac{67\%}{T}$   $\frac{14}{F}$   $\frac{7-33\%}{F}$

$\frac{100\%}{T}$   $\frac{19}{F}$   $\frac{0}{F}$

$\frac{100\%}{T}$   $\frac{21}{F}$   $\frac{0}{F}$

$\frac{95\%}{T}$   $\frac{20}{F}$   $\frac{1-5\%}{F}$

$\frac{80\%}{T}$   $\frac{16}{F}$   $\frac{4-20\%}{F}$

$\frac{89\%}{T}$   $\frac{16}{F}$   $\frac{2-11\%}{F}$

$\frac{100\%}{T}$   $\frac{17}{F}$   $\frac{0}{F}$

$\frac{32\%}{T}$   $\frac{6}{F}$   $\frac{13-68\%}{F}$

$\frac{45\%}{T}$   $\frac{19}{F}$   $\frac{1-5\%}{F}$

(Over)

CONDITIONS

Which conditions of the staff transfer/exchange program would encourage or discourage your participation?  
 Rate with + for favorable condition and - for unfavorable condition.

	+	-
1. Teacher remains an employee of the home district.	100%	<u>22</u> 0
2. Teacher receives scheduled salary and fringe benefits of home district.	100%	<u>21</u> 0
3. Teacher has the right to maintain affiliation with professional association of his/her choice.	100%	<u>22</u> 0
4. Teacher tenure status shall not be affected.	100%	<u>22</u> 0
5. Teacher's home district personnel policies shall apply (sick leave, personal days, etc.).	100%	<u>21</u> 0
6. Teacher shall receive no mileage reimbursement for travel to and from worksite.	14%	<u>3</u> <u>19</u> -86%
7. Teacher mutually agrees with host district to period of service in host district.	100%	<u>22</u> 0
8. Teacher shall be obliged to follow host district school calendar.	100%	<u>20</u> 0
9. Teacher may receive extra duty pay for all services performed in host district.	100%	<u>22</u> 0
10. Teacher evaluation procedure shall be mutually agreed to by home and host district.	100%	<u>22</u> 0
11. Teacher shall return to home district at end of transfer assignment.	100%	<u>22</u> 0
12. Teacher's assignment upon return to home district shall be based on home district policies and procedures.	67%	<u>14</u> <u>7</u> -33%
13. Teacher shall receive a one-time monetary bonus after a full year in the exchange or transfer position.	91%	<u>20</u> <u>2</u> -9%
14. Amount of bonus recommended by the VICC for all districts to consider is \$2,500.	86%	<u>17</u> <u>3</u> -14%

PLEASE REACT TO THE FOLLOWING QUESTIONS:

1. My decision to participate in the program would receive administrative support.	95%	<u>20</u> <u>1</u> -5%
2. The experience would benefit me professionally/personally.	67%	<u>14</u> <u>7</u> -33%
3. I would be willing to participate in such a program.	35%	<u>8</u> <u>15</u> -65%

COMMENTS:



COUNTY DISTRICTS ACCEPTING TRANSFER STUDENTS

VOLUME 1  
COUNTY DISTRICTS  
COUNCIL

QUESTIONNAIRE REGARDING THE STAFF EXCHANGE/TRANSFER PROGRAM

PROGRAM AWARENESS

1. Are you aware that there is an exchange/transfer provision of the Settlement Agreement? 86% 14%  
467 78  
Yes No

2. If you are already familiar with this aspect of the Agreement, from what source did you learn of this program? (Check categories applicable)

Staff Bulletin	177-26%
Newspaper	259-38%
VICC Information	74-11%
Teacher Organization	90-13%
Other (Specify)	84-12%

3. If you are not already familiar with this program, what source would most likely provide you with this information?

Staff Bulletin	150-43%
Newspaper	51-15%
VICC Information	53-15%
Teacher Organization	78-23%
Other (Specify)	13-4%

4. If you are already familiar with this aspect of the Agreement, in which school year did you become knowledgeable?

1981-82	2-1%
1983-84	355-82%
1984-85	75-17%

5. Do you understand the differences between staff exchange and transfer?

83% 17%  
447 93  
Yes No

WHICH OF THE FOLLOWING STATEMENTS ARE TRUE?

1. An applicant can specify his/her assignment/location preferences.
2. I would have final say in whether I accept an exchange/transfer assignment.
3. If I stay for one year, I will receive a bonus.
4. I will retain my employment status with my home district.
5. My salary and fringe benefits will be the same as if I were in my home district.
6. I will be bound to work under the rules and calendar of the host district.
7. An exchange can be made for a one-year period, but there would be no bonus for a shorter term exchange.
8. A transfer has the same provisions as an exchange. The difference is that there would be no teacher coming from the other district to fill my place.
9. Upon returning to my home district, I will be guaranteed an assignment according to my school district's policies.
10. Only tenured teachers can participate.
11. Applications for exchange/transfer can be obtained by calling the VICC office or your local district personnel office.

76% 24%
374 117
93% 484 39-7%
57% 267 198-43%
98% 496 10-2%
98% 515 9-2%
98% 511 13-2%
80% 342 83-20%
82% 416 90-18%
96% 498 23-4%
39% 175 276-61%
97% 419 13-3%

(Over)

39

175

CONDITIONS

Which conditions of the staff transfer/exchange program would encourage or discourage your participation?  
 Rate with + for favorable condition and - for unfavorable condition.

	+	-
1. Teacher remains an employee of the home district.	99%	517 8 - 0%
2. Teacher receives scheduled salary and fringe benefits of home district.	97%	517 14 - 3%
3. Teacher has the right to maintain affiliation with professional association of his/her choice.	98%	525 9 - 2%
4. Teacher tenure status shall not be affected.	99%	526 7 - 1%
5. Teacher's home district personnel policies shall apply (sick leave, personal days, etc.)	97%	510 15 - 3%
6. Teacher shall receive no mileage reimbursement for travel to and from worksite.	22%	113 408 - 78%
7. Teacher mutually agrees with host district to period of service in host district.	93%	485 39 - 7%
8. Teacher shall be obliged to follow host district school calendar.	79%	405 106 - 21%
9. Teacher may receive extra duty pay for all services performed in host district.	95%	501 25 - 5%
10. Teacher evaluation procedure shall be mutually agreed to by home and host district.	91%	476 47 - 9%
11. Teacher shall return to home district at end of transfer assignment.	98%	520 11 - 2%
12. Teacher's assignment upon return to home district shall be based on home district policies and procedures.	79%	407 107 - 21%
13. Teacher shall receive a one-time monetary bonus after a full year in the exchange or transfer position.	90%	468 53 - 10%
14. Amount of bonus recommended by the VICC for all districts to consider is \$2,500.	77%	389 119 - 23%

PLEASE REACT TO THE FOLLOWING QUESTIONS:

1. My decision to participate in the program would receive administrative support.	87%	417 62 - 13%
2. The experience would benefit me professionally/personally.	41%	202 290 - 59%
3. I would be willing to participate in such a program.	12%	59 442 - 98%

COMMENTS:



COUNTY DISTRICTS WHO HAVE MET PUPIL RATIO GOALS



QUESTIONNAIRE REGARDING THE STAFF EXCHANGE/TRANSFER PROGRAM

PROGRAM AWARENESS

1. Are you aware that there is an exchange/transfer provision of the Settlement Agreement?  $\frac{88\%}{38}$   $\frac{5-12\%}{10}$   
 Yes No

2. If you are already familiar with this aspect of the Agreement, from what source did you learn of this program? (Check categories applicable)

Staff Bulletin	<u>15</u> - 31%
Newspaper	<u>30</u> - 41%
VICC Information	<u>6</u> - 12%
Teacher Organization	<u>3</u> - 6%
Other (Specify)	<u>5</u> - 10%

3. If you are not already familiar with this program, what source would most likely provide you with this information?

Staff Bulletin	<u>16</u> - 47%
Newspaper	<u>2</u> - 6%
VICC Information	<u>5</u> - 15%
Teacher Organization	<u>11</u> - 32%
Other (Specify)	

4. If you are already familiar with this aspect of the Agreement, in which school year did you become knowledgeable?

1983-84	<u>32</u> - 94%
1984-85	<u>6</u> - 6%

5. Do you understand the differences between staff exchange and transfer?

$\frac{80\%}{35}$   $\frac{9-20\%}{10}$   
 Yes No

WHICH OF THE FOLLOWING STATEMENTS ARE TRUE?

1. An applicant can specify his/her assignment/location preferences.
2. I would have final say in whether I accept an exchange/transfer assignment.
3. If I stay for one year, I will receive a bonus.
4. I will retain my employment status with my home district.
5. My salary and fringe benefits will be the same as if I were in my home district.
6. I will be bound to work under the rules and calendar of the host district.
7. An exchange can be made for a one-year period, but there would be no bonus for a shorter term exchange.
8. A transfer has the same provisions as an exchange. The difference is that there would be no teacher coming from the other district to fill my place.
9. Upon returning to my home district, I will be guaranteed an assignment according to my school district's policies.
10. Only tenure teachers can participate.
11. Applications for exchange/transfer can be obtained by calling the VICC office or your local district personnel office.

$\frac{82\%}{36}$	$\frac{8-28\%}{10}$
$\frac{95\%}{39}$	$\frac{2-5\%}{10}$
$\frac{79\%}{31}$	$\frac{8-21\%}{10}$
$\frac{98\%}{40}$	$\frac{1-2\%}{10}$
$\frac{100\%}{37}$	$\frac{0}{10}$
$\frac{95\%}{40}$	$\frac{2-5\%}{10}$
$\frac{91\%}{30}$	$\frac{3-9\%}{10}$
$\frac{84\%}{31}$	$\frac{6-16\%}{10}$
$\frac{95\%}{38}$	$\frac{2-5\%}{10}$
$\frac{70\%}{21}$	$\frac{9-30\%}{10}$
$\frac{100\%}{38}$	$\frac{0}{10}$

(Over)



CONDITIONS

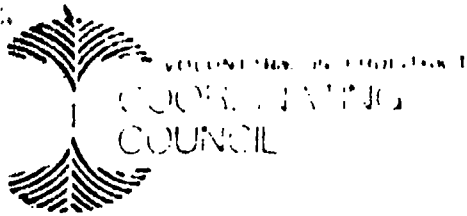
Which conditions of the staff transfer/exchange program would encourage or discourage your participation?  
 Rate with + for favorable condition and - for unfavorable condition.

	+	-
1. Teacher remains an employee of the home district.	100%	41
2. Teacher receives scheduled salary and fringe benefits of home district.	98%	40 1-2%
3. Teacher has the right to maintain affiliation with professional association of his/her choice.	98%	40 1-2%
4. Teacher tenure status shall not be affected.	100%	41
5. Teacher's home district personnel policies shall apply (sick leave, personal days, etc.).	97%	38 1-3%
6. Teacher shall receive no mileage reimbursement for travel to and from worksite.	5%	2 39-95%
7. Teacher mutually agrees with host district to period of service in host district.	90%	36 4-10%
8. Teacher shall be obliged to follow host district school calendar.	74%	23 8-26%
9. Teacher may receive extra duty pay for all services performed in host district.	98%	40 1-2%
10. Teacher evaluation procedure shall be mutually agreed to by home and host district.	90%	37 4-10%
11. Teacher shall return to home district at end of transfer assignment.	100%	41 0
12. Teacher's assignment upon return to home district shall be based on home district policies and procedures.	88%	35 5-13%
13. Teacher shall receive a one time monetary bonus after a full year in the exchange or transfer position.	98%	40 1-2%
14. Amount of bonus recommended by the VICC for all districts to consider is \$1,500.	85%	33 6-15%

PLEASE REACT TO THE FOLLOWING QUESTIONS:

1. My decision to participate in the program would receive administrative support.	93%	27 2-7%
2. The experience would benefit me professionally/personally.	26%	10 29-74%
3. I would be willing to participate in such a program.	6%	2 32-94%

COMMENTS:



QUESTIONNAIRE REGARDING THE STAFF EXCHANGE/TRANSFER PROGRAM

PROGRAM AWARENESS

1. Are you aware that there is an exchange/transfer provision of the Settlement Agreement? 77%  
Yes No

2. If you are already familiar with this aspect of the Agreement, from what source did you learn of this program? (Check categories applicable)

Staff Bulletin	<u>239</u> - 37% 70
Newspaper	<u>169</u> - 26% 70
VICC Information	<u>51</u> - 8% 70
Teacher Organization	<u>157</u> - 23% 70
Other (Specify)	<u>36</u> - 6% 70

3. If you are not already familiar with this program, what source would most likely provide you with this information?

Staff Bulletin	<u>171</u> - 45% 70
Newspaper	<u>79</u> - 20% 70
VICC Information	<u>52</u> - 14% 70
Teacher Organization	<u>11</u> - 1% 70
Other (Specify)	<u>8</u> - 2% 70

4. If you are already familiar with this aspect of the Agreement, in which school year did you become knowledgeable?

1983-84	<u>224</u> - 85% 70
1984-85	<u>55</u> - 15% 70

5. Do you understand the differences between staff exchange and transfer? 83%  
Yes No

WHICH OF THE FOLLOWING STATEMENTS ARE TRUE?

- |   |                               |
|---|-------------------------------|
| 1. An applicant can specify his/her assignment/location preferences.  | 82%<br>364<br>80 - 18%<br>70  |
| 2. I would have final say on whether I accept an exchange/transfer assignment.  | 81%<br>388<br>58 - 13%<br>70  |
| 3. If I stay for one year, I will receive a bonus.  | 44%<br>176<br>228 - 56%<br>70 |
| 4. I will retain my employment status with my home district.  | 97%<br>437<br>15 - 3%<br>70   |
| 5. My salary and fringe benefits will be the same as if I were in my home district.   | 95%<br>427<br>22 - 5%<br>70   |
| 6. I will be bound to work under the rules and calendar of the host district.   | 95%<br>426<br>21 - 5%<br>70   |
| 7. An exchange can be made for a one-year period, but there would be no bonus for a shorter term exchange.  | 79%<br>312<br>84 - 21%<br>70  |
| 8. A transfer has the same provisions as an exchange. The difference is that there would be no teacher coming from the other district to fill my place. | 71%<br>293<br>118 - 29%<br>70 |
| 9. Upon returning to my home district, I will be guaranteed an assignment according to my school district's policies.                                   | 94%<br>410<br>26 - 6%<br>70   |
| 10. Only tenure teachers can participate.   | 68%<br>260<br>121 - 32%<br>70 |
| 11. Applications for exchange/transfer can be obtained by calling the VICC office or your local district personnel office.                              | 98%<br>393<br>9 - 2%<br>70    |

(Over)

CONDITIONS

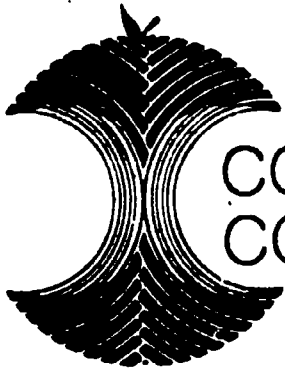
Which conditions of the staff transfer/exchange program would encourage or discourage your participation?  
 Rate with + for favorable condition and - for unfavorable condition.

	+      -
1. Teacher remains an employee of the home district.	93% - 401 28 - 770
2. Teacher receives scheduled salary and fringe benefits of home district.	84% - 347 65 - 1670
3. Teacher has the right to maintain affiliation with professional association of his/her choice.	97% - 413 14 - 370
4. Teacher tenure status shall not be affected.	98% - 417 10 - 270
5. Teacher's home district personnel policies shall apply (sick leave, personal days, etc.)	91% - 382 36 - 970
6. Teacher shall receive no mileage reimbursement for travel to and from worksite.	24% - 100 324 - 7670
7. Teacher mutually agrees with host district to period of service in host district.	92% - 391 32 - 870
8. Teacher shall be obliged to follow host district school calendar.	91% - 384 36 - 970
9. Teacher may receive extra duty pay for all services performed in host district.	89% - 378 46 - 1170
10. Teacher evaluation procedure shall be mutually agreed to by home and host district.	92% - 395 35 - 870
11. Teacher shall return to home district at end of transfer assignment.	92% - 393 33 - 870
12. Teacher's assignment upon return to home district shall be based on home district policies and procedures.	77% - 329 97 - 2370
13. Teacher shall receive a one-time monetary bonus after a full year in the exchange or transfer position.	40% - 381 42 - 1070
14. Amount of money recommended by the VEC of all districts to consider is \$5,500.	41% - 366 38 - 170

PLEASE REACT TO THE FOLLOWING QUESTIONS:

1. My decision to participate in the program would receive administrative support.	84% - 321 63 - 1670 Yes No
2. The experience would benefit me professionally/personally.	81% - 322 75 - 1970 Yes No
3. I would be willing to participate in such a program.	46% - 186 216 - 5470 Yes No

COMMENTS:



VOLUNTARY INTERDISTRICT  
COORDINATING  
COUNCIL

November 1, 1984

Dear Superintendent:

One component of the Settlement Agreement, Section VI.I, focuses upon teacher exchanges and transfers. The purpose of the teacher exchange and transfer program is to enhance racial teacher balance and teacher integration experiences as well as to assist districts in the attainment of affirmative action goals.

As you know, there are conditions that govern exchanges and transfers. You most likely also know that to date we have not been successful in actually implementing these exchanges or transfers even though we have teachers interested and willing to participate.

As chairman of the VICC Staff Exchange Subcommittee, I feel that it is important for all of us to make a concerted effort to facilitate this component of the Settlement Agreement. The Court has questioned the Executive Director of the VICC about progress in complying with this aspect of the Agreement.

Our VICC Staff Exchange Subcommittee has been meeting to discuss the concerns related to staff exchanges, the factors blocking successful exchanges, how these factors can be reduced, and what information would be needed to facilitate participation. The subcommittee is vitally concerned about a better record of exchanges in the future than we now have. Members of the subcommittee will be meeting with personnel directors, principals and other key members of administrative teams throughout the metropolitan area to facilitate the exchange process.

I would encourage you to discuss this process with your administrators and board of education. Your encouragement and endorsement is of great importance in the success of this program. Our committee would be appreciative of any information or questions that might arise that you feel would be useful for us to have.

I am also requesting that you send the name of your district's contact person for the exchange/transfer program to the VICC office by November 15. (See the VICC Policies, Procedures, and Guidelines, Section 7, par. II A, page 2) It has been our experience that personnel directors are effective liaison persons for this program.

Superintendents  
November 1, 1984  
Page 2

I am enclosing copies of the Policies and Procedures Governing Staff Exchanges and Transfers Under the Settlement Agreement, Conditions Governing Staff Exchanges and Transfers, and Current Facts (leaflet).

I look forward to hearing from you and working with your district this year. I feel confident that through the collective efforts of all the districts involved, we can demonstrate a positive response to this aspect of the Settlement Agreement. Thank you.

Sincerely,

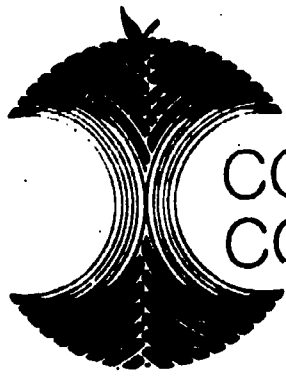
*Doug Cormack*

Doug Cormack  
Chairman

DC:asw

Enclosures

cc: Dr. James DeClue  
Subcommittee Members



VOLUNTARY INTERDISTRICT  
COORDINATING  
COUNCIL

May 7, 1985

Dear :

The participation of your school district in the VICC staff exchange/transfer program has been most helpful this year as we have attempted to make this program a reality. At this time, there are 44 applicants willing to be part of the transfer/exchange program. Every effort is being made by the VICC to facilitate placement for these staff.

As the members of your administrative team look over the needs of your district for next year, your encouragement and consideration of either the exchange or transfer aspects of this program as a possible method for filling teaching needs is requested. While a transfer or exchange may not produce the long-term staff program of hiring a permanent employee, there are many other possible benefits to be derived through your participation.

Enclosed is a list of teachers wishing consideration for placement in the staff exchange/transfer program. While only a few faculty may have applied directly to your district, we have encouraged the staff exchange/transfer liaison person from your district to call anyone on this list who may be able to fill an available position. Any efforts or attention you can personally give this matter will be appreciated.

Again, our sincere thanks for your continued support and interest.

Sincerely,

Susan Uchitelle  
Executive Director of the VICC

K. Douglas Cormack, Chairman  
Staff Exchange/Transfer Subcommittee

SU/KDC:asw

Enc.

10601 Clayton Road, St. Louis, MO. 63131

(314) 432-0079

VOLUNTARY INTERDISTRICT COORDINATING COUNCIL STAFF EXCHANGE REPORT 04/18/85

NUMBER	INITIALS	RACE	HOME DISTRICT	GRD LVL	SUBJECTS	DISTRICT CHOICES	DATE SENT	DATE RETN	ACCEPT DA
0001	M. B.	W	Webster	7-12	English French	St. Louis	02/22/85		
0002	S. B.	B	St. Louis	K-12	Reading Spec.	Parkway	02/22/85		
0003	W. G.	W	Mehlville	9-12	Dist Ed	St. Louis	02/22/85		
0004	M. M.	B	St. Louis	3-5	All Academic Subjects	Brentwood	02/22/85		
0005	B. R.	B	Wellston	5-8	All Academic Subjects	Hazelwood Ladue Clayton	02/22/85 02/22/85 02/22/85	02/28/85 04/01/85	
0006	S. R.	W	Ladue	2-3	All Academic Subjects	St. Louis	02/22/85		

45

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VOLUNTARY INTERDISTRICT COORDINATING COUNCIL STAFF EXCHANGE REPORT 04/18/85

NUMBER	INITIALS	RACE	HOME DISTRICT	GRD LVL	SUBJECTS	DISTRICT CHOICES	DATE SENT	DATE RETN	ACCEPT DA
0008	W. S.	B	St. Louis	K-12	Dance/PE Health	K-8 K-8 Clayton Brentwood Other*	02/22/85 02/22/85 02/22/85	04/01/85	
0009	S. T.	B	St. Louis	K-12	Counselor 7-12 Psych. Exam	Maplewood-R.H.	02/22/85		
0010	C. T.	B	St. Louis	1-3	All Academic Subjects.	Clayton Parkway Brentwood	02/22/85 02/22/85 02/22/85	04/01/85	
0011	C. W.	W	Kirkwood	1-12	Voc Music 1-12 English 7-9	St. Louis	02/22/85		
0012	M. F.	W	Ladue	8-12	Physics 11-12 Algebra 9-10 Physical Sci 8	St. Louis	02/22/85		46
0013	E. N.	B	St. Louis	K-12	Psych Exam K-12 Counselor 7-12	Kirkwood Lindbergh Other*	02/22/85 02/22/85 02/22/85		

2  
VOLUNTARY INTERDISTRICT COORDINATING COUNCIL STAFF EXCHANGE REPORT 04/18/85

NUMBER	INITIALS	RACE	HOME DISTRICT	GRD LVL	SUBJECTS	DISTRICT CHOICES	DATE SENT	DATE RETN	ACCEPT DA
0014	W. V.	W	Rockwood	7-12	Math 7-12	St. Louis Wellston	02/22/85 02/22/85		

A. M.	W	Rockwood	7-12	Counselor 7-12 Biology 7-12	St. Louis	03/01/85			
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## VOLUNTARY INTERDISTRICT COORDINATING COUNCIL STAFF EXCHANGE REPORT 04/18/85

NUMBER	INITIALS	RACE	HOME DISTRICT	GRD LVL	SUBJECTS	DISTRICT CHOICES	DATE SENT	DATE RETN	ACCEPT
0016	T. H.	W	Ritenour	K-12	All Academic Subjects 4-6 Math 7th P.E. K-12	St. Louis	03/01/85		
0017	J. G.	W	Parkway	5-8	Social Studies	St. Louis	03/01/85		
0018	D. G.	B	St. Louis	7-12	Biology 7-12 Chemistry 7-12 Gen Science 7-9	Ritenour Pattonville Other*	03/08/85 03/08/85 03/08/85		
0019	C. S.	B	St. Louis	K-12	All Academic Subjects K-8 Writing Specialist K-12	Brentwood Clayton Ritenour	03/01/85 03/01/85 03/01/85		
0020	H. J.	B	St. Louis	7-12	Admin 7-12	Parkway Ladue Clayton	03/08/85 03/08/85 03/08/85	04/01/85	
0021	F. I.	W	Webster	K-12	General Music Music History Music Theory	St. Louis	03/08/85		
0022	W. T.	B	St. Louis	K-12	Reading Spec 1-8	Hazelwood Ritenour Other*	03/08/85 03/08/85 03/08/85		
0023	C. B.	W	Pattonville	K-6	Early Childhood All Academic Subjects K-6	St. Louis	03/08/85		
0024	D. K.	W	Hancock	K-12	English 7-12 Counselor 7-12 Ed Men Rtd K-12	St. Louis	03/08/85		
0025	J. D.	W	Valley Park	7-12	Social Studies	St. Louis	03/29/85		

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## VOLUNTARY INTERDISTRICT COORDINATING COUNCIL STAFF EXCHANGE REPORT

04/18/85

NUMBER	INITIALS	RACE	HOME DISTRICT	GRD	SUBJECTS	DISTRICT CHOICES	DATE SENT	DATE	AC
0026	E. J.	B	St. Louis	K-12	ELEM 3-4 Reading Sp K-12	Hazelwood	04/05/84		
0027	C. T.	B	St. Louis	K-9	Soc Studies 7-9 English 7-9 Cor Cr 7-9 Elementary	Ritenour Pattonville Hazelwood	04/05/85 04/05/85 04/05/85		
0028	N. B.	W	Webster	4-8	Math 4-8	ST Louis	04/12/85		
0029	J. S.	W	Kirkwood	K-9	Kindergarten Primary 1-3	St Louis	04/12/85		
0030	Q. E.	B	St Louis	K-12	Read Sp K-12 Elem K-8 Soc St 7-9 Sp Ed 7-9	Rockwood	04/12/85		
0031	A. T.	B	St. Louis	K-12	Music K-12 Elem Kind	Clayton Ladue Brentwood	04/19/85 04/19/85 04/19/85		
0032	P. W.	B	St Louis	07-12	Life Sci 7-12 Admin	Hazelwood Ritenour Pattonville	04/19/85 04/19/85 04/19/85		
0033	C. C.	B	ST Louis	1-8	Elem 5-6	Hazelwood Ritenour	04/19/85 04/19/85		
0034	A. H.	B	ST Louis	K-12	Reading Sp K-12 Career Ed	Ritenour Clayton	04/19/85 04/19/85		
0035	J. H.	W	Ritenour	K-12	Read Sp 6-8 Read 6-8	St Louis	04/19/85		

Summary for REPORT (Count = 34):

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**APPENDIX D**

**PART-TIME INTEGRATIVE PROGRAMS**

## CITY/COUNTY CONSUMER EDUCATION PROGRAM

Seventeen classes from twelve county districts were paired with seventeen classes from the St. Louis City Public Schools for the 1984-85 school year. The teachers met at an all-day orientation workshop at the beginning of the school year to plan paired experiences for the entire school year. Throughout the year, the paired classes corresponded, visited each other, studied the same consumer economics lessons and developed joint community involvement projects. The teachers, community resource people and the program coordinator worked jointly to plan and implement activities that helped students learn how to be wise consumers and that increased their awareness of each other.

### Paired Experience

<u>DATE</u>	<u>School/District</u>	<u>Number of Students</u>
12-6-85	Gundlach/St. Louis and Iveiland/Ritenour	59
12-7-85	Farragut/St. Louis and Gotsch/Affton (Class 1)	57
12-10-84	Walbridge/St. Louis and Gotsch/Affton (Class 2)	57
12-12-84	Scullin/St. Louis and Carrollton Oaks/Pattonville	37
12-18-84	Cupples/St. Louis and Westchester/Kirkwood	56
1-30-85	Carr Lane/St. Louis and Northview/Jennings	59
2-20-85	Scullin/St. Louis and Carrollton Oaks/Pattonville	37
2-26-85	Hempstead/St. Louis and Marvin/Ritenour	56
3-6-85	Hempstead Branch/St. Louis and Claymont/Parkway	49
3-25-85	Carver/St. Louis and McNair/Hazelwood	59
4-4-85	Carr Lane/St. Louis and Northview/Jennings	59
5-14-85	Walbridge/St. Louis and Gotsch/Affton	57
5-15-85	Laclede/St. Louis and Chaney/Maplewood Richmond Hts.	48
5-23-85	Walnut Park/St. Louis and Kritz/Ritenour	57
5-24-85	Baden/St. Louis and Bishop/Wellston	57
5-28-85	Mitchell/St. Louis and Flynn Park/University City	47
5-29-85	Hempstead Branch/St. Louis and Claymont/Parkway	49
5-30-85	Arlington/St. Louis and Flynn Park/University City	40
5-30-85	Peabody/St. Louis and Crestwood/Lindbergh	53
5-31-85	Ashland/St. Louis and Spuede/Ladue (2 classes)	70
5-31-85	Cole/St. Louis and Kennerly/Lindbergh	63

ST. LOUIS PUBLIC SCHOOLS CAREER EDUCATION PROGRAM  
 CITY/COUNTY PROGRAM PARTICIPATION (AS OF MAY 15, 1985)

ACTIVITIES FROM	# OF STUDENTS	# OF EDUCATORS	# OF BUSINESSPERSONS
District/School information visits by City/County Coordinator		371	
Orientation Sessions for 5th Grade Curriculum		16	
Orientation Sessions for 6th Grade Curriculum		19	
Orientation Sessions for 7th & 8th Grade Curricula		30	
Orientation Sessions for 9th Grade Career Orientation Curriculum (Pathfinders)		12	4
Orientation Sessions for 10th-12th Grade Career Preparation Curriculum (Career Prep Clubs)		12	29
5th Grade curriculum involvement	595	16	
6th Grade curriculum involvement	3,414	69	
7th & 8th Grade curriculum involvement	3,875	112	
9th Grade curriculum involvement	500	21	
10th-12th Grade curriculum involvement	923	24	
Workshops in the schools and at the Career Resource Center	195	10	
Resource Center checkouts**	4,000	48	
8th Grade Career Awareness Fair*	4,000	232	300+
7th & 8th Grade Paired Career Cluster Panel Panel Conferences*	394	23	22
8th Grade Paired College Planning Conferences	559	35	
City/County Summer Work Program	85	4	
Careers in Engineering	80		19
Transportation Careers Conference*	50	25	50

TOTALS 18,670 1,079 424+

\*Projected Enrollments  
 \*\*Estimated number of students impacted through the use of the materials. Educators often used materials and the targeted group.



## SECTION III

### YEAR-END DATA ANALYSIS

The Settlement Agreement states that the VICC "shall provide for the collection of data providing evidence of compliance and assurance of nondiscriminatory treatment" of interdistrict transfer students (Section IX.J.2.h.1, page 6). This section of the report will deal with data in the areas of attendance, promotions, and retentions, suspensions and expulsions, withdrawals and reasons, special education referrals and services, and extracurricular activities.

Data will be reported for the total of all transfer students in each category. The data shall be reported in overall percentages, averages, or actual numbers and comparisons made with last year when appropriate. Some responses were not complete for all questions; thus responses reflect the totals as reported to the VICC. Tables 11, 12, 13 and 16 provide summary data on an individual school district basis on enrollment, attendance, promotions, retentions, suspensions, special education, and participation in extracurricular activities.

#### **ATTENDANCE REMAINS HIGH!**

Attendance for all transfer students was, for the most part, very commendable. The data substantiated that 87 percent of transfer students attended school 83 percent of the time (approximately 146 days out of the 175 days) and 75 percent of the students attended 90 percent of the time (156 days). This attendance rate is comparable to last year.

Tables 7a and 7b show attendance data for all students attending the full year. There is no comparable data available to VICC for resident students. Data taken for State records on

VOLUNTARY SCHOOL DESEGREGATION PART-TIME PROGRAM SUMMARY

ST. LOUIS PUBLIC SCHOOLS  
CAREER EDUCATION OFFICE

- I. In-service training at the Career Resource Center or at the school sites and follow-up visits, were made to educators in these county schools.

Affton High	2	Northview Elementary	2
Berkeley High	2	Oakville Elementary	2
Chaney Elementary	2	Parker Road Elementary	2
Clayton High	5	Parkway District Office	50
Crestwood Elementary	2	Parkway West High	2
Ferguson/Florissant Dist. Office	94	Pattonville Hgts. Middle	5
Hancock Place High	9	Pattonville High	35
Hazelwood District Office	20	Pattonville Positive	2
Hazelwood East High	4	Pershing Elementary	2
Hixson Junior High	3	Ritenour Dist. Office	12
Holman Elementary	4	Ritenour Voc. Prep	9
Holman Middle	3	Rose Acres Elementary	6
Iveland Elementary	2	Special School District	7
Jackson Park Elementary	2	Sperrong Elementary	3
Jennings High	3	Twillman Elementary	10
Kirkwood High	4	University City High	7
Kratz Elementary	2	Valley Elementary	2
Maplewood/Richmond Hgts. High	2	Webster Groves High	12
Melvin Eskridge High	26	Westchester Elementary	4
Nipher Middle	5	West County Tech.	2
North Kirkwood Middle	35	Wren Hollow Elementary	2
		TOTAL	409

- II. A total of 16 educators from the following schools participated in in-service sessions on the use of the materials in the 5th Grade All About Me Curriculum.

Chaney Elementary	Pershing Elementary
Holman Elementary	Rose Acres Elementary
Iveland Elementary	Twillman Elementary
Jackson Park Elementary	Valley Elementary
Kratz Elementary	Westchester Elementary
Long Elementary	Woodland Elementary
Parker Road Elementary	Hancock Place Ward #3

- III. A total of 19 educators from the following schools participated in orientation sessions on the use of the materials in the 6th Grade Self-Awareness Curriculum

Bermuda Elementary	Buerkle Junior High
Griffith Elementary	Halls Ferry Elementary
Holman Middle	Graham Elementary
Cross Keys Middle	Parker Road Elementary
Hoech Middle	Robinwood Elementary
North Kirkwood Middle	Wren Hollow Elementary
Brittany Woods Middle	



TABLE 7a

ATTENDANCE REPORT

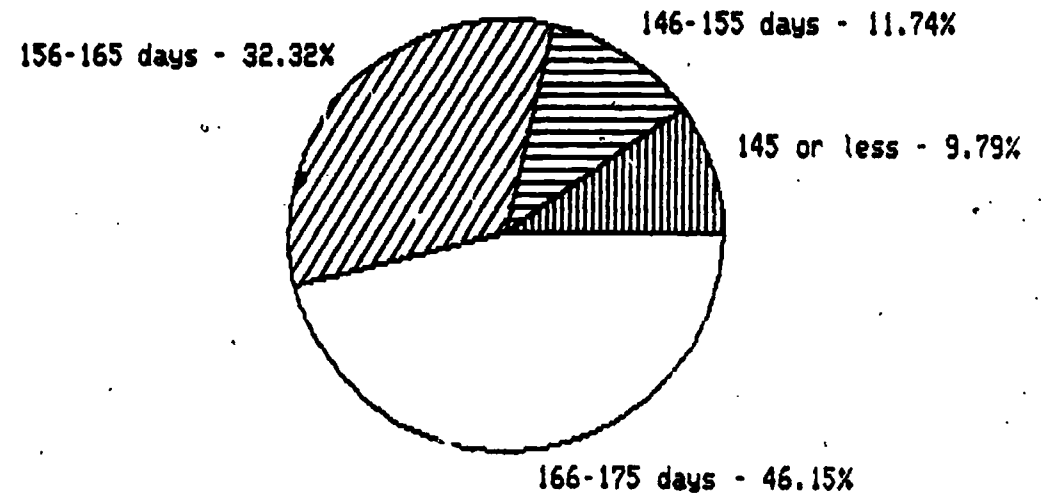
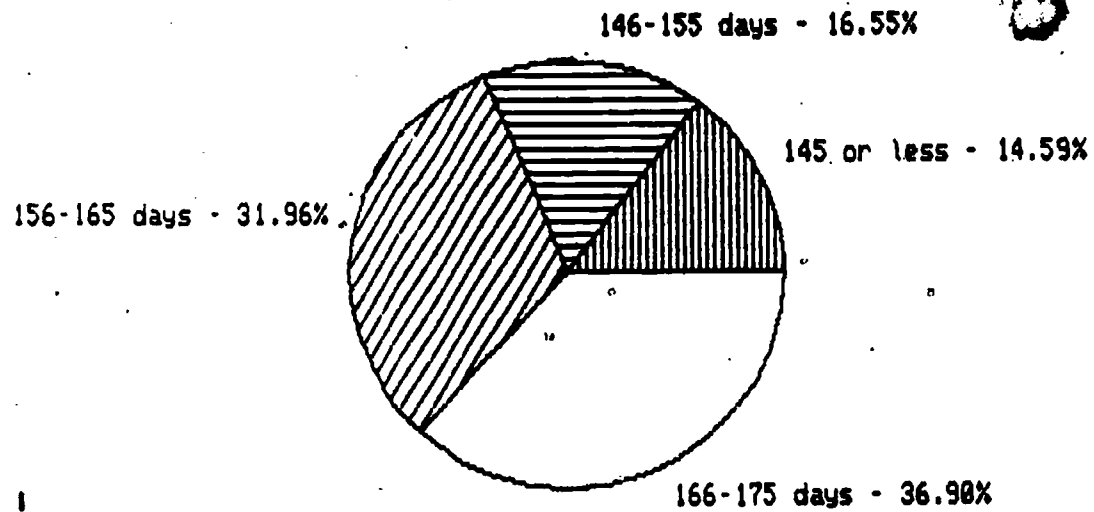
Grade Level

<u>Days</u>	<u>K-5</u>		<u>6-8</u>		<u>9-12</u>		<u>All Levels</u>	
166-175	807	36.9 %	684	46.15%	658	42.76%	2149	41.26%
156-165	699	31.96%	479	32.32%	483	31.38%	1661	31.89%
146-155	362	16.55%	174	11.74%	192	12.48%	728	13.98%
145 or less	<u>319</u>	14.59%	<u>145</u>	9.74%	<u>206</u>	13.38%	<u>670</u>	12.87%
Total Reports	2187		1482		1539		5208	

**TABLE 7b**  
**ATTENDANCE REPORT**

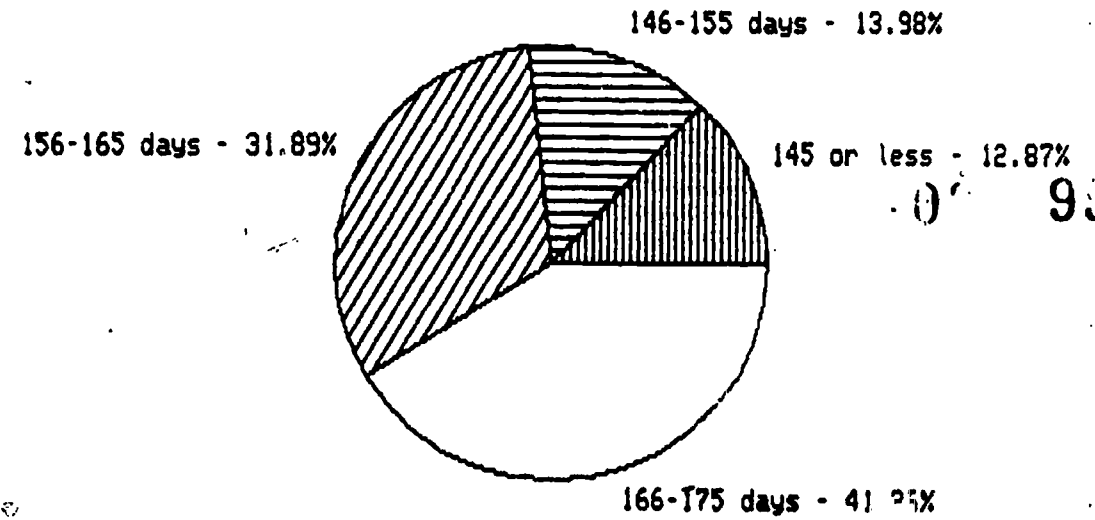
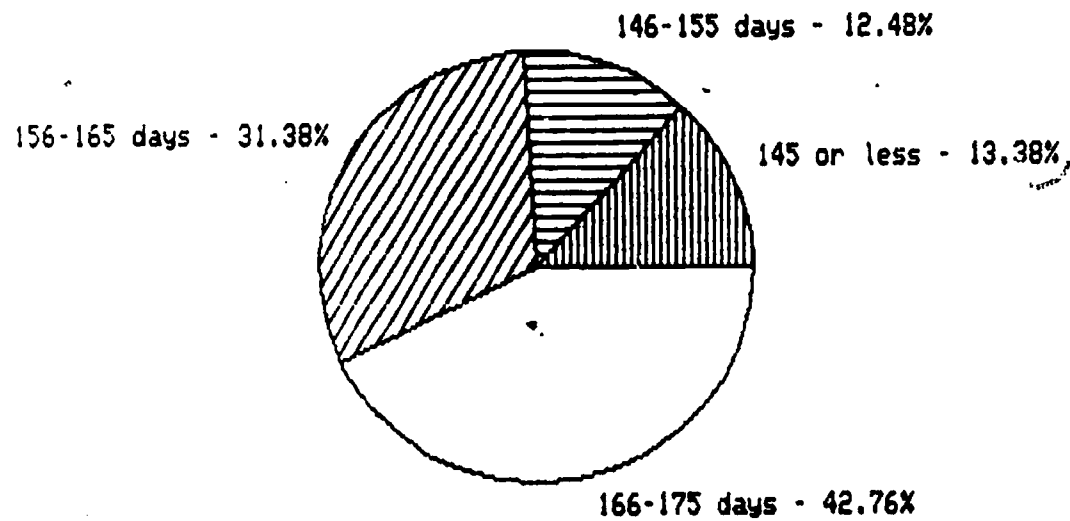
DAYS ATTENDED K-5TH GRADES

DAYS ATTENDED 6-8TH GRADES



DAYS ATTENDED 9-12TH GRADES

DAYS ATTENDED ALL GRADE LEVELS



-87-

98

99

## PROMOTIONS/RETENTIONS

Table 8 reviews the promotions and retentions of students in the interdistrict transfer program. As is noted, 88 percent of the students overall were promoted (two percent less than last year) and 12 percent retained. The largest retention rate was at the high school level which is not uncommon in schools in the metropolitan area. Again this year, there were high school students who entered grades with not enough credits and were asked to repeat that grade to earn sufficient credits for graduation. One hundred twenty transfer students completed their school requirements and graduated this year.

We note from the high school reports returned to the VICC Office (1,539 reports) that 79 percent of those students who completed the year received five or more credits, an increase over last year's 63 percent. The average credits earned during the year was 4.75, the same as 1983-84. These data are meaningful at this time only from the standpoint that students need between 4.5 and five credits per year for promotion. Often students earn more than five credits. The range of credits earned this past year was from 0.5 to 8.5, about the same as last year. The VICC only has a comparison for two years. The increases and/or decreases in credits earned will be reported yearly with the hope that historical data will provide greater detail for examining the progress of multi-year participants in the program.

The VICC has no data on the academic growth of interdistrict transfer students and is unable to assess any achievement gains. The VICC would need more data from school districts in order to examine this aspect of the transfer students' experience.

TABLE 8

PROMOTIONS AND RETENTIONS  
(1984-85)

<u>Grade Level</u>	<u>Total Reports</u>	<u>Number Promoted</u>	<u>Percent Promoted</u>	<u>Number Retained</u>	<u>Percent Retained</u>
K-5	2,010	1,818	90%	192	10%
6-8	1,422	1,313	92%	109	8%
9-12	1,466	1,175	80%	291	20%
TOTAL	4,898	4,306	88%	592	12%

The number of graduates reported this school year was 120.

## SUSPENSIONS

The VICC has reviewed the suspension data reported by the schools that received interdistrict transfer students. The VICC is pleased to report that of the information received on interdistrict transfer students (including those who withdrew from the program during the school year), 91 percent of the students enrolled presented no major disciplinary concerns. There were 494 students who were suspended a total of 737 times. The duration of suspensions ranged from one day to four days or more. Overall this year, nine percent of transfer student received some kind of suspension and two were expelled. It is to be noted that a higher percentage of high school students was suspended than students at other grade levels. A survey of the districts participating in the Agreement indicated that this trend is similar to the suspensions of resident students.

Table 9a gives the number of suspensions and duration of suspensions. Table 9b explains in detail the number of students suspended, the number of days of suspension, grade levels, and overall percentages of students suspended. The reasons for suspensions varied greatly. Primarily, students were suspended for fighting, truancy, inappropriate behavior, and theft. In some cases, students were suspended because of safety violations en route to and from school.

**TABLE 9a**  
**SUSPENSIONS**  
**(1984-85)**

Grade Level	NUMBER OF SUSPENSIONS BY DURATION				Total Suspensions	Total Number of Students Suspended	Reports Received	Percent of Students Suspended
	1 Day or Less	2 Days	3 Days	4 or More Days				
K-5	31	39	49	38	157	111	2187	5%
6-8	51	24	63	64	202	122	1482	8%
9-12	99	38	124	117	378	261	1539	17%
TOTALS	181	101	236	219	737	494	5208	9%

NOTE: This table includes students completing the 1984-85 school year and those who withdrew during the year.

TABLE 9b

REASON FOR SUSPENSIONS BY SCHOOL DISTRICT  
(1984-85)

District	DURATION OF 3 DAYS OR LESS							DURATION OF 4 DAYS OR MORE							TOTAL SUSPENSIONS
	Fighting	Insubor- dination	Failure to Attend Detention	Theft	Inappro- priate Behavior	Tuancy	TOTAL 3 Days or Less	Fighting	Insubor- dination	Failure to Attend Detention	Theft	Inappro- priate Behavior	Tuancy	TOTAL 4 Days or More	
Apfton	9	8	2	3	7	1	29	8	0	0	0	2	0	10	39
Bayless	14	0	0	1	8	1	24	5	0	0	0	3	0	8	32
Brentwood	7	0	7	0	4	0	18	0	0	0	0	3	0	3	21
Clayton	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Hancock Place	10	7	0	1	3	0	21	5	0	0	0	9	0	14	35
Hazelwood	1	0	3	0	4	0	8	0	0	0	0	2	0	2	10
Kirkwood	2	0	1	4	2	1	10	3	0	0	0	1	0	4	14
Ladue	6	0	1	0	1	1	9	0	0	0	0	0	0	0	9
Lindbergh	15	15	0	1	29	0	60	11	0	0	6	0	0	17	77
Mehlville	26	1	7	2	25	8	69	9	0	0	0	10	0	19	88
Parkway*	17	1	0	8	44	7	77	16	1	0	9	28	1	55	132
Pattonville	12	0	35	0	15	4	66	8	0	0	2	11	0	21	87
Ritenour	13	0	0	2	11	1	27	6	0	0	5	13	0	24	51
Rockwood	29	1	3	1	14	0	48	2	0	0	0	8	0	10	58
St. Louis	0	0	0	0	4	10	14	2	2	0	0	3	0	7	21
Valley Park	4	0	10	0	24	0	38	4	0	0	0	3	0	7	45
Webster Groves*	6	0	0	1	2	0	9	2	0	0	1	1	3	8	17
TOTALS	172	33	69	24	197	34	529	82	3	0	23	97	4	209	737

\*Each District reported one expulsion this year.

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## Pupil Transportation Safety Violations

The Desegregation Transportation Office collects copies of Pupil Transportation Safety Violation Reports, but has not developed a system for analysis of violation trends and action taken towards violators. The Assistant Director of Pupil Transportation allowed VICC data management staff to review Desegregation Transportation Office records on pupil safety violations for inclusion in the VICC's annual report. This was done with fair warning that the reports were unorganized and sometimes unreadable carbon copies. Upon review of the condition of the box of forms, it became clear that this attempt to extract data from the pupil safety violation reports would be limited to trend analysis of the types of violations and action taken as a result of the violation.

In the future, VICC staff intends to work with the Desegregation Transportation Office to develop a systematic approach to compiling data on violations and provide a more detailed analysis in the next annual report. The desired analysis would include the types of violations reported and action taken tabulated by bus route, contractor, district and school building. This analytical approach would provide the VICC, the Transportation Subcommittee, and host districts with a comprehensive view of violations and actions. The level of analysis will allow for the development of policies and programs by VICC and host districts to consistently and fairly deal with violations.

For the 1984-85 school year, the analysis is limited only to trends in violations and action taken. The desired analysis cannot be done this year because of the condition of the violation reports. It is a fact that violations do occur and that at times students are suspended from transportation and often miss school as a result. It is obvious that if the transportation system is to remain safe, the rules must be followed and standards of behavior maintained on buses.



Based on a limited analysis of 3,642 Pupil Transportation Safety Violation Reports available, the trends in violations and action taken are as follows:

<u>DESCRIPTION OF VIOLATION</u>	<u>NUMBER OF REPORTS CHECKED*</u>	<u>PERCENT OF VIOLATIONS CHECKED</u>
Moving around while bus in motion	2,080	21.7%
Unusual loud talking/undue noise	1,710	17.9%
Disturbing others	1,581	16.6%
Scuffling or fighting	1,339	14.0%
Using obscene language	865	9.0%
Other	782	8.3%
Sticking heads/hands out of window	426	4.4%
Littering on the bus	342	3.6%
Throwing objects out of window	239	2.5%
Tampering with bus or bus equipment	181	1.9%
Smoking on the bus	14	--
	<u>9,559</u>	<u>100%</u>

\*Reports often had more than one violation checked.

<u>ACTION TAKEN</u>	<u>NUMBER OF REPORTS CHECKED</u>	<u>PERCENT OF ACTIONS CHECKED</u>
Conference with student	1,510	53.0%
Letter to parent	672	23.7%
Telephone call to parent	341	12.0%
Suspension from bus	222	7.8%
Conference with parent	96	3.4%
	<u>2,841</u>	<u>100%</u>

## WITHDRAWALS

Student withdrawals are anticipated yet always a concern for schools. It is the desire of the VICC staff to carefully track withdrawals and work on decreasing the number as much as possible by encouraging conferences prior to withdrawal, developing a more effective reporting system, and working on those factors indicated by students as reasons for withdrawal.

Overall, the withdrawal rate for participants in the interdistrict transfer program for 1984-85 is ten percent across the board, comparable to last year at this time. While the percentage of students withdrawing remains the same as last year, there are concerns that school districts need to address. With increased numbers of interdistrict transfer students, the number of withdrawals will increase. These losses are students whom everyone has worked hard to recruit and integrate into the host school district. Much time and effort has been expended on these students, and their withdrawal is a personal as well as a financial loss. More effort needs to be made by all receiving school districts to examine reasons for withdrawals and try to decrease the number of withdrawals. Retaining as many students as possible will help districts meet and maintain their goals.

The withdrawal rate is higher for students transferring from the county to the city than for students transferring from the city to the county. (See Table 11 for individual district analysis and Table 10 for count by grade level.) Withdrawals occur for a number of reasons. As of April, 1985, VICC data indicate the following reasons for withdrawal:

<u>Reason</u>	<u>CITY TO COUNTY Number</u>	<u>COUNTY Percent</u>	<u>COUNTY TO CITY Number</u>	<u>CITY Percent</u>
Moving out of the area or to a district where transfer is not available	89	21%	37	21%
Returned to home district	69	17%	25	14%
Transportation problem	77	19%	14	8%
Enrolled in a city magnet or private school	24	6%	2	1%
Other*	101	24%	35	20%
Not reported to VICC	<u>55</u>	<u>13%</u>	<u>65</u>	<u>36%</u>
<b>TOTAL</b>	<b>415</b>	<b>100%</b>	<b>178</b>	<b>100%</b>

\*Includes: personal, discipline, academic, attendance, parent request, wanted all-day kindergarten, did not return and quit.

Table 10 gives the data on withdrawals for the past school year by grade levels.

**TABLE 10**

**WITHDRAWALS BY GRADE LEVEL  
THROUGH APRIL, 1985**

Grade Level	Number of Students	
	Withdrawals from County Districts	Withdrawals from City Magnets
K	4	4
1	28	5
2	22	8
3	16	16
4	21	10
5	25	5
6	31	20
7	32	23
8	25	13
9	94	21
10	70	24
11	36	19
12	<u>11</u>	<u>10</u>
<b>TOTAL</b>	<b>415</b>	<b>178</b>

**Total withdrawals through April, 1985 were 593.**

**TABLE 11**

**SUMMARY YEAR-END DATA REPORT: BY DISTRICT  
(1984-85)**

DISTRICT	ENROLLMENT		Percent Dropped	ATTENDANCE*	PROMOTIONS*	RETENTIONS*	SUSPENSIONS*	
	Enrolled	Withdrawn		(Full Year) Average/175 Days			Total Days	Total Students
Affton	165	13	7	159	152	9	125	27
Bayless	115	13	10	159	84	21	104	24
Brentwood	128	5	4	167	93	10	37	17
Clayton	169	9	5	165	156	8	6	1
Hancock Place	146	8	5	161	111	32	130	31
Hazelwood	106	10	9	167	77	30	111	6
Kirkwood	248	29	10	160	172	41	129	13
Ladue	136	9	6	164	122	10	14	7
Lindbergh	352	17	5	160	295	48	262	40
Mehlville	476	95	17	158	369	80	272	58
Parkway	1073	102	9	160	872	112	614	101
Pattonville	454	29	6	156	421	17	289	44
Ritenour	469	25	5	158	442	8	239	38
Rockwood	527	28	5	152	433	83	218	40
St. Louis	447	178	28	148	323	53	104	17
Valley Park	91	7	7	159	80	10	104	20
Webster Groves	215	16	7	158	186	20	85	11

\*Numbers based on forms returned by Districts not on total enrollment.

## **SPECIAL EDUCATION**

### **Referrals**

During the 1984-85 school year, a total of 407 interdistrict students transferring to county schools were referred for special educational services. Of that number, 375 students were city-to-county transfers and 32 were county-to-city transfers. Of the 4,870 city-to-county students in April, 1984, eight percent were referred for diagnosis. Of the 447 county-to-city transfers, seven percent were served by St. Louis.

### **Services**

Table 12 shows special education services provided to interdistrict transfer students by the Special School District or the receiving school district.

Table 13 gives the details of special education services provided by the Special School District.

TABLE 12

SPECIAL EDUCATION SERVICES  
VOLUNTARY TRANSFER STUDENTS  
(1984-85)

CITY-TO-COUNTY TRANSFERS

Receiving Services From Special School District:

Referrals	375
Completed Evaluations	274
Student Receiving Services	241

Receiving Other Special Services From Host Districts:

<u>Service</u>	<u>Number of Students</u>
Speech/Language	7
Reading/Spelling	32
Math/Writing	2
Extended Resources	1
General	1
Gifted	<u>2</u>
TOTAL	45

COUNTY-TO-CITY TRANSFERS

Students Receiving Services	32
-----------------------------	----

**TABLE 13**

**SPECIAL SCHOOL DISTRICT  
REPORT FOR VOLUNTARY INTERDISTRICT STUDENTS  
(SCHOOL YEAR 1984-1985)**

**REFERRALS FOR EVALUATION**

<u>DISTRICT</u>	<u>CARRYOVER 1983/84</u>	<u>NEW 1984/85</u>	<u>TOTAL</u>	<u>COMPLETED</u>	<u>PENDING 1985/86</u>
AFFTON	1	8	9	4	5
BAYLESS	0	7	7	4	3
BRENTWOOD	0	10	10	5	5
CLAYTON	4	15	19	12	7
HANCOCK PLACE	0	9	9	0	9
HAZELWOOD	0	6	6	5	1
KIRKWOOD	2	17	19	15	4
LADUE	2	3	5	5	0
LINDBERGH	5	19	24	16	8
MEHLVILLE	2	45	47	38	9
PARKWAY	13	107	120	84	36
PATTONVILLE	5	39	44	29	15
RITENOUR	5	10	15	13	2
ROCKWOOD	7	59	66	28	38
VALLEY PARK	0	6	6	3	3
WEBSTER GROVES	<u>3</u>	<u>15</u>	<u>18</u>	<u>13</u>	<u>5</u>
TOTALS	49	375	424	274	150

**SUMMARY:**

TOTAL NEW REFERRALS 1984-85 SCHOOL YEAR: 375  
 TOTAL COMPLETED EVALUATIONS 1984-85 SCHOOL YEAR: 274  
 TOTAL CURRENTLY BEING SERVED BY SSD: 241

SUBMITTED BY: DOLORES ROBINSON,  
INTAKE SOCIAL WORKER

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**SPECIAL SCHOOL DISTRICT  
REPORT FOR VOLUNTARY INTERDISTRICT STUDENTS  
(SCHOOL YEAR 1984-1985)**

<u>DISTRICT</u>	<u>NO. CURRENTLY SERVED BY SSD</u>	<u>LEVEL OF SERVICE</u>
AFFTON	5	RESOURCE/ITINERANT
BAYLESS	2	RESOURCE
BRENTWOOD	6	RESOURCE/ITINERANT
CLAYTON	14	RESOURCE/ITINERANT
HANCOCK PLACE	12	(1)PHASE 11/(11)RESOURCE
HAZELWOOD	5	RESOURCE/ITINERANT
KIRKWOOD	13	RESOURCE/ITINERANT
LADUE	5	RESOURCE/ITINERANT
LINDBERGH	14	(1)PHASE 11/(13)RESOURCE/ ITINERANT
MEHLVILLE	32	(1)PHASE 111/(2)PHASE 11 (29) RESOURCE/ITINERANT
PARKWAY	68	(5)PHASE 11/(63)RESOURCE/ ITINERANT
PATTONVILLE	28	RESOURCE/ITINERANT
RITENOUR	4	RESOURCE/ITINERANT
ROCKWOOD	22	(1)PHASE 11/(21)RESOURCE/ ITINERANT
VALLEY PARK	0	
WEBSTER GROVES	11	(1)PHASE 11/(10)RESOURCE/ ITINERANT
TOTAL	241	

SPECIAL SCHOOL DISTRICT  
 REPORT FOR VOLUNTARY INTERDISTRICT STUDENTS  
 (SCHOOL YEAR 1984-1985)

COMPLETED EVALUATIONS

<u>DISTRICT</u>	<u>NO. COMPLETED</u>	<u>DIAGNOSES</u>
AFFTON	4	1-LD 2-DROPPED* 1-SPEECH/LANG./LD/BD
BAYLESS	4	1-LD 1-LD/BD 1-NONHANDICAPPED 1-DROPPED**
BRENTWOOD	5	3-LD/LANGUAGE 1-LD/SPEECH 1-DROPPED***
CLAYTON	12	1-BD/LD 1-BD/LD/LANG. 3-LD 4-BD 2-DROPPED*** 1-DROPPED****
HANCOCK PLACE	00	
HAZELWOOD	5	1-LD/LANGUAGE 1-SPEECH/LANG./BD/LD 2-LD 1-DROPPED***
KIRKWOOD	15	3-LD/LANGUAGE 3-NONHANDICAPPED 6-LD 2-DROPPED*** 1-DROPPED**
LADUE	5	1-LD/LANGUAGE 1-LANGUAGE IMPAIRED 2-LD 1-BD
LINDBERGH	16	1-BD/SPEECH 2-LANGUAGE IMPAIRED 2-DROPPED*** 3-NONHANDICAPPED 3-LD/Language 4-LD 1-BD

SPECIAL SCHOOL DISTRICT  
 REPORT FOR VOLUNTARY INTERDISTRICT STUDENTS  
 (SCHOOL YEAR 1984-1985)

COMPLETED EVALUATIONS

<u>DISTRICT</u>	<u>NO. COMPLETED</u>	<u>DIAGNOSES</u>
MEHLVILLE	38	10-NONHANDICAPPED 11-LD 3-BD 2-LD/BD 2-LD/SPEECH/LANG. 2-LD/LANGUAGE 2-DROPPED*** 2-DROPPED**** 1-DROPPED* 1-LANGUAGE IMPAIRED 1-BD/LANGUAGE 1-LD/BD/LANG.
PARKWAY	84	14-LD/LANGUAGE 22-LD 16-NONHANDICAPPED 8-LD/BD 8-BD 2-DROPPED**** 2-DROPPED*** 1-DROPPED** 2-LD/SPEECH/LANG. 2-LD/BD/LANG. 1-BD/SPEECH/LANG/MENTAL HEALTH R. 1-PHYSICALLY IMP./MENT.RETARD./ SPEECH 1-HEALTH IMP./PHYS. IMP./VISION 1-BD/SPEECH 1-LANGUAGE IMPAIRED 1-MENTALLY RETARDED 1-DEFERRED
PATTONVILLE	29	8-BD 1-NONHANDICAPPED 5-LD 4-LD/LANG. 5-DROPPED**** 2-DROPPED*** 2-DROPPED** 1-BD/LANG. 1-LANGUAGE IMPAIRED
RITENOUR	13	5-LD 4-NONHANDICAPPED 1-LD/SPEECH 1-LD/LANG. 1-BD 1-DROPPED***

SPECIAL SCHOOL DISTRICT  
 REPORT FOR VOLUNTARY INTERDISTRICT STUDENTS  
 (SCHOOL YEAR 1984-1985)

COMPLETED EVALUATIONS

<u>DISTRICT</u>	<u>NO. COMPLETED</u>	<u>DIAGNOSES</u>
ROCKWOOD	27	6-LD 5-LD/LANG. 4-NONHANDICAPPED 4-DROPPED*** 1-DROPPED** 1-LANGUAGE IMPAIRED 1-LANG./LD/BD 1-DEFERRED 2-LD/SPEECH/LANG. 1-BD 1-LD/SPEECH
VALLEY PARK	3	1-LD 2-NONHANDICAPPED
WEBSTER GROVES	13	3-LD/LANG. 2-LD 2-DROPPED*** 1-DROPPED * 1-NONHANDICAPPED 1-LANG./BD 1-LD/SPEECH 1-BD 1-BD/LD

DROPPED CODE:

- PARENT REFUSAL \*
- STUDENT IMPROVING \*\*
- LEFT SCHOOL \*\*\*
- INAPPROPRIATE REFERRAL \*\*\*\*

## **EXTRACURRICULAR ACTIVITIES**

All interdistrict transfer students have been encouraged to fully participate in all school programs, including extracurricular activities and any other school-sponsored programs. We are pleased to report that, during the 1984-85 school year, many students were involved in a variety of extracurricular activities at all levels. In late spring, all students were surveyed about their involvement in extracurricular activities. The survey was distributed to school districts in late March and returned to the VICC office in early May. The desegregation coordinators in each district were responsible for distributing the survey to interdistrict transfer students for completion and for collecting the surveys to be returned to the VICC office. This year, 84 percent of the transfer students completed and returned survey forms.

All school districts are commended for encouraging extracurricular participation for transfer students. After two years, the trend for such participation appears to be excellent. Table 14 shows the number of activities participated in by students by district. Table 15 shows the number of participants by district. Table 16 shows the popularity of activities.

### **Activities**

#### **Elementary Students**

The activities in which students were involved at this level were divided into the following categories: academic, cultural, athletic and other. Academic areas covered computer programs, foreign languages, outdoor education, science fairs, teacher assistance of some kind, library work and mini courses.

In the cultural area, students participated in field trips, instrumental music, chorus, art programs, performance programs and St. Louis Symphony programs.

In sports, students took part in gymnastics, basketball, track and field, soccer and baseball.

Other activities in which students participated were as class officers, as members of the student council and in camping, scouting and various clubs.

#### **Middle School Students**

For the middle school students, activities in the academic area included book clubs, computer programs, gifted programs, foreign languages, teacher assistance, debate and black literature clubs. The cultural activities consisted of drama, band, dance, chorus and art. Sports included basketball, football, softball, volleyball, wrestling, swimming, intramurals, soccer, field hockey, tennis, track, weightlifting and cross-country. Other activities mentioned were chess and checkers, working on school newspapers, aerobics, cheerleading, student council, pom-pom squad, various clubs, class officer, patrol, teacher assistance and student of the year.

#### **High School Students**

High school students were equally involved in extracurricular activities. At the high school level, the academic activities included foreign language programs, black awareness, and computer, gifted and debate activities. In the cultural area, students participated in drama, music and dance. They participated heavily in sports including baseball, basketball, football, track, tennis, softball, volleyball, soccer, field hockey, wrestling, water polo and weightlifting. Other activities included participation as cheerleaders, class officers, pep club, newspaper staff, talent show members, and student council and club members. (See Table 16 for more details.)

## Participation Increases!

Of the 5,317 active interdistrict transfer students in April, 1985, 4,458 (84 percent) completed and returned survey forms. There were 2,871 students reporting participation in extracurricular activities. (See Table 14 for more details.) The survey results show an increase in the number and percentage of transfer students participating in extracurricular activities. During the 1983-84 school year, 46 percent (1,355) of the transfer students reported they had participated in extracurricular activities. During the 1984-85 school year, 54 percent (2,871) of the transfer students reported participation. This is very encouraging.

In addition to increased participation overall, there has also been a reported increase in the number of transfer students participating in three or more activities. During the 1983-84 school year, 27 percent (366) of the transfer students reported participation in three or more activities. During the 1984-85 school year, 34 percent (989) of the transfer students reported participation in three or more activities. This also is encouraging.

It is well documented (Allport, 1985; American College Testing Survey, 1957) that participation in extracurricular activities by students strengthens race relations, improves student morale and helps to improve academic achievement. The increase in reported participation in extracurricular activities is a positive step toward the integration of transfer students into their new schools.

The increase in the number of students in the interdistrict transfer program and the increasing number of participants in extracurricular activities will increase the responsibilities of desegregation coordinators, school principals, and transportation staff. Districts must look ahead and review the systems now in place to coordinate extracurricular activity participation and transportation and prepare for growing numbers of

transfer students participating in activities. The Desegregation Transportation Office should anticipate and prepare for a more complex, responsive and flexible extracurricular activity transportation system.



TABLE 14

**PARTICIPATION IN EXTRACURRICULAR ACTIVITIES  
(1984-85)**

<u>GRADE LEVEL</u>	<u>NUMBER OF ACTIVITIES</u>				<u>Total Participation</u>
	<u>None</u>	<u>One</u>	<u>Two</u>	<u>Three or More</u>	
Elementary	723	556	274	306	1,136
Middle	336	252	226	444	922
Senior High	<u>528</u>	<u>327</u>	<u>247</u>	<u>239</u>	<u>813</u>
All Levels	1,587	1,135	747	989	2,871

TABLE 15

**SUMMARY OF EXTRACURRICULAR/AFTER-SCHOOL ACTIVITY PARTICIPATION BY DISTRICT  
(1984-85)\***

<u>District</u>	<u>K - 5</u>		<u>6 - 8</u>		<u>9 - 12</u>		<u>K - 12</u>	
	<u>Total Returned</u>	<u>Total Participated</u>	<u>Total Returned</u>	<u>Total Participated</u>	<u>Total Returned</u>	<u>Total Participated</u>	<u>Total Returned</u>	<u>Total Participated</u>
Affton	54	41	53	43	58	39	165	123
Bayless	46	20	31	17	34	23	111	60
Brentwood	53	52	25	11	38	29	116	92
Clayton	91	57	44	34	35	27	170	118
Hancock	63	30	50	40	31	25	144	95
Hazelwood	21	9	49	32	34	27	104	68
Kirkwood	76	26	60	26	99	36	235	88
Ladue	42	23	28	23	58	34	128	80
Lindbergh	136	90	104	80	87	53	327	223
Mehlville	162	76	103	68	177	91	442	235
Parkway	283	193	201	178	177	115	661	486
Pattonville	189	142	123	101	84	48	396	291
Ritenour	149	69	188	61	149	78	486	208
Rockwood	253	116	179	115	87	63	519	294
St. Louis	98	84	73	52	104	69	275	205
Valley Park	41	29	23	17	22	12	86	58
Webster	102	79	25	24	27	44	194	147

\*Numbers based on forms returned by districts, not on total enrollment.

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**TABLE 16****POPULARITY OF ACTIVITIES (1984-85)\***

<b>ELEMENTARY SCHOOL (K-5)</b>		<b>MIDDLE SCHOOL (6-8)</b>		<b>SENIOR HIGH (9-12)</b>	
<b><u>Activity</u></b>	<b><u>Number Participated</u></b>	<b><u>Activity</u></b>	<b><u>Number Participated</u></b>	<b><u>Activity</u></b>	<b><u>Number Participated</u></b>
Computer Training	662	Basketball	324	Basketball	250
Plays/ Performances	422	Baseball	198	Track & Field/ Running	232
Science Fair	187	Football	160	Football	212
Instrumental Music/Band	156	Plays/ Performances	156	Weightlifting	135
Chorus	140	Track & Field/ Running	148	Chorus	88
Gymnastics/ Tumbling	112	Chorus	145	Clubs (Various)	81
Track & Field/ Running	104	Teacher Assistant	136	Baseball	70
Soccer	76	Science Fair	131	Teacher Assistant	62
Basketball	68	Clubs (Various)	122	Drama	56
Baseball	66	Instrumental Music/Band	115	Plays/ Performances	54
School Newspaper	50	Gymnastics	104	Foreign Language	52
Scouts	39	Drama	71	Wrestling	49

\*Includes top twelve activities by grade level.

## **SECTION IV**

### **CONCLUSIONS**

This report has attempted to accurately reflect the implementation of the student transfer and teacher exchange provisions of the Agreement as well as to report on other aspects of the Agreement for which the VICC has administrative and oversight responsibilities.

At the completion of the program's second year, several issues and concerns need to be addressed by all participants.

#### **ISSUES TO BE ADDRESSED**

##### **Transportation**

There were numerous problems with the transportation of students at the beginning of the year and throughout the school term. Procedures have been refined and equipment updated with the intent of providing better transportation for interdistrict transfer students in the future. It is extremely important that the VICC monitor the transportation system to ensure that transfer students are provided transportation sufficient to meet their needs so that they can fully participate in school-related activities. Once the State's new computer system is fully operational, the VICC Transportation Subcommittee will have more comprehensive information on length of rides, route changes, late buses, and other operational information relevant to a transportation system required to implement the Agreement. The transportation system must become more effective, or the program will lose transfer students both for daily transportation and extracurricular activities. The VICC believes that it should be the body to set procedures for implementing appropriate transportation in accordance with the Agreement.

The VICC staff has been providing parents with transportation to special education evaluations and conferences. This is appropriate if a VICC staff member is needed at the conference to provide support and assistance to parents. However, school districts need to appropriate funds to arrange such transportation for parents to these sessions and for other emergencies when parents have no other means of transportation to get to the schools. It is not cost efficient for VICC counselors to be used in this manner.

### **Staff Exchanges and Transfers**

Exceptional efforts were made this past year by the Staff Exchange/Transfer Subcommittee to encourage participation in the Teacher Exchange/Transfer Program. At the time of this publication, there were seven teacher transfers in place for the 1985-86 school year. It is encouraging that more teachers are applying for this experience; yet there is still difficulty in getting them placed in a school district. While the interest of staff in this program is increasing (55 applications for an exchange or transfer presently on file at the VICC office), there is very little movement in placing exchange/transfer teachers. The VICC can recruit for interested teachers, yet it is the responsibility of the school districts to complete placements. School districts need to take a more active role in trying creative ways to accommodate such requests from teachers.

### **Matching Requests for Student Transfers with Spaces**

Each school district notifies the VICC of the number of anticipated spaces available at each grade level for the following school year. More flexibility in accepting students at all grade levels would enhance the implementation of this component of the Agreement. The VICC office received many requests for transfers from students at grade levels the school

district of choice had not opened spaces. As of April, 1985, the VICC had over 500 high school applicants who could not be placed. With increased flexibility, more transfer students could be accommodated and non-enforceable goals would be met sooner.

One way the VICC has addressed this issue is by providing data on grade levels of available applicants to county school districts, especially those districts having trouble meeting their targets. VICC strongly encourages those districts to reconsider their grade level preferences. All students accepted henceforth will count towards final goals.

### **Coordinating Recruitment Efforts**

Recruitment activities for city and county students were not coordinated this year. Extensive recruitment in both the city and the county needs to begin early. Earlier recruitment would lead to early applications and acceptances and could help facilitate transportation arrangements. All recruitment brochures need to be mailed at the same time, and acceptances to city magnet schools should be coordinated with acceptances to county schools. With additional staff the St. Louis Recruitment and Counseling Center will be able to get heavily involved in recruitment in county schools and be available to students and parents.

It is also important to target recruitment efforts in those areas that bring the best results; i.e., mailings, radio announcements, school newsletters in both the city and county that go to all homes, and person-to-person contact.

One serious problem that needs to be addressed is the kind of mailing information county districts give to St. Louis for mailing magnet brochures. The VICC needs to receive computer-generated labels from all county school districts in order to facilitate recruitment responsibilities. This year the VICC received some labels, some hand-addressed materials, and some lists. The VICC is willing to work with school districts to get

the same kind of labels from all school districts, such as those available from St. Louis Public Schools.

### Withdrawals

The VICC staff are concerned that transfer students withdraw from schools when they may have been assisted or provided additional encouragement to stay at their school of choice, both in the city and in the county. Appendix E, page 96 outlines procedures that school districts can use to retain transfer students. The VICC staff, with the assistance of St. Louis Recruitment and Counseling Center staff, would like to focus on retaining city transfer students in county schools and retaining county transfer students in city schools.

Arrangements are in process for a VICC staff member to work with districts and parents when necessary to help retain students, define the major problems and determine how school districts can address the key issues to make the transfer successful enough to keep the child who is bordering on change. It may take one person in each school district who can do precounseling or follow-up with students or any intervention necessary when a student is considering withdrawing from school.

In many instances, attention can help retain the parent and child in the program, although at times the decision has already been made and the family intends to return to its home district. Also, it is very important that all school districts assume more responsibility for alerting staff that withdrawal procedures are in place and stress that efforts should be made to complete a withdrawal form on every student who withdraws from the program. VICC procedures specifically state that "No student may withdraw from a host school district and re-enroll in his/her home school district without notification to the host school staff and VICC staff, and without completing a withdrawal form." (Policies, Procedures, and Guidelines, Section 4, page 9) The VICC office has not received a response on the reason for withdrawal on

several occasions (see Section III, Withdrawals, page 96). This is due to the fact that the school districts did not fill out the withdrawal form. All parties involved will benefit from having this information so that issues can be identified and addressed.

### **Meeting Special Needs of Students**

School districts are dealing with issues and circumstances new to them in many instances. The VICC stands ready to assist them in addressing new problems, finding alternative resolutions in becoming successful with students, addressing cultural understandings and needs, and assessing student growth in many areas. Teachers need new tools to successfully work within the multi-cultural environment in which they now find themselves, and teachers need school district support as they develop expanded teaching techniques and styles.

Through concentrated efforts on staff education, services to the transfer students may be improved, thereby improving the quality of education for all students. The VICC staff can provide assistance for some staff development programs, but school districts, more importantly, must recognize the need for such programs and then become instrumental in their implementation.



**APPENDIX A**

**VICC MEMBERSHIP AND SUBCOMMITTEES**

**VOLUNTARY INTERDISTRICT COORDINATING COUNCIL (VICC)**

**1984-85**

**REPRESENTATIVE**

Mrs. Gay Tompkins  
Coordinator, Student Services  
School District of Affton

Mr. George E. Baxter, Supt.  
Bayless School District

Mr. Doug Cormack, Prin.  
Brentwood School District

Dr. George W. Fairgrieve  
Assistant Superintendent  
School District of Clayton

Dr. Daniel B. Keck, Supt.  
Ferguson-Florissant School  
District

Mr. Robert Bauer  
Coordinator, Student Services  
School District of Hancock Place

Mr. Thomas J. Lawson, Supt.  
Hazelwood School District

Dr. W. William Bell, Asst. Supt.  
School District of Jennings

Mr. Bernard Reinert, Member  
Kirkwood Board of Education

Dr. Elma Armistead, Assoc. Supt.  
Lindbergh School District

Dr. Charles D. McKenna, Supt.  
School District of the City of Ladue

Mr. Jerry L. Elliott, Jr.  
Assistant to the Superintendent  
Maplewood-Richmond Heights Sch. Dist.

Dr. Marvin V. Anthony  
Desegregation Coordinator  
Mehlville School District

**ALTERNATE**

Dr. Norman D. Brust, Supt.  
School District of Affton

Mr. Raymond O. Schwerdt, Prin.  
Bayless School District

Dr. Raymond E. Bentz, Supt.  
Brentwood School District

Dr. Geoffrey Morrison  
Director of Personnel  
School District of Clayton

Dr. Robert Fritz, Asst. Supt.  
Ferguson-Florissant School  
District

Mr. Roger Brodbeck, Supt.  
School District of Hancock Place

Mr. Jean E. Baker, Asst. to Supt.  
Hazelwood School District

Dr. Elmer Belsha, Supt.  
School District of Jennings

Dr. Thomas N. Keating, Supt.  
Kirkwood School District

Mrs. Mary Clyburn, Coordinator  
Pupil Personnel Services  
Lindbergh School District

Dr. Elizabeth F. Schwartz  
Assist. to Supt. for Admin.  
School District of the City of Ladue

Mr. Robert E. Moore, Principal  
West Richmond Elementary School

Mr. Charles R. Gartner, Director  
Pupil Personnel Services  
Mehlville School District

**VICC Representatives/Alternates**

**1984-85**

**Page 2**

Mr. Donald Paulsen  
Director, Curriculum/SPS  
Normandy School District

Dr. Leonard T. Burns, Supt.  
Parkway School District

Mrs. Trenay Overall-Wallace  
Desegregation Coordinator  
Pattonville School District

Dr. Gerald M. Sandweiss, Ast. Supt.  
Ritenour School District

Dr. Edwin J. Benton, Supt.  
Riverview Gardens School District

Mr. Tom J. Krebs, Asst. to Supt.  
Rockwood School District

Mr. Glenn A. Campbell, Director  
Desegregation Monitoring Office  
St. Louis Public Schools

Dr. Harold W. Dodge, Supt.  
School District of University City

Mr. Philip Wedel  
Desegregation Coordinator  
Valley Park School District

Dr. Jeff Orloff, Coordinator  
Elementary Education  
Webster Groves School District

Dr. Ronald Stodghill, Supt.  
Wellston School District

Mrs. Joan Solomon  
Director, Urban Education  
Department of Elementary and  
Secondary Education

Mrs. Minnie Liddell  
Liddell Plaintiffs

Dr. James A. DeClue  
NAACP

Dr. James E. Westbury, Supt.  
Normandy School District

Mrs. Gail Y. Allmon, Admin. Asst.  
Parkway School District

Dr. Donn W. Gresso, Supt.  
Pattonville School District

Dr. John W. DeArman, Supt.  
Ritenour School District

Dr. George E. Kiser, Asst. Supt.  
Riverview Gardens School District

Dr. William R. Foster, Supt.  
Rockwood School District

Dr. Dolores H. Longley  
Desegregation Monitoring Office  
St. Louis Public Schools

Mr. Gary L. Dwyer, Asst. Supt.  
School District of University City

Ms. Lana Vlahiotis  
Curr./Inst. Manager  
Valley Park School District

Dr. Max Wolfrum, Supt.  
Webster Groves School District

Mr. Leonard B. Marks  
Coordinator of Curriculum  
Wellston School District

Mr. Dennis Hamann, Assistant Director  
Desegregation Transportation Office

Mr. Doc Netterville  
Liddell Plaintiffs

Mrs. Odessa W. Farrell  
NAACP

**VOLUNTARY INTERDISTRICT COORDINATING COUNCIL (VICC)**

**SUBCOMMITTEES**

**1984-85**

**POLICIES AND PROCEDURES SUBCOMMITTEE**

Dr. Dolores H. Longley, St. Louis Public Schools,  
Chairperson  
Dr. Elma Armistead, Lindbergh  
Mr. Jean E. Eaker, Hazelwood  
Dr. Robert Fritz, Ferguson-Florissant  
Mrs. Odessa W. Farrell, NAACP  
Mr. Doc Netterville, Liddell Plaintiffs  
Mrs. Joan Solomon, DESE  
(Mrs. Gay Tompkins, Affton, Liaison)

**STAFF DEVELOPMENT SUBCOMMITTEE**

Mr. Jerry L. Elliott, Jr., Maplewood-Richmond Heights,  
Chairman  
Dr. Marvin V. Anthony, Mehlville  
Mrs. Trenay Overall-Wallace, Pattonville  
Dr. Gerald M. Sandweiss, Ritenour  
Mrs. Joan Solomon, DESE  
Ms. Gladys Stannard, Rockwood

**STAFF EXCHANGE/TRANSFER SUBCOMMITTEE**

Mr. Doug Cormack, Brentwood, Chairman  
Ms. Liz Calvin/W. L. Moore, DESE  
Dr. Philip Graham, Parkway  
Dr. John L. Hardin, Lindbergh  
Mr. Robert Purcell, Kirkwood  
Mr. John Rencher, St. Louis Public Schools  
Mrs. Gay Tompkins, Affton  
Mrs. Chris Wright, Ritenour

**TRANSPORTATION SUBCOMMITTEE**

Mr. Tom J. Krebs, Rockwood, Chairman  
Dr. Marvin V. Anthony, Mehlville  
Mr. Robert Bauer, Hancock Place  
Mrs. Odessa W. Farrell, NAACP  
Mr. Philip Graham, Parkway  
Mr. Dennis Hamann, DESE  
Mr. Doc Netterville, Liddell Plaintiffs  
Mr. Eugene Uram, St. Louis Public Schools  
Mr. Philip Wedel, Valley Park

**MAGNET REVIEW COMMITTEE**

Dr. Max Wolfrum, Webster Groves, Chairman  
Mr. Richard F. Brown, Liddell Plaintiffs  
Mr. Glenn A. Campbell, St. Louis Public Schools  
Dr. George Fairgrieve, Clayton  
Dr. Dolores H. Longley, St. Louis Public Schools  
Dr. Gerald M. Sandweiss, Ritenour  
Mrs. Joan Solomon, DESE

**APPENDIX B**

**RECRUITMENT AND PUBLICITY**

# WHICH SCHOOL DISTRICT SHOULD YOU CHOOSE? (SEE INSIDE)

For answers to additional questions, see enclosed brochure.

- WHAT HAVE YOU HEARD?
- All the Voluntary Interdistrict Coordinating Council's 432 member
  - All the Member and
  - Counting enter 221-8581

- WHY SHOULD MY CHILD CHOOSE SCHOOLS?
- new opportunities
  - new studies
  - new trends
  - parent choice of school setting
  - multicultural experiences

HOW WILL MY CHILD BE TRANSPORTED TO SCHOOL?

- transportation is provided to school bus if it is not to you

CAN MY CHILD TAKE PART IN ATHLETICS, SPORTS & CLUBS?

- yes
- not there will be transportation home

WHAT DOES THIS MEAN FOR MY CHILD?

- there is no cost to parents who send their children to a public school

WHICH TRANSFER? WHO CAN TRANSFER?

- black students who attend predominantly black schools in St. Louis

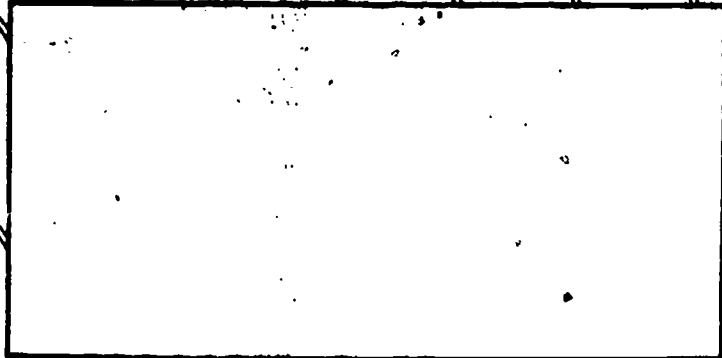
## QUESTIONS PARENTS ASK

## THREE STEPS IN THE PROCESS

- WHAT DO YOU NEED TO APPLY?
  - fill out one application for each child you wish to transfer (one enclosed)
  - send it to the Voluntary Interdistrict Coordinating Council, Third Floor, Room 310, 1015 N. 10th St., St. Louis, MO 63101
- WHAT DOES THE APPLICATION PROCESS INVOLVE?
  - get with us in our office as requested
  - ask the staff about the process
  - send application and behavior report to a central school district as quickly as possible to place them
- WHAT DOES THE COUNCIL DO?
  - contact you to learn and help
  - arrange for transportation

Now, through the St. Louis Voluntary Interdistrict Transfer Plan, black students from St. Louis may transfer to most St. Louis County School Districts. Your child has a choice of attending 16 different districts which are accepting students from predominantly black schools in St. Louis. All transfers receive the same opportunities and services as resident students.

## A MORE EQUAL ACCESS TO EDUCATIONAL OPPORTUNITIES



IT'S YOUR CHOICE

Take It!

# New SCHOOL CHOICES

Available through  
The Voluntary Interdistrict School Desegregation Plan.



VOLUNTARY INTERDISTRICT COORDINATING COUNCIL

APPLICATIONS INSIDE

BEST COPY AVAILABLE

**ANSWERS  
TO YOUR QUESTIONS  
REGARDING VOLUNTARY  
INTERDISTRICT TRANSFERS**

10801 Clayton Road  
St. Louis, MO 63131

Please  
Contact  
Here



**ANSWERS TO YOUR QUESTIONS  
REGARDING VOLUNTARY  
INTERDISTRICT  
TRANSFERS**

Meeting the terms of the Settlement Agreement while providing for the educational and social needs of the transfer students has been the primary consideration of the St. Louis city and county school districts. These districts are committed to promoting the well-being of each student, and wish to further the understanding of the voluntary interdistrict transfer program.

A list of the most frequently asked questions has been compiled with answers provided in this brochure. If there are further questions, inquiries are welcomed by the staff at the Voluntary Interdistrict Coordinating Council (VICC), at 432-0079 or the St. Louis Recruitment and Counseling Center, at 771-4500.

**BACKGROUND**

In 1972 the issue of segregated public schools in the City of St. Louis was brought before the United States Federal District Court. The City Board of Education and the State of Missouri were named as defendants. School districts in St. Louis County were later to be included as defendants.

July 3, 1983, eleven years after the original suit filed by Minnie Laddell, a Settlement Agreement was approved by the St. Louis Public Schools, 23 St. Louis County school districts, the Laddell Plaintiffs, and the NAACP. The Agreement outlines the most complete, hence voluntary interdistrict transfer plan in the nation. It provides for the transfer of black students from predominantly black city schools to predominantly white schools in St. Louis County. White students in predominantly white county schools may transfer to any St. Louis City magnet or regular school.

There are other components of the Settlement Agreement which include:

1. Staff exchanges (teachers or administrators may transfer to another school district or change work with staff in another school district to teach for one year)
2. Dual enrollment programs in the morning at black St. Louis schools
3. New magnet schools in St. Louis City

As a result of the Settlement Agreement, parents and students may choose to transfer to any of the following schools:

**NUMBER - ONE**

**Q & A**  
May I transfer my child to another school district?

Yes, if:  
1. You are a St. Louis City resident and your child is black and his/her school is predominantly black.

2. You are a St. Louis County resident and your child is white and your school district is predominantly white.

**NUMBER - TWO**

**Q & A**  
My child is black, and we live in the city. May I transfer my child to any school district in St. Louis County?

No, not to any school district. There are 16 St. Louis County school districts available in city black students for transfer: Affton, Hazelwood, Ladue, Lindbergh, Kirkwood, Mehlville, Parkway, Pattonville, Ritenour, Rockwood, Valley Park and Webster Groves. The seven county school districts not named above have a 25 percent or more black student population.

**NUMBER - THREE**

**Q & A**  
My child is black, and we live in St. Louis County. May I transfer my child to another school district under the voluntary plan?

No. The Eighth Circuit Court of Appeals has ruled that under the Settlement Agreement county students may not transfer to another county school district. Some county districts will accept county students on a tuition basis. Parents and students may personally contact these districts.

Black students in St. Louis County may apply for a city magnet school. However, because St. Louis Public Schools have a majority black student population, the spaces in magnet schools are first made available to city black students. Therefore, there is very little possibility that a county black student would be accepted into a city magnet school.

**NUMBER - FOUR**

**Q & A**  
My child is white, and we live in the city. May I transfer my child to a county school?

No. Students who are in a minority in their school district are not permitted to transfer out of their school district.

**NUMBER - FIVE**

**Q & A**  
My child is white, and we live in a predominantly black school district in St. Louis County. May I transfer my child to another school district?

No. Students who are in a minority in their school district are not permitted to transfer out of their school district.

**NUMBER - SIX**

**Q & A**  
My child is white, and we live in a predominantly white school district in St. Louis County. What choices for transfer are available to us?

Your child may transfer to any St. Louis City school, including the following magnet schools:

- Elementary:
- Academy of Basic Instruction (Mehlville/Kirk)
- Academy of Basic Instruction (Waring/Kirk)
- Action Learning (Affton) (Ladue)
- Center for Language & Reception Arts (Affton)
- Center for Language (Webster Groves)
- Individuals Center for Education (Webster Groves)
- Investigative Learning Center (Kirkwood)
- Junior High School of Science (Kirkwood)
- Senior High School (Kirkwood)
- Visual & Performing Arts Center (Shaw)

(continued inside)

For more answers, see inside.

# QUESTIONS & ANSWERS

**NUMBER • SIX**

**Mobile**  
 Academic & Athletic Academy (Hamilton) (11/00)  
 Investigative Learning Center (Mounth) (8)  
 Military Middle Academy (Preston) (8)  
 Visual & Performing Arts (Alaquette) (8)  
 Visual & Performing Arts (Alaquette) (8)

**High School**  
 Academy of Math & Science (9/12)  
 Foreign Language Specialty (9/12)  
 Health Careers (11/12)  
 Honors Art (9/12 half day program)  
 Honors Music (9/12 half day program)  
 Management Center (11/12)  
 New Media (9/12)  
 Metro High School (9/12)  
 Naval Junior ROTC (9/12)  
 Senior Classical Academy (9/12)  
 Visual & Performing Arts (8/12)

**NUMBER • SEVEN**

**Q & A**  
 How may I apply for a city-to-county transfer or a county-to-city transfer?

The application for a city-to-county transfer should be filled out and returned to the VICC Office, 10601 Clayton Road, St. Louis, MO 63131. The application for a county-to-city transfer should be filled out and returned to the Recruitment & Counseling Center, 1520 S Grand Avenue, St. Louis, MO 63104.

**NUMBER • EIGHT**

**Q & A**  
 If I have already returned my application with three choices and I later decide I want to change my choices, should I submit another application?

No. If you have applied for a transfer to a county school, please call the VICC recruitment office at 432-0079 and state that you wish to change the choices listed on your application.

If you have applied for a transfer to a city school, please call the St. Louis recruitment office at 771-4501 and state that you wish to change the choices listed on your application.

**NUMBER • NINE**

**Q & A**  
 After I have applied, should I notify you if I change my address or telephone number?

Yes. It is very important that the recruitment office have the correct address and telephone number of each applicant.

**NUMBER • TEN**

**Q & A**  
 Should I apply for all of my children at the same time?

Yes. We are committed to keeping children of the same household together in one school district and would like all children in a family to apply at one time.

However, county parents may wish to place their children in different magnet schools due to the specialty areas.

**NUMBER • ELEVEN**

**Q & A**  
 May I visit the school that I want for my child?

Yes. City magnet schools may be visited on regular school days. Please call the VICC office at 432-0079 for more information. The contact person at the county school district you wish to visit. You may schedule an appointment with the contact person to visit the school of your choice. In all cases, you can only apply for one child's application has been done for a county transfer, the contact person will be able to provide you with the necessary information.

**NUMBER • TWELVE**

**Q & A**  
 How will my child get to school?

The State of Missouri is responsible for providing, arranging and scheduling transportation for students who participate in the voluntary, interdistrict transfer plan. The majority of transfer students are transported by school bus.

**NUMBER • THIRTEEN**

**Q & A**  
 Will my child be allowed to take part in after-school sports and clubs?

Yes, and there will be transportation home.

**NUMBER • FOURTEEN**

**Q & A**  
 Will I have to pay tuition to my school district of choice?

There are no tuition costs involved.

**NUMBER • FIFTEEN**

**Q & A**  
 My child will be in high school. Is he/she eligible to compete in athletics the first year?

Yes. There is no waiting period before participation in sports as long as the student meets school district requirements regarding proper eligibility.

**NUMBER • SIXTEEN**

**Q & A**  
 Are participating city and county school districts AAA rated by the State of Missouri?

Yes, all school districts are AAA rated.

**NUMBER • SEVENTEEN**

**Q & A**  
 After I send in my child's application, what happens next?

1. The recruitment office sends a behavior form to your child's school asking for a statement about his/her behavior, test scores and attendance record.
2. The applications are placed in priority order according to grade level.
3. Applications from city residents to transfer to county schools are processed by the VICC office. After the application has been processed, the VICC sends the child's application to the school or district you have requested as your first choice if there is space at your child's grade level in that school or district.
4. If choices indicated are not available, VICC will send the application for transfer to a county district that does have space at your child's grade level.
5. If you do not wish to transfer your child to the district chosen for you by the VICC, you may decline the transfer.
6. Applications from county residents to transfer to city schools are processed by the St. Louis Recruitment and Counseling Center. After the application has been processed, county residents will receive notification in the mail.
7. If a county student's request for transfer to a magnet school is not recommended by the district, the request will be placed on a waiting list. In most instances, your request will be honored.

**NUMBER • EIGHTEEN**

**Q & A**  
 What happens if there are more applicants than spaces available in my child's new county school?

The application will be placed on a waiting list. The following information will be provided to you: You may visit the application center to view the waiting list and to provide information regarding your child's application.

**NUMBER • NINETEEN**

**Q & A**  
 Will my child be tested and if so, for what tests?

Testing, if any, is done for instructional grouping only.

**NUMBER • TWENTY**

**Q & A**  
 What happens if I cancel my application?

If you cancel your application and later decide you want your child to transfer, you must reapply. Your application will again be processed according to the procedures outlined in the answer to Question No. 17.

**NUMBER • TWENTY-ONE**

**Q & A**  
 What record is used to evaluate a child's behavior, test scores, etc., when school is not in session?

We request that parents forward a copy of the child's most recent report card when they return the application.

**NUMBER • TWENTY-TWO**

**Q & A**  
 What does the county school district do after a city student's application is received?

The county district will invite you and your child for a visit to see the new school and learn about all the things that the district can offer your child.

**NUMBER • TWENTY-THREE**

**Q & A**  
 What does the city school do after a county student's application is received?

The names of all students are placed on a list according to the date of receipt of the application and acceptances of those students are sent in February for the coming school year.

**NUMBER • TWENTY-FOUR**

**Q & A**  
 My child is not old enough for school yet. May I apply a year or two in advance?

No. You may apply only for the year in which your child is ready to attend school.

**NUMBER • TWENTY-FIVE**

**Q & A**  
 May I enroll all of my children in the same county school district?

Yes. The VICC encourages parents to keep all of their children in the same county school district.

**NUMBER • TWENTY-SIX**

**Q & A**  
 If my child is under a doctor's care, would that prohibit her/him from participating in the transfer program?

No. However, it is important that personnel at your child's new school district know what medication and instructions are needed and how to use them.

**NUMBER • TWENTY-SEVEN**

**Q & A**  
 Is it possible my child could be turned down for a transfer? Yes, for any of the following reasons:

1. If your child has demonstrated disruptive behavior in school during the last school year, he/she is not eligible to transfer.
2. At this time, students who are receiving special education services on a full time basis are not eligible for interdistrict transfer.
3. If you live in the city and your child is attending a school that is less than 50 percent black, he/she is not eligible to transfer.
4. If you live in the county and your child is attending a school that is less than 50 percent white, he/she is not eligible to transfer.

**NUMBER • TWENTY-EIGHT**

**Q & A**  
 If I live in the city and my child attends a county school, do I have to pay county taxes?

No. You pay taxes only where you are a resident.

**NUMBER • TWENTY-NINE**

**Q & A**  
 If my child attends a county district and we later would like for him/her to attend another county district, will he/she be permitted to transfer to another county district?

Transfers from one county school district to another are discouraged. Once a student transfers to a school district, he/she is expected to remain in that school district.

**NUMBER • THIRTY**

**Q & A**  
 May my child live with a relative and apply for this program?

No. All students must apply from the parent's address, unless someone else has legal custody of the child through the courts.

**NUMBER • THIRTY-ONE**

**Q & A**  
 Who is paying for the Voluntary Interdistrict Transfer Program?

All funds come from the State of Missouri.

## QUESTIONS TO ASK WHEN YOU VISIT THE NEW SCHOOL

1. How many children will be in my child's classroom?
2. What do you (the district person) think this school does best? Is there a special area in which this school is particularly strong?
3. What can my child gain by being in this county district or magnet school?
4. What special services do you offer a gifted child?  
 b. children with remedial needs.
5. Will my child receive instruction in art, music, physical education, computer, foreign language?
6. Is there a library available to my child?
7. What portion of my child's instruction will be out of school? Are you a field trip etc.
8. Does the high school offer vocational education or college credit courses?
9. Which sports activities do you offer? Is there a swimming pool?
10. Are there any special programs available?
11. Are there any special programs available for students with special needs?





VOLUNTARY INTERDISTRICT  
COORDINATING COUNCIL  
10601 Clayton Road  
St. Louis, MO 63131

OFFERS

# PROGRAMS, FEATURES & FACILITIES

All schools are rated AAA

## KIRKWOOD

St. Louis Co., MO 63122



- Personalized approach to strong basic skills in the schools
- Nationally acclaimed middle schools offering team teaching, fine practical arts, gifted and remediation programs, one week camping program for sixth graders
- Vocational internship and work study programs at the high school
- Remedial and gifted programs, honors and college credit courses at the high school *Journalism Magnet Program available 16-121*
- Complete library and computer center at each school
- Student population is 4,600. Pupil-Teacher ratios are elementary, 21:1, middle, 18:1, senior high, 19:1

## HAZELWOOD

St. Louis Co., MO 63021



- Written, oral, miniature basic skills in all areas
- Extensive computer program to improve and update teaching skills
- Strong discipline and attendance policies
- Gifted programs, grades K-12, and high school honors programs
- Extensive summer school program
- Class ranges from advanced to vocational
- Student population is 16,496. Pupil-Teacher ratios are elementary, 22:1, junior high, 23:1, senior high, 24:1

## BAYLESS

St. Louis Co., MO 63121



- Basics Middle grades 7-8, departmentalized
- Guidance counselors in all schools
- Full time reading specialists in each school
- Foreign language instruction includes Latin
- Libraries in each school
- Strong basic instruction that also includes art, music and physical education
- Student population is 1,401. Pupil-Teacher ratios are elementary, 15:1, junior high, 20:1, senior high, 19:1

## RITENOUR

St. Louis Co., MO 63116



- Computer assisted instruction throughout elementary and middle schools
- Middle schools offer exploratory courses such as sewing, sleep therapy and writing
- Instrumental music program in the elementary schools
- Student managed district radio station
- Vocational program at the high school, vocational prep at middle school
- Swimming pool, media center, strong counseling program
- Student population is 6,902. Pupil-Teacher ratios are elementary, 25:1, middle, 25:1, senior high, 18:1

## PARKWAY

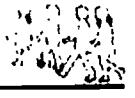
St. Louis Co., MO 63021



- Individualized attention to student needs in small classes
- Guidance counselor, reading specialist, librarian, art, music and gifted education teachers in each elementary school
- Reading Clinic services available to all elementary students
- One week camping program for all 6th graders
- Full academic program as well as music, drama, arts, sports and swimming at all high schools
- High schools offer courses for college credit and work study
- Student population is 21,168. Pupil-Teacher ratios are elementary, 18:1, junior high, 18:1, senior high, 18:1

## CLAYTON

Clayton, MO 63106



- Small schools, small classes, motivated student body
- Wide variety of course offerings, individualized instruction
- High quality basic instruction including music, art and phys ed
- 98% of high school graduates continue their education at institutions of higher learning
- More than 80% of teachers hold Master's degree or better, 95% have five or more years of teaching experience
- Libraries, computer laboratories, guidance offices in all schools
- Student population is 1,808. Pupil-Teacher ratios are elementary, 20:1, junior high, 11:1, senior high, 13:1

## AFFTON

St. Louis Co., MO 63022



- Academic Academy - College prep program for average and above students stresses academic excellence and team motivation
- Nationally acclaimed high school recognized for theatre arts
- Remedial and enrichment programs with specialists K-12
- Strong education in tennis, play, computer, education, music, art and physical education K-12, vocational education 7-12
- Medium size, festive, full staff, extra-curricular activities
- Stress high expectations for individual achievement K-12
- Student population is 2,000. Pupil-Teacher ratios are elementary, 25:1, junior high, 16:1, senior high, 18:1

PUPIL GOALS MET (Limited space available)

## BRENTWOOD

St. Louis Co., MO 63106



- Flexible programs which remediate, enrich, provide college level and individualized work study opportunities
- Computer assisted instruction K-6, computer courses 7-12
- Small classes are staffed by highly skilled professionals
- High technical business and vocational school laboratories
- Extra curricular programs available to all students
- Junior High selected as one of America's outstanding schools
- A unique Junior High Program designed to bridge the gap between the elementary and senior high school
- Student population is 850. Pupil-Teacher ratios are elementary, 19:1, junior high, 18:1, senior high, 18:1

## HANCOCK PLACE

St. Louis Co., MO 63119



- Computer opportunities beginning in elementary school
- Gifted program, grades 4-8
- Peer-tutoring program in elementary schools
- Breakfast program
- Small schools
- Elementary program K-7, high school 8-12
- Student population is 1,584. Pupil-Teacher ratios are elementary, 24:1, senior high, 15:1

## LADUE

Ladue, MO 63116

- College prep schedule at high school level available
- Advanced placement courses in remedial, lives, work study, opportunity and college credit courses
- Art at high school, grades 6-12, and 10th grade
- Libraries in each school
- Computer training, grades K-12
- Student population is 1,106. Pupil-Teacher ratios are elementary, 20:1, junior high, 21:1, senior high, 20:1

## VALLEY PARK

St. Louis Co., MO 63088



- Gifted program in reading K-6
- Elementary science laboratory experiences
- Computer assisted instruction, K-6, computer classes, grades 5-12
- All students (K-12) attend school on one campus
- Remedial reading and math teachers, grades 1-6
- Diverse education at no cost
- College preparatory as well as vocational courses
- High school advanced placement courses
- Student population is 274. Pupil-Teacher ratios are elementary, 21:1, junior high, 19:1, senior high, 16:1

PUPIL GOALS MET (Limited space available)

## WEBSTER GROVES

St. Louis Co., MO 63119



- Computer instruction at all levels
- Six year foreign language program, four languages available
- 75% of students attend college
- Remedial and gifted programs, grades 2-12
- Wide selection of high school offerings including TV Production and Instructional Media Magnet programs
- Strong fine arts offerings, K-12
- Student population is 3,783. Pupil-Teacher ratios are elementary, 22:1, junior high, 22:1, senior high, 22:1

## MEHLVILLE

Mehlville, MO 63121



- After school care available at all levels
- Advanced placement courses, 11th grade work study opportunities, 12th grade courses
- College preparatory program, 11th grade, 12th grade, 13th grade
- Specialized reading program for advanced students in all levels
- Strong fine arts offerings, 11th grade, 12th grade
- Student population is 5,100. Pupil-Teacher ratios are elementary, 24:1, junior high, 21:1, senior high, 19:1

## PATTONVILLE

Marion Co., MO 63021



- Computer labs in all schools, remedial reading teachers at all grades
- Foreign language beginning in grade 7, after school tutoring program
- Extended Day Kindergarten, Pre-kindergarten Program, Latchkes Program, Instructional music in elementary school
- Gifted programs, grades 1-12, counseling services at all levels
- Vocational education and wide range of curriculum at high school level, college credit courses, foreign education
- Extensive junior high school program, Alternative School Programs
- Student population is 6,747. Pupil-Teacher ratios are elementary, 23:1, junior high, 21:1, senior high, 23:1

## LINDBERGH

St. Louis Co., MO 63116



- Microcomputer instruction at all levels
- Foreign language starting at 6th grade includes French, Spanish and German. Latin begins at the high school level
- Advanced placement program at high school level includes college credit courses, IB/IB advanced credit
- IB program academically talented, highly motivated students
- Strong basic education program, gifted program, grades 1-8, remedial instruction at all levels, instructional program starts in 7th grade, outdoor education in 6th grade
- Student population is 5,150. Pupil-Teacher ratios are elementary, 24:1, junior high, 24:1, senior high, 21:1

**VOLUNTARY INTERDISTRICT COORDINATING COUNCIL (VICC)  
APPLICATION FOR A TRANSFER TO A COUNTY SCHOOL**

IF YOUR CHILD IS ALREADY A TRANSFER STUDENT PLEASE DO NOT COMPLETE THIS APPLICATION

Student's Name \_\_\_\_\_ Date of Birth \_\_\_\_\_ Grade Sept. 1985 \_\_\_\_\_  
(Last) (First) (Middle)

Address \_\_\_\_\_ Telephone \_\_\_\_\_  
(Number) (Street) (Zip) (Race) (Sex)

Emergency Contact Person \_\_\_\_\_ Emergency Telephone \_\_\_\_\_

Current School \_\_\_\_\_ School District of Residence \_\_\_\_\_

Mother's Name \_\_\_\_\_ Place of Employment & Telephone \_\_\_\_\_

Father's Name \_\_\_\_\_ Place of Employment & Telephone \_\_\_\_\_

List names and grades of other children for whom you are now sending or have previously submitted an application. You must complete a separate application for each child.

List names of children who are already enrolled in a county school.  
 Name \_\_\_\_\_ District \_\_\_\_\_

_____	_____	_____
_____	_____	_____
_____	_____	_____

Districts Desired: \_\_\_\_\_  
1st Choice 2nd Choice 3rd Choice

If you have a preferred school within a district please list \_\_\_\_\_

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If your application cannot be sent to any of the districts you have named, we will send it to another school district. You are not required to accept transfer to any school district.

PARENT'S CONSENT I give permission to the current school my child is attending to release any information needed to complete the processing of this application. I do understand that once enrolled, student records will be sent to the new school district.

PARENT'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

PLEASE RETURN TO: \_\_\_\_\_

Voluntary Interdistrict Coordinating Council • 10601 Clayton Road • St. Louis, MO 63131  
 If you have any questions, please call 432-0079 or 771-4500.

## HOW TO COMPLETE THE APPLICATION

The other side of this sheet contains one application. Complete one application for each child you would like to transfer to a county school district. Cut the sheets apart and mail them to: VICC, 10601 Clayton Road, St. Louis, MO 63131.

When completing the application, please fill in all the application spaces according to the following instructions:

**Student's Name:** Please use the same name for your child that is used at the school that he or she now attends.

**Grade September 1985:** Enter the grade in which your child will be when school starts in September, 1985.

**Emergency Contact Person:** Please enter the name of the person to be contacted in case of an emergency if either parent cannot be reached.

**Emergency Telephone (This is very important):** Please enter the telephone number of the person you indicate as emergency contact person.

**Current School:** Please enter the name of the school your child now attends.

**List Names and Grades of Other Children For Whom You Are Now Sending or For Whom You Have Previously Submitted an Application:** It is the policy of the VICC that brothers and sisters should attend the same county district. It is important for the VICC to know which children are related. Please enter the names and grades of all children for whom you are submitting an application form.

**List Names of Your Children Who Are Already Enrolled in a County School:** If any of your children already attend a county school, please list their names and the county school districts they now attend.

**Districts Desired:** You may choose three school districts listed in the brochure and list them in order of preference. If your application cannot be sent to any of the districts you have named, we will send it to another district that has space. You are not required to accept a transfer to any school district you do not want.

If you have a preferred school within a district, please list: Enter the name of the school under the name of the district. The larger districts have several elementary, middle, and high schools. If you have a preference for a particular school, you should complete this line. If you do not prefer a particular school, please leave this line blank. You need not list a school.

Example:

District  
Desired

School District  
1st Choice

School District  
2nd Choice

School District  
3rd Choice

Individual School Name  
such as:

West Elementary

Kirby Middle

South Senior High

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**Parent's Consent:** Parents must sign the application to obtain release of any information needed to complete the application process and student records once students have been accepted and enrolled in their new school.

*For additional applications call 432-0079 or 771-4500.*

Have  
you made your  
*'new school'*  
choice for  
next year?

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**DO IT NOW!!**

Complete and mail  
the enclosed application  
as soon as possible  
to guarantee your first choice.

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*For an application  
and further information  
call . . .*


**432-0079**



VOLUNTARY INTERDISTRICT  
COORDINATING COUNCIL  
10601 Clayton Road  
St. Louis, MO. 63131

NON PROFIT ORG.  
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St. Louis, MO

VOLUNTARY INTERDISTRICT  
COORDINATING COUNCIL  
10601 Clayton Road  
St. Louis, MO. 63131



**Openings  
are still available  
for you . . .**

in county schools for the 1985-86 school year..

11

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# Why should you transfer?

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*Evelyn and Elbert Davis*, third graders at Mason Ridge Elementary School in Parkway say. "We feel good about going to school. We like the way our teacher teaches. We get along with our classmates and the other students are nice to us. We receive invitations to students' parties."

*Chaundra Wade*, eighth grader at Mehlville Junior High School. "I have learned to handle other people and different situations. People are eager to learn about you if you take the time to learn about them."

*Duana Russell*, ninth grader at Selvidge Junior High School in Rockwood. "I would recommend the transfer program because it gives you a chance to find out about county schools. It's not bad out there you know. I really enjoy the program."



Greater St. Louis Area Council  
COUNCIL OF EDUCATIONAL BODIES

10601 Clayton Road, St. Louis, MO. 63131

432-0079

# New SCHOOL CHOICES

Available through  
The Voluntary Interdistrict School Desegregation  
Plan.



VOLUNTARY  
INTERDISTRICT  
COORDINATING COUNCIL

APPLICATIONS INSIDE



VOLUNTARY INTERDISTRICT  
COORDINATING COUNCIL  
10601 Clayton Road  
St. Louis, MO 63131

OFFERS

# PROGRAMS, FEAS & FACILITIES

## RITENOUR Overland, MO 63114



- Computer assisted instruction throughout elementary and middle schools
- Middle schools offer exploratory courses such as sewing, shop, theatre and writing
- Instrumental music program in the elementary schools
- Student managed District radio station
- A vocational program at the high school; vocational prep middle school
- Swimming pool, media center; strong counseling program
- Student population is 6,902. Pupil-Teacher ratios are: elementary, 25:1; middle, 25:1; senior high, 18:1

## PARKWAY Chesterfield

- Individualized attention to students
- Guidance counselor, reading, gifted education teachers in each school
- Reading Clinic services available
- One-week camping program for middle school students
- Full academic program as well as swimming at all high schools
- High schools offer courses for work-study
- Student population is 21,168. elementary, 18:1; junior high, 18:1

## MEHLVILLE St. Louis Co., MO 63125 Mehlville

- Microcomputer instruction available at all levels
- Advanced and college credit courses, work-study opportunities, and remedial classes
- Unique learning experiences in gifted education and Outdoor Educational Lab programs
- Specialized reading program for advanced and remedial students
- Strong discipline procedures with parental support
- Student population is 9,815. Pupil-Teacher ratios are: elementary, 22:1; junior high, 19:1; senior high, 19:1

## PATTONVILLE

- Computer labs in all schools; instrumental music programs
- Foreign language beginning in middle school
- Extended Day Kindergarten, Program, Instrumental music in middle school
- Gifted programs, grades 1-10, and vocational education and work-study level, college credit courses, D. program
- Extensive parent involvement School Programs
- Student population is 6,737. elementary, 22:1; junior high, 19:1



# TURES

All schools are rated AAA.

*Parkway*

id, MO 63017

gent needs in small classes  
specialist, librarian, art, music and  
h elementary school

to all elementary students  
all 6th graders

l as music, drama, arts, sports and

ollege credit and

Pupil-Teacher ratios are:  
18:1; senior high 18:1



Maryland Heights, MO 63043

medial reading teachers at all grades  
ade 7, after school tutoring program  
'rekindergarten Program, Latchkey  
elementary school

ounseling services at all levels

range of curriculum at high school  
vers Education

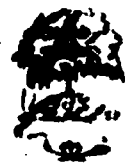
it program, Alternative

Pupil Teacher ratios are:  
11:1, senior high, 23:1

ation call 432-0079

## ROCKWOOD

St. Louis Co., MO 63026



- Computer instruction in 3 languages; hands on experience with micro and main frame computers
- Fully air-conditioned buildings and indoor swimming pools
- Navy/A.F. ROTC, outdoor ed.; college/vocational programs
- Reading, writing programs nationally recognized; strong in teaching the basics, and offers many advanced courses
- Professional staff includes specialists and social worker
- Stresses involvement between school and parents
- Student population is 10,853. Pupil-Teacher ratios are: elementary, 24:1; junior high, 23:1; senior high, 19:1

## BAYLESS

St. Louis Co., MO 63123



- Bayless Middle (grades 7-8) departmentalized
- Guidance counselors in all schools
- Full-time reading specialists in each school
- Foreign language instruction includes Latin
- Libraries in each school
- Strong basic instruction that also includes art, music and physical education
- Student population is 1,401. Pupil-Teacher ratios are: elementary, 15:1; junior high, 20:1; senior high, 19:1

## LINDBERGH

St. Louis Co., MO 63126



- Microcomputer instruction at all levels
- Foreign language starting at 6th grade includes French, Spanish and German; Latin begins at the high school level
- Advanced placement program at high school level includes college credit courses - 1818 advanced credit
- I.B. program academically talented/highly motivated students
- Strong basic education program; gifted program grades 3-8; remedial instruction at all levels, instrumental program starts in 7th grade; outdoor education in 5th grade
- Student population is 5,150. Pupil-Teacher ratios are: elementary, 24:1; junior high, 24:1; senior high, 21:1

# THREE STEPS IN THE PROCESS

## 1

### WHAT DO YOU DO TO APPLY?

- fill out one application for *each* child you wish to transfer (four enclosed)
- mail it to the Voluntary Interdistrict Coordinating Council, 10601 Clayton Road, St. Louis, MO 63131

TODAY!

## 2

### WHAT DOES THE VOLUNTARY INTERDISTRICT COORDINATING COUNCIL DO?

- put applications in date order, as received
- ask the child's school for a behavior report
- send application and behavior report to a county school district as quickly as possible for placement

## 3

### WHAT DOES THE COUNTY SCHOOL DISTRICT DO?

- contact you to come out for a visit
- enroll your child during the visit
- send for child's school records
- arrange for transportation



VOLUNTARY INTERDISTRICT  
COORDINATING  
COUNCIL

10601 CLAYTON RD.  
ST. LOUIS, MO 63131

NON-PROFIT ORG.  
U.S. POSTAGE  
PAID  
PERMIT NO 578  
St. Louis, MO

# The Right Choice

## SAINT • LOUIS • MAGNET • SCHOOLS

In an ever-changing fast-paced competitive world it is essential for students to be well prepared to enter the workforce. The majority of their education is spent in the classroom. Magnet schools prepare students for the workplace and help them to meet the challenges of the future.

Each magnet school provides a focus on a specific program. This may include social studies, science, mathematics, foreign languages, music, art, and physical education. And each school has its own unique personality and atmosphere.

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### Program extras

Depending on the school, magnets offer intensive doses of instruction in subjects sometimes covered only on an introductory level in regular schools. To name just a few, advanced courses in music, dance, journalism and computer science are available. The schools are committed to keeping students abreast of new technology and innovative techniques within their specialty area.

Further magnet students take part in a variety of interesting projects and outings related to their school's focus. Ordinarily, students may not be exposed to these enriched learning activities. For example, Health Careers students receive extensive clinical observation experiences. Classical/Junior Academy students may research at an active archeological dig. Local dance and theatre productions are attended by Vocal and Performing Arts students. And students at the Academic and Athletic Academy supplement their studies with squash, bowling and camping trips.

There is no tuition cost to enroll in a magnet school. Even necessary supplies and the kind of activities mentioned above are free. Uniforms, if necessary, are provided for students at no charge. The State of Missouri and the St. Louis Board of Education finance the St. Louis Magnet School program.

Transportation for magnet students is also provided at no charge. This cost is paid by the State, which also is responsible for providing, arranging, and scheduling bus transportation to magnet schools. Students who wish to participate in after-school activities also get transportation home.

Magnet school students are exposed to persons of different races and backgrounds, giving them socialization opportunities many times not available in their regular school. Each school maintains a racially balanced student body.

Magnet school parents often say that their children have matured faster, learned more about life, and become more well rounded in the multicultural climate of these schools.

Magnet students benefit from their schools' proximity to the city's abundant resources. Classes explore museums, historic sites and monuments and cultural attractions that are not often studied. The professional resources of businesses and medical and educational facilities are also tapped.



Magnet school staff members make every effort to keep parents informed of the schools' concepts, goals and activities. Parents are encouraged to become actively involved in the parent organization or to serve as volunteers.

To broaden the minds of students, both academically and culturally, in preparation for a successful life—that's the goal of the St. Louis Magnet School program.

### HOW TO APPLY

Fill out one application for each child. (See enclosed application on Page 5.) Cut, fold sheet and drop in mail. Additional applications can be obtained by calling 771-4500.

Applications are accepted on a first-come, first-served basis. If the target enrollment for a school has been reached, students are placed on a waiting list. Parents receive notification of their child's acceptance by mail.

### MAGNET SCHOOL ELIGIBILITY

Persons who may apply to St. Louis Magnet Schools are: (1) any student who lives in St. Louis City, and (2) white students who live in predominantly white St. Louis County school districts and who attend schools which are predominantly white.

A magnet school, as its name implies, draws students from all over the metropolitan area. Because the programs are unique, educationally sound and, oftentimes, not available anywhere else in the area, parents voluntarily send their child to a magnet school.

County student transfers to St. Louis Magnet Schools are made possible under the Voluntary Interdistrict School Desegregation Plan. Likewise, the Plan allows black students from predominantly black city schools to transfer to predominantly white schools in St. Louis County.

### GRADES

#### ST. LOUIS MAGNET SCHOOLS/PROGRAMS

- |  |   |
|--|---|
| <b>Grades K-3</b><br>Montessori—Euckel   | Investigative Learning Center—<br>Mason   |
| <b>Grades K-8</b><br>Investigative Learning Center—Sitz<br>Visual and Performing Arts<br>Center—Shaw                       | Military Middle School—Phyllis<br>Visual and Performing Arts—<br>Humboldt           |
| <b>Grades K-8</b><br>Action Learning and Career<br>Exploration—Madison<br>Center for Expressive and Receptive<br>Arts—Ames | Visual and Performing Arts—<br>Marquette  |
| Academy of Basic Instruction—<br>Lyon  | <b>Grades 9-12</b><br>Academy of Mathematics and<br>Science—DeAndries               |
| Academy of Basic Instruction—<br>Mailinckrodt  | Foreign Language Specialty<br>Program—Roosevelt                                     |
| Academy of Basic Instruction—<br>Waring  | Honors Art Program—Longfellow<br>Honors Music Program—Central VPA                   |
| Foreign Language Experience<br>School—Wilkinson  | Mass Media Program—McKinley<br>Metro High   |
| Individually Guided Education—<br>Wade   | Naval Junior ROTC Academy—<br>Cleveland   |
| Individually Guided Education—<br>Woernar  | Senior Classical Academy—Soldan<br>Visual and Performing Arts—<br>Central           |
| <b>Grades 2-8</b><br>Classical Junior Academy—Enright  | <b>Grades 11-12</b><br>Health Careers Center<br>Management Center                   |
| <b>Grades 6-8</b><br>Academic and Athletic Academy—<br>Hamilton Br. III  | (Pending approval, these schools<br>would begin serving grades 9-12 in<br>1985-86.) |





## Athletics

### Academic and Athletic Academy (6-8)

**A**t this school, athletics are used to motivate and discipline students in their scholastic efforts.

The philosophy here is that the active participation in individual sports and out-of-competition activities builds a self-confidence which carries over into their academic performance. Academic subjects include reading, mathematics, language arts, science and social studies, as well as art and music.

This school operates under the principle that many of the same skills needed to excel athletically are also needed to excel academically. During the extended school day, students put to use in the classroom the skills they sharpen in athletics such as motivation, resourcefulness, timing, patience, perseverance, and poise. For at least one third of their

extended day, students participate in individual sports like swimming, archery, racquetball, bowling, tennis, skating, and in camping-related activities.

**“At the Academic and Athletic Academy we are proud because there is no other school like ours in the state. Most people think we have athletics all day. We have academics first, then come the athletics.”**

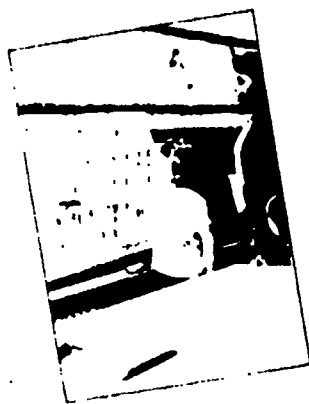
—Dale Stulce  
ACADEMIC AND ATHLETIC ACADEMY

### SCHOOL LOCATION

- Academic and Athletic Academy, 450 Des Peres, 63112 (Skinker DeBaliviere area)

## Back to Basics

### Academies of Basic Instruction (K-8)



**F**or the child who needs a structured, disciplined learning environment, the “back to basics” approach of the Academy of Basic Instruction is the answer.

- The entire three ABI schools, each serving grades K-8.

Here, students adhere to a specific dress code as well as acceptable social and academic behavior. Traditional values such as citizenship, responsibility, respect and understanding for others are incorporated into the basic skills curriculum.

Academically, ABI schools place top priority on the fundamental subjects: reading, mathematics and language arts. Social studies, science, music, art and physical education are part of the curriculum and infused into the fundamental subject areas.

Every activity and lesson is designed to help students strengthen their skills in the basics and develop good study habits.

Each child's progress is monitored closely in this positive academic setting and parents receive weekly progress reports.

### SCHOOL LOCATIONS

- ABI School, 7417 Vermont, 63111 (Carondelet area)
- ABI School, 6029 Perrod, 63139 (southwest St. Louis)
- ABI School, 15 S. Compton, 63103 (central corridor)



## Math & Science

- Investigative Learning Center-Stix (K-5)
- Investigative Learning Center-Mason (6-8)
- Academy of Mathematics and Science (9-12)
- Health Careers Center (11-12)
- (pending approval) Health Careers Center (9-12) for 1985-86

**T**he enriched and accelerated math and science experiences emphasized in these schools help students develop valuable skills associated with scientific inquiry and problem solving.

Four schools offer this specialized math/science curriculum: an elementary school, a middle school and two high schools. In each, enthusiasm is generated for career opportunities linked to math/science disciplines.

At both Investigative Learning Centers, a commitment exists to teach students the basic core curriculum offered in regular elementary and middle schools. However, the investigative approach is infused into these subjects, with activities centered around inquiry, observation, problem solving and productive thinking skills. Self-discipline is fostered as students involve themselves in individual projects in the science lab, computer center and in the classroom.

Field trips to places like the Missouri Botanical Garden, the Museum of Science and Natural History and the Planetarium are taken to broaden classroom experiences and further expose students to science-oriented community resources. Often, these include special lessons given by staff members of various resource sites. In addition, persons from the scientific community frequently visit the schools to make presentations. These activities and others stimulate and motivate students to greater inquiry and pursuit of additional information.

A gifted program is available at both Investigative Learning Centers.

At the Academy of Mathematics and Science, advanced courses in math, science and computer science are taught as well as the regular high school curriculum.

College preparatory courses are offered in all subjects, providing students with a strong academic foundation for college. Career counseling, admissions testing and college information are also available.

Small classes allow Academy students to receive personal attention in well-equipped facilities like biology, chemistry and physics laboratories as well as both the computer center and math center.

Careers are explored through field trips to medical and scientific institutions and often, local scientists and engineers make presentations at the school.

Health Careers Center prepares students for entry-level employment in any of the diverse and numerous medical, dental or allied health professions. Or for students interested in postsecondary, health-related studies, this school gives them a head start.

The Center's curriculum includes regular high school subjects plus comprehensive training in the health sciences. This is supplemented by extensive clinical experiences where students work directly with health professionals on individual or group projects. These experiences expose students to a variety of healthcare areas as well as provide them with valuable professional contacts.

The school's proximity to many of the city's major medical centers makes it convenient for students to receive hands-on training and career information from practitioners at these facilities.

(Pending approval, Health Careers Center would begin serving grades 9-12.)



**“I always thought of public schools as being below my standards, but what I see instead are students who really try to learn and teachers who are willing to help them. At Health Careers, students can get the attention they should have.”**

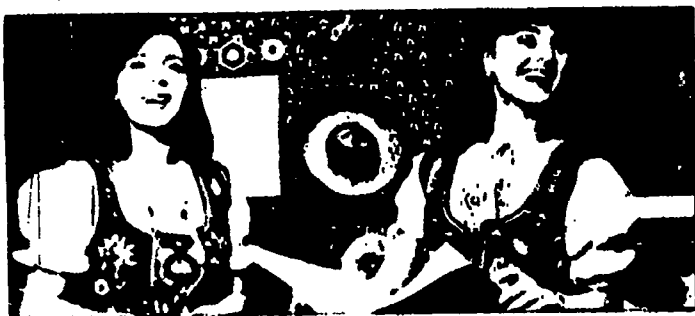
—Mike Tajkowski  
HEALTH CAREERS CENTER

### SCHOOL LOCATIONS

- Stix Investigative Learning Center, 226 S. Euclid, 63110 (Central West End)
- Mason Investigative Learning Center, 6031 Southwest, 63139 (on “the hill”)
- Academy of Mathematics and Science, 4275 Clarence, 63115 (O'Fallon Park area)
- Health Careers Center, 1530 S. Grand, 63104 (midtown medical area)

# Communication

- Center for Expressive and Receptive Arts School (K-8)
- Foreign Language Experience School (K-8)
- Foreign Language Specialty Program (9-12) Part-time
- Mass Media Program (9-12) Part-time



These schools and programs use a variety of methods of instruction to help each one...

The emphasis is on... students are encouraged to...

The school is well equipped to... students participate in... activities designed to improve their...

Through the above... are applied to regular... studies. Likewise...

The school's... programs...

The program... emphasizes... and...

The program... provides... and...

history and society, thereby stimulating a global perspective...

As reported in the Magnet Review... of the Foreign Language...

At a recent visit to the... Foreign Language Experience School... the visiting team noted that greater emphasis is needed on the cultures of different countries within the regular instructional program. Nearly all instruction is whole group, teacher directed and work-book or textbook oriented. The overall climate in the school is businesslike and orderly. There is little question that this is a place where children are expected to learn and where teachers expect to teach. The visiting team concluded that this school has achieved a high degree of effectiveness.



The part-time Foreign Language Specialty Program, housed at Roosevelt High School, is for high school students who wish to specialize in a foreign language while taking their regular required courses at Roosevelt where they may participate in sports or extracurricular activities. The program welcomes beginning foreign language students as well as advanced.

Students study any one of these foreign languages: French, German, Russian, Spanish or Chinese. In addition, the cultures of other countries are explored through various courses in comparative literature, art and music history and home economics. The comprehensive instruction students receive provides excellent preparation for college or for jobs involving foreign trade or travel.

The program features a computer center, a microcomputer language lab, guest speakers, festivals, field trips, and college and career information. When a student successfully completes 10 of the program courses, a certificate of completion is awarded.

In the Mass Media Program, housed at McKinley High School, students receive practical experience in radio, television, film production, photography and journalism. The high school students enrolled in this program take their regular required courses at either McKinley or at their assigned high school.

Mass Media students have use of sophisticated equipment within professional facilities. These include video cameras, a photography darkroom, as well as both a television and radio studio and related control booths. Students become involved in activities like filmmaking, video recording, printmaking as well as producing a daily radio show aired on radio station KSLH.

Prior to this hands-on training, students take introductory courses to learn the fundamental media concepts of radio, film, television and photography.

An integral part of the Mass Media program is students' exposure to media professionals and the broadcast, newspaper, and video facilities where they work. This is accomplished through field trips, guest presentations and a partnership arrangement with KMOX-TV.

In addition, internships and shadowing experiences are provided and seniors can work in part-time jobs related to the medium of their interest.



## SCHOOL/PROGRAM LOCATIONS

- Ames Center for Expressive and Receptive Arts, 2900 Hadley, 63107 (Hyde Park area)
- Wilkinson Foreign Language Experience School, 7212 Arsenal, 63143 (southwest St. Louis)
- Foreign Language Specialty Program, at Roosevelt High School 3230 Hartford, 63118 ("down on the Gravois")
- Mass Media Program, at McKinley High School, 2156 Russell, 63104 (on the near southside)



# On-Site Observation

- Action Learning and Career Exploration School (K-8)

This school goes beyond teaching the basics to show students firsthand how the concepts and skills they learn daily are applied in the working world. Students are stimulated and often perform better academically as they relate the importance of what they learn in the classroom to their success later in life.

This important correlation is achieved through a comprehensive program of field trips as well as career seminars conducted at the school by business and community agency representatives. By participating in these activities, students receive in-depth exposure to a wide range of occupations.

Independent thinking is encouraged at this school where students are encouraged to become involved in community and civic projects.

*"You can start thinking about what career you would like to be in by going on field trips and seeing what people in different occupations do."*

*I also like my school because it isn't just a neighborhood school. People from all over come to our school."*

—Rhonda Dimmett  
ACTION LEARNING AND CAREER EXPLORATION SCHOOL

## SCHOOL LOCATION

- Madison Action Learning and Career Exploration School 1118 S. Seventh St., 63104 (Soulard area)

# Montessori

## Montessori School (K-3)

**I**n this certified Montessori program, children spend much of their time working independently with carefully designed Montessori and teacher-created materials. The varied, hands-on activities directly relate to subject areas which include reading, language, mathematics, geography, science, music and social studies.

This school strictly adheres to the Montessori philosophy that effective learning takes place best in an environment where children have the freedom to discover for themselves, while at the same time benefiting from ground rules and programmed materials which guide their choices.

In keeping with this philosophy, Montessori students work with purpose and self-direction on an array of interesting and challenging activities. They are closely monitored by their teachers, all who have had extensive training in the Montessori method.

In addition to activities related to core subjects, students engage in practical life activities which help them develop independence, order, coordination and concentration.

Excerpts from the Magnet Review Committee's evaluation of the MONTESSORI SCHOOL:

*This school provides excellent materials and the opportunity for students to work independently at their own level. The environment is positive and pleasant, with energy focused on teaching and learning. This is reflected in average NCE scores which are above the national average in all areas tested. The school is characterized by a high level of student self-direction and self-discipline. Interactions are positive; adults and children treat each other with respect. Staff and parents share a sense of common purpose and direction, and they support the nature and thrust of the program. Resources and materials available at this school are generally excellent.*



student and professional performances in dance, drama and music as well as art exhibitions—presented both in school and in the community.

A number of celebrities from throughout the country visit the schools to perform excerpts from shows, musical numbers and creative dances, and to talk with students about careers in the arts. Students themselves perform or exhibit throughout the metropolitan area, giving them exposure to various audiences.

The esthetic environment of the Visual and Performing Arts schools stimulate creative thinking and encourage students to strive for responsibility and self-direction.

The calibre of intensive training received in the part-time Honors Art and Honors Music programs is designed for students who show promising talent and a strong commitment in these areas.

Teacher-recommended high school students can participate in either of these specialty programs while attending their assigned high school. The in-depth curriculum of each program supplements the education offered in these disciplines at their regular schools.

Honors Art offers drawing, painting, ceramics, graphics, metalry, sculpture, photography, filmmaking and a variety of textile crafts. The curriculum also includes a strong background in art history and appreciation.

*"At the school where I used to take art classes I never got any specialized help. I was just another person in the crowd. Now I can still go to my county school for my academics and go to Honors Art."*

—Carrie Finnestead  
HONORS ART PROGRAM

Local practicing artists frequently visit the school to conduct classes. In addition, visits to surrounding museums are made so that students can become familiar with professional collections.

Honors Music students concentrate in either vocal or instrumental music and receive both individual and small group instruction. Music theory, appreciation and history are also studied.

Students have the opportunity to interact with musicians of local and national prominence who are invited regularly to the school to perform or conduct master classes and minicourses. In addition, Honors Music students attend concerts and performances throughout the metropolitan area presented by professional musicians and artists.



SCHOOL LOCATION

Euclid Montessori School, 1131 N. Euclid, 63113 (Central West End)

# Visual & Performing Arts

- VISUAL AND PERFORMING ARTS CENTER (K-5)
- VISUAL AND PERFORMING ARTS MIDDLE SCHOOLS (6-8)
- VISUAL AND PERFORMING ARTS HIGH SCHOOL (9-12)
- HONORS ART PROGRAM (9-12) Part-time
- HONORS MUSIC PROGRAM (9-12) Part-time.



**S**tudents with talent or interest in the visual arts, dance, drama or vocal and instrumental music can develop skill in these areas by attending one of the Visual and Performing Arts schools. The philosophy of these schools dedicates itself to education through the arts.

There are four Visual and Performing Arts (VPA) schools: one elementary school, two middle schools and one high school.

Students are taught regular academic subjects, supplemented and enhanced by specialized instruction in art, dance, drama, music and creative writing. As interest develops, they can devote more time to a particular area.

Opportunities are provided for students to gain firsthand knowledge by participating in and observing

*"Honors Art is the best program for any high school student interested in some form of art.*

*The teachers at Honors Art are all artists themselves. I have never in my life seen art instructors teach like this before. I have learned more about art here, in one year, than I could have learned at my regular school in four years!"*

—Julie Londoff  
HONORS ART PROGRAM



## SCHOOL/PROGRAM LOCATIONS

- Shaw VPA Center, 5329 Columbia, 63139 (on the hill)
- Marcquette VPA Middle School, 4015 McPherson, 63108 (Central West End)
- Humboldt VPA Middle School, 2516 S. Ninth St., 63104 (Soulard area)
- Central VPA High School, 3616 N. Garrison, 63107 (Hyde Park area)
- Honors Art Program, 6593 Smiley, 63139 (southwest St. Louis)
- Honors Music Program, at Central VPA High School, 3616 N. Garrison, 63107 (Hyde Park area)



- MILITARY MIDDLE SCHOOL (6-8)
- NAVAL JUNIOR ROTC ACADEMY (9-12)

**B**oth middle school and high school students can experience a comprehensive academic program within a disciplined military atmosphere. The Military Middle School serves grades 6-8 and the Naval Junior ROTC Academy serves grades 9-12.

In both schools, uniformed male and female students (called cadets) develop citizenship, leadership and teamwork skills as well as high standards of personal conduct and discipline.

At the point take-home tests, students learn to take responsibility for their school work and to work on the team to achieve self-sufficiency and personal self-esteem.

At the Naval Junior ROTC Academy, there is a strong affiliation with any one military branch of service. Instead, students are exposed to all branches including the Coast Guard, Merchant Marines, Air Force and Navy. This is accomplished through field trips to various military service installations, in-school presentations by local military officers and classroom studies

Students study regular academics as well as the history and operation of military branches. They also participate in drill practice and daily inspections. A military adviser and other military personnel are part of the school's permanent staff.

■ The Naval Junior ROTC Academy has a formal affiliation with the U.S. Navy. Here, students receive leadership training and instruction in naval science from experienced naval officers and chief petty officers.

Naval science courses include piloting, meteorology, navigation, radar and sonar. To reinforce classroom studies, students visit local

navy installations. In addition, orientation and training trips include mini boot camps at the Great Lakes Naval Base and cruises aboard navy ships for qualifying students.

In small classes where participation is encouraged, cadets are also taught traditional core subjects. They are motivated to think beyond mere factual recall, to make substantive comparisons, and to extend themselves intellectually.

Naval Jr. ROTC students participate in close order drill and an extensive physical development program.



**SCHOOL LOCATIONS**

- Pruitt Military Middle School, 1212 N. 22nd St., 63106 (near downtown)
- Cleveland Naval Jr. ROTC Academy, 4352 Louisiana, 63111 (on the southside)

Excerpts from the Magnet Review Committee's evaluation of the NAVAL JR ROTC ACADEMY

*The environment in this school is generally positive, with students living up to the responsibilities they are given for self-control and self-discipline. Students act responsibly and interact comfortably with each other. The Visiting Team also observed excellent instruction taking place in many classrooms, both in the regular instructional program and in the military science component of the program. The magnet focus is pervasive and influences the entire school.*

**■ MAGNET SCHOOL APPLICATION: 1985-86 SCHOOL YEAR ■**

New applicants will be added to the existing waiting list based on date application is received. Applications will be accepted beginning on March 1, 1985.

Student's Name \_\_\_\_\_ Date of Birth \_\_\_\_\_ Sex \_\_\_\_\_ Race \_\_\_\_\_ Grade Sept. 1985 \_\_\_\_\_  
 (Last) (First) (Middle)

Address \_\_\_\_\_ Home Number \_\_\_\_\_ Work or Emergency Number \_\_\_\_\_  
 (Street)

(City) (State) (Zip) Current School \_\_\_\_\_ School District of Residence \_\_\_\_\_

School Desired \_\_\_\_\_  
 No. 1st Choice \_\_\_\_\_ No. 2nd Choice \_\_\_\_\_ No. 3rd Choice \_\_\_\_\_

**ST. LOUIS CITY MAGNET SCHOOLS**

**Elementary**

- |   |   |  |
|---|---|--|
| 402 Ctr. for Expressive & Recpt. Arts (K-8) | 600 Academy of Basic Instruc. (Waring/K-8)  | 522 Action Learning & Career Explor. (K-8)       |
| 518 Academy of Basic Instruc. (Lyon/K-8)    | 594 Individually Guided Educ. (Wade/K-8)    | 592 Investigative Learning Ctr. (K-5)            |
| 578 Visual & Performing Arts (K-5)          | 610 Individually Guided Educ. (Woerner/K-8) | 524 Academy of Basic Instruc. (Mallinckrodt/K-8) |
| 602 Foreign Language (K-8)                  |   | 454 Classical Junior Academy (2-8)               |
| 456 Montessori (K-3)                        |   |  |

**Middle**

- |                                       |                                       |  |
|---------------------------------------|---------------------------------------|--|
| 300 Academic & Athletic Academy (6-8) | 332 Investigative Learning Ctr. (6-8) | 330 Visual & Performing Arts (Marquette/6-8) |
| 337 Military Middle School (6-8)      |                                       | 321 Visual & Performing Arts (Humboldt/6-8)  |

**High School**

- |   |                                       |  |
|---|---------------------------------------|--|
| 144 Naval Junior ROTC (9-12)                          | 150 Academy of Math & Science (9-12)  | 186 Visual & Performing Arts (9-12)                |
| 156 Metro High School (9-12)                          | 147 Mass Media (9-12)                 | 171 Senior Classical Academy (9-12)                |
| 142 Honors Art (9-12)                                 | 168 Foreign Language Specialty (9-12) | 141 Health Careers (11-12) (9-12) pending approval |
| 129 Management Center (11-12) (9-12) pending approval | 142 Honors Music (9-12)               |  |

PARENT'S SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

I give permission to the current school my child is attending to release any information needed to complete the processing of this application. I do understand that once enrolled, student records will be sent to the new school district.

**PLEASE RETURN TO: RECRUITMENT & COUNSELING CENTER, 1520 SO. GRAND BLVD., ST. LOUIS, MO. 63104 (771-4500)**

CUT, FOLD, AND AFFIX STAMP

The instructional approach found in this type of school allows students to work at the level at which they comprehend, regardless of their age. There are two Individually Guided Education (IGE) schools, both serving grades K-8.

Here, students study in different settings for different subjects, depending on their achievement level. They are assigned to teams which encompass several grades. Within a team (and, if appropriate, between teams), students are grouped according to their ability in a particular academic area. Carefully monitored test data and teacher evaluations are the basis of this personalized educational plan. At any time when the need arises, students can be regrouped. For example, a child who has mastered a mathematics concept may be regrouped into another class covering more advanced material.

The individual learning opportunities found in IGE schools are tailored to the student's unique abilities and personal characteristics.

The IGE method of instruction is international in scope and widely acclaimed throughout the world. More than 3,500 schools are affiliated with the Association of Individually Guided Education.



2 INDIVIDUALLY GUIDED EDUCATION SCHOOLS (K-8)



Excerpts from the Magnet Review Committee's evaluation of WADE IGE SCHOOL:

*The staff, students and parents of the Wade K-8 School are committed to their school and to the program. Evidence supporting that commitment abounds. Instruction is solid; students are busy and well-disciplined. The art program is outstanding. The library is well-managed and used as the resource that a library should be. The presence of Chapter 1 instruction within classrooms is encouraging.*

*The management structure to maintain a genuine IGE program has been thoroughly and effectively implemented.*

*The school is doing a good job in most areas of basic skills instruction, as evidenced by test scores. There is careful monitoring of test data to determine appropriate instructional changes indicated in some areas where scores are not as high as in other areas.*

*The devotion of time and effort on the part of the school staff, both in terms of regular team meetings each week and inservice during the school year, demonstrate an enthusiastic commitment to the IGE concept and process.*

Excerpts from the Magnet Review Committee's evaluation of WADE IGE SCHOOL:

*The devotion of time and effort on the part of the school staff, both in terms of regular team meetings each week and inservice during the school year, demonstrate an enthusiastic commitment to the IGE concept and process.*

*Certain key elements in the IGE model are not in place in this school. In order to fully implement them, staff must gain an understanding of the IGE concept and its classroom implications. This needs to include an understanding of the use of test data to guide instruction, a clear relationship of instruction to specified objectives, and implementation of strategies from individualization of instruction and use of varied learning materials.*

SCHOOL LOCATIONS

- Wade IGE School, 2030 S. Vandeventer, 63110 (Carondelet area)
- Woerner IGE School, 6131 Leona, 63116 (Shaw neighborhood)

(Cut on dotted line)

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St. Louis, MO 63104



# College Preparation

## Metro High School (9-12)



Metro offers standard courses in mathematics, science, English, foreign languages, business, education, drama, art and social studies. In addition, college credit is available for some courses through an arrangement with St. Louis University.

The high academic standards of Metro are set within an atmosphere which encourages personal freedom. Here, students must be highly motivated and eager to accept responsibility for their own academic success. Admission to Metro requires recommendations from past teachers and acceptable test scores.

Metro is affiliated with St. Louis University. Metro High School is located at 5011 W. Washington.

Metro High School is a magnet school for students from all high schools in the St. Louis area. Metro High School is a college preparatory school. Metro High School offers a variety of courses including advanced placement courses. Metro High School is a member of the National Association of Magnet Schools. Metro High School is a member of the National Association of Public Schools. Metro High School is a member of the National Association of Independent Schools. Metro High School is a member of the National Association of Schools of Business. Metro High School is a member of the National Association of Schools of Education. Metro High School is a member of the National Association of Schools of Music. Metro High School is a member of the National Association of Schools of Visual Arts. Metro High School is a member of the National Association of Schools of Foreign Languages. Metro High School is a member of the National Association of Schools of Social Studies. Metro High School is a member of the National Association of Schools of Physical Education. Metro High School is a member of the National Association of Schools of Health, Physical Education and Recreation. Metro High School is a member of the National Association of Schools of Career and Technical Education. Metro High School is a member of the National Association of Schools of Leadership. Metro High School is a member of the National Association of Schools of Character Education. Metro High School is a member of the National Association of Schools of Environmental Education. Metro High School is a member of the National Association of Schools of Global Education. Metro High School is a member of the National Association of Schools of Peace Education. Metro High School is a member of the National Association of Schools of Service Learning. Metro High School is a member of the National Association of Schools of Community Service. Metro High School is a member of the National Association of Schools of Leadership Development. Metro High School is a member of the National Association of Schools of Entrepreneurship. Metro High School is a member of the National Association of Schools of Innovation. Metro High School is a member of the National Association of Schools of Creativity. Metro High School is a member of the National Association of Schools of Critical Thinking. Metro High School is a member of the National Association of Schools of Problem Solving. Metro High School is a member of the National Association of Schools of Decision Making. Metro High School is a member of the National Association of Schools of Communication. Metro High School is a member of the National Association of Schools of Collaboration. Metro High School is a member of the National Association of Schools of Teamwork. Metro High School is a member of the National Association of Schools of Leadership. Metro High School is a member of the National Association of Schools of Character Education. Metro High School is a member of the National Association of Schools of Environmental Education. Metro High School is a member of the National Association of Schools of Global Education. Metro High School is a member of the National Association of Schools of Peace Education. Metro High School is a member of the National Association of Schools of Service Learning. Metro High School is a member of the National Association of Schools of Community Service. Metro High School is a member of the National Association of Schools of Leadership Development. Metro High School is a member of the National Association of Schools of Entrepreneurship. Metro High School is a member of the National Association of Schools of Innovation. Metro High School is a member of the National Association of Schools of Creativity. Metro High School is a member of the National Association of Schools of Critical Thinking. Metro High School is a member of the National Association of Schools of Problem Solving. Metro High School is a member of the National Association of Schools of Decision Making. Metro High School is a member of the National Association of Schools of Communication. Metro High School is a member of the National Association of Schools of Collaboration. Metro High School is a member of the National Association of Schools of Teamwork.



Sixty hours of community service is required each year by all Metro students. They volunteer in hospitals, day care centers, senior citizen residences and other non profit organizations.

### SCHOOL LOCATION

■ Metro High School, 5011 W. Washington, 63108 (Central West End)

## CLASSICAL JUNIOR ACADEMY (2-8) SENIOR CLASSICAL ACADEMY (9-12)



The Classical Junior Academy and Senior Classical Academy are magnet schools for students from all high schools in the St. Louis area. The Classical Junior Academy is a college preparatory school. The Senior Classical Academy is a college preparatory school. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Magnet Schools. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Public Schools. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Independent Schools. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Schools of Business. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Schools of Education. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Schools of Music. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Schools of Visual Arts. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Schools of Foreign Languages. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Schools of Social Studies. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Schools of Physical Education. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Schools of Health, Physical Education and Recreation. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Schools of Career and Technical Education. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Schools of Leadership. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Schools of Character Education. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Schools of Environmental Education. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Schools of Global Education. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Schools of Peace Education. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Schools of Service Learning. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Schools of Community Service. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Schools of Leadership Development. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Schools of Entrepreneurship. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Schools of Innovation. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Schools of Creativity. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Schools of Critical Thinking. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Schools of Problem Solving. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Schools of Decision Making. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Schools of Communication. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Schools of Collaboration. The Classical Junior Academy and Senior Classical Academy are members of the National Association of Schools of Teamwork.

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### SCHOOL LOCATION

■ Management Center, 814 N. 19th St., 63106 (near the central business district)

remain interested in what they are studying. Physical education and art are also taught, as well as vocal and instrumental music.

Other features of this school include typing for grades 5, 6 and 7, pre-algebra for grades 7 and 8, speed reading and a well-equipped computer center.

■ The *Enright Classical Junior Academy* is a "school within a school"—located at Soldan High School. Here, students can participate fully in the many varied activities which take place at Soldan while also being part of a specialized accelerated program. Students spend approximately half of their day in class with only Senior Classical students and the other half in classes with Soldan students.

■ A rigorous instructional program is provided in all areas, especially

English, science, mathematics, computer science, foreign language and social studies. In addition, students can take both advanced placement and independent study courses.

A high priority is placed on projects which emphasize research, the application of academic background and the development of gifted abilities.



### SCHOOL LOCATIONS

- *Enright Classical Junior Academy*, 5351 Enright, 63112 (near DeBaliviere Place)
- *Senior Classical Academy*, at Soldan High School, 918 N. Union, 63108 (near DeBaliviere Place)

## MANAGEMENT CENTER (11-12)

(pending approval) Management Center (9-12) for 1985-86

For students who wish to work in administrative positions upon graduation, the Management Center provides solid preparation. Here, students can study accounting, management, finance and secretarial procedures, as well as leadership and supervisory skills.

This business oriented school stresses the mastery of basic skill competencies such as oral and written communication and business math. Students learn to operate business machines like word processors, document sorters, typewriters, electronic calculators, minicomputers and reprographics and transcribing machines. Courses in marketing, personnel management, professional speaking and business communication are also offered.

This school's emphasis on leadership, decision making, problem solving, and human relations prepares students to enter entry-level administrative jobs or to continue their education. Students learn the importance of the ability to direct people and the use of available resources in accomplishing organizational goals.

In addition to the specialty courses, Management Center offers a full academic course of study leading to a high school diploma. Students have the opportunity to learn on-the-job administrative skills by "shadowing" business professionals or by participating in internships at local companies.

(Pending approval, Management Center would begin serving grades 9-12.)

*"Whether or not I will go into the business world, the courses here at the Management Center have helped me to develop the skills I need to do well in any job. I feel confident that I will do well in my career as a result of the special courses I took here, which no other school offers."*

—Kathy Bailey  
MANAGEMENT CENTER



### SCHOOL LOCATION

■ Management Center, 814 N. 19th St., 63106 (near the central business district)

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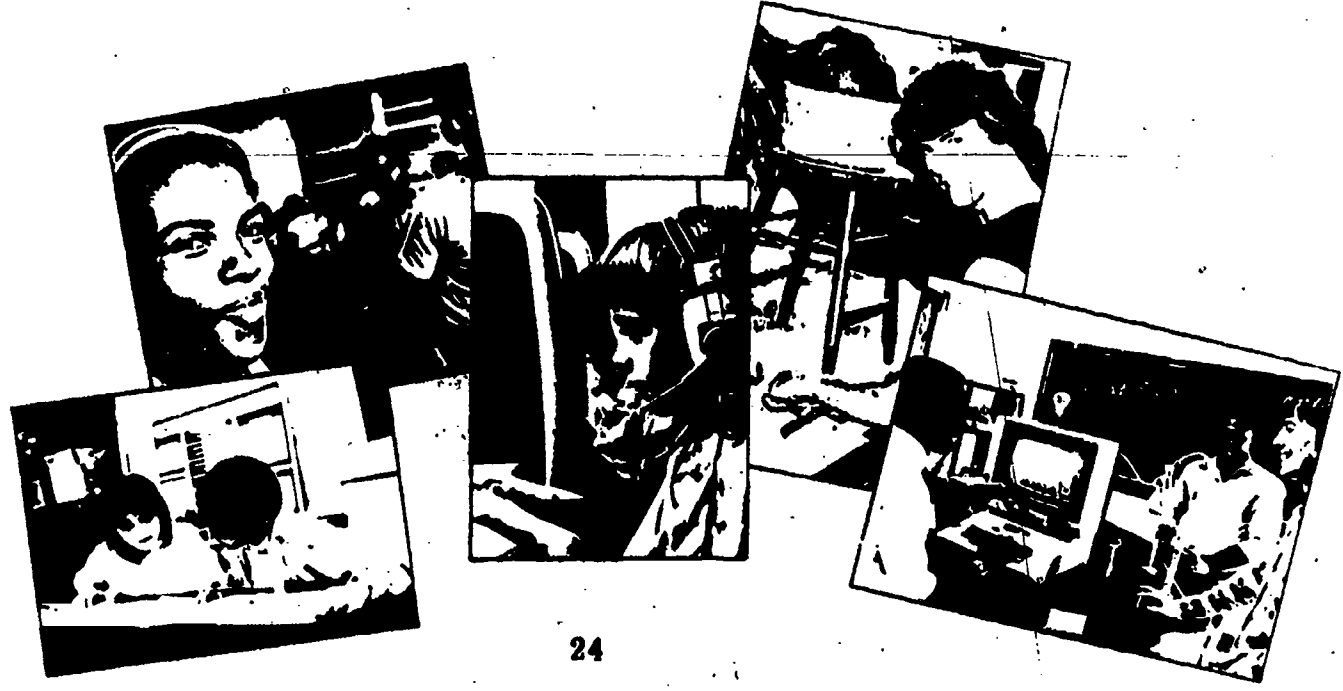


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**Magnet schools provide students with strong basic programs in math, language arts, social studies and science. This solid curriculum is just as essential for magnets as for other St. Louis Public Schools. And like the regular schools, magnets provide instruction in art, music and physical education.**

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The Magnet Schools

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and mail it to:

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1520 S. Grand  
St. Louis, MO 63104  
or call 771-4500**

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State \_\_\_\_\_ Phone \_\_\_\_\_

- Please send me an application
- Please send more information  
about \_\_\_\_\_
- Please ask someone to call me
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about other Magnet Schools

Find out about exciting  
school opportunities to ensure  
your child's success.

# The Right Choice

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**Openings are still available for the following Magnet Schools in St. Louis for the 1985-86 school year.**



**HEALTH CAREERS CENTER**

1530 S. Grand 63104

9-12 Health Careers Center prepares students for entry-level employment in any of the diverse medical, dental or allied health professions. Or for students interested in postsecondary, health-related studies, this school gives them a head start. The Center's curriculum includes regular high school subjects plus comprehensive training in the health services. These experiences expose students to a variety of healthcare areas as well as provide them with valuable professional contacts.



**CENTER FOR MANAGEMENT, LAW AND PUBLIC POLICY**

814 N. 19th St. 63106

9-12 For students who wish to work in administrative positions upon graduation, the Center provides solid preparation. Here, students can study accounting, management, finance, law and public policy, as well as leadership and supervisory skills. This management-oriented school stresses the mastery of basic skill competencies such as oral and written communication and preparation for advanced studies. In addition to a variety of specialty courses, the Center offers a full academic course of study.

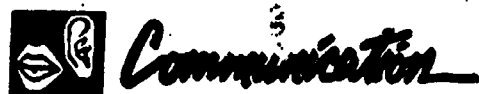


**PRUITT MILITARY MIDDLE SCHOOL**

1212 N. 22nd. St. 63106

6-8 At the Military Middle School there is no formal affiliation with any one military branch of service. Instead, students are exposed to all branches including the Coast Guard, Merchant Marines, Air Force and Navy. Students study regular academics as well as the history and operation of military branches.

They also participate in drill practice and daily inspections. A military adviser and other military personnel are part of the school's permanent staff.



**FOREIGN LANGUAGE PROGRAM ROOSEVELT HIGH SCHOOL**

3230 Hartford 63118

9-12 This part-time program is for high school students who wish to specialize in foreign language while taking their regular required courses at Roosevelt where they may participate in sports or extracurricular activities. The program welcomes beginning foreign language students as well as advanced.

Students study any one of these foreign languages: French, German, Russian, Spanish or Chinese. The program features a computer center, a microcomputer language lab, guest speakers, festivals, field trips, and college and career information.



**HUMBOLDT VPA MIDDLE SCHOOL**

2516 S. 9th 63104

6-8 Students with talent or interest in the visual arts, dance, drama or vocal and instrumental music can develop skill in these areas by attending the Visual and Performing Arts School. Students are taught regular academic subjects, supplemented and enhanced by specialized instruction in art, dance, drama, music and creative writing. As interest develops, they can devote more time to a particular area. Opportunities are provided for students to gain firsthand knowledge by participating in and observing student and professional performances in dance, drama, music and art exhibitions.



**MADISON ACTION LEARNING AND CAREER EXPLORATION SCHOOL**

1118 S. 7th St. 63104

K-8 This school goes beyond teaching the basics to show students firsthand how the concepts and skills they learn daily are applied in the working world. This important correlation is achieved through a comprehensive program of field trips as well as career seminars conducted at the school by business and community agency representatives. By participating in these activities, students receive in-depth exposure to a wide range of occupations. Students are encouraged to become involved in community and civic projects.

**CALL 771-4500 FOR AN APPLICATION OR MORE INFORMATION**

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**Recruitment and  
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Phone - County - 432-0079

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# Positive Parents: Magnet Schools Are The Right Choice

4-24-85 North County Journal



Salvatore and Marianne Mazzola with daughter Caren



Charlene Solomon with twins, Jon and Kelley

Our daughter, Caren, has been enrolled in Mason Investigative Learning Center since the sixth grade. It's just probably been the best teacher-pupil personal experience that the child could have.

The school seems to be geared toward the children, teaching leadership, self confidence, capitalizing on the child's best abilities, showing up their weaknesses-- a child-oriented school.

One of our neighbors' children had been going to Mason. During the summer, when the children were playing together, the neighbors' girl was talking excitedly about going to a computer summer camp. We were amazed that a child would be this interested in scholastic activities in preference to the other summer activities, such as softball, soccer and so forth.

So, consequently, the more we heard about the school she was going to, the more we decided that this was something we would like to investigate. My wife called the child's mother, who was highly enthusiastic about the school.

Not only do they have the computer classes at Mason, they also have gifted classes where students who qualify can advance at their own pace. They've polished a lot of Caren's finer points. We've seen a lot of growing up and maturing.

We were not apprehensive at all about sending Caren to Mason because I went there when I was a child. I know the neighborhood well and feel it is secure. She has been able to make friends of all kinds, and we have made new friends also.

It would be the biggest mistake in a child's life if she didn't take advantage of these opportunities.

We believe that Caren is receiving the kind of encouragement she needs to succeed. She no longer talks about "if" she goes to college, but "when."

For eight years the twins, Jon and Kelley, went to a private school, but it was getting too expensive. So, after looking at test scores and the dropout rate, and talking with the principal, I decided that the Naval Jr. ROTC Academy was the best place for them. Also, I had heard from friends how the Academy has installed pride and self-confidence in their children while also maintaining high academic standards.

The cadets are offered opportunities to go on trips if they keep up their grades, and this is something I wouldn't have been able to afford myself.

This year, Kelley has visited the Great Lakes Naval Station and Jon has gone to the Naval Air Base in Pensacola, Florida. Another group visited the aircraft carrier Nimitz.

The cadets are solely responsible for taking care of their uniforms. They shine their shoes, wash and press their clothes everyday in addition to doing their homework. They really have to learn self-discipline.

Another thing they've had to learn is teamwork. Cadets are part of squads. Merits and demerits are given to squads as a whole, so that when one member breaks a rule or "goofs up" the whole squad suffers. So they all work together to see that they measure up academically, behaviorally and in the dress code.

I've been very pleased with the teachers at the Academy--they always seem to go one step further than necessary to help the children. This is a very structured school and the students who attend have to be able to accept discipline. They must wear a uniform, be respectful, be to class on time and follow all the rules in the handbook. They are busy, but they are learning a lot.

Our friends and I all have high praise for the Naval Jr. ROTC Academy and for its teachers.

FOR MORE INFORMATION CALL:

## RECRUITMENT & COUNSELING CENTERS

City **771-4500**

County **432-0079**

162

MONDAY THROUGH FRIDAY 8:30 A.M. TO 4:30 P.M.

# Students At City Magnet Schools Pursue Interests, Cultivate Talents

SSJ 1-23-85

In a previous Education Section, the "Journal" published an article on elementary magnet schools operated by the St. Louis public school system. This week, information is presented on magnet programs for other grades.

The middle schools serve grades six through eight. Unless otherwise noted, the high schools listed serve grades 9 through 12.

Magnet schools provide a solid basic curriculum supplemented by instruction in a specialized area. Established to foster integration, the schools maintain a racially balanced student body.

Interested persons may call the Recruitment and Counseling Center at 771-4500 for information.

## MIDDLE SCHOOLS:

● **Academic and Athletic Academy:** At this school, athletics are used to motivate and discipline students in their scholastic efforts. This approach is based on the belief that the self-awareness and confidence gained through participation in individual sports and camping will carry over into academic performance.

● **Investigative Learning Center:** The enriched and accelerated math and science experiences emphasized at this school help students develop valuable skills associated with scientific inquiry and problem-solving.

A gifted program is available.

● **Military Middle School:** In the disciplined military setting of this school, uniformed male and female students (called cadets) develop citizenship, leadership and teamwork skills as well as high standards of personal conduct and appearance.

Students are exposed to all branches of military service through field trips to various military service installations, in-school presentations by local servicemen and classroom studies.

● **2 Visual and Performing Arts Middle Schools:** Students with talent or interest in the visual arts, dance, drama or vocal and instrumental music can develop skills in these areas by attending one of these schools.

All regular academic subjects are taught.

## HIGH SCHOOLS:

● **Academy of Mathematics and Science:** Advanced courses in math, science and computer science are taught as well as the regular high school curriculum.

Small classes allow students to receive personal attention in well-equipped facilities. Careers are explored, and college preparatory courses are offered in all subjects.

● **Foreign Language Specialty Program (part-time):** Housed at Roosevelt High School, this program is for students who wish to specialize in a foreign language, while taking their regular required courses at Roosevelt where they may participate in sports or extracurricular activities. The program welcomes beginning foreign language students as well as advanced.

Students study any one of these foreign languages: French, German, Russian, Spanish or Chinese. In addition, the cultures of other countries are explored.

● **Health Careers Center:** This school prepares students for entry-level employment in any one of the many medical, dental or allied health professions. It also gives students interested in post-secondary, health-related studies a head start.

Pending approval, Health Careers Center would begin serving grades nine through 12.

● **Honors Art Program (part-time):** The program is designed for students who show promising talent in and a strong commitment to art. Teacher recommended students can participate in this program while attending their assigned school.

Honors Art offers drawing, painting, ceramics, graphics, metalry, sculpture, photography, filmmaking and a variety of textile crafts.

● **Honors Music Program (part-time):** The program is designed for students who show promising talent in and a strong commitment to music. Teacher-recommended students can participate in this program while attending their assigned school.

Honors Music students concentrate in either vocal or instrumental music and receive both individual and small group instruction.

● **Management Center (grades 11 and 12):** For students who wish to work in administrative positions upon graduation, the Management Center provides solid preparation. Students can study accounting, management, finance and secretarial procedures.

This school's emphasis on leadership, decision-making, problem-solving and human relations prepares students for entry-level administrative jobs or for further study.

Pending approval, Management Center would begin serving grades nine through 12.

● **Mass Media Program (part-time):** In this program, housed at McKinley High School, students receive practical experience in radio, television, film production, photography and journalism. Students enrolled in this program take their regular required courses at either McKinley or at their assigned school.

● **Metro High:** At this school, academically motivated students frequently attend classes at local colleges, universities and businesses.

Metro students receive a full college preparatory curriculum in preparation for postsecondary studies.

Metro offers the standard courses in mathematics, science, English, foreign languages, business education, drama, art and social studies. In addition, college credit is available for some courses through an arrangement with St. Louis University.

● **Naval Junior ROTC Academy:** At this school, which has a formal affiliation with the U.S. Navy, uniformed male and female students (called cadets) develop citizenship, leadership and teamwork skills as well as high standards of personal conduct and appearance. They receive leadership training and instruction from naval officers and chief petty officers.

Naval science courses include piloting, meteorology, navigation, radar and sonar. To reinforce classroom studies, students visit local navy installations.

● **Senior Classical Academy:** This "school within a school," located at Soldan High School, challenges the faster-paced learning needs of students who have been identified as gifted and talented through the school system's testing process.

● **Visual and Performing Arts High:** Students are taught regular academic subjects, supplemented and enhanced by specialized instruction in the visual arts, dance, drama and vocal and instrumental music.

## Gifted children 'flourish' at Classical Junior Academy in CWE

By Peggy Magee

One class reads Tolstoy's "The Two Brothers" and discusses the author's purpose. Another interprets stock market reports and makes hypothetical investment decisions. Several students rehearse speeches they researched and wrote in preparation for a citywide oratory contest.

You might expect these participants to be in high school or even college. Instead, they are elementary students at the Classical Junior Academy, 3351 Enright Ave., a public magnet school for gifted children in grades two through eight.

Principal Mary Beth Purdy says students flourish in the school where the approach is creative, imaginative enrichment and rigorous fast-paced work in the basics. "We help them fine-tune their thinking skills and creative potential by planning stimulating classroom and field experiences," she said.

It's not that the subject areas are different from other elementary schools, she says, but the activities and assignments that complement them. Field trips are "an integral component."

This year, third-grade science students visited an active archeological dig at the Cahokia Mounds and conducted a surface study for artifacts. Fifth graders learned history by camping out and living like people in the 1800s. City government was explored by sixth graders who observed the St. Louis Board of Aldermen in session at City Hall.

Often students need not leave the building to be equally enriched. The school staff and parent organization seek out interesting presentations to enhance classroom studies.

A lawyer recently addressed fifth graders on examining witnesses as part of a nine-week mock trial project. In monthly record-playing sessions, students in grades two through five learn from parents about great composers and their music. During Black History Month, a children's dance troupe performed for the entire school. The entertainers were students of world-renowned dancer and choreographer Katherine Dunham.

Mrs. Purdy explains the thrust of these programs as "examining the whole as they learn the parts."



**CLASSICAL JUNIOR ACADEMY**  
Eighth-grader Kurtis Cole watches television for a different reason.

The school newspaper and the annual literary "review" are more proof of this approach. The publications include articles, poems, drawings and creative writings contributed by students in all grades. A research paper, complete with bibliography and footnotes, is a semester-long project for seventh and eighth graders. They submit the seven-to-eight page report typewritten, having learned to type in earlier years.

In many cases, Academy students are introduced to subjects earlier than other elementary students. Next year, Mrs. Purdy reports, children in grades two through four will begin learning about computers. Foreign language and industrial arts/home economics are offered beginning in the fifth grade, and instrumental music in the fourth. Physical education, vocal music, art and dance are offered to all students.

Mrs. Purdy says her students, who qualify for admission through test scores, "are interested in learning and get heavy doses of it."

Parents agree, and some are relieved that the challenging, accelerated program exists.

Guy and Diane Bradley said their three sons who attend the Academy would come home from their former school frustrated because they wanted to learn and felt they weren't learning. Mrs. Bradley and other parents of gifted students taught the children themselves after school. But since the Bradley children have been at the Academy, Mrs. Bradley says, "I don't have to do anything. Life is easy."

The school must have something special to offer the Bradley boys for them to commute daily from their home in Chesterfield

to the DeBaliviere-area school. Because it is a magnet school, enrollment is racially balanced, and students are accepted from both St. Louis city and county.

The 595 students come from all parts of the city and from county districts including Bayless, Ritenour and Parkway.

Eighth-grader Kevin Bradley says the education is worth the 30-minute commute. "There are things I've already learned that other students are doing in high school," he says. He plans to attend DeSmet High School and expects to be able to test out of some of the freshmen courses there.

In addition to stimulating academics, the Academy addresses the needs of gifted children in other ways. At their former schools, Mrs. Bradley says, these children—two to four years ahead of themselves mentally—were often made fun of for being bright.

But at the Academy, she says, they have friends with similar interests and abilities and now realize "it's okay to be smart."

For information or an application, call 771-6500.



**CUT AND PASTE:** Two second-graders at the Classical Junior Academy, 3351 Enright Ave., don masks they made after seeing a panoramic slide show on African masks at the 4th R Gallery Media Center.



# Guided Magnet Program Stays In Step With Individual Ability

WEST COUNTY CITIZEN 8/15/84



Peer tutoring is one of the instructional methods used to improve skills in ability-grouped classes at Individually Guided Education magnet schools. According to Rejesta Perry, principal of Woerner, instructional techniques change according to the needs of the students.

Maplewood resident Dierdre Ritter and Lemay residents Dawn and Melissa Ledbetter seem more excited about school than ever before. For their parents, that's reason enough for sending their children to a city Individually Guided Education magnet school.

Under the Voluntary Desegregation Plan, white students from predominately white county districts can attend city magnet schools (special emphasis schools that are racially balanced Enrollment Application), is open to students from the metropolitan area.

Dawn and Melissa are the children of Charles and Linda Ledbetter. Linda Ledbetter said the deciding factor in opting for the individually guided education (IGE) program was the fact that their two young daughters would be able to progress at their own rate.

**MULTI-AGE GROUPING**, an integral feature of IGE, allows students to work at the level at which they comprehend, regardless of age. It helps eliminate concerns parents have when their child falls behind in one of the fundamentals or is stymied by slow learners.

Dierdre's parents are Michael

and Laurel Ritter. Laurel Ritter cited this benefit for their daughter: "In the IGE school, if she's doing well in math, Dierdre can advance into another math group while remaining in the same reading class."

IGE is geared to the student's unique learning abilities and personal characteristics. In addition to standardized testing, which compares the child's ability to others in the same grade, individual-criterion-reference-tests are administered to assess individual strengths and weaknesses. Test results and teacher evaluation then formulate the basis of a personalized education program.

Two schools in the St. Louis school system will continue an IGE program. Wade, 2030 S. Vandeventer, and Woerner, 6131 Leona, will reopen Sept. 5 for students in kindergarten through eighth grade. Kindergarten classes in both schools will be in session all day.

**TEAM TEACHING** - the assignment of students, teachers and support staff into units - is used in each school to facilitate the multi-age grouping concept.

The breakdown is as follows:

team 1, kindergarten through grade two; team 2, grades three and four; team 3, grades five and six; and team 4, grades seven and eight.

Team teachers plan the curriculum for students in that group. By operating within these units, they are better able to chart a student's progress and divide teaching assignments according to expertise.

"Teachers have a great deal of input in planning and managing the academic and social programs for students within their team," said Woerner teacher Virginia Grace. This allows for the regrouping of students when the need arises. For example, a child who has mastered a concept may be regrouped into a class covering more advanced material.

Instruction within an ability-grouped class can take place in small- or large-group settings, one-on-one or through peer tutoring. Rejesta Perry, principal of Woerner, explained, "Instructional techniques change according to the needs of the students."

FILMS, TAPES, workbooks, demonstrations, skits, and var-

ious school system and community resources are among the many teaching aids used. The field trips planned have specific instructional goals.

According to John Ingram, principal of Wade, "St. Louis IGE schools have the resources to provide a wide variety of materials to address students' diverse interests."

"The purpose of IGE is to provide an environment that is highly conducive to learning - an environment that turns children on, not off," Ingram said.

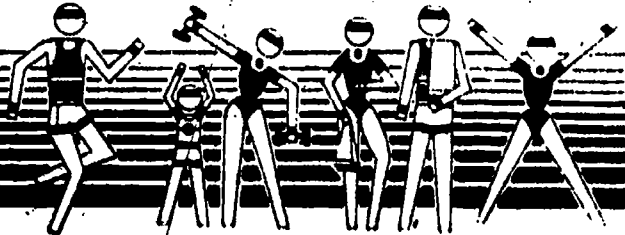
The St. Louis school system is not the first to offer IGE. The program is international in scope and is widely acclaimed throughout the world. More than 3,000 schools are affiliated with the Association of Individually Guided Education.

Rejesta Perry summed up the essence of the IGE concept: "It's tailored to the child; the child is not forced to fit the program."

For more information on IGE or other city magnet schools, call the Recruitment and Counseling Center at 771-6888.

(This article, from St. Louis public schools, is by Peggy Magna.)

# Health Care 85



## St. Louis Magnet School Prepares Students For Health Careers



Health Careers students transfer a patient at Veterans Administration Hospital on Grand.

Physical therapist Cindy Alvino says she's impressed with the high school training of her student intern, Lisa Diskus. The senior at Health Careers High, a St. Louis magnet school, has worked twice a week since January in the physical therapy department at Veterans Administration Hospital in south county.

"Lisa came to us with a lot of knowledge and was very familiar with medical terminology," Alvino said. "She knows the basics and we're teaching her new procedures. We answer any questions she has."

Lisa transfers patients, straps them to the therapy equipment and works with them on range of motion exercises. She also runs errands and answers the phone.

Located at 1530 S. Grand in the midtown medical area, Health Careers provides a comprehensive high school curriculum, including English literature, business, history and sociology. Math and science-related courses, exploratory simulation experiences and clinical internships round out the program, which prepares students for entry level employment or further study in allied health professions.

AFTER A general orientation

their first year to careers in the health services field, students select an area of speciality - either patient care; rehabilitation therapy, which includes physical therapy; laboratory technology or medical/dental business. Certified health specialists teach and supervise each unit.

After graduation from Health Careers, Lisa plans to study toward a degree in physical therapy. She said she believes her high school training will give her a head start in the college program.

Health Careers principal Albert Reinsch said the clinical experience students receive allows them to test their interests and abilities before pursuing advanced studies in a specific field.

"Some four-year nursing schools don't provide clinical experiences until the third year and, at that point, students may realize nursing isn't for them," he said.

THE HEALTH CAREERS program, he said, enables young people to "discover where their interest lie."

Dr. David Davidson, associate dean of optometry at the University of Missouri at St. Louis,

agreed.

"The school provides students with a knowledge base to make a much more intelligent career decision," said Davidson, who is a member of the school's advisory board.

He added that Health Careers students "can sense the relevance of their high school education to their long-range career goals. It's in their best interest to have that kind of competitive edge."

The 12-member advisory board, made up of health field administrators, officials and educators, meet regularly to make recommendations on the school's curriculum.

LIKE LISA Diskus, other seniors at Health Careers are now "interning" at local health care institutions, applying theory and skills learned in the classroom. Students are placed in facilities where they receive hands-on, supervised training in their specialty area.

Two students in the "lab tech" unit are in the clinical lab at the Yeatman Union-Sarah Medical Center. They draw blood from patients, analyze blood and urine and assist in the autopsy room.

Several students who study patient care work in the operating room at the Veterans Administration Hospital on Grand. They pass instruments during surgery, transfer patients, check vital signs and make beds (hospital style).

Another student, in medical business, assists with hospital bookkeeping procedures at various offices of St. Louis University Hospital.

Teacher Odessa Owens, who supervises the medical laboratory students, said the students are gaining knowledge and skills as well as developing empathy for patients and a professional rapport with co-workers.

Owens added that this training "is applicable to related allied health professions."

WHILE THE school currently serves only juniors and seniors, administrators hope for its expansion next year to a four-year high school. A decision on this and other magnet school proposals, submitted by the school board to U.S. District Judge Stephen N. Limbaugh, are expected in the near future.

For more information or an application, call 271-4500.

**APPENDIX C**

**TEACHER EXCHANGE/TRANSFER PROGRAM**



# THE VOLUNTEER

A Newsletter Highlighting the Voluntary School Desegregation Plan

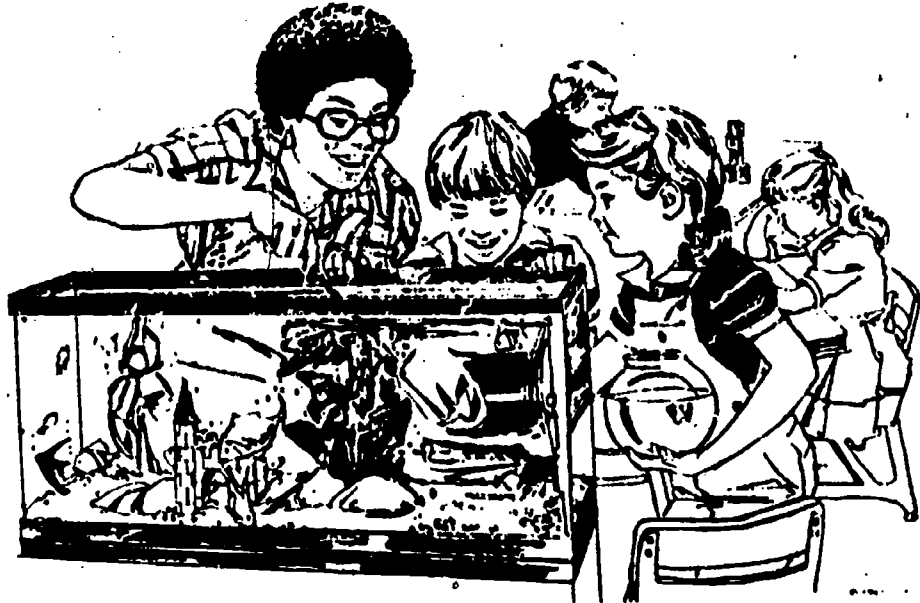
Winter, 1985

## Teacher Exchange/Transfer Program Will Begin 1985-86

All of us involved in implementing the Settlement Agreement have taken major responsibilities and extended ourselves to make the plan work. We have faced continued challenges and served them by exploring creative ways to be successful in new situations.

We now have another important challenge ahead. The Teacher Exchange/Transfer Program is an integral component of the Agreement. Once we have interested teachers, we rely on participating school districts to help implement this part of the Agreement by placing applicants in available positions for the subsequent school year. The task is not easy, but certainly not beyond our ability to fulfill.

"The purpose of the teacher transfer and exchange program among metropolitan and county school districts is to enhance racial teacher balance and teacher integration experiences in the districts. Another purpose of this program is to foster attitudes of responsiveness, cooperation and innovation in meeting educational challenges." (Settlement Agreement, Section VII.a, page 4)



There are conditions listed in the Settlement Agreement, Section VI.l.b, pages 4-6. Each school district has copies of these conditions which are available to all teachers. The conditions indicate personnel policies, salary conditions, teacher tenure status, selection procedures, period of the exchange or transfer, and other expectations. VICC staff would be pleased to send anyone a copy of these conditions upon request.

The VICC recognizes the significance of the Teacher Exchange/Transfer Program and has formed a subcommittee, chaired by Doug Cormack, Principal of McGrath Elementary School, Brentwood School District. The purpose of this subcommittee is to disseminate information about the program and to promote exchanges and transfers. The goal of the

subcommittee is to stimulate interest and foster participation. In addition, all superintendents have been asked to support this program and help facilitate its implementation.

We are encouraging teachers to consider participating. Those interested may apply for an exchange or transfer by completing the form enclosed in this newsletter. Additional applications may be obtained by calling the VICC office, at 432-0079. Completed applications should be returned to:

Teacher Exchange/  
Transfer Program  
VICC Office  
10601 Clayton Road  
St. Louis, MO 63131

Thank you.

*Susan Uchitelle*  
Executive Director  
of the VICC

## Ritenour Supports Voluntary Transfer Plan

In its fourth year of accepting inter-district transfer students, the Ritenour School District now has 484 transfer students enrolled. Gerald Sandweiss, Assistant Superintendent, reported, "We are pleased with the natural way in which the voluntary and regular programs have blended into one program for all students."

Students and staff at Ritenour have been particularly active this year with participation in a number of part-time programs and multicultural awareness workshops. Furthermore, the district notes

that six of its minority students have gone on to attend the University of Missouri and one transfer student has applied for a scholarship from the St. Louis Post Dispatch.

Dr. Sandweiss, moreover, stated, "We have had reporters visiting our district from the Philadelphia Inquirer and the Kansas City Times, and our students in the desegregation plan were extremely positive in making statements to these two newspaper reporters." Clearly, Ritenour is committed to helping make the Voluntary Interdistrict Transfer Plan work.

## Valley Park and Affton Foster Friendships

Good feelings toward others of different cultural backgrounds can be fostered in the public schools. Activities designed to encourage multicultural understanding are varied and can be as simple or elaborate as desired. Two interesting activities recently took place in the Valley Park and Affton School Districts.

At Valley Park the Student Council for the Seventh and Eighth Grade Center sponsored Friendship Day to emphasize meeting new people and making new friends.

A drawing was held in advance of the day. Two identical sets of numbers were mixed together, and the students each drew a number. At the afternoon party on Friendship Day the students matched numbers to find their new friends. Packets of gum and candy which had been sold by the Student Council were exchanged and a break dancing contest was held. A good time was had by all students who participated in this amicable activity.

The fourth and fifth graders of Baden School in St. Louis and Gotsch School in Affton have had some fascinating enrichment experiences through St. Louis' Springboard to Learning part-time program.

One activity involved a field trip experience at Calvary and Bellefontaine Cemeteries. The students from Gotsch were given a warm welcome by the youngsters at Baden School on November 16. The children then spent time in their classrooms meeting face to face those with whom they had already begun a relationship through their pen-pal correspondence. Despite initial shyness and reserve, it was soon evident that the children had found they had many common interests.

A well-planned and executed skit by the Baden students introduced the activities at the cemeteries. Students personified well-known residents of Calvary and Bellefontaine and described their contributions to society. Then all the students paired up with their pen pals

and boarded buses which took them to Bellefontaine and Calvary Cemeteries.

Groups of students and their adult leaders, many of whom were volunteer parents, were dropped off at various points throughout the cemeteries. The leaders had been provided with maps marked with the groups' specific routes, and the youngsters had assignment sheets to complete based on information they found along their routes. They were to find the burial places of famous people, such as Dred Scott, William Clark and others.

After a couple of hours in the blustery cold of the cemeteries, the groups were ready to return to share their observations. Their fingers and toes were blue with cold, but their faces were glowing with enthusiasm for their experience.

Such an activity provided students with a memorable adventure, opportunities to generate new friendships, to utilize and cultivate skills in social studies, art, math and science, and a vivid lesson in local history.

## Smile, You're at the Mass Media School



The Mass Media Specialty Program at McKinley High School offers students a variety of stimulating experiences involving television, film production, photography and journalism.

Open to students from the city and the county in grades 9-12, the program can be a valuable asset to aspiring young print and broadcast journalists. Classes include introductory and advance theory courses, hands-on lab experiences, field trips, guest speakers and the creation of a final project.

The Radio Lab class provides students the unique

opportunity to broadcast every school day on KSLH, the FM station of the St. Louis Public Schools. The class is modeled to resemble, as closely as possible, the working conditions of a radio station. Students produce, edit and engineer the programs that are aired Monday through Friday on KSLH at 9:00 a.m. and 1:30 p.m.

The Photojournalism and Filmmaking classes meet in a suite of four rooms, which include a conference room, traditional classroom, studio space, and the combined darkroom and "wet room." The largest room is light controlled, allowing a perfect cinematic environment for film exhibition. All photographic work, such as gathering assignments through shooting, developing and printing, is

executed by the students. The filmmaking students work in production teams, writing their own treatments which are then developed as scripts and produced by the same teams.

Students in the Television classes work on the production of programs centered on teen entertainment in the St. Louis area. The shows include movie reviews, previews of video cassette releases, and popular teen spots in the metro area.

Mass Media students contribute to every aspect of school life at McKinley from the school newspaper and yearbook to the production of a film which depicts the spirit of the magnet school system. Creativity abounds at Mass Media which makes it clearly a choice worth considering.

Upon entering Wade School, one of the locations of the Individually Guided Education magnet program, one is impressed with the feeling of vitality pervading the atmosphere. The children are actively involved in the unusual learning process which is a unique feature of the Individually Guided Education model.

According to a recent evaluation by the Magnet Review Committee, the I.G.E. program "is well implemented in this school. The school is organized into instructional teams, with clusters of teachers working under the direction of a designated team leader. Students are grouped into clusters and re-grouped based on their instructional levels as appropriate....A combination of large group instruction, some independent individual learning activities, and more limited small group instruction" are

## Learning is Individual at Wade School



among the teaching methods used at Wade.

Students are provided instruction in all academic areas designed to meet their individual needs. This gives the child who is performing above his/her grade level in math, for example, the opportunity to forge ahead in that subject while at the same time allowing for remedial help in reading and language arts if needed. Competition among the children is kept to a minimum while they work at a pace that is comfortable for them.

Staff and students at Wade appear to interact well within

an environment where school rules are enforced fairly and consistently. The classrooms and hallways are invitingly decorated. Eye-catching bulletin boards are designed to stimulate thinking and reflect the various activities occurring throughout the school. The Magnet Review Committee reports that "parents are supportive of this school, feel that there is good communication between the school and home, and feel that the school is responsive to their children's individual needs."

The teachers and administrators at Wade have high expectations for student achievement. This attitude is clearly and positively conveyed to the students who seem to respond with notable enthusiasm. The Individually Guided Education magnet program at Wade School is an exciting alternative to the traditional classroom standard.

## Applications and Recruiting Keep VICC Staff Busy

Applications were sent to ascertain continuing interest to students who were eligible to transfer to county school districts but could not be placed because of lack of space during the 1984-85 school year. The returned applications will have first priority for placement for the 1985-86 school year.

Brochures and applications for transfer to the county school districts were mailed in early January to all black children who are now enrolled in St. Louis Public Schools. The VICC staff is engaged in processing the applications and hopes to have the majority of children placed before school dismisses for the summer.

Recruitment activities have been the focus of the VICC counselors the past couple of months. Many of the city and

county schools and various parent meetings have been visited to disseminate information. The VICC has compiled in a booklet, entitled "Answers to Your Questions Regarding Voluntary Interdistrict Transfers," a list of the most frequently asked questions. This booklet is available to parents and staff. These activities in conjunction with the mailing of the brochures and applications should increase both student and parent awareness of the Voluntary Interdistrict Transfer Plan.

The VICC is participating in a safety task force group designed to develop preventative measures to ensure the safety of students on the streets during the early morning and late evening hours.

\*\*\*\*\*

## We Need You

Our thanks to those who so graciously contributed information for this issue of *THE VOLUNTEER*.

Anyone who wishes to have his or her school district featured in the next issue or anyone who wants to disseminate other information relating to the Voluntary Interdistrict Transfer Plan may contact:

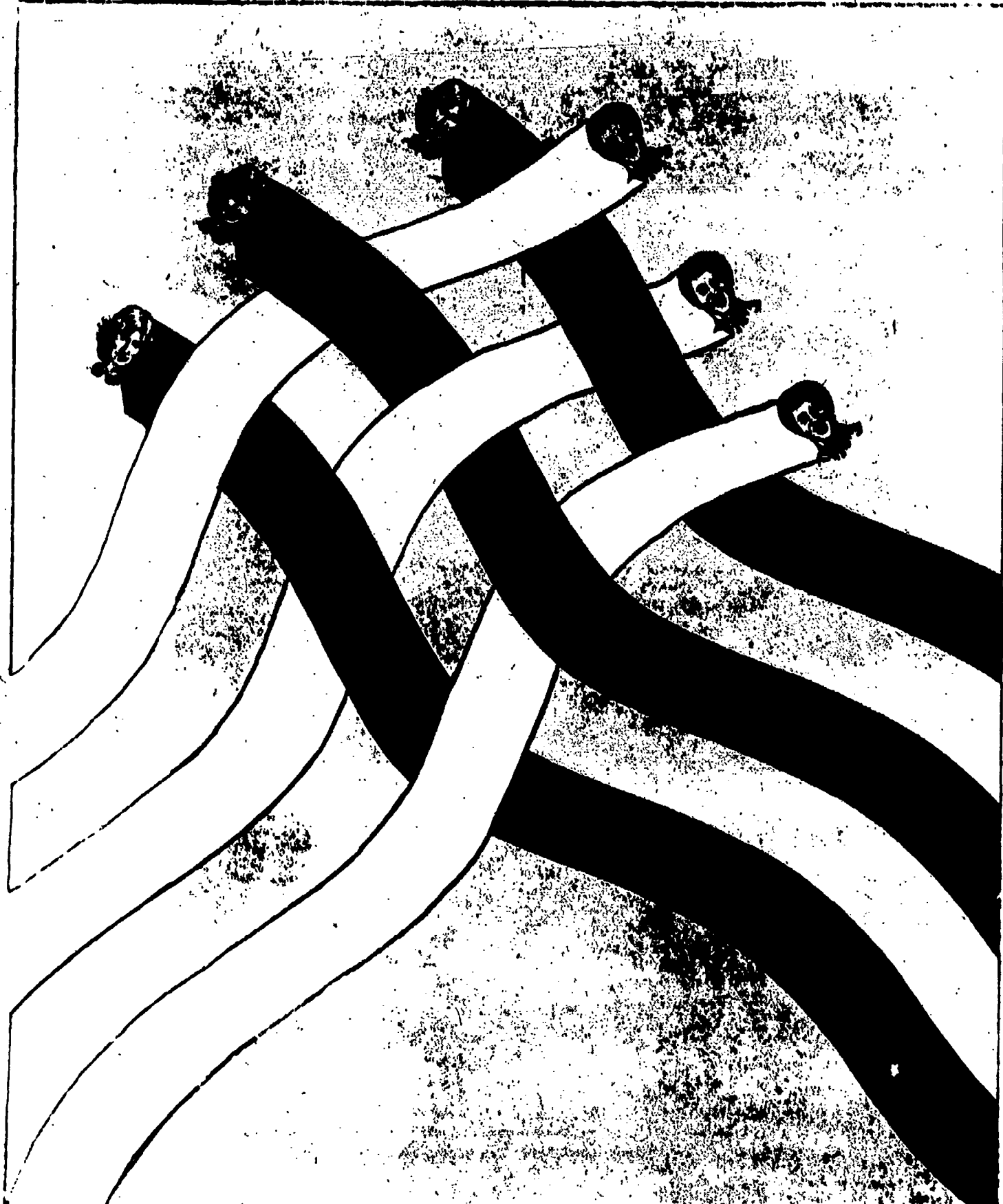
Phylis Dodge  
VICC Office  
10601 Clayton Road  
St. Louis, MO 63131  
432-0079

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VOLUNTARY INTERDISTRICT  
COORDINATING  
COUNCIL

10601 Clayton Road, St. Louis, MO. 63131



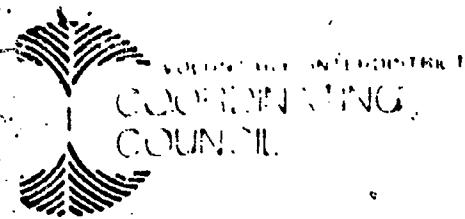
## **BE AMONG THE FIRST**

**PARTICIPATE IN THE TEACHER EXCHANGE/  
TRANSFER PROGRAM. FOR FURTHER  
INFORMATION, CALL THE VOLUNTARY  
INTERDISTRICT COORDINATING COUNCIL.**

**432-0079**



COUNTY DISTRICTS NOT ACCEPTING TRANSFER STUDENTS



QUESTIONNAIRE REGARDING THE STAFF EXCHANGE / TRANSFER PROGRAM

PROGRAM AWARENESS

1. Are you aware that there is an exchange/transfer provision of the Settlement Agreement?  $\frac{65\%}{13}$   $\frac{7-35\%}{No}$

2. If you are already familiar with this aspect of the Agreement, from what source did you learn of this program? (Check categories applicable)

Staff Bulletin 5-25%  
 Newspaper 5-25%  
 VICC Information 6-30%  
 Teacher Organization 4-20%  
 Other (Specify)

3. If you are not already familiar with this program, what source would most likely provide you with this information?

Staff Bulletin 6-46%  
 Newspaper 3-23%  
 VICC Information 3-23%  
 Teacher Organization 1-8%  
 Other (Specify)

4. If you are already familiar with this aspect of the Agreement, in which school year did you become knowledgeable?

1981-84 12-80%  
 1984-85 3-20%

5. Do you understand the differences between staff exchange and transfer?

$\frac{91\%}{Yes}$   $\frac{2-9\%}{No}$

WHICH OF THE FOLLOWING STATEMENTS ARE TRUE?

1. An applicant can specify his/her assignment/location preferences.
2. I would have final say in whether I accept an exchange/transfer assignment.
3. If I stay for one year, I will receive a bonus.
4. I will retain my employment status with my home district.
5. My salary and fringe benefits will be the same as if I were in my home district.
6. I will be bound to work under the rules and calendar of the host district.
7. An exchange can be made for a one-year period, but there would be no bonus for a shorter term exchange.
8. A transfer has the same provisions as an exchange. The difference is that there would be no teacher coming from the other district to fill my place.
9. Upon returning to my home district, I will be guaranteed an assignment according to my school district's policies.
10. Only tenure teachers can participate.
11. Applications for exchange/transfer can be obtained by calling the VICC office or your local district personnel office.

$\frac{52\%}{T}$   $\frac{11}{F}$   $\frac{10-46\%}{T}$   
 $\frac{100\%}{T}$   $\frac{20}{F}$   $\frac{0}{F}$   
 $\frac{67\%}{T}$   $\frac{14}{F}$   $\frac{7-33\%}{F}$   
 $\frac{100\%}{T}$   $\frac{19}{F}$   $\frac{0}{F}$   
 $\frac{100\%}{T}$   $\frac{21}{F}$   $\frac{0}{F}$   
 $\frac{95\%}{T}$   $\frac{20}{F}$   $\frac{1-5\%}{F}$   
 $\frac{80\%}{T}$   $\frac{16}{F}$   $\frac{4-20\%}{F}$   
 $\frac{89\%}{T}$   $\frac{16}{F}$   $\frac{2-11\%}{F}$   
 $\frac{100\%}{T}$   $\frac{17}{F}$   $\frac{0}{F}$   
 $\frac{32\%}{T}$   $\frac{6}{F}$   $\frac{13-68\%}{F}$   
 $\frac{45\%}{T}$   $\frac{19}{F}$   $\frac{1-5\%}{F}$

(Over)

CONDITIONS

Which conditions of the staff transfer/exchange program would encourage or discourage your participation?  
Rate with + for favorable condition and - for unfavorable condition.

	+      -
1. Teacher remains an employee of the home district.	100% - <u>22</u> 0
2. Teacher receives scheduled salary and fringe benefits of home district.	100% <u>21</u> 0
3. Teacher has the right to maintain affiliation with professional association of his/her choice.	100% - <u>22</u> 0
4. Teacher tenure status shall not be affected.	100% <u>22</u> 0
5. Teacher's home district personnel policies shall apply (sick leave, personal days, etc.).	<sup>100%</sup> 21 0
6. Teacher shall receive no mileage reimbursement for travel to and from worksite.	14% <u>3</u> <u>19-86%</u>
7. Teacher mutually agrees with host district to period of service in host district.	100% <u>22</u> 0
8. Teacher shall be obliged to follow host district school calendar.	100% <u>20</u> 0
9. Teacher may receive extra duty pay for all services performed in host district.	100% <u>22</u> 0
10. Teacher evaluation procedure shall be mutually agreed to by home and host district.	100% <u>22</u> 0
11. Teacher shall return to home district at end of transfer assignment.	100% <u>22</u> 0
12. Teacher's assignment upon return to home district shall be based on home district policies and procedures.	67% <u>14</u> <u>7-33%</u>
13. Teacher shall receive a one-time monetary bonus after a full year in the exchange or transfer position.	91% <u>20</u> <u>2-9%</u>
14. Amount of bonus recommended by the VICC for all districts to consider is \$2,500.	86% <u>17</u> <u>3-14%</u>

PLEASE REACT TO THE FOLLOWING QUESTIONS:

1. My decision to participate in the program would receive administrative support.	95% <u>20</u> <u>1-5%</u>
2. The experience would benefit me professionally/personally.	67% <u>14</u> <u>7-33%</u> Yes No
3. I would be willing to participate in such a program.	35% <u>8</u> <u>15-65%</u> Yes No

COMMENTS:



COUNTY DISTRICTS ACCEPTING TRANSFER STUDENTS

YOUR LEADY DISTRICT  
COUNCIL  
COUNCIL

QUESTIONNAIRE REGARDING THE STAFF EXCHANGE/TRANSFER PROGRAM

PROGRAM AWARENESS

1. Are you aware that there is an exchange/transfer provision of the Settlement Agreement? 86% 14%  
467 78  
Yes No

2. If you are already familiar with this aspect of the Agreement, from what source did you learn of this program? (Check categories applicable)

- Staff Bulletin 177-26%
- Newspaper 259-38%
- VICC Information 74-11%
- Teacher Organization 90-13%
- Other (Specify) 84-12%

3. If you are not already familiar with this program, what source would most likely provide you with this information?

- Staff Bulletin 150-43%
- Newspaper 51-15%
- VICC Information 53-15%
- Teacher Organization 78-23%
- Other (Specify) 13-4%

4. If you are already familiar with this aspect of the Agreement, in which school year did you become knowledgeable?

- 1981-82 2-1%
- 1983-84 355-82%
- 1984-85 75-17%

5. Do you understand the differences between staff exchange and transfer? 83% 17%  
447 93  
Yes No

WHICH OF THE FOLLOWING STATEMENTS ARE TRUE?

1. An applicant can specify his/her assignment/location preferences. 76% 24%  
374 117
2. I would have final say in whether I accept an exchange/transfer assignment. 93% 484 39-7%
3. If I stay for one year, I will receive a bonus. 57% 267 198-43%
4. I will retain my employment status with my home district. 98% 496 10-2%
5. My salary and fringe benefits will be the same as if I were in my home district. 98% 515 9-2%
6. I will be bound to work under the rules and calendar of the host district. 98% 511 13-2%
7. An exchange can be made for a one-year period, but there would be no bonus for a shorter term exchange. 80% 342 83-20%
8. A transfer has the same provisions as an exchange. The difference is that there would be no teacher coming from the other district to fill my place. 82% 416 90-18%
9. Upon returning to my home district, I will be guaranteed an assignment according to my school district's policies. 96% 498 23-4%
10. Only tenure teachers can participate. 39% 175 276-61%
11. Applications for exchange/transfer can be obtained by calling the VICC office or your local district personnel office. 97% 492 13-3%

(Over)



CONDITIONS

Which conditions of the staff transfer/exchange program would encourage or discourage your participation?  
 Rate with + for favorable condition and - for unfavorable condition.

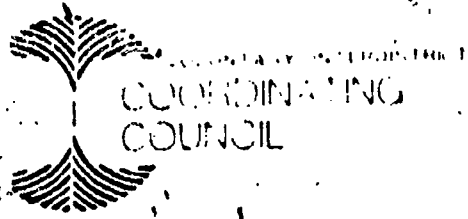
	+	-
1. Teacher remains an employee of the home district.	94%	52   8 - 1%
2. Teacher receives scheduled salary and fringe benefits of home district.	97%	51   14 - 3%
3. Teacher has the right to maintain affiliation with professional association of his/her choice.	98%	52   9 - 2%
4. Teacher tenure status shall not be affected.	94%	52   7 - 1%
5. Teacher's home district personnel policies shall apply (sick leave, personal days, etc.)	97%	51   15 - 3%
6. Teacher shall receive no mileage reimbursement for travel to and from worksite.	22%	113   408 - 76%
7. Teacher mutually agrees with host district to period of service in host district.	93%	48   39 - 1%
8. Teacher shall be obliged to follow host district school calendar.	79%	40   106 - 21%
9. Teacher may receive extra duty pay for all services performed in host district.	95%	50   25 - 5%
10. Teacher evaluation procedure shall be mutually agreed to by home and host district.	91%	47   47 - 9%
11. Teacher shall return to home district at end of transfer assignment.	98%	52   11 - 2%
12. Teacher's assignment upon return to home district shall be based on home district policies and procedures.	79%	40   107 - 21%
13. Teacher shall receive a one-time monetary bonus after a full year in the exchange or transfer position.	90%	46   53 - 10%
14. Amount of bonus recommended by the VICC for all districts to consider is \$2,500.	77%	38   119 - 23%

PLEASE REACT TO THE FOLLOWING QUESTIONS:

1. My decision to participate in the program would receive administrative support.	87%	41   62 - 13%
2. The experience would benefit me professionally/personally.	41%	20   290 - 59%
3. I would be willing to participate in such a program.	12%	59   442 - 98%

COMMENTS:

COUNTY DISTRICTS WHO HAVE MET PUPIL RATIO GOALS



QUESTIONNAIRE REGARDING THE STAFF EXCHANGE/TRANSFER PROGRAM

PROGRAM AWARENESS

1. Are you aware that there is an exchange/transfer provision of the Settlement Agreement  $88\% - 38$   $5 - 12$   
 Yes No

2. If you are already familiar with this aspect of the Agreement, from what source did you learn of this program? (Check categories applicable)

Staff Bulletin	<u>15</u> - 21%
Newspaper	<u>30</u> - 41%
VICC Information	<u>6</u> - 12%
Teacher Organization	<u>3</u> - 6%
Other (Specify)	<u>5</u> - 10%

3. If you are not already familiar with this program, what source would most likely provide you with this information?

Staff Bulletin	<u>16</u> - 47%
Newspaper	<u>2</u> - 6%
VICC Information	<u>5</u> - 15%
Teacher Organization	<u>11</u> - 32%
Other (Specify)	_____

4. If you are already familiar with this aspect of the Agreement, in which school year did you become knowledgeable?

1983-84	<u>32</u> - 94%
1984-85	<u>6</u> - 6%

5. Do you understand the differences between staff exchange and transfer?

$80\% - 35$   $9 - 20$   
 Yes No

WHICH OF THE FOLLOWING STATEMENTS ARE TRUE?

- An applicant can specify his/her assignment/location preferences.
- I would have final say in whether I accept an exchange/transfer assignment.
- If I stay for one year, I will receive a bonus.
- I will retain my employment status with my home district.
- My salary and fringe benefits will be the same as if I were in my home district.
- I will be bound to work under the rules and calendar of the host district.
- An exchange can be made for a one-year period, but there would be no bonus for a shorter term exchange.
- A transfer has the same provisions as an exchange. The difference is that there would be no teacher coming from the other district to fill my place.
- Upon returning to my home district, I will be guaranteed an assignment according to my school district's policies.
- Only tenure teachers can participate.
- Applications for exchange/transfer can be obtained by calling the VICC office or your local district personnel office.

82%	<u>36</u>	<u>8</u> - 18%
95%	<u>39</u>	<u>2</u> - 5%
79%	<u>31</u>	<u>8</u> - 21%
98%	<u>40</u>	<u>1</u> - 2%
100%	<u>37</u>	<u>0</u>
95%	<u>40</u>	<u>2</u> - 5%
91%	<u>30</u>	<u>3</u> - 9%
84%	<u>31</u>	<u>6</u> - 16%
95%	<u>38</u>	<u>2</u> - 5%
70%	<u>21</u>	<u>7</u> - 30%
100%	<u>38</u>	<u>0</u>

CONDITIONS

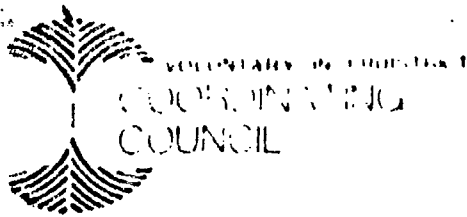
Which conditions of the staff transfer/exchange program would encourage or discourage your participation?  
 Rate with + for favorable condition and - for unfavorable condition.

	+	-
1. Teacher remains an employee of the home district.	100%	41
2. Teacher receives scheduled salary and fringe benefits of home district.	98%	40 1-2%
3. Teacher has the right to maintain affiliation with professional association of his/her choice.	98%	40 1-2%
4. Teacher tenure status shall not be affected.	100%	41
5. Teacher's home district personnel policies shall apply (sick leave, personal days, etc.).	97%	38 1-3%
6. Teacher shall receive no mileage reimbursement for travel to and from worksite.	5%	2 39-95%
7. Teacher mutually agrees with host district to period of service in host district.	90%	36 4-10%
8. Teacher shall be obliged to follow host district school calendar.	74%	23 8-26%
9. Teacher may receive extra duty pay for all services performed in host district.	98%	40 1-2%
10. Teacher evaluation procedure shall be mutually agreed to by home and host district.	90%	37 4-10%
11. Teacher shall return to home district at end of transfer assignment.	100%	41 0
12. Teacher's assignment upon return to home district shall be based on home district policies and procedures.	88%	35 5-13%
13. Teacher shall receive a one time monetary bonus after a full year in the exchange or transfer position.	98%	40 1-2%
14. Amount of bonus recommended by the VICO for all districts to consider is \$2,500.	85%	33 6-15%

PLEASE REACT TO THE FOLLOWING QUESTIONS:

1. My decision to participate in the program would receive administrative support.	93%	27	2-7%
2. The experience would benefit me professionally/personally.	26%	10	29-74%
3. I would be willing to participate in such a program.	6%	2	32-94%

COMMENTS:



QUESTIONNAIRE REGARDING THE STAFF EXCHANGE/TRANSFER PROGRAM

PROGRAM AWARENESS

1. Are you aware that there is an exchange/transfer provision of the Settlement Agreement? 77% 384 111 - 2370  
Yes No

2. If you are already familiar with this aspect of the Agreement, from what source did you learn of this program? (Check categories applicable)

Staff Bulletin	<u>239</u> - 3790
Newspaper	<u>169</u> - 2690
VICC Information	<u>51</u> - 890
Teacher Organization	<u>157</u> - 2390
Other (Specify)	<u>36</u> - 690

3. If you are not already familiar with this program, what source would most likely provide you with this information?

Staff Bulletin	<u>177</u> - 4590
Newspaper	<u>79</u> - 2090
VICC Information	<u>55</u> - 1490
Teacher Organization	<u>74</u> - 1990
Other (Specify)	<u>8</u> - 290

4. If you are already familiar with this aspect of the Agreement, in which school year did you become knowledgeable?

1983-84	<u>324</u> - 8590
1984-85	<u>55</u> - 1590

5. Do you understand the differences between staff exchange and transfer?

83% 398 80 - 1790  
Yes No

WHICH OF THE FOLLOWING STATEMENTS ARE TRUE?

- |   |                                  |
|---|----------------------------------|
| 1. An applicant can specify his/her assignment/location preferences.  | 82% <u>364</u> <u>80</u> - 1890  |
| 2. I would have final say in whether I accept an exchange/transfer assignment.  | 81% <u>388</u> <u>58</u> - 1390  |
| 3. If I stay for one year, I will receive a bonus.  | 44% <u>176</u> <u>228</u> - 5690 |
| 4. I will retain my employment status with my home district.  | 97% <u>437</u> <u>15</u> - 390   |
| 5. My salary and fringe benefits will be the same as if I were in my home district.   | 95% <u>427</u> <u>22</u> - 590   |
| 6. I will be bound to work under the rules and calendar of the host district.   | 95% <u>426</u> <u>21</u> - 590   |
| 7. An exchange can be made for a one-year period, but there would be no bonus for a shorter term exchange.  | 79% <u>312</u> <u>84</u> - 2190  |
| 8. A transfer has the same provisions as an exchange. The difference is that there would be no teacher coming from the other district to fill my place. | 71% <u>293</u> <u>118</u> - 2990 |
| 9. Upon returning to my home district, I will be guaranteed an assignment according to my school district's policies.                                   | 94% <u>410</u> <u>26</u> - 690   |
| 10. Only tenure teachers can participate.   | 68% <u>260</u> <u>121</u> - 3290 |
| 11. Applications for exchange/transfer can be obtained by calling the VICC office or your local district personnel office.                              | 98% <u>393</u> <u>9</u> - 290    |

CONDITIONS

Which conditions of the staff transfer/exchange program would encourage or discourage your participation?  
Rate with + for favorable condition and - for unfavorable condition.

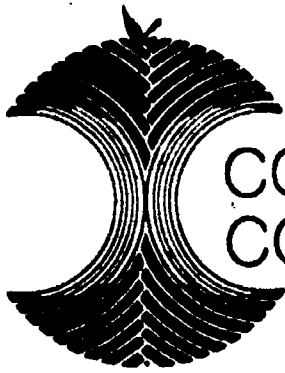
	+	-
1. Teacher remains an employee of the home district.	93%	401 28-7%
2. Teacher receives scheduled salary and fringe benefits of home district.	84%	347 65-16%
3. Teacher has the right to maintain affiliation with professional association of his/her choice.	97%	413 14-3%
4. Teacher tenure status shall not be affected.	98%	417 10-2%
5. Teacher's home district personnel policies shall apply (sick leave, personal days, etc.)	91%	382 36-9%
6. Teacher shall receive no mileage reimbursement for travel to and from worksite.	24%	100 324-76%
7. Teacher mutually agrees with host district to period of service in host district.	92%	391 32-8%
8. Teacher shall be obliged to follow host district school calendar.	91%	384 36-9%
9. Teacher may receive extra duty pay for all services performed in host district.	89%	378 46-11%
10. Teacher evaluation procedure shall be mutually agreed to by home and host district.	92%	395 35-8%
11. Teacher shall return to home district at end of transfer assignment.	92%	393 33-8%
12. Teacher's assignment upon return to home district shall be based on home district policies and procedures.	77%	329 97-23%
13. Teacher shall receive a one-time monetary bonus after a full year in the exchange or transfer position.	90%	381 42-10%
14. Amount of hours recommended by the VEC for all districts to consider is 52,500.	91%	366 38-9%

PLEASE REACT TO THE FOLLOWING QUESTIONS:

1. My decision to participate in the program would receive administrative support.	84%	321 63-16%
2. The experience would benefit me professionally/personally.	81%	322 75-19%
3. I would be willing to participate in such a program.	46%	186 216-54%

COMMENTS:





VOLUNTARY INTERDISTRICT  
COORDINATING  
COUNCIL

November 1, 1984

Dear Superintendent:

One component of the Settlement Agreement, Section VI.I, focuses upon teacher exchanges and transfers. The purpose of the teacher exchange and transfer program is to enhance racial teacher balance and teacher integration experiences as well as to assist districts in the attainment of affirmative action goals.

As you know, there are conditions that govern exchanges and transfers. You most likely also know that to date we have not been successful in actually implementing these exchanges or transfers even though we have teachers interested and willing to participate.

As chairman of the VICC Staff Exchange Subcommittee, I feel that it is important for all of us to make a concerted effort to facilitate this component of the Settlement Agreement. The Court has questioned the Executive Director of the VICC about progress in complying with this aspect of the Agreement.

Our VICC Staff Exchange Subcommittee has been meeting to discuss the concerns related to staff exchanges, the factors blocking successful exchanges, how these factors can be reduced, and what information would be needed to facilitate participation. The subcommittee is vitally concerned about a better record of exchanges in the future than we now have. Members of the subcommittee will be meeting with personnel directors, principals and other key members of administrative teams throughout the metropolitan area to facilitate the exchange process.

I would encourage you to discuss this process with your administrators and board of education. Your encouragement and endorsement is of great importance in the success of this program. Our committee would be appreciative of any information or questions that might arise that you feel would be useful for us to have.

I am also requesting that you send the name of your district's contact person for the exchange/transfer program to the VICC office by November 15. (See the VICC Policies, Procedures, and Guidelines, Section 7, par. IIA, page 2) It has been our experience that personnel directors are effective liaison persons for this program.

Superintendents  
November 1, 1984  
Page 2

I am enclosing copies of the Policies and Procedures Governing Staff Exchanges and Transfers Under the Settlement Agreement, Conditions Governing Staff Exchanges and Transfers, and Current Facts (leaflet).

I look forward to hearing from you and working with your district this year. I feel confident that through the collective efforts of all the districts involved, we can demonstrate a positive response to this aspect of the Settlement Agreement. Thank you.

Sincerely,

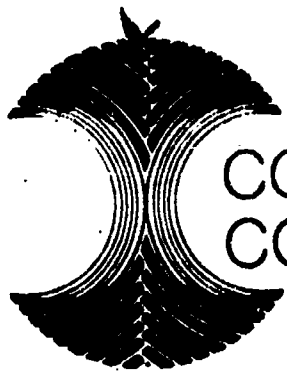
*Doug Cormack*

Doug Cormack  
Chairman

DC:asw

Enclosures

cc: Dr. James DeClue  
Subcommittee Members



VOLUNTARY INTERDISTRICT  
COORDINATING  
COUNCIL

May 7, 1985

Dear :

The participation of your school district in the VICC staff exchange/transfer program has been most helpful this year as we have attempted to make this program a reality. At this time, there are 44 applicants willing to be part of the transfer/exchange program. Every effort is being made by the VICC to facilitate placement for these staff.

As the members of your administrative team look over the needs of your district for next year, your encouragement and consideration of either the exchange or transfer aspects of this program as a possible method for filling teaching needs is requested. While a transfer or exchange may not produce the long-term staff program of hiring a permanent employee, there are many other possible benefits to be derived through your participation.

Enclosed is a list of teachers wishing consideration for placement in the staff exchange/transfer program. While only a few faculty may have applied directly to your district, we have encouraged the staff exchange/transfer liaison person from your district to call anyone on this list who may be able to fill an available position. Any efforts or attention you can personally give to this matter will be appreciated.

Again, our sincere thanks for your continued support and interest.

Sincerely,

Susan Uchitelle  
Executive Director of the VICC

K. Douglas Cormack, Chairman  
Staff Exchange/Transfer Subcommittee

SU/KDC:asw

Enc.

10601 Clayton Road, St. Louis, MO. 63131

(314) 432-0079

VOLUNTARY INTERDISTRICT COORDINATING COUNCIL STAFF EXCHANGE REPORT 04/18/85

NUMBER	INITIALS	RACE	HOME DISTRICT	GRD LVL	SUBJECTS	DISTRICT CHOICES	DATE SENT	DATE RETN.	ACCEPT DA
0001	M. B.	W	Webster	7-12	English French	St. Louis	02/22/85		
0002	S. B.	B	St. Louis	K-12	Reading Spec.	Parkway	02/22/85		
0003	W. G.	W	Mehlville	9-12	Dist Ed	St. Louis	02/22/85		
0004	M. M.	B	St. Louis	3-5	All Academic Subjects	Brentwood	02/22/85		
0005	B. R.	B	Wellston	5-8	All Academic Subjects	Hazelwood Ladue Clayton	02/22/85 02/22/85 02/22/85	02/28/85	04/01/85
0006	S. R.	W	Ladue	2-3	All Academic Subjects	St. Louis	02/22/85		

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## VOLUNTARY INTERDISTRICT COORDINATING COUNCIL STAFF EXCHANGE REPORT 04/18/85

NUMBER	INITIALS	RACE	HOME DISTRICT	GRD LVL	SUBJECTS	DISTRICT CHOICES	DATE SENT	DATE RETN	ACCEPT DA
0008	W. S.	B	St. Louis	K-12	Dance/PE Health	K-8 K-8 Clayton Brentwood Other*	02/22/85 02/22/85 02/22/85	04/01/85.	
0009	S. T.	B	St. Louis	K-12	Counselor 7-12 Psych. Exam	Maplewood-R.H.	02/22/85		
0010	C. T.	B	St. Louis	1-3	All Academic Subjects.	Clayton Parkway Brentwood	02/22/85 02/22/85 02/22/85	04/01/85	
0011	C. W.	W	Kirkwood	1-12	Voc Music 1-12 English 7-9	St. Louis	02/22/85		
0012	M. F.	W	Ladue	8-12	Physics 11-12 Algebra 9-10 Physical sci 8	St. Louis	02/22/85		46
0013	E. N.	B	St. Louis	K-12	Psych Exam K-12 Counselor 7-12	Kirkwood Lindbergh Other*	02/22/85 02/22/85 02/22/85		

2  
VOLUNTARY INTERDISTRICT COORDINATING COUNCIL STAFF EXCHANGE REPORT 04/18/85

NUMBER	INITIALS	RACE	HOME DISTRICT	GRD LVL	SUBJECTS	DISTRICT CHOICES	DATE SENT	DATE RETN	ACCEPT DA
0014	W. V.	W	Rockwood	7-12	Math 7-12	St. Louis Wellston	02/22/85 02/22/85		
	A. M.	W	Rockwood	7-12	Counselor 7-12 Biology 7-12	St. Louis	03/01/85		

## VOLUNTARY INTERDISTRICT COORDINATING COUNCIL STAFF EXCHANGE REPORT

04/18/85

NUMBER	INITIALS	RACE	HOME DISTRICT	GRD LVL.	SUBJECTS	DISTRICT CHOICES	DATE SENT	DATE RETN	ACCEPT
0016	T. H.	W	Ritenour	K-12	All Academic Subjects 4-6 Math 7th P.E. K-12	St. Louis	03/01/85		
0017	J. G.	W	Parkway	5-8	Social Studies	St. Louis	03/01/85		
0018	D. G.	B	St. Louis	7-12	Biology 7-12 Chemistry 7-12 Gen Science 7-9	Ritenour Pattonville Other*	03/08/85 03/08/85 03/08/85		
0019	C. S.	B	St. Louis	K-12	All Academic Subjects K-8 Writing Specialist K-12	Brentwood Clayton Ritenour	03/01/85 03/01/85 03/01/85		
0020	H. J.	B	St. Louis	7-12	Admin 7-12	Parkway Ladue Clayton	03/08/85 03/08/85 03/08/85	04/01/85	
0021	F. I.	W	Webster	K-12	General Music Music History Music Theory	St. Louis	03/08/85		
0022	W. T.	B	St. Louis	K-12	Reading Spec 1-8	Hazelwood Ritenour Other*	03/08/85 03/08/85 03/08/85		
0023	C. B.	W	Pattonville	K-6	Early Childhood All Academic Subjects K-6	St. Louis	03/08/85		
0024	D. K.	W	Hancock	K-12	English 7-12 Counselor 7-12 Ed Men Rtd K-12	St. Louis	03/08/85		
0025	J. D.	W	Valley Park	7-12	Social Studies	St. Louis	03/29/85		

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## VOLUNTARY INTERDISTRICT COORDINATING COUNCIL STAFF EXCHANGE REPORT

04/18/85

NUMBER	INITIALS	RACE	HOME DISTRICT	GRD	SUBJECTS	DISTRICT CHOICES	DATE SENT	DATE	AC
0026	E. J.	B	St. Louis	K-12	ELEM 3-4 Reading Sp K-12	Hazelwood	04/05/84		
0027	C. T.	B	St. Louis	K-9	Soc Studies 7-9 English 7-9 Cor Cr 7-9 Elementary	Ritenour Pattonville Hazelwood	04/05/85 04/05/85 04/05/85		
0028	N. B.	W	Webster	4-8	Math 4-8	ST Louis	04/12/85		
0029	C. S.	W	Kirkwood	K-9	Kindergarten Primary 1-3	St Louis	04/12/85		
0030	Q. E.	B	St Louis	K-12	Read Sp K-12 Elem K-8 Soc St 7-9 Sp Ed 7-9	Rockwood	04/12/85		
0031	A. T.	B	St. Louis	K-12	Music K-12 Elem Kind	Clayton Ladue Brentwood	04/19/85 04/19/85 04/19/85		
0032	P. W.	B	St Louis	07-12	Life Sci 7-12 Admin	Hazelwood Ritenour Pattonville	04/19/85 04/19/85 04/19/85		
0033	C. C.	B	St Louis	1-8	Elem 5-6	Hazelwood Ritenour	04/19/85 04/19/85		
0034	A. H.	B	ST Louis	K-12	Reading Sp K-12 Career Ed	Ritenour Clayton	04/19/85 04/19/85		
0035	J. H.	W	Ritenour	K-12	Read Sp 6-8 Read 6-8	St Louis	04/19/85		

Summary for REPORT (Count = 34):

187

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**APPENDIX D**

**PART-TIME INTEGRATIVE PROGRAMS**



## CITY/COUNTY CONSUMER EDUCATION PROGRAM

Seventeen classes from twelve county districts were paired with seventeen classes from the St. Louis City Public Schools for the 1984-85 school year. The teachers met at an all-day orientation workshop at the beginning of the school year to plan paired experiences for the entire school year. Throughout the year, the paired classes corresponded, visited each other, studied the same consumer economics lessons and developed joint community involvement projects. The teachers, community resource people and the program coordinator worked jointly to plan and implement activities that helped students learn how to be wise consumers and that increased their awareness of each other.

### Paired Experience

<u>DATE</u>	<u>School/District</u>	<u>Number of Students</u>
12-6-85	Gundlach/St. Louis and Iveland/Ritenour	59
12-7-85	Farragut/St. Louis and Gotsch/Affton (Class 1)	57
12-10-84	Walbridge/St. Louis and Gotsch/Affton (Class 2)	57
12-12-84	Scullin/St. Louis and Carrollton Oaks/Pattonville	37
12-18-84	Cupples/St. Louis and Westchester/Kirkwood	56
1-30-85	Carr Lane/St. Louis and Northview/Jennings	59
2-20-85	Scullin/St. Louis and Carrollton Oaks/Pattonville	37
2-26-85	Hempstead/St. Louis and Marvin/Ritenour	56
3-6-85	Hempstead Branch/St. Louis and Claymont/Parkway	49
3-25-85	Carver/St. Louis and McNair/Hazelwood	59
4-4-85	Carr Lane/St. Louis and Northview/Jennings	59
5-14-85	Walbridge/St. Louis and Gotsch/Affton	57
5-15-85	Laclede/St. Louis and Chaney/Maplewood Richmond Hts.	48
5-23-85	Walnut Park/St. Louis and Kratz/Ritenour	57
5-24-85	Baden/St. Louis and Bishop/Wellston	57
5-28-85	Mitchell/St. Louis and Flynn Park/University City	47
5-29-85	Hempstead Branch/St. Louis and Claymont/Parkway	49
5-30-85	Arlington/St. Louis and Flynn Park/University City	40
5-30-85	Peabody/St. Louis and Crestwood/Lindbergh	53
5-31-85	Ashland/St. Louis and Spoede/Ladue (2 classes)	70
5-31-85	Cole/St. Louis and Kennerly/Lindbergh	63

ST. LOUIS PUBLIC SCHOOLS CAREER EDUCATION PROGRAM  
 DISTRICT OFFICE

CITY/COUNTY PROGRAM PARTICIPATION (AS OF MAY 15, 1985)

ACTIVITIES FROM	# OF STUDENTS	# OF EDUCATORS	# OF BUSINESSPERSONS
District/School information visits by City/County Coordinator		371	
Orientation Sessions for 5th Grade Curriculum		16	
Orientation Sessions for 6th Grade Curriculum		19	
Orientation Sessions for 7th & 8th Grade Curricula		30	
Orientation Sessions for 9th Grade Career Orientation Curriculum (Pathfinders)		12	4
Orientation Sessions for 10th-12th Grade Career Preparation Curriculum (Career Prep Clubs)		12	29
5th Grade curriculum involvement	595	16	
6th Grade curriculum involvement	3,414	69	
7th & 8th Grade curriculum involvement	3,875	112	
9th Grade curriculum involvement	500	21	
10th-12th Grade curriculum involvement	923	24	
Workshops in the schools and at the Career Resource Center	195	10	
Resource Center checkouts**	4,000	48	
8th Grade Career Awareness Fair*	4,000	232	300+
7th & 8th Grade Paired Career Cluster Panel Panel Conferences*	394	23	22
8th Grade Paired College Planning Conferences	559	35	
City/County Summer Work Program	85	4	
Careers in Engineering	80		19
Transportation Careers Conference*	50	25	50

TOTALS 18,670 1,079 424+

\*Projected Enrollments  
 \*\*Estimated number of students impacted through the use of the materials. Educators often used materials with the targeted group.



VOLUNTARY SCHOOL DESEGREGATION PART-TIME PROGRAM SUMMARY

ST. LOUIS PUBLIC SCHOOLS  
CAREER EDUCATION OFFICE

- I. In-service training at the Career Resource Center or at the school sites and follow-up visits, were made to educators in these county schools.

Affton High	2	Northview Elementary	2
Berkeley High	2	Oakville Elementary	2
Chaney Elementary	2	Parker Road Elementary	2
Clayton High	5	Parkway District Office	50
Crestwood Elementary	2	Parkway West High	2
Ferguson/Florissant Dist. Office	94	Pattonville Hgts. Middle	5
Hancock Place High	9	Pattonville High	35
Hazelwood District Office	20	Pattonville Positive	2
Hazelwood East High	4	Pershing Elementary	2
Hixson Junior High	3	Ritenour Dist. Office	12
Holman Elementary	4	Ritenour Voc. Prep	9
Holman Middle	3	Rose Acres Elementary	6
Iveland Elementary	2	Special School District	7
Jackson Park Elementary	2	Sperreng Elementary	3
Jennings High	3	Twillman Elementary	10
Kirkwood High	4	University City High	7
Kratz Elementary	2	Valley Elementary	2
Maplewood/Richmond Hgts. High	2	Webster Groves High	12
Melvin Eskridge High	26	Westchester Elementary	4
Nipher Middle	5	West County Tech.	2
North Kirkwood Middle	35	Wren Hollow Elementary	2
		TOTAL	409

- II. A total of 16 educators from the following schools participated in in-service sessions on the use of the materials in the 5th Grade All About Me Curriculum.

Chaney Elementary	Pershing Elementary
Holman Elementary	Rose Acres Elementary
Iveland Elementary	Twillman Elementary
Jackson Park Elementary	Valley Elementary
Kratz Elementary	Westchester Elementary
Long Elementary	Woodland Elementary
Parker Road Elementary	Hancock Place Ward #3

- III. A total of 19 educators from the following schools participated in orientation sessions on the use of the materials in the 6th Grade Self-Awareness Curriculum

Bermuda Elementary	Buerkle Junior High
Griffith Elementary	Halls Ferry Elementary
Holman Middle	Graham Elementary
Cross Keys Middle	Parker Road Elementary
Hoeh Middle	Robinwood Elementary
North Kirkwood Middle	Wren Hollow Elementary
Brittany Woods Middle	

The Self-Awareness Program is also currently in use in the following schools.

Brittany Woods Middle  
 Armstrong Elementary  
 Blades Elementary  
 Commons Lane Elementary  
 Cool Valley Elementary  
 Desmet Elementary  
 Duchesne Elementary  
 Lee Hamilton Elementary  
 Granneman Elementary  
 McCurdy Elementary  
 Wedgewood Elementary  
 Caroline Elementary

Combs Elementary  
 Woodland Elementary  
 Oakville Junior High  
 Oakville Elementary  
 Spoede Elementary  
 Pattonville Heights Middle  
 Hancock Place Ward #1  
 Hancock Place Ward #2  
 Hancock Place Ward #3  
 Townsend Elementary  
 Fairview Elementary

- IV. A total of 30 educators from the following schools participated in orientation sessions on the use of materials in the 7th & 8th Grade Career Awareness I & II Curricula.

Valley Elementary  
 Cross Keys Elementary  
 Buerkle Junior High  
 Normandy Junior High  
 North Kirkwood Middle  
 Hoech Middle

Hancock Place High  
 Nipher Middle  
 Parkway East Junior High  
 Holman Middle  
 Sperreng Middle  
 Central Junior High

Career Awareness programs are also currently in use in the following schools.

Chaney Elementary  
 Oakville Elementary  
 Valley Park Elementary

- V. A total of 21 teachers in Hancock Place High School, Pattonville High School, Pattonville Positive High School and Eureka Junior High School use the 9th Grade Career Orientation Curriculum with students in their classes. Orientation continues through school visits and a new program, Career Pathfinders.

A total of 4 business persons were involved in this program.

- VI. A total of 2 educators in the following schools participated in orientation and services provided by the Career Pathfinders - an expanded decision-making component of Career Orientation.

Hancock Place High School  
 Pattonville High School

- VII. A total of 12 educators in the following schools participated in orientation to the Career Preparation Curriculum. There were 5 Prep Clubs the first semester and 12 the second semester.

Pattonville High School  
 Kirkwood High School  
 Clayton High School  
 Jennings High School

Hazelwood East High School  
 Maplewood/Richmond Heights High  
 Ritenour Voc. Prep High  
 University City High School

A total of 29 business persons were involved in this program.

- VIII. Curriculum materials and support services were provided for students in the following curriculum programs.

<u># of Students</u>	<u>Curricula Programs</u>
595	5th Grade, <u>All About Me</u>
3,414	6th Grade, <u>Self-Awareness</u>
3,875	7th & 8th Grade, <u>Career Awareness I &amp; II</u>
500	9th Grade, <u>Career Orientation &amp; Career Pathfinders</u>
<u>923</u>	10th-12th, Grade <u>Career Preparation &amp; the Career Prep Club Program</u>
9,307	

- IX. Workshops were given for students either at the Career Resource Center or at the school site for the following schools.

Hancock Place High School	16
Normandy Junior High School	35
Berkeley High School	14
Central Elementary School	19
Twillman Elementary School	<u>107</u>
	191

- X. Over 48 educators visited the Career Resource Center to check out materials. We estimate for the over 200 materials checked out by county educators, they were utilized with over 4,000 students.

- XI. The following schools were paired during Paired Career Panel Conferences for students studying the career clusters in the Career Awareness Curricula Programs.

<u>Schools</u>	<u># OF STUDENTS</u>	<u># OF EDUCATORS</u>	<u># OF BUSINESS PERSONS</u>
Brittany & Washington	75	4	4
Chaney, Valley & Hickey	79	3	4
Central Elementary & Wade	55	4	4
Central Elementary & Webster	65	3	4
Holman & Stevens	46	4	2
Valley & Turner	<u>74</u>	<u>5</u>	<u>4</u>
	394	23	22

- XII. The following schools were paired during 8th Grade College Planning Conferences for students studying the Career Awareness Curriculum Program.

<u>SCHOOLS</u>	<u># OF STUDENTS</u>
Chaney & Hickey	100
Nipher & Grant	75
Valley & Wade	72
Hancock Place & Mason	80
Hoech & Long	80
Brittany & AAA	70
Normandy & Webster	<u>82</u>
	559

- XIII. Approximately 4,000 8th Grade city and county students studying the Career Awareness II Curriculum program attended a Career Awareness Fair at the Cervantes Convention Center. Over 104 companies and community agencies provided 300 role models for students to interview. Below is a list of the county schools that had students attending.

Nipher Middle  
 North Kirkwood Middle  
 Pattonville Heights Middle  
 Holman Middle  
 Valley Park High School  
 Parkway East Junior High

Hoech Middle  
 Chaney Elementary  
 Valley Elementary  
 Central Elementary  
 Brittany Woods Middle  
 Normandy Junior High

- XIV. In-service sessions were provided for 84 educators and 159 business persons to acquaint them with the purposes and procedures of the Career Awareness Fair.

- XV. 97 city and county students from the following schools participated in the Pre-Business Conference at St. Louis University.

Northwest High  
 O'Fallon Technical Center  
 Cleveland NJROTC

University City High  
 Wellston High  
 Maplewood/Richmond Heights High

- XVI. Applications from 85 city/county high school juniors are being accepted for the City/County Summer Work Program. Students have been accepted from the following county high schools.

Hancock Place High  
 University City High  
 Normandy High  
 Clayton High

Riverview Gardens High  
 Berkeley High  
 Brentwood High  
 Ladue High

**PAIRING/SHARING CITY-COUNTY FIELD TRIPS**

**ALBERNICE A. FAGEN, COORDINATOR**

**May 15, 1985**

# PAIRING/SHARING CITY-COUNTY FIELD TRIPS

9/28/84 - 5/15/85

No. of black students transported	<u>7,240</u>
No. of white students transported	<u>5,052</u>
Total number of black/white students transported	<u>12,292</u>
Total number of trips	<u>188</u>

\*These numbers represent only students bussed to P/S activities, they do not show paired students who participated at a school or other site, whom we did not transport.



CITY/COUNTY

PAIRING/SHARING FIELD TRIPS

<u>DATE</u>	<u>ACTIVITIES</u>	<u>SCHOOLS</u>	<u>NO. OF STUDENTS</u>		
			<u>BLACK</u>	<u>WHITE</u>	<u>TOTAL</u>
9/28/84	Eckert's Farm	Flynn Park/Farragut Br.	40	15	55
9/28/84	Dental Health Theatre	Crestwood/Jackson	23	30	53
9/28/84	Eckert's Farm	West Richmond/Scullin	33	9	42
10/ 2/84	Eckert's Farm	Crestwood/Carver	28	44	72
10/ 3/84	Magic House	Flynn Park/Cook Br.	69	10	79
10/ 3/84	Eckert's Farm	Crestwood/Carver	28	44	72
10/ 4/84	Dental Health Theatre	Crestwood/Jackson	29	25	54
10/ 9/84	Powell Symphony Hall	Cook Br./Valley Park	74	23	97
10/10/84	Dental Health Theatre	Crestwood/Jackson	27	26	53
10/10/84	Babler State Park	N. Kirkwood Md./Simmons	62	41	103
10/11/84	Eckert's Farm	Sappington/Stix	16	38	54
10/11/84	Babler State Park	N. Kirkwood Md./Simmons	35	39	74
10/12/84	Eckert's Farm	Hancock III/Herzog	30	24	54
10/17/84	Cricket Hill Orchard	Stowe Middle/Hancock III	36	21	57
10/18/84	MO Botanical Garden	Classical Jr. Acad/ Glenridge	18	43	61
10/19/84	Rombach Farm	Irving/Kellison	22	22	44
10/22/84	Rombach Farm	Farragut Br./Flynn Park	42	15	57
10/23/84	MO Botanical Garden	Sigel /Walbridge/Jackson Park	89	59	148
10/24/84	Rombach Farm	Valley Park/Peabody	23	51	74
10/24/84	Cricket Hill Orchard	Delmar-Harvard/Emerson	47	8	55
10/24/84	Rombach Farm	Crestwood/Gundlach	59	43	102
10/25/84	Rombach Farm	Valley Park/Washington	40	30	70
10/25/84	Rombach Farm	Crestwood/Gundlach	59	43	102
10/25/84	Fourth R Gallery	Irving/West Richmond	36	13	49
10/25/84	MO Botanical Garden	Buder/Keysor	45	83	128
10/26/84	MO Botanical Garden	Ashland/Rose Acres	33	68	101
10/26/84	Cahokia Mounds	Scullin/West Richmond	33	9	42
10/30/84	Magic House	Laclede/Hancock III	28	24	52
10/30/84	Cahokia Mounds	Briar Crest/Jackson	34	23	57
10/31/84	Cahokia Mounds	Briar Crest/Cote Brilliante	38	23	61
11/ 1/84	MO Botanical Garden	Delmar-Harvard/Euclid Montessori	48	31	79
		<b>TOTAL</b>	<b>1,176</b>	<b>977</b>	<b>2,201</b>

**CITY/COUNTY**

**PAIRING/SHARING FIELD TRIPS**

<u>DATE</u>	<u>ACTIVITIES</u>	<u>SCHOOLS</u>	<u>NO. OF STUDENTS</u>		
			<u>BLACK</u>	<u>WHITE</u>	<u>TOTAL</u>
11/ 7/84	ITT Bakery	Farragut Br. II/Flynn Park	40	15	55
11/14/84	Magic House	Emerson/Delmar-Harvard	47	8	55
11/16/84	Vaughn Cultural Center	Marvin/Clark	34	19	53
11/17/84	Horton Watkins High	Banneker	40		40
11/20/84	Magic House	Laclede/Hancock	29	21	50
11/26/84	St. Louis Art Museum	Pattonville/McKinley Hg.	52	47	99
11/27/84	Magic House	Farragut Br. II/Flynn Park	31	9	40
11/28/84	St. Louis Art Museum	Brentwood Hg. /Roosevelt Hg.	13	52	65
11/29/84	ITT Bakery	Delmar-Harvard/Jefferson	45	9	54
11/30/84	Fourth R Gallery	Scullin/West Richmond	33	9	42
12/ 5/84	Fourth R Gallery	Barretts/Banneker	21	29	50
12/ 6/84	Fourth R Gallery	Barretts/Mark Twain	26	30	56
12/ 7/84	Scottish Rite Auditorium	Hoeh/ Hodggen	145	26	171
12/ 7/84	Scottish Rite Auditorium	Rose Acres/Gundlach	32	73	105
12/ 7/84	Scottish Rite Auditorium	Laclede/Hanna Woods	90	268	358
12/ 7/84	Scottish Rite Auditorium	Barretts/Walbridge	29	29	58
12/ 7/84	Scottish Rite Auditorium	Carrollton/Webster	35	90	125
12/ 7/84	Scottish Rite Auditorium	Hancock I/Farragut	174	46	220
12/ 7/84	Scottish Rite Auditorium	Hancock II/Ashland	158	22	180
12/ 7/84	Scottish Rite Auditorium	Hancock III/Cupples	99	46	145
12/ 7/84	Scottish Rite Auditorium	Marion/Mark Twain	21	20	41
12/ 7/84	Scottish Rite Auditorium	Iveland/Steven	20	108	128
12/ 7/84	Scottish Rite Auditorium	Wyland/Ford	61	96	157
12/ 7/84	Scottish Rite Auditorium	West Richmond/Northwest	100	12	112
12/ 7/84	Scottish Rite Auditorium	Trautwein/Jefferson/ Harrison (Nor.)	82	110	192
12/ 7/84	Dental Health Theatre	Wren Hollow/Clark	32	23	55
12/11/84	Dental Health Theatre	Delmar Harvard/Emerson	47	8	55
12/11/84	Fourth R Gallery	Cote Brilliante/Mesnier	24	24	48
12/12/84	Powell Symphony Hall	Hancock I/Hancock II/ Hickey Middle	30	110	140
12/12/84	Art Muscum	Parkway West Sr. / Washington Middle	85	68	153
<b>TOTAL</b>			<b>1,675</b>	<b>1,427</b>	<b>3,102</b>

**CITY/COUNTY /  
PAIRING/SHARING FIELD TRIPS**

<u>DATE</u>	<u>ACTIVITIES</u>	<u>SCHOOLS</u>	<u>NO. OF STUDENTS</u>		
			<u>BLACK</u>	<u>WHITE</u>	<u>TOTAL</u>
12/14/84	Museum of Science and Natural History	Mark Twain (Brentwood Herzog)	30	28	58
12/14/84	Museum of Science and Natural History	Crestwood/Jackson	23	31	54
12/15/84	Horton Watkins High	Banneker	40		
12/17/84	Fourth R Gallery	Mesnier/Clark	22	24	46
12/17/84	Fourth R Gallery	Mesnier/Laclede	22	25	47
12/18/84	Barrett's Elementary	Froebel Elementary	7	20	27
12/18/84	Dental Health Theatre	Farragut II/Flynn Park	40	15	55
12/18/84	West Richmond Elem.	Scullin Elementary	68		68
12/19/84	Fourth R Gallery	Mesnier/Clark	22	24	46
12/19/84	Fourth R Gallery	Mesnier/Marshall	22	24	46
12/20/84	MO Botanical Garden	Meramec/Washington	14	40	54
12/20/84	Fourth R Gallery	Mesnier/Cote Brilliante	25	24	49
12/20/84	Fourth R Gallery	Mesnier/Laclede	25	25	50
12/21/84	Westport Playhouse	Ritenour Md./Baden/Wyman	44	188	232
1/ 8/85	Magic House	Peabody/Delmar-Harvard	76	11	87
1/ 9/85	Vaughn Cultural Center	Sorrento Springs/Nottingham	25	25	50
1/ 9/85	Arch Museum	Delmar-Harvard/Emerson	45	8	53
1/10/85	Affton Sr. High School	Stowe/VPA-Humboldt Stevens	106	22	128
1/10/85	Affton Sr. High School	Baden	112	8	120
1/11/85	Vaughn Cultural Center	Long/Rishop	44	14	58
1/15/85	Barretts Elementary	Webster/Claymont	26	25	51
1/16/85	St. Louis Art Museum	Farragut II/Flynn Park	31	9	40
1/19/85	Horton Watkins	Banneker School	40		40
1/23/85	MO Botanical Garden	Crestwood/Jackson	23	30	53
1/24/85	MO Botanical Garden	Crestwood/Cote Brilliante	27	26	53
1/24/85	Williams Middle	McKelvey/Carman Trails Hanna Woods	32	34	66
1/25/85	MO Botanical Garden	Baden/Crestwood	29	25	54
1/28/85	Webster Middle	Claymont/Barretts	26	25	51
1/29/85	Magic House	Hancock III/Cote Brilliante	30	24	54
		<b>TOTAL</b>	<b>1,076</b>	<b>754</b>	<b>1,830</b>

**CITY/COUNTY**  
**PAIRING/SHARING FIELD TRIPS**

<u>DATE</u>	<u>ACTIVITIES</u>	<u>SCHOOLS*</u>	<u>NO. OF STUDENTS</u>		
			<u>BLACK</u>	<u>WHITE</u>	<u>TOTAL</u>
2/ 6/85	Mason Ridge School	Hickey/Ross Elementary	24	26	50
2/ 7/85	McKelvey School	Williams/Hanna Woods Carman Trails	32	34	66
2/ 8/85	ITT Bakery	Farragut Br. II/Flynn Park	27	28	56
2/12/85	St. Louis County Court House	Barretts/Claymont Webster	26	25	51
2/12/85	Dental Health Theatre	Flynn Park/Farragut Br. II	31	9	40
2/13/85	Old Court House	Hancock III/Stowe	33	21	54
2/13/85	Fourth R Gallery	McKelvey/Irving	26	19	45
2/13/85	Fourth R Gallery	Mason Ridge/Jackson	31	23	54
2/16/85	Horton Watkins High	Banneker	40		40
2/20/85	ITT Bakery	Delmar-Harvard/Emerson	41	8	50
2/21/85	MO Botanical Garden	Mesnier/Harrison	28	22	50
2/21/85	MO Botanical Garden	Stowe/Hancock III	30	25	55
2/21/85	Municipal Courts	Williams/Hanna Woods Carman Trails/McKelvey	32	34	66
2/22/85	Harris Stowe College	Reed/Lyon/Harrison Williams	144	69	213
2/22/85	MO Botanical Garden	Harrison/Mesnier	27	25	52
2/22/85	MO Botanical Garden	Harrison/Mesnier	28	23	51
2/22/85	Old Court House	Claymont/Barretts Webster	41	36	77
2/22/85	Harris Stowe College	Normandy Jr. High	33		33
2/22/85	Harris Stowe College	West Richmond	21	39	60
2/25/85	St. Louis Zoo Education Dept.	Flynn Park/Farragut Br. II	41	15	56
2/25/85	Lindbergh High School	Roosevelt High School	26	9	35
2/26/85	Lindbergh High School	Roosevelt High School	29	9	35
2/26/85	Fourth R Gallery	Peabody/Mesnier	30	21	51
2/26/85	Old Court House	Claymont/Barretts Webster	26	25	51
2/27/85	MO Botanical Garden	Harrison/Mesnier	28	23	51
2/27/85	St. Louis County Court House	Hickey/Ross/Mason Ridge	32	39	71
2/27/85	Lindbergh High School	Roosevelt High School	26	9	35
<b>TOTAL</b>			<b>933</b>	<b>616</b>	<b>1,549</b>

CITY/COUNTY

PAIRING/SHARING FIELD TRIPS

DATE	ACTIVITIES	SCHOOLS	NO. OF STUDENTS		
			BLACK	WHITE	TOTAL
2/28/85	Lindbergh High School	Roosevelt High School	26	9	35
3/ 1/85	Lindbergh High School	Roosevelt High School	26	9	35
3/ 1/85	Webster College	McKinley/Kirkwood High	25	50	75
3/ 7/85	MO Botanical Garden	Cote Brilliante/Sorrento Springs	29	25	54
3/ 7/85	Hawthorn School	Cook Branch	32		32
3/ 7/85	MO Botanical Garden	Mesnier/Eliot	32	20	52
3/11/85	MO Botanical Garden	Mesnier/Harrison	27	25	52
3/12/85	Old Court House	Hanna Woods/Carman Trails McKelvey/Williams Middle	32	34	66
3/12/85	Dental Health Theatre	Herzog/Mark Twain (Brent.)	32	28	60
3/13/85	Fourth R Gallery	Carman Trails/Clark	33	21	54
3/14/85	Vaughn Cultural Center	Irving/McKelvey	34	18	52
3/15/85	Tour & Taste	Delmar-Harvard/Dunbar	40	8	48
3/16/85	Horton Watkins High	Banneker	40		40
3/20/85	MO Botanical Garden	Kellison/Eliot	30	22	52
3/20/85	Fourth R Gallery	Mesnier/Gundlach	26	22	48
3/20/85	Old Court House	Ross/Mason Ridge/Hickey	32	39	71
3/21/85	Fourth R Gallery	Mesnier/Baden	27	20	47
3/22/85	ShowBiz Pizza Place	Chaney/Stevens Middle	27	14	41
3/25/85	Fourth R Gallery	Mesnier/Eliot	32	22	54
3/25/85	ITT Bakery	Parkway West Jr. Turner Middle	28	70	98
3/27/85	Delmar-Harvard School	Emerson	23		23
3/28/85	Fourth R Gallery	Bel Ridge/Adams	19	46	65
3/28/85	Fourth R Gallery	Mesnier/Banneker	30	20	50
3/30/85	Old Court House Health Careers High	Math & Science/Central Parkway South/Roosevelt Soldan/Lindbergh High Normandy/Sumner High Northwest/Webster Groves	30	25	55
3/30/85	Fox High School	Sumner/Vashon/Soldan Roosevelt	65	5	70
3/30/85	Florissant Valley College	Soldan/Sumner/Beaumont	65	5	70
4/ 1/85	Fourth R Gallery	Carr Lane/Mesnier	27	20	47
4/ 3/85	Fourth R Gallery	Hempstead/Mesnier	26	20	46
		TOTAL	895	597	1,492

**CITY/COUNTY**  
**PAIRING/SHARING FIELD TRIPS**

<u>DATE</u>	<u>ACTIVITIES</u>	<u>SCHOOLS</u>	<u>NO. OF STUDENTS</u>		
			<u>BLACK</u>	<u>WHITE</u>	<u>TOTAL</u>
4/ 5/85	Oakville Sr. High	Vashon/Soldan High	52		52
4/ 5/85	Oakville Sr. High	Beaumont High	25		25
4/ 6/85	Oakville Sr. High	Beaumont/Vashon	27		27
4/ 9/85	Oakville Sr. High	Vashon High	25		25
4/10/85	Oakville Sr. High	Vashon/Sumner	25		25
4/11/85	Oakville Sr. High	Vashon High	25		25
4/12/85	Parkway Central High	Vashon High	25		25
4/13/85	Parkway Central High	Vashon High	25		25
4/13/85	Horton Watkins High	Banneker School	40		40
4/15/85	Parkway South High	Vashon High	25		25
4/16/85	Fourth R Gallery	Kellison/Arlington	23	24	47
4/18/85	Parkway North High	Vashon/Sumner	50		50
4/18/85	Parkway North High	O'Fallon Tech. High	10		10
4/19/85	Parkway West High	Vashon High	10		10
4/19/85	Parkway North High	O'Fallon Tech. High	10		10
4/19/85	Parkway North High	Vashon High	20		20
4/19/85	Parkway North High	Beaumont High	25		25
4/19/85	Ralston Purina Farm	Hamilton/Long (Lindbergh)	20	40	60
4/20/85	Parkway West High	Soldan/Beaumont	40		40
4/20/85	Parkway North High	O'Fallon Tech. High	10		10
4/20/85	Parkway West High	Vashon High	10		10
4/20/85	Parkway North High	Vashon High	25		25
4/23/85	Parkway West High	Beaumont High	25		25
4/25/85	Fourth R Gallery	Mesnier/Peabody	32	22	54
4/26/85	Kirkwood Sr. High	Vashon High	12		12
4/27/85	Kirkwood Sr. High	Vashon High	12		12
4/30/85	St. Louis Art Museum	Lindbergh/Metro High	9	13	22
4/30/85	St. Louis Art Museum	Stevens/Parkway Central	40	30	70
4/30/85	St. Louis Art Museum	Classical Jr. Academy Brittany Woods	60	80	140
4/30/85	St. Louis Art Museum	University City High Math & Science High	43	42	85
4/30/85	Dental Health Theatre	Farragut Br. II/Flynn Park	48	30	78
<b>TOTAL</b>			<b>828</b>	<b>281</b>	<b>1,109</b>

**CITY/COUNTY**

**PAIRING/SHARING FIELD TRIPS**

<u>DATE</u>	<u>ACTIVITIES</u>	<u>SCHOOLS</u>	<u>NO. OF STUDENTS</u>		
			<u>BLACK</u>	<u>WHITE</u>	<u>TOTAL</u>
4/30/85	Anheuser Busch Brewery	Adams/Bel Ridge	19	46	65
5/ 1/85	Fourth R Gallery	Mesnier/Peabody	31	22	53
5/ 1/85	Valley Elementary	Jefferson School	47	14	61
5/ 2/85	Fourth R Gallery	McKelvey/Irving	34	18	52
5/ 7/85	Fourth R Gallery	Walbridge/Mason Ridge	29	23	52
5/ 7/85	Fourth R Gallery	Walbridge/Mason Ridge	28	25	53
5/ 7/85	Old Court House	Ford/Parkway S. Jr. Hg.	123	53	176
5/ 8/85	Shaw Arboretum	Jackson Park/Sigel Walbridge	86	29	115
5/ 8/85	Fourth R Gallery	Mason Ridge/Walbridge	31	22	53
5/ 9/85	Central - VPA High	Humboldt/Washington Chaney/West Richmond	116	51	167
5/ 9/85	Shaw Arboretum	Keysor/Buder/Banneker	83	71	154
5/ 9/85	Fourth R Gallery	Mason Ridge/Carver	30	26	56
		<b>TOTAL</b>	<b>657</b>	<b>400</b>	<b>1,057</b>

**DISTRIBUTION OF METRO VOLUNTARY SETTLEMENT PLAN  
and  
PRIVATELY FUNDED CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS**

	# Schools Served		# Students		# Sessions	# Programs
	<u>City</u>	<u>County</u>	<u>City</u>	<u>County</u>		
High Schools	15	26	2,554	3,155	272	95
Middle Schools	22	16	2,124	2,569	173	53
Elementary Schools	<u>35</u>	<u>38</u>	<u>3,236</u>	<u>3,267</u>	<u>389</u>	<u>107</u>
Totals	72	80	7,994	8,991	834	255

64

206

205

Sponsors: 75

Note: Totals include 3,802 students who attended performances only. On report, an asterisk following subject indicates performances only.



**REPORT ON CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS**

**May 15, 1985**

**65**

**J. Wayne Walker  
Director**

**Shirley J. Brown  
Divisional Assistant**

**Shellie Hexter  
Divisional Assistant**

**School Partnership Program  
St. Louis Public Schools  
5057 Ridge Avenue  
St. Louis, Missouri 63113  
314/361-5588**

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CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	NO. OF STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<b>HIGH SCHOOL PROGRAMS</b>						
Academy of Math and Science Affton Bayless	History/ Archaeology	15	5 13	6	UMSL/Archaeology Survey	Experienced pottery and house construction, wild food gathering and flint knapping
Academy of Math and Science Lindbergh	Law	30	26	1	Metro Bar Association	Attended a mock trial
Academy of Math and Science Lindbergh	Dance*	35	30	1	Dance Saint Louis	Feld Ballet performance
Academy of Math and Science Maplewood-Richmond Heights	Art/Mask-making	21	30	9	Arts and Humanities Commission	Attended orientation, brainstorming session, and mask construction; also, a parade
Academy of Math and Science Parkway South	German	30	47	2	Washington University	Participated in German Day at Washington University; toured Hermann, Missouri
Academy of Math and Science Parkway West	Anatomy	3	3	4	Washington University/ School of Medicine	Attended lectures and performed a dissection
Academy of Math and Science Parkway West	Medicine Program (Fall)	21	21	2	Washington University/ School of Medicine	Focused on careers in medicine, and related fields
Academy of Math and Science Parkway West	Medicine Program (Spring)	15	21	2	Washington University/ School of Medicine	Learned about medical careers
Academy of Math and Science Ritenour	Spanish	30	50	1	Washington University	Participated in Spanish Day at Washington University
Academy of Math and Science University City	Ballet	40	45	2	Dance Saint Louis	Attended a dance demonstration, and attended ballet performance

NAME OF SCHOOL	SUBJECT AREA	NO. OF CITY	STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>HIGH SCHOOL - CONTINUED</u>						
Academy of Math and Science Webster Groves	Government	23	23	2	CECH	Studied government and the presidential election
Beaumont Affton	Nuclear Physics	20	18	5	Union Electric, University of Missouri-Columbia, Missouri Coalition for the Environment	Attended demonstrations on physics, slide presentation, debate, and toured nuclear energy facility
Beaumont Brentwood	Government	15	70	1	CECH	Studied government and the presidential election
Beaumont Clayton	Law	30	25	1	Metro Bar Association	Learned about law through a mock trial
Beaumont Kirkwood	Government	15	45	1	CECH	Studied government and the presidential election
Beaumont McCluer (Ferguson-Florissant)	State Government	5	20	2	CECH	Study session at Webster College, and study trip to Jefferson City, Missouri
Beaumont Parkway South	Art	30	15	2	St. Louis Art Museum	Toured and critiqued Beckman exhibit
Beaumont University City	Apartheid	100	100	2	Fox Theater, A.C.T.W. Union	Apartheid movie was shown, and Apartheid speakers were presented
Beaumont/Soldan University City	Government	63	28	3	Office of the Mayor	Studied local government

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CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>HIGH SCHOOLS - CONTINUED</u>					
Continued Education Eskridge (Wellston)	Opera/Drama	30 25	2	Opera Theatre	Had an opera docent session, and viewed an opera performance
Health Careers Kirkwood	Substance Abuse	15 15	3	CareUnit Hospital	Learned about eating disorders, chemical dependency, and mental health
Honors Art Lindbergh	Fine Art/Sculpture	18 20	4	Washington University/ School of Fine Arts	Focused on sculptures by David Nash and participated in sculpture project
Honors Music Hazelwood West	Music	10 20	4	St. Louis Symphony	Panel discussion with SLSO musicians, coaching session, cellist briefing, and violinist briefing
Mckinley Affton	Apartheid	100 100	2	Fox Theatre, A.C.T.W. Union	Attended movie and lecture about Apartheid
Mckinley Parkway West	Fine Art/Sculpture	15 15	4	Washington University/ School of Fine Arts	Focused on sculptures by David Nash and participated in sculpture project
Metro Berkeley (Ferguson-Florissant)	Government	20 50	1	CECH	Attended an election forum
Metro Brittany Woods (University City)	Government	18 28	1	CECH	Attended an election forum
Metro Clayton	Spanish	10 15	4	Washington University	Studied Spanish language and culture, wrote and produced a videotape in Spanish
Metro Clayton	French	15 15	2	Webster University	Studied French culture, its influence in St. Louis, and French cuisine
Metro Eskridge (Wellston)	Black History/ Poetry *	45 250	1	Black Repertory Theater	Attended a performance

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>HIGH SCHOOLS - CONTINUED</u>						
Metro Kirkwood	Electronic Journalism	30	30	5	KPLR, Double Helix	Wrote scripts for news broadcasts, filmed and critiqued the broadcast
Metro Normandy	History/African	15	15	6	Vaughn Cultural Center	Learned about African languages, cultures, crafts and cooking, and politics
Metro University City	French*	30	35	1	Young Audiences	Attended performance about French influence in the Caribbean
Northwest Affton	Archaeology	15	15	2	UMSL/Archaeology Survey	Examined artifacts, learned about fossils, lab analysis
Northwest Clayton	Science	50	35	3	Missouri Botanical Garden	Focused on energy conservation
Northwest Eskridge (Wellston)	Investments	18	17	3	Merrill Lynch	Learned the basics of investments
Northwest Jennings	Storytelling*	30	30	1	UMSL, Jefferson National Expansion Memorial	Attended Storytelling Festival
Northwest Kirkwood	African History	12	12	6	Vaughn Cultural Center	Learned about African language, crafts, and politics
Northwest Lindbergh	Graphic Arts	20	20	3	Peckham, Guyton, Albers, and Viets	Introduced to the concept of advertising design, created own ad for a musical performance, critiqued their ads, and toured the agency
Northwest Maplewood-Richmond Heights	Drama	60	60	2	Opera Theatre	Learned about opera in a docent session, and attended "The Beggar's Opera"

CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	NO. OF STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>HIGH SCHOOL - CONTINUED</u>						
Northwest Maplewood-Richmond Heights	Brass Quintet*	20	20	1	Black Music Association	Black Brass Quintet performance
Northwest Maplewood-Richmond Heights	Forests	50	25	4	Missouri Botanical Garden	Studied forests through lectures and by observation
Northwest Maplewood-Richmond Heights	Drama	40	40	3	Repertory Theatre	Studied the workings of theater and attended a performance
Northwest Oakville (Mehlville)	Apartheid	50	40	1	Fox Theatre, A.C.T.W. Union	Attended Apartheid movie, and lecture
Northwest Parkway Central	Archaeology	15	15	1	UMSL/Archaeology Survey	Examined artifacts, learned about lab analysis, fossils, viewed slide show
Northwest University City	History of Space	17	15	3	St. Louis Space Frontiers	Studied the history of space exploration
Roosevelt Clayton	Nutrition	22	14	2	The Pasta House Company	Presented the history of The Pasta Company, had demonstrations of Italian and French cooking
Roosevelt Lindbergh	Family Relations	32	32	2	DOCHMC, Planned Parenthood	Attended presentations on the choices in personal relationships, studied cases of child abuse
Roosevelt Lindbergh	Nuclear Physics	15	30	4	Union Electric, University of Missouri-Columbia, Missouri Coalition for the Environment	Learned about the sources, uses and advantages and disadvantages of nuclear energy, toured nuclear facility

COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	NO. OF STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>HIGH SCHOOL - CONTINUED</u>						
Roosevelt McCluer (Ferguson-Florissant)	Government	11	25	3	CECH	Studied government and focused on the presidential election
Roosevelt Parkway West	Philosophy of Children	15	15	2	Webster University	Viewed a film, participated in a discussion on child philosophy
Roosevelt Pattonville	Government	11	25	3	CECH	Studied government and focused on the presidential election (also shared Partnership with McCluer High School)
Roosevelt Ritenour	German	45	50	2	Stonehill Winery	Toured Hermann, Missouri to learn about German influence in history
Roosevelt University City	Drama	30	30	3	Repertory Theatre, Black Repertory Theatre	Had a tour, lecture, and saw a performance.
Roosevelt Valley Park	Government	4	300	2	Valley Park HS Council	Participated in presidential debate
Soldan Affton	Science	25	30	3	Missouri Botanical Garden	Focused on energy conservation
Soldan Bayless	Outdoor Science	33	15	4	Washington University/ Tyson Research Center	Studied waterways, weather, wolves and raptors
Soldan Clayton	Psychology	15	20	2	Washington University/ School of Medicine	Attended psychology lectures
Soldan Eskridge	Apartheid	95	50	2	Fox Theater	Attended Apartheid lectures and movie

CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>HIGH SCHOOL - CONTINUED</u>						
Soldan Kirkwood	Polymer Chemistry	20	20	1	Monsanto	Toured Monsanto, attended lecture and participated in chemistry demonstration
Soldan Kirkwood	Apartheid	90	50	2	Fox Theater	Saw an Apartheid movie and lecture
Soldan Ladue	Nuclear Physics	30	30	5	Union Electric, University of Missouri- Columbia, Missouri Coalition for the Environment	Lecture, demonstration and reactor tour
Soldan Lindbergh	Law	15	15	2	Metro Bar Association	Studied the corrections system, its procedures, toured prisons and courts
Soldan Parkway North	Law	30	25	1	Metro Bar Association	Participated in a mock trial
Soldan University City	Close-Up Telethon	30	10	3	American Cablevision	Learned about immigration policies through a lecture, taping session, and panel discussion
Soldan University City	Forests	23	30	4	Missouri Botanical Garden	Learned about forestry
Southwest Berkeley (Ferguson-Florissant)	State Government	30	50	2	CECH	CECH-Up session at Webster College, and study trip to Jefferson City, Missouri
Southwest Clayton University City	Global Issues	15	21 45	3	Missouri Botanical Garden	Studied global issues about hunger





NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>HIGH SCHOOLS - CONTINUED</u>						
Southwest Clayton	Brass Rubbings	20	15	2	London Brass Center/ St. John's Episcopal Church	Studied Medieval culture, and made brass rubbings of exhibits
Southwest Normandy	Archaeology	15	15	4	UMSL/Archaeology Survey	Examined artifacts, learned about fossils, lab analysis, toured archaeological dig
Southwest Parkway Central	Archaeology	25	25	12	UMSL/Archaeology Survey	Learned about pottery, house construction, wild food gathering and flint knapping
Southwest Parkway South	Forests	30	28	4	Missouri Botanical Garden	Learned about forestry
Sumner Clayton	Fine Art/Sculpture	9	9	4	Washington University/ School of Fine Arts	Focused on sculptures by David Nash, participated in a sculpture project
Sumner Hazelwood West	Apartheid	100	50	1	Fox Theater, A.C.T.W. Union	Attended Apartheid movie and lecture
Sumner Lindbergh	Forensic Medicine (F)	25	28	3	County Medical Examiner's Office	Learned about forensic medicine and toured County facilities.
Sumner Lindbergh	Forensic Medicine (S)	25	28	3	County Medical Examiner's Office	Learned about forensic medicine and toured County facilities
Sumner Normandy	Global Issues	20	20	1	Missouri Botanical Garden	Attended lecture on World Hunger
Sumner Normandy	Forests	30	30	4	Missouri Botanical Garden	Studied forestry

CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>HIGH SCHOOLS - CONTINUED</u>						
Sumner Pattonville	Garment Construction	17	17	4	Miss Elaine Lingerie	Learned about the clothing industry through presentations and tours
Sumner University City	Anatomy	3	3	4	Washington University/ School of Medicine	Learned about dissection
Sumner University City	Medicine (F)	25	23	2	Washington University/ School of Medicine	Focused on careers in medicine and related fields
Sumner University City	Medicine (S)	25	23	4	Washington University/ School of Medicine	Focused on careers in medicine and related fields
Sumner University City	Science	25	50	3	Missouri Botanical Garden	Focused on Energy Conservation
Sumner Webster Groves	Family Relations	25	25	2	DOCHMC/ Planned Parenthood	Attended presentation on choices in personal relations, studied the causes of child abuse
Vashon Hazelwood East	Music	20	20	4	St. Louis Symphony	Panel discussion with SLSO musicians, coaching session, cellist briefing and violinist briefing
Vashon Hazelwood East	Government	15	50	2	CECH	Attended election forum focused on presidential election
Vashon Hazelwood East	Government	15	50	2	CECH	Attended election forum focused on presidential election
Vashon Ladue	Retail Merchandising	13	12	4	Saks Fifth Avenue/ Wash.U.School Fine Arts	Learned about retail merchandising, fashion, and created a garment

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NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	NO. OF STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>HIGH SCHOOLS - CONTINUED</u>						
Vashon Pattonville	Law	15	15	2	Metro Bar Association	Toured Missouri Eastern Correctional Institute
Vashon Pattonville	Government	35	25	8	CECH	Learned about state government, toured Jefferson City
Vashon Valley Park	Instrumental Music	32	25	3	Bayless Boosters/ Brass Quintet	Learned about jazz improvisation, had residency with David Hines
Vashon Valley Park	Choral Music*	35	25	1	Opera Theatre	Attended a residency with Cornelius Sullivan
Visual & Performing Arts Hazelwood West	Music	10		4	St. Louis Symphony	Panel discussion with SLSO musicians, coaching session, cellist briefing, and violinist briefing (Hazelwood counted with Honors Music)
	TOTALS	2,554	3,155	272		

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CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	NO. OF STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>MIDDLE SCHOOL PROGRAMS</u>						
Blewett Middle School Bishop (Wellston)	Music/Cultural*	30	28	1	Black Music Association	Learned about Black American popular music
Blewett Middle School Ladue Junior High	Economics	32	30	4	Wash.U.School Economics/ ITT Continental Bakery	Focused on law-related careers, studied basic economic concepts (Metro Bar Association, co-sponsor)
Clinton Middle School Blades (Mehlville)	Music	30	30	4	Opera Theatre	Attended artists performance and theater production
Clinton Middle School Blades (Mehlville)	Music*	100	100	2	Black Music Association	Students attended Black music presentation
Clinton Middle School Chaney (Maplewood-Richmont Hgt)	Brass Quintet*	56	130	1	Black Music Association	Students attended Black music presentation
Columbia Middle School Brittany Woods (University City)	Drama	27	30	4	St. Louis Black Repertory Theatre	Learned theater arts: voice, diction, oral interpretation and movement,
Cook Middle School Hixson (Webster Groves)	Where Rivers Meet	32	30	5	MO Historical Society	Studied Missouri culture: music, fashion, and St. Louis sites
Cook Middle School Wedgewood (Ferguson-Florissant)	Archaeology	22	17	2	UMSL/Archaeology Survey	Examined artifacts, learned about fossils and lab analysis
Fanning Middle School Bishop (Wellston)	Earth Sciences	32	26	4	Wash.U./Tyson Research	Learned about geology, weather, soil and water conservation
Ford Middle School North Kirkwood	Zoology	31	25	7	St. Louis Zoo/UMSL	Learned about reptiles, amphibians, birds, mammals, vanishing wildlife, and decisions affecting zoos

CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	NO. OF STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>MIDDLE SCHOOLS - CONTINUED</u>						
Ford Middle School Parkway South	Creative Writing/ PSA	31	31	6	KTVI/Double Helix	Learned to write a public service announcement
Grant Middle School Bishop (Wellston)	History/ Black History*	90	52	2	Young Audiences/Taifa	Attended two performances about American/Black American History
Hickey Middle School Nipher (Kirkwood)	Archaeology (1)	15	15	4	UMSL/Archaeology Survey	Examined artifacts, had slide show, learned lab analysis, fossils
Hickey Middle School Nipher (Kirkwood)	Archaeology (2)	15	15	4	UMSL/Archaeology Survey	Examined artifacts, had slide show, learned lab analysis, fossils
Hickey Middle School Nipher (Kirkwood)	Archaeology (3)	15	15	4	UMSL/Archaeology Survey	Examined artifacts, had slide show, learned lab analysis, fossils
Hickey Middle School Nipher (Kirkwood)	Archaeology (4)	15	15	4	UMSL/Archaeology Survey	Examined artifacts, had slide show, learned lab analysis, fossils
Hickey Middle School Nipher (Kirkwood)	Archaeology (5)	15	15	4	UMSL/Archaeology Survey	Examined artifacts, had slide show, learned lab analysis, fossils
Humboldt VPA Nipher (Kirkwood)	Music	180	200	2	Opera Theatre	Attended docent session and performance
Humboldt VPA Parkway West	Architecture	30	30	3	Fourth R Gallery	Students studied Greek and Roman architecture in St. Louis through lecture and photo tour
Humboldt VPA Pierremont (Parkway)	Advertising	28	29	3	Cera Partnership	Introduced to advertising, prepared and presented projects
L'Ouverture Middle School Hoeh (Ritenour)	History/Drama	30	50	2	Repertory Theatre	Learned about Greek and Renaissance traditions

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NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>MIDDLE SCHOOLS - CONTINUED</u>						
L'Ouverture Middle School Hoech (Ritenour)	History/Drama	30	30	2	Repertory Theatre	Learned about Greek and Renaissance traditions
L'Ouverture Middle School Hoech (Ritenour)	History/Drama	30	30	2	Repertory Theatre	Learned about Greek and Renaissance traditions
L'Ouverture Middle School Hoech (Ritenour)	History/Drama	30	30	2	Repertory Theatre	Learned about Greek and Renaissance traditions
L'Ouverture Middle School Hoech (Ritenour)	History/Drama	30	30	2	Repertory Theatre	Learned about Greek and Renaissance traditions
Langston Middle School Lewis and Clark (Riverview Gdn)	History	29	29	4	Jeff. Natl. Exp. Mem.	Learned about Missouri history, visited Old Courthouse, and Arch Museum
Langston Middle School Parkway South	Where Rivers Meet	31	33	6	Mo Historical Society	Studied Missouri culture: music, fashion and St. Louis sites
Langston Middle School Parkway West	World's Fair 1904	20	20	2	Forest Pk. Comm. College	Viewed slide presentation about 1904 World's Fair journalism, toured Forest Park
Marquette VPA Conway (Ladue)	Business/KTVI	14	22	6	KTVI-Channel 2	Learned about script-writing, rehearsals, producing, and taped a session
Marquette VPA University City	Fine Art/Sculpture	15	25	1	Wash.U./School Fine Art	Attended David Nash Project

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>MIDDLE SCHOOLS - CONTINUED</u>					
Mason ILC Middle School Hixon (Webster Groves)	St. Louis History*	45 250	1	Muny Student Theatre	Attended performance on the history of St. Louis
Mason ILC Middle School Hixon (Webster Groves)	Energy Conservation	20 26	4	Laclede Gas/Missouri Solar Energy Assn.	Learned about energy conservation and toured a solar energy building
Mason ILC Middle School Hixon (Webster Groves)	Educational/ Science	20 25	3	St. Louis College of Pharmacy	Learned about pharmacology and participated in laboratory experiment
Mason ILC Middle School Nipher (Kirkwood)	Give Me Liberty*	120 100	1	Muny Student Theatre	Learned about American history through a performance
Mason ILC Middle School Nipher (Kirkwood)	Japanese Lifestyle (1)	95 110	9	ITT Continental Baking Co./Lincoln St. Louis	Compared labor and management practices in USA and Japan, learned about origami, saw Way of Tea Ceremony, did calisthenics, toured Botanical Garden (Mo. Botanical Garden, co-sponsor)
Mason ILC Middle School Nipher (Kirkwood)	Japanese Lifestyle (2)	90 110	9	ITT Continental Baking Co./Lincoln St. Louis	Compared labor and management practices in USA and Japan, learned about origami saw Way of Tea Ceremony, did calisthenics, toured Botanical Garden (Mo. Botanical Garden, co-sponsor)

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CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>MIDDLE SCHOOLS - CONTINUED</u>						
Simmons Middle School Ritenour Middle School	History	20	30	6	MO Historical Society	Studied methods of historical research and the history of St. Louis region
Stevens Middle School Brentwood Junior High	Business/Banking	18	20	2	Brentwood Bank	Learned about banking procedures, toured bank
Stevens Middle School Holman (Pattonville)	Elections	27	25	3	Metro Bar Association	Studied election system
Stevens Middle School Nipher (Kirkwood)	Where Rivers Meet	28	23	4	MO Historical Society	Learned about Missouri history
Stevens Middle School Sperreng (Lindbergh)	Law Career Fair	30	30	2	Metro Bar Association	Learned about various careers in law
Stowe Middle School Koch (Riverview Gdn)	American History*	28	28	1	Young Audiences	Attended Folk Traditions performance and workshop
Turner Middle School Parkway South	Banking	35	35	6	Mercantile Bank	Studied various aspects of banking
Turner Middle School Parkway South	Muny Student Theatre	45	95	1	Muny Student Theatre	Attended performance, in addition to the Banking Program
Washington Middle School Brittany Woods (University City)	Law	30	30	3	Metro Bar Association	Toured Correction Center and City Courts
Washington Middle School Brittany Woods (University City)	History*	30	250	1	Muny Student Theatre	Attended "Waiting on the Levee" performance



C - COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF CITY	STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>MIDDLE SCHOOLS - CONTINUED</u>						
Washington Middle School North Kirkwood	Where Rivers Meet	28	28	4	MO Historical Society	Learned about Missouri history
Webster Middle School Bayless Middle	Zoology	30	30	4	St. Louis Zoo	Studied zoology through lectures and observations at the zoo
Webster Middle School Jennings Junior	World of Work	15	15	2	McDonald's	Tour and presentation about careers and keeping jobs
Webster Middle School Jennings Junior	Banking	15	15	3	Landmark Bank/N. County	Learned about banking, bank services, bank careers
Williams Middle School Brittany Woods (University City)	Banking	26	24	3	Commerce Bank/U. City	Learned about banking services, banking careers, and toured the bank
Williams Middle School Brittany Woods (University City)	History*	26	248	1	Muny Student Theatre	Attended "Waiting on the Levee" performance
Williams Middle School Holman (Pattonville)	Sports Medicine	25	25	5	St. Louis University/ Univ. of MO-Columbia	Learned about various aspects of sports medicine, tours (KMOX-TV, co-sponsor)
Williams Middle School Parkway Central Junior	Archaeology	25	15	5	UMSL/Archaeology Survey	Worked in simulated dig, did surface survey, toured Cahokia
Woerner IGE Hoech (Ritenour)	History	31	32	6	MO Historical Society	Studied methods of historical research and the history of the St. Louis region
Woerner IGE Valley (Maplewood-Richmond Hgt.)	Zooconomy	27	24	8	UMSL/St. Louis Zoo	Studied science of zooconomy through lectures and observations
TOTALS		2,314	2,805	193		

CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	NO. OF STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>ELEMENTARY SCHOOL PROGRAMS</u>						
Arlington Elementary School Bayless Elementary	Science	30	25	4	St. Louis Science Ctr.	Studied Missouri, Earth, Solar System and Galaxy
Arlington Elementary School Chaney (Maplewood-Richmond Hgt)	Science	30	18	2	NASA	Had overview of NASA and heat shield demonstration
Arlington Elementary School Woerther (Rockwood)	Storytelling	26	24	3	Young Audiences	Learned language arts through storytelling sessions and festival
Baden Elementary School Bayless Elementary	Architecture	28	28	2	St. Louis County Parks	Studied and toured architectural structures
Baden Elementary School Crestwood (Lindbergh)	Drama*	30	28	1	Young Audiences	Learned about theater, mime, and masks
Baden Elementary School Crestwood (Lindbergh)	History	30	30	4	Jeff. Nat. Exp. Mem.	Studied westward expansion, toured Old Courthouse and Arch Museum
Baden Elementary School Gotsch (Affton)	Storytelling	25	23	2	Judy Young	Heard Ozark folktales and lecture on history and culture
Baden Elementary School Gotsch (Affton)	Storytelling	25	23	3	Judy Young	Heard Ozark folktales and lecture on history and culture and attended the Storytelling Festival
Baden Elementary School Gotsch (Affton)	Storytelling	25	23	2	Judy Young	Heard Ozark folktales and lecture on history and culture
Baden Elementary School Gotsch (Affton)	Storytelling	25	23	3	Judy Young	Heard Ozark folktales and lecture on history and culture and attended the Storytelling Festival

CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<b>ELEMENTARY SCHOOLS - CONTINUED</b>					
Baden Elementary School Gotsch (Affton)	History I	25 23	3	Calvary & Bellefontaine Cemeteries	Studied St. Louis history through puppets and cemetery activities
Baden Elementary School Gotsch (Affton)	History II	25 23	3	Calvary & Bellefontaine Cemeteries	Studied St. Louis history through puppets and cemetery activities
Baden Elementary School Gotsch (Affton)	History III	25 23	3	Calvary & Bellefontaine Cemeteries	Studied St. Louis history through puppets and cemetery activities
Baden Elementary School Gotsch (Affton)	History IV	25 23	3	Calvary & Bellefontaine Cemeteries	Studied St. Louis history through puppets and cemetery activities
Blewett Middle School Bernard (Mehlville)	Zooconomy	30 25	8	UMSL	Studied science of zooconomy through lecture and observation
Bryan Hill Elementary School Chaney (Maplewood-Richmond Hgt)	Science	28 20	2	NASA	Had overview of NASA and heat shield demonstration
Bryan Hill Elementary School Chaney (Maplewood-Richmond Hgt)	Science	30 20	4	St. Louis Science Ctr.	Studied the individual's relationship to locale--Missouri, Earth, Solar System, Galaxy
Carr Lane Elementary School Bayless Elementary	Science	27 25	4	St. Louis Science Ctr.	Studied individual's relationship to locale - Missouri, Earth, Solar System, Galaxy
Carr Lane Elementary School Bowles (Rockwood)	African Culture	30 30	4	Taifa	Students saw Taifa, Stories from Around the World and attended Storytelling Festival
Carr Lane Elementary School Central (Wellston)	Zooconomy	29 20	8	UMSL/St. Louis Zoo	Learned about the economic resources of zoos, zoo decision-making process

CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>ELEMENTARY SCHOOLS - CONTINUED</u>					
Carr Lane Elementary School Chaney (Maplewood-Richmond Hgt)	Science	27 21	2	NASA	Had overview of NASA and heat shield demonstration
Carr Lane Elementary School Delmar-Harvard (Univ. City)	Art: Clay	28 26	3	Craft Alliance	Toured clay pits at Bussen Quarry, made and fired pinch pots, and used pottery wheel
Carr Lane Elementary School Ellisville (Rockwood)	African Culture	30 30	4	Taifa	Students saw Taifa, Stories from Around the World and attended Storytelling Festival
Carr Lane Elementary School Kellison (Rockwood)	Folklife (1)	34 25	4	MO Friends of Folk Art	Saw dance and craft performance and heard storytelling
Carr Lane Elementary School Kellison (Rockwood)	Folklife (2)	34 25	4	MO Friends of Folk Art	Saw dance and craft performance and heard storytelling
Carr Lane Elementary School North Glendale (Kirkwood)	Social Studies	28 35	5	St. Louis Orienteering Club	Learned map skills and practiced orienteering in parks
Carr Lane Elementary School North Glendale (Kirkwood)	Social Studies	28 35	5	St. Louis Orienteering Club	Learned map skills and practiced orienteering in parks
Carr Lane Elementary School Pierremont (Parkway)	Folklife	28 29	4	MO Friends of Folk Art	Saw dance and craft performances and heard storytelling
Carver Elementary School Pierremont (Parkway)	Library Project	30 29	2		Learned about card catalogue and reference books
Classical Junior Academy Brittany Woods (University City)	French I	35 35	3	MO Historical Society	Learned French history, language and puppetry
Classical Junior Academy Brittany Woods (University City)	French II	35 35	2	Young Audiences	Viewed film and musical performance that focused on French culture

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>ELEMENTARY SCHOOLS - CONTINUED</u>					
Classical Junior Academy Crestwood (Lindbergh)	Social Studies	19 29	4	Jeff. Natl. Exp. Mem.	Studied Westward Expansion; toured Old Courthouse and Arch
Classical Junior Academy Holman (Pattonville)	Architecture	20 12	3	Trivers & Associates	Architectural lecture, tour, Fox Theatre tour, tour of architects' offices (Wash. U. School of Architecture, co-sponsor)
Classical Junior Academy Holman (Pattonville)	Language Arts	13 15	3	MO Botanical Garden	Studied creative writing and illustration
Classical Junior Academy Holman (Pattonville)	Science/Art	13 15	3	MO Botanical Garden	Studied science/art at Garden
Classical Junior Academy Kennerly/Long (Lindbergh)	Archaeology	22 18	5	UMSI/Archaeology Survey	Worked on simulated dig, surface survey and toured Cahokia
Classical Junior Academy Pattonville Heights	Architecture	18 15	3	Trivers & Associates	Architectural lecture, tour of the Fox Theater, and tour of architects' offices (Wash.U.School of Architecture, co-sponsor)
Cook Branch Elementary School Flynn Park (University City)	Missouri History*	0 98	1	Young Audiences	Saw performance "Jazz Alive and Well"
Cook Branch Elementary School Flynn Park (University City)	Missouri History	29 27	4	Jeff. Natl. Exp. Mem.	Tour of Old Courthouse, and Museum of Westward Expansion at Arch
Cupples Elementary School Iveland (Ritenour)	Art: Clay	26 29	3	Craft Alliance	Made pinch pots, sanded and fired them

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CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	NO. OF STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>ELEMENTARY SCHOOLS - CONTINUED</u>						
Eliot Elementary School Chaney (Maplewood-Richmond Hgt)	Science	30	21	4	St. Louis Science Ctr.	Studied individual's relationship to Missouri, Earth, Solar System and Galaxy
Euclid-Montessori School Westchester (Kirkwood)	Puppet Magic	2	23	2	St. Louis Zoo/ Youn. Audiences	Learned about communication through the use of puppets, acting, and storytelling (Jeff. Natl. Exp. Mem., co-sponsor)
Farragut Elementary School Bayless Elementary	Science	30	25	4	St. Louis Science Ctr.	Learned about Missouri, the Earth, Solar System, and the Galaxy, and their relatedness
Farragut Elementary School Bierbaum (Mehlville)	Instrumental Music	30	58	5	St. Louis Symphony	Toured symphony hall, attended performances and lecture
Farragut Elementary School Bierbaum (Mehlville)	Instrumental Music	30	29	5	St. Louis Symphony	Toured symphony hall, attended performances and lecture
Farragut Elementary School McKelvey (Parkway)	History	32	28	4	Jeff. Natl. Exp. Mem.	Visited Old Courthouse, Arch--learned about 'Modes of Living'
Farragut Elementary School Pierremont (Parkway)	Musical History*	30	21	2	Young Audiences/ Black Music Assn.	Attended two musical history performances
Farragut Elementary School Westchester (Kirkwood)	Our Place in the Universe	30	25	4	St. Louis Science Ctr./ NASA	Learned about the individual's relationship to locale--Earth, Solar System, Galaxy; NASA overview
Gundlach Elementary School Chaney (Maplewood-Richmond Hgt)	Science	30	18	4	St. Louis Science Ctr.	Studied the universe and the galaxy
Harrison Elementary School Bayless Elementary	Storytelling*	27	28	1	UMSL/Jeff.Nat.Exp.Mem.	Attended Storytelling Festival
Harrison Elementary School Woerther (Rockwood)	Missouri History	27	29	5	Jeff. Natl. Exp. Mem.	Tour of Old Courthouse, Museum of Westward Expansion

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>ELEMENTARY SCHOOLS - CONTINUED</u>					
Harrison Elementary School Bayless Elementary School	Storytelling*	26 29	1	UMSI./Jeff.Natl.Exp.Mem.	Attended Storytelling Festival
Harrison Elementary School Woerther (Rockwood)	Folklife	29 28	2	MO Friends of Folk Arts	Saw dance and craft performance
Harrison Elementary School Woerther (Rockwood)	Social Studies	27 28	6	MO Historical Society	Studied history through tours, exhibits and lectures
Harrison Elementary School Woerther (Rockwood)	Social Studies	28 29	6	MO Historical Society	Studied history through tours, exhibits and lectures
Harrison Elementary School Woerther (Rockwood)	Social Studies	28 29	4	Young Audiences	Studied history through tours, exhibits and lectures
Harrison Elementary School Woerther (Rockwood)	Missouri History	29 27	5	Jeff. Natl. Exp. Mem.	Tour of Old Courthouse, Museum of Westward Expansion and Ste. Genevieve, Missouri
Harrison Elementary School Woerther (Rockwood)	Folklife	27 28	2	MO Friends of Folk Arts	Attended performance, crafts demonstrations
Hempstead Elementary School Captain (Clayton)	Instrumental Music	29 45	6	St. Louis Symphony	Toured symphony hall, had docent session and attended three concerts
Hempstead Elementary School Glenridge (Clayton)	Instrumental Music	29 29	6	St. Louis Symphony	Toured symphony hall, had docent session and attended three concerts
Hempstead Elementary School Hancock School I (Hancock Place)	History	30 30	4	Jeff. Natl. Exp. Mem.	Tour of Old Courthouse and Museum of Westward Expansion
Hempstead Elementary School Hancock School I (Hancock Place)	Instrumental Music	32 46	5	St. Louis Symphony Orchestra	Toured symphony hall, had docent session and attended concerts

CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	NO. OF STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>ELEMENTARY SCHOOLS - CONTINUED</u>						
Hempstead Branch Elementary Webster Groves Computer School	Storytelling*	52	50	1	Muny Student Theatre	Participated in storytelling presentation
Henry Elementary School Kellison (Rockwood)	Storytelling*	28	27	1	UMSL/Jeff.Natl.Exp.Mem.	Attended Storytelling Festival
Herzog Elementary School Valley Park Elementary	Our Place in the Universe	30	30	4	St. Louis Science Ctr.	Studied individual's relationship to locale--Missouri, Earth, Solar System, and Galaxy
Irving Elementary School Carrollton (Pattonville)	Black History	27	21	4	Jeff. Natl. Exp. Mem./ Young Audiences	Students saw Sparky Rucker, Debra Wicks, Concaribba and attended Storytelling Festival
Irving Elementary School Carrollton (Pattonville)	Black History	28	21	4	Jeff. Natl. Exp. Mem./ Young Audiences	Students saw Sparky Rucker, Debra Wicks Concaribba and attended Storytelling Festival
Irving Elementary School Ellisville (Rockwood)	Storytelling*	28	25	1	UMSL/Jeff.Natl.Exp.Mem.	Attended the Storytelling Festival
Irving Elementary School Ellisville (Rockwood)	Pioneer History	30	30	4	Jeff. Natl. Exp. Mem.	Students saw Underground Railroad, Sparky Rucker and toured historic St. Charles
Irving Elementary School Marvin (Ritenour)	Art	27	27	1	Craft Alliance	Students participated in stencilling project
Jackson Elementary School Delmar-Harvard (University City)	Storytelling*	13	28	1	UMSL/Jeff.Natl.Exp.Mem.	Attended Storytelling Festival



NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<b>ELEMENTARY SCHOOLS - CONTINUED</b>					
Jackson Elementary School Delmar-Harvard (University City)	Storytelling*	13 27	1	UMSL/Jeff.Natl.Exp.Mem.	Attended Storytelling Festival
Jackson Elementary School Gotsch (Affton)	Advertising	30 30	3	Cera Partnership	Studied advertising, prepared and presented projects
Jackson Elementary School Gannery (Lindbergh)	Our Place in the Universe	30 25	6	St. Louis Science Ctr./ NASA	Studied the universe and the galaxy, overview of NASA
Jefferson Elementary School Bierbaum (Mehlville)	Instrumental Music	30 29	6	St. Louis Symphony	Toured symphony hall, had docent session and attended three concerts
Jefferson Elementary School Bierbaum (Mehlville)	Instrumental Music	30 29	6	St. Louis Symphony	Toured symphony hall, had docent session and attended three concerts
Jefferson Elementary School Claymont (Parkway)	Educational/ Library	35 35	2		Focused on library skills
Jefferson Elementary School Craig (Parkway)	Educational/ Library	35 35	2		Focused on library skills
Jefferson Elementary School Delmar-Harvard (University City)	Drama	30 30	4	Young Audiences	Students discussed mask-making, parade techniques and mime
Jefferson Elementary School Delmar-Harvard (University City)	Drama	150 150	2	Young Audiences	Saw performance of "Jazz Alive and Well" and "Theatre Mime"
Jefferson Elementary School Henry (Parkway)	Educational/ Library	35 35	2		Focused on library skills

CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	NO. OF STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>ELEMENTARY SCHOOLS-CONTINUED</u>						
Jefferson Elementary School Holman SEE (Pattonville)	Archaeology	32	32	5	UMSL Archaeology Survey	Worked at simulated dig, did surface survey and visited Cahokia
Lexington Elementary School Craig (Parkway)	Our Place in the Universe	35	23	6	St. Louis Science Ctr./ NASA	Studied the universe and the galaxy, overview of NASA
Lexington Elementary School Hancock I (Hancock Place)	Social Studies	28	30	4	Jeff. Natl. Exp. Mem.	Toured Old Courthouse and Museum of Westward Expansion
Lowell Elementary School Mason Ridge (Parkway)	Storytelling*	90	30	1	Taifa	Heard Appalachian folk tales and and saw Taifa performance
Lowell Elementary School Mason Ridge (Parkway)	Storytelling	23	30	3	Taifa	Students heard Appalachian tales, saw Taifa and attended Storytelling Festival
Lyon ABI Elementary School Reed (Ladue)	Storytelling Festival	36	45	2	Jeff. Natl. Exp. Mem.	Students learned about Missouri history and-storytelling skills
Marshall Elementary School Delmar-Harvard (University City)	Art	30	30	2	Arts and Humanities Committee	Constructed masks, learned parading techniques and marched in a parade

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>ELEMENTARY SCHOOLS - CONTINUED</u>						
Meramec Elementary School Crestwood (Lindbergh)	Our Place in the Universe	26	25	6	St. Louis Science Ctr./ NASA	Studied the universe, galaxy, given an overview of NASA and a heat shield demonstration
Meramec Elementary School Delmar-Harvard (University City)	Art	30	29	1	St. John's Epis. Church/ London Brass Rubbings	Saw a collection of brass rubbings from England and did a brass rubbing
Meramec Elementary School Meramec (Clayton)	Storytelling	30	48	2	MUNY Student Theater/ Young Audiences	Attended Marco Polo performance and storytelling session
Peabody Elementary School Steger (Webster Groves)	Science	28	28	3	Washington University/ Tyson Research Center	Studied weather, waterways, wolves and raptors
Peabody Elementary School Wydown (Clayton)	Science/ Wildlife	25	24	3	Washington University/ Tyson Research Center	Learned about bird-banding and Missouri waterways
Scullin Elementary School Walnut Grove (Ferguson-Florissant)	Science	23	23	7	Washington University/ Tyson Research Center	Learned about Missouri waterways, bird life and geology

CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

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<u>ELEMENTARY SCHOOLS - CONTINUED</u>						
Shenandoah Elementary School Crestwood/Sappington (Lindbergh)	Archaeology	28	12	5	UMSL Archaeology Survey	Worked at simulated dig, did surface survey and visited Cahokia
Shepard Elementary School Bayless Middle	Storytelling*	24	28	1	UMSL/Jeff.Natl.Exp. Mem.	Attended Storytelling Festival
Shepard Elementary School Woerther (Rockwood)	Missouri History	30	30	6	Jeff. Natl Exp. Mem.	Learned about Missouri history through presentations, tours and storytelling
Stix ILC Elementary School Captain (Clayton)	Bird Appreciation	24	20	10	Busch Wildlife/ Young Audiences	Studied birds and constructed bird houses (Washington University/Tyson, co-sponsor)
Walbridge Elementary School Briar Crest (Pattonville)	Science	23	26	4	St. Louis Orienteering Club	Learned map skills, practiced orienteering in parks
Walbridge Elementary School Briar Crest (Pattonville)	Science	22	26	4	St. Louis Orienteering Club	Learned map skills, practiced orienteering in parks
Walbridge Elementary School Iveland (Ritenour)	Art	15	15	2	Arts and Humanities Commission	Constructed masks, learned parading techniques and marched in a parade
Walbridge Elementary School Lewis & Clark (Riverview Gdns.)	Our Place in the Universe	29	25	6	St. Louis Science Center/NASA	Studied Earth and galaxy, overview of NASA, heat shield demonstration given
Walnut Park Elementary School Delmar-Harvard (University City)	Science	32	28	4	Washington University/ Tyson Research Center	Studied weather, pond ecology, and wolves

CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>ELEMENTARY SCHOOLS - CONTINUED</u>						
Woerner IGE Elementary School Delmar-Harvard (University City)	Storytelling*	24	27	1	UMSL/eff. Natl. Exp. Mem.	Attended Storytelling Festival
	TOTALS	3,046	3,031	366		

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# Springboard to Learning

May 14, 1985

## Information for Year-End Report Voluntary Interdistrict Coordinating Council

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Springboard to Learning offered a wide variety of programs in schools during the 1984-85 school year. In the first semester, 84 city schools and five county schools held 13-week Springboard programs. In the second semester, 82 city elementary and middle schools and eight county schools held Springboard programs. Of these, nine pairs of schools were involved in special city/county matched programs.

### Details on City/County Activities

#### Valley Park/Carr Lane/Academy of Basic Instruction at Lyon

This program matched 187 fourth and fifth grade classrooms in the study of The Global Village. Students were paired as pen pals and met for a day of interaction at Lindenwood College.

#### Gotsch (Affton)/Baden (St. Louis)

This program matched 194 fourth and fifth grade students in the study of Puppetry. Students were paired as pen pals. In addition to meeting for a day of activities at Lindenwood College, these students participated as pen pals in several other activities through the School Partnership Program.

#### Long (Lindbergh)/Hamilton (St. Louis)

This program matched 224 fourth and fifth grade classrooms in the Language Arts program entitled "Patterns of Thinking." Students were paired as pen pals. They met at CASA-Midtown for a day of interaction with their pen pal and performances and language arts exercises shared through the director of Metro Theatre Circus.



Member of  
The Arts and Education  
Council of Greater St. Louis

SPRINGBOARD TO LEARNING INC  
The CASA Midtown Building  
5207 Washington Avenue  
St. Louis, Missouri 63103  
(314) 652-3559

**North Middle (Kirkwood)/Ford (St. Louis)**

This activity matched 197 seventh grade classrooms in the study of The Global Village. Students were paired as pen pals and met at Greensfelder Park for a program under the direction of the SL/EAP staff. In addition, 42 Ford students went to North Middle to see a program provided through Springboard involving the Raptor Reserve on May 7. Students stayed after the program and socialized with their pen pals for 45 minutes.

**Nipher Middle (Kirkwood)/Investigative Learning Center at Mason (St. Louis)**

This activity paired 205 seventh grade students in the study of "Folk Tales Around the World." Pen pals met at Lindenwood College for a day of activities. This pairing continued a teacher pairing between these two schools initiated in the 1983-84 school year.

**Wyland (Ritenour)/Classical Jr. Academy (St. Louis)**

This program matched 172 fifth graders in the study of "Life in Israel." Students were paired as pen pals and were taken for a day of activities at the JCCA.

Through private funding, we provided the following city/county projects:

**Hancock II and III/Clark**

A total of 404 fourth and fifth graders were involved in the study of Global Connections. Each of the four pairs of city/county classrooms and their teachers went for an overnight experience at Babler State Park under the direction of SL/EAP. The curriculum was designed to help the pen pals interact and to continue the Springboard educational theme.

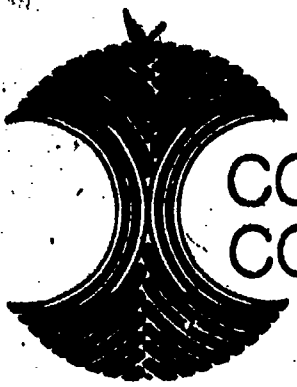
**Galactic Gifted Center at McCurdy (Hazelwood)/Cupples (St. Louis)**

Two hundred, twenty-two (222) fourth and fifth grade pupils were matched for a study of dance. A trip was planned to SIU/Edwardsville for a dance program with MAD/Co. At a later date the students who had been paired as pen pals were able to see video tapes of one another.

**APPENDIX E**

**PROCEDURES TO ASSIST STUDENTS WHO WISH  
TO WITHDRAW FROM THE INTERDISTRICT TRANSFER PROGRAM**





**VOLUNTARY INTERDISTRICT  
COORDINATING  
COUNCIL**

October 30, 1984

**FROM:** Susan Uchitelle

**TO:** Contact Persons

**RE:** Withdrawal Procedures

*Susan Uchitelle*

In an effort to retain as many students as possible in the Voluntary Transfer Program we are asking that the following procedures be followed before allowing a student to withdraw from your district.

**I. Building Level**

- A. Hold a conference with parent, student, teacher, counselor, and/or administrator to determine the nature of the student's difficulties or parent's concerns, once recognized.
- B. Decide on an intervention strategy such as a parent-student-principal contract, reward system, phone call to transportation, counselor intervention, group guidance, etc. VICC staff is available to help in this area.
- C. Implement and document intervention. Conferences with any significant persons involved should be documented.

**II. District Level (Contact Person or Other)**

- A. Be aware of problems involving Voluntary Transfer students.
- B. Offer assistance to building staff for conferences and intervention if necessary.
- C. Participate in or be aware of withdrawal conference with student and parent if the intervention is deemed unsuccessful.

Contact Persons  
October 30, 1984  
Page Two

Principals will be the key persons to implement this procedure, and their cooperation will be vital. We are hoping you will be able to encourage them to help.

With the information obtained from the revised withdrawal form we hope to be able to make improvements in the Voluntary Transfer Program that will benefit students, parents and educators.

SU/rms

Enclosures