

Curriculum Services

Curriculum Development

The Board of Education recognizes that curriculum development provides one of the most effective means of improving the quality of instructional programs, and must be adjusted to meet the needs of the students as well as the expectations of the community. The Superintendent will initiate a curriculum development program, which will require various administrative and instructional staff participation at building and district levels.

A systematic plan will be established whereby each curricular area will be reviewed. The basic responsibility for this review process will rest with the Superintendent, with assistance from the building principals. Individuals who are well qualified in a designated area of study will be appointed by the Superintendent or his or her designee to a curriculum review committee for the designated curricular area.

The curriculum review committee will study, revise and/or develop curriculum programs and guides for its specific area of study which are aligned with Missouri School Improvement Standards and Indicators. During the review process the committee may solicit community and student opinion relative to the content area. The committee should develop a curriculum project that meets the following guidelines:

1. Articulation of the curriculum content on a district wide basis, K-12.
2. The development of materials that are written in specific terms and can be used by the respective professional staff members.
3. The use of effective methods for presenting the materials to the students.
4. The use of textbooks that are effectively coordinated with the curriculum guides and programs.
5. The use of current supplementary and enrichment materials.

The selection and adoption of textbooks are primarily based on the programs described in the curriculum guides developed by the individual curriculum review committees. The curriculum review process should be completed the year prior to the fiscal year where funds are allocated to purchase textbooks related to the curriculum content area developed.

Adopted: 9/98

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6111

Curriculum Services

Curriculum Planning

The plan for curriculum development will address all requirements indicated by the Outstanding Schools Act of 1993 including the Missouri Learning Standards: Section 160.514, RSMo and Code of State Regulations, 5 CSR 50-375-100 and NCLB (No Child Left Behind) for Title I schools. These standards include performance (process) standards and knowledge (content) standards. All curriculum developed by the District shall satisfy moving District students toward achieving Missouri's definition of what students should know and be able to do by the time they graduate from high school.

Adopted: 09/98

Revised: 09/04

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6112

Curriculum Services

Curriculum Research

The Board of Education directs that all curriculum developed and/or adopted by the District shall be based on research relative to how students best learn. Resources to be consulted include, but are not limited to, local or area universities, State Department of Elementary and Secondary Education services, Association for Supervision of Curriculum Development and similar national, state and/or local curriculum organizations. Every effort should be made to insure that District curriculum is current and based on sound educational research findings.

Adopted: 9/98

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6113

Curriculum Services

Curriculum Design

The design of District curriculum shall follow curriculum frameworks offered by the State Department of Elementary and Secondary Education which are intended to provide assistance in aligning local curriculum with the Missouri Learning Standards.

Adopted: 9/98

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6114

Curriculum Services

Curriculum Adoption

All curriculum developed by District staff shall be formally presented to the Board of Education for official approval before classroom implementation.

Adopted: 9/98

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6115

Curriculum Services

State Mandated Curriculum: American History

As provided by state law, the District's curriculum will include American History components.

American History courses at all levels will include instruction in the details and events of the racial equality movement that have resulted in major changes in the laws and attitudes of the United States and of Missouri. Instruction will be sequenced in the proper time line.

Every school shall devote one entire class period annually to an observance of the significance of Veteran's Day.

Adopted:

Consolidated School District No. 6 (Fox)

Curriculum Services**State Mandated Curriculum: Human Sexuality**

Any course materials and instruction related to human sexuality will be medically and factually accurate and will:

1. Provide instruction on human sexuality and HIV prevention that is age appropriate;
2. Present abstinence from sexual activity as the preferred choice of behavior;
3. Advise students that teenage sexual activity places them at a higher risk of dropping out of school;
4. Stress that sexually transmitted diseases are serious, possible health hazards of sexual activity;
5. Provide students with the latest medical information regarding exposure to human immunodeficiency virus, AIDS, human papilloma virus, hepatitis, and other sexually transmitted diseases;
6. Present students with the latest factually accurate information regarding the possible side effects and benefits of all forms of contraception;
7. Include discussions of the possible emotional and psychological consequences of preadolescent and adolescent sexual activity. Such discussions will include the consequences of adolescent pregnancy, the advantages of adoption, the adoption of special needs children, and the process involved in making an adoption plan;
8. Teach skills of conflict management, personal responsibility, and positive self-esteem. Instructions will include the prohibition against making unwanted sexual advances and methods to resist sexual advances and other negative peer pressures;
9. Advise students of the laws relating to their financial responsibility to children born out of wedlock and the criminal sanctions for statutory rape;
10. Not encourage or promote sexual activity;
11. Not distribute or aid in the distribution of legally obscene materials to minors on school property.

The parents/guardians of each student will be advised of:

1. The content of the District's human sexuality instruction;
2. Their right to remove their student from any part of the District's human sexuality instruction.

The District's human sexuality curriculum will be available for public examination prior to its use in actual instruction. Consideration will be given to separating students by gender for human sexuality instruction.

The District will not permit any outside individual or organization to offer, sponsor, or furnish course materials related to human sexuality or sexually transmitted diseases.

Revised: 8/07

Adopted:

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6120

Curriculum Services

Curriculum Guides

Written curriculum guides shall be developed and Board approved for implementation in the following areas K - 12:

Language Arts-(Communication Arts)

Social Studies

Mathematics

Science

Foreign Language

Health, Safety and Physical Education

Fine Arts (Visual and Performing Arts: (Music, Band & Art)

Practical Arts and Vocational Programs (Business, Industrial Technology and Family &

Consumer Science - FACS)

Counseling and Guidance

Library/Media

Health education is to include drug education and AIDS education as mandated by federal legislation.

Curriculum Guides at all levels will include guide components as required by MSIP Curriculum Process Standards.

Adopted: 09/98

Revised: 09/04

Consolidated School District No. 6 (Fox)

Curriculum Services

Drug Education

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

Therefore, the School District will abide by the following:

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

Adopted: 9/98

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6140

Curriculum Services

Services for Students with Disabilities

The District does not utilize a separate curriculum for students with disabilities. It is the policy of the District to implement a program of regular and special education based on the individualized needs of each disabled student. The District will provide special education and/or related services to students with disabilities in accordance with applicable law, including the IDEA, its implementing regulations, the Missouri State Plan for Part B of the IDEA, Section 504 of the Rehabilitation Act of 1973, its implementing regulations, and Title II of the Americans with Disabilities Act.

For students identified as disabled under the Individuals with Disabilities Act (IDEA), each student's IEP team will develop an Individualized Educational Plan (IEP) that will address how that student's disability affects that student's involvement and progress in the general curriculum. Each student's IEP team also will, in accordance with IDEA, create an IEP that includes a statement of the special education, related services and supplementary aides and services that will enable the student to be involved in and make progress in the general educational curriculum.

Adopted:

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6145 **(Regulation 6145)**

Curriculum Services

Service Animals in Schools

The District recognizes that service animals may be used to provide assistance to qualified individuals with disabilities. This policy governs the presence of service animals in the District's buildings, on school property (including school buses), and at school activities. The Board of Education adopts this policy to ensure that individuals with disabilities are permitted to participate in and benefit from District programs, activities and services, and to ensure that the District does not discriminate on the basis of disability.

Qualified students and/or adults with disabilities may be accompanied by a "service animal" on school property, in school buildings, and at school functions when required by law and subject to the conditions of this Policy.

Service Animals

Under federal law, a "service animal" means "any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability." Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition (See, however, provisions on miniature horses below). The work or tasks performed by a service animal must be directly related to the handler's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

Under Missouri law, the term "service dog" is defined as "any dog specifically trained to assist a person with a physical and/or cognitive disability by performing necessary physical tasks which the person cannot perform. Such tasks shall include, but not be limited to, pulling a wheelchair, retrieving items, and carrying supplies.

The District will permit the use of a miniature horse as a service animal if: (1) the miniature horse has been individually trained to do work or perform tasks for the benefit of an individual with a disability.

In determining whether to permit the use of a miniature horse as a service animal, the District will consider: (1) the type, size and weight of the miniature horse and whether the facility can accommodate these features; (2) whether the handler has sufficient control of the miniature horse; (3) whether the miniature horse is housebroken; and (4) whether the miniature horse's presence compromises legitimate safety requirements that are necessary for the safe operation of the facility. All additional requirements outlined in this Policy which apply to service animals, shall apply to miniature horses.

If an individual with a disability requests to use a service animal in a District building, on District property, in a District vehicle or at a District function, the District will not ask about the nature or extent of the person's disability. However, the District may make the following inquiries to determine whether an animal qualifies as a service animal: (1) whether the animal is required because of a disability; and (2) what work or task the animal has been trained to perform. The District may not make these inquiries when it is readily apparent that an animal is trained to work or perform tasks for an individual with a disability.

The District will not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal.

INSTRUCTIONAL SERVICES

Policy 6150

Curriculum Services

Curriculum for At-Risk

The Board of Education directs that curriculum be developed to meet the needs of students at-risk of failure. This curriculum is to include strategies infused in all areas of regular education, K - 12, to address the special needs of at-risk students due to disadvantaged backgrounds.

As provided by state and federal guidelines, the Board directs the administration to utilize funds from ESEA, Title I, and state programs for alternative education, among others, as resources for curriculum development for students at-risk.

Adopted: 9/98

Consolidated School District NO. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6160

Curriculum Services

Curriculum for Gifted and Talented

The Board of Education directs that curriculum be developed to meet the needs of students who have been identified as gifted and talented by multi-criteria assessment developed by professional staff. This curriculum is to include strategies infused in all areas of regular education, K - 12, as well as specific curriculum designed to enrich the regular curriculum in order to meet the challenge of educating the gifted student.

The Board directs the Administration to seek whatever resources are available to develop curriculum and programs in the area, including Department of Elementary and Secondary resources for Gifted and Talented Education.

Adopted: 9/98

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6170

Curriculum Services

Early Childhood Education

The critical importance of the early years in determining the educational development of children is recognized by the Board. When financial and physical resources permit, programs designed to help meet the physical, emotional, social and intellectual needs of preschool age children are authorized. The Board of Education may establish pre-school and post-school programs in accordance with law. When these programs are established, the Board directs that written curriculum be developed to direct the services offered to pre-kindergarten age children.

Adopted: 9/98

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6180
(Form 6180)

Curriculum Services

English Language Learner (ELL)

The Board of Education is committed to identifying and assessing the educational needs of students whose native or home language is other than English. Once identified, the District will provide appropriate programs to address the needs of these students. Students entitled to considerations under this policy include:

1. Language Minority (LM) - students who come from a background where English is not the student's first language, or where the primary language of the home is not English or both.
2. Limited English Proficient (LEP) - Students whose English language skills are insufficient to lead to success in an English-only classroom.

The District will also take steps to ensure to the maximum extent practicable that the interests of ELL students are included in the development and implementation of District programs and services that are offered by the District to and for its student body.

To ensure that parents/guardians are properly notified of the ELL program, all new and enrolling students are to be given the Student Home Language Survey (Form 6180). The form shall be completed and returned to the school by the parents/guardians if they feel their child may be in need of such services.

The Assistant Superintendent of Instruction will serve as the ESL Coordinator for the District.

Revised: 11/08

Adopted:

Consolidated School District No. 6 (Fox)

STUDENTS

Policy 6190

Student Academic Achievement

Virtual Instruction Program

The District will participate in the State's Virtual Instruction Program (MoVIP). MoVIP offers District students the opportunity to participate in free or tuition-paid online courses in a variety of grade level and content areas from kindergarten through grade 12. District students who wish to enroll in the Missouri virtual school must first enroll in the public school of residence.

MoVIP courses may be taken during the school day or outside of the school day. The number of credits that a student may earn during any academic period will not be limited by the District. Students and their parents/guardians are encouraged to meet with school counselors to develop an educational program, including MoVIP courses, which best meets the individual needs of District students. Students participating in MoVIP courses will have access to District facilities and technology which are otherwise available to students participating in the regular school program. The District does not provide equipment, Internet access, supplies, or materials to students participating in the Missouri Virtual School.

The District will receive notification from MoVIP concerning the percentage of work satisfactorily completed by each student for each virtual education class completed. District staff members will assign a grade and course credit depending upon the percentage of work satisfactorily completed for each class. In awarding credit and assigning grades, the District will apply the same standards for grade assignment and credit award as are applied to courses completed in the District's traditional curriculum. Credit toward meeting District graduation requirements will be awarded for MoVIP courses provided the work completed meets the academic standards required in the District's traditional educational program.

The District may also recognize and assign credit for courses offered through other electronic media courses such as satellite video courses, cable video courses, interactive education television consortium, and computer-driven or on-line courses. Students may also be awarded credit for satisfactorily completed course work from accredited institutions. In addition, the District may offer virtual courses that could take place outside of a District facility. The District will ensure that virtual courses purchased from outside vendors are aligned with the Common Core State Standards and comply with state requirements for teacher certification. Students and their parents/guardians should consult with their school counselor to determine whether satisfactory completion of such work is eligible for award of District credit. This discussion should occur prior to enrollment in such programs.

Revised: 10/09

Adopted:

Consolidated School District No. 6 (Fox)

Instruction**Basic Instructional Programs**

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

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

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

The ultimate aim of the instructional program will be the development of proficiency in each pupil's ability to read well, write legibly, spell accurately, listen attentively, speak clearly, think critically, use basic mathematical computational skills, observe carefully, solve problems, participate effectively in groups, keep healthy, enjoy aesthetic experiences, and develop interest in and/or start career development.

Any program which is required by state or federal guidelines such as, but not limited to, AIDS education, citizenship education, health, and physical education will be provided to students, and procedures will be developed to ensure requirements are met. When required by law, a reading intervention plan will be developed for grades K-3.

Adopted: 9/98

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6211

Instruction

Instructional Goals

The school endeavors to promote the physical and mental health of each child.

The school endeavors to develop creative interest, aptitude, and skills through promoting a feeling of satisfaction in his/her accomplishments.

The school endeavors to teach the skills necessary to the pursuit of learning.

The school endeavors to promote an understanding and appreciation of cultural and aesthetic aspects of life, both physically and morally.

The school endeavors to engender character values.

Adopted: 9/98

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6212

Instruction

Field Trips

Each classroom teacher will be allowed to schedule two field trips per year, one each semester. Field trip scheduling will be approved on a first-come, first-served basis. Trips should be associated directly with classroom instruction and must first meet with the building principals' approval.

Any out-of-state or overnight field trips must be approved by the Board of Education that is not budgeted by the District with an itinerary of events.

Adopted: 9/98

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6220

Instruction

Student Teachers and Interns

The Board of Education authorizes contractual arrangements to be made for the acceptance for training of student teachers from regularly accredited colleges and universities to the extent that the training of these student teachers will both enhance educational opportunities of the classroom students as well as provide a training opportunity for the student teacher.

Adopted:

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6230
(Regulation 6230)

Instruction

Textbook Selection and Adoption

Basic textbooks which provide material current in the field should be selected, so the books may be used for at least five years. Selection will be made with the cooperation of the faculty and administration. Textbooks will be selected in the following manner:

1. A selection committee will be established, composed of the teachers directly involved with the materials, the administration of the school or schools, and the curriculum administrator.
2. Specific needs for a course of study will be established in writing, and the book selected will be the one that best meets the needs in the opinion of the selection committee.
3. Companies will be invited to submit examination copies of appropriate materials to the selection committee.
4. Sufficient time will be allowed to evaluate thoroughly all materials submitted by the vendors. Technical accuracy, relevancy to local curriculum, and representation of multi-cultural viewpoint will be evaluated, as well as whether the material is up-to-date.
5. A written evaluation of the recommended materials will be submitted to the Superintendent for presentation to the Board of Education for formal adoption.

Adopted: 9/98

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6231
(Regulation 6231)

Instruction

Textbook Usage - Student

It shall be the policy of the Board of Education to furnish free textbooks to all pupils.

Any books that are lost or damaged beyond normal wear must be paid for by the student.

Adopted: 09/98
Revised: 06/03

Effective: 06/03

INSTRUCTIONAL SERVICES

Policy 6241
(Regulation 6241)
(Form 6241)

Instruction

Challenged Materials

The Board has the ultimate responsibility for establishing the curriculum and for purchasing instructional and/or media materials to be used in the District. While the Board recognizes the right of students to free access to the many different types of books and instructional materials, the Board also recognizes the right of teachers and administrators to select books and other materials in accord with current trends in education and the established curriculum.

It is therefore the policy of the Board to require that books and other instructional materials shall be chosen for values of educational interest and the enlightenment of all students in the community. Instructional materials shall not be excluded on the basis of the writer's racial, nationalistic, political or religious views. Every effort will be made to provide materials that present all points of view concerning international, national and local problems and issues of our times. Books, or other instructional or media materials of sound factual authority, shall not be prescribed, nor removed from library shelves or classrooms on the basis of partisan or doctrinal approval or disapproval. The Board will strive to provide stimulating, effective materials that will be appropriate to the community's values and the students' abilities and maturity levels.

Instructional or media materials used in the District's educational program consist of various types of print and nonprint materials. Despite the care taken to select those materials deemed to be educationally useful, occasional objections to the selection of instructional materials may be made by the public. However, the principles of academic freedom and the freedom to read must be defended, rather than the materials.

If a challenge is made, it should be properly channeled through guidelines and procedures established by the Board.

Adopted:

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6242

Instruction

Religious or Controversial Issues

Religious education is the responsibility of the home and church. The espousal by any teacher or staff member of any particular religious denomination or faith is strictly forbidden; however, teachers may teach about religion with information being presented at an appropriate maturity level for students.

No partisan political views may be espoused by any teacher or staff member; however, teachers may teach about political parties and politics as related to the governmental systems of the nation or world.

Adopted:

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6243

Instruction

Copyrighted Materials

It is the intent of the Board to delineate, enforce, and abide by the provisions of current copyright laws and regulations as they affect the School District and its employees. The District will not purchase any videos, computer software, audio tapes, publications or other materials that have been illegally copied or reproduced.

Copyrighted materials, whether they are print or non-print, will not be duplicated unless such reproduction meets "fair use" standards, or unless written permission from the copyright holder has been received.

The Board does not sanction illegal duplication in any form. Employees who willfully disregard the District's copyright position are in violation of Board policy; they do so at their own risk and assume all liability responsibility.

Any materials produced by an employee (or employees) during the time he/she is paid for production of said materials shall be owned by the School District, and any civil rights of authorship are forfeited with payment by the District for production of materials.

Adopted:

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6250
(Regulation 6250)
(Form 6250)

Instruction

Instruction for Students with Disabilities

It is the policy of the District to provide a free appropriate public education to all public school students with disabilities. Students with disabilities are defined as those students who have one of the categorical disabilities as enumerated in the Missouri State Plan for Part B of the Individuals with Disabilities Education Act (IDEA) and who are in need of special education services or who have a mental or physical impairment that substantially limits one or more major life activities as defined by Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

The District will provide special education and/or other services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments, Section 504 of Rehabilitation Act of 1973, §162.670-.995, RSMo., and Missouri's State Plan for Part B of the IDEA. For appeal procedures and information as to where to obtain a copy of the District's 504 Procedural Safeguards regarding identification, evaluation or educational placement of a student under Section 504, refer to Regulation 2110 - Equal Education Opportunity.

To obtain a copy of the District's IDEA procedural safeguards, including appeal procedures, please contact Director of Special Services, Fox C-6 School District, 745 Jeffco Blvd., Arnold, MO 63010 at (636) 296-8000.

When providing print materials to students with visual impairments, the District will adhere to the National Instructional Materials Accessibility Standards (NIMAS) or will provide such print materials in timely fashion via high quality accessible materials.

Revised: 3/10

Adopted:

Consolidated School District No. 6 (Fox)

Instruction

Independent Educational Evaluation Policy for Disabled Students under the IDEA

The parent or legal guardian of a student with a disability pursuant to the Individuals with Disabilities Education Act (“IDEA”) or of a student suspected of having an IDEA disability has the right to obtain an independent evaluation subject to the provisions of this policy. The parent or legal guardian has the right to an independent educational evaluation at public expense if they disagree with an evaluation or any component of an evaluation obtained or conducted by the District. The parent or legal guardian may request one independent educational evaluation in response to each evaluation completed by the District. If the parent request for an independent evaluation comes one year or more from the date of the completion of the District’s evaluation, the District may seek to complete a reevaluation prior to paying for an independent educational evaluation.

Definitions:

1. *An independent educational evaluation (IEE)* means an evaluation conducted by a qualified examiner who is not employed by the District. An independent educational evaluation must meet the educational evaluation criteria used by the District when it initiates an evaluation to the extent those criteria are consistent with the parent’s right to an IEE.
2. *Public expense* means that the District either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent. The District may, therefore, use whatever State, local, Federal or private sources of financial support are available to pay for the costs of an independent educational evaluation.

A parent is not required to notify the District prior to obtaining an IEE. However, if the parent or legal guardian requests an independent educational at public expense, the District will request that the parent provide a reason why he or she objects to the District’s evaluation. In making that request, the District may not unreasonably delay either providing the requested independent educational evaluation at public expense or initiating a due process hearing to defend the District’s evaluation.

If a parent requests an independent educational evaluation at public expense, the District will, without unnecessary delay:

- (1) Provide the parent or legal guardian with a copy of this policy and the District’s IEE procedures; and
- (2) Provide the parent with information about where an IEE may be obtained within the parameters of this policy and the District’s procedures; and

(3) (a) ensure that an independent educational evaluation is provided at public expense; or (b) initiate a due process hearing to show that the District's evaluation is appropriate or that the IEE obtained by the parent did not meet District criteria.

If the District initiates a hearing and the final decision supports the appropriateness of the District's evaluation, the parent still has the right to an independent educational evaluation, but not at public expense.

If a parent or legal guardian obtains an IEE at private expense and presents that IEE to the District, the results of that evaluation must be considered by the District in any decision regarding the provision of a free appropriate public education to the student. In addition, any IEE obtained by the parents at private expense may be presented as evidence at a due process hearing regarding that student.

Revised: 3/10

Adopted:

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6260

Instruction

Educational Surrogate

The Board of Education directs the Administration to determine whether a disabled student is in need of a surrogate parent within thirty (30) days of the date of notification that the student is living within District jurisdiction. The Administration is directed to notify the Division of Special Education at the Missouri Department of Elementary and Secondary Education in writing within ten (10) days of the determination that such need exists.

The District designates the Director(s) of Special Education who are responsible for overseeing the educational surrogate program in the District.

Adopted: 9/17/13

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6270
(Regulation 6270)

Instruction

Instruction for At Risk/Disadvantaged

The School District shall meet all federal and state requirements for identifying and providing services to educationally at-risk students.

At-risk students are those whose educational outcomes are in jeopardy because they are experiencing academic deficits, have become disaffected with school and learning, or impacted by other factors which impede education and social development.

Example --Academic:

One (1) or more years behind age group; promotion doubtful due to poor grades without access to appropriate educational program

Example --Discipline and Behavior

Recurring discipline problems; has rebellious attitude; unable to relate to authority; has been referred for social work or psychological assistance

Example --Disengaged from school

Has negative attitude toward learning; has high absentee or truancy rate

Adopted: 9/98

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6271

Instruction

Instruction for Gifted and Talented

The Board of Education, recognizing the need for programs addressing the special needs of gifted and talented students, shall endeavor to provide the level of monetary support it deems proper to enhance programs for those students so identified. Procedures for the selection of programs and students will be developed by the professional staff and approved by the Board.

Adopted: 9/98

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6272

Instruction

Instruction for Pre-school

The Board of Education may endeavor to enter into programs for pre-school children, as is provided for in the statutes of the State of Missouri, and subject to the rules and regulations of the specific legislation governing the administration of the program. The School District shall attempt to provide an organization for continuous progress in education to fit the needs of individuals of the community within the limitations of District finances.

Within these limitations, the Board may provide school facilities for the purpose of maintaining and expanding programs and services for pre-school children. Such programs shall be commensurate with the needs of the community. The Board may provide administrative, ancillary and other supportive services needed to enhance the quality of the pre-school education program.

Adopted: 9/98

Consolidated School District No. 6

INSTRUCTIONAL SERVICES

Policy 6273
(Regulation 6273)

Instruction

Instruction for Homeless Students

The Board of Education is committed to providing access to educational opportunities to eligible homeless students. Services will be provided consistent with federal law and with Missouri's state plan for the education of homeless children. (See also Policy and Regulation 2260 – Admission of Homeless Students.)

Adopted:

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6274
(Form 6274)

Instruction

Instruction for Migrant Students

The Associate Superintendent for Special Services will serve as the designated Migrant coordinator for the District.

The Board of Education directs the Migrant Coordinator to utilize questionnaires/surveys to help identify migratory children in the District. The Superintendent or designee shall also follow the identification procedures set forth by the Missouri Department of Elementary and Secondary Education.

The District will assess the educational and related health and social needs of each identified migrant student and will give full access to all programs ordinarily provided all other children to meet their needs, including Title I, special education, gifted education, vocational education, English for speakers of other program which may address the needs of this special population.

If determined needs cannot be provided by the District, the Migrant Coordinator will contact the regional or state migrant education office for assistance.

Adopted: 9/98
Revised: 11/03

Effective: 11/03

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6275
(Regulation 6275)

Instruction

Instruction for Homebound Students

Homebound instructional programs will be administratively considered for non-disabled students who for health reasons are likely to be absent for more than ten school days. Decisions with respect to homebound instruction for disabled students under Section 504 or the IDEA are made by the students' 504 or IEP team. Please refer to Regulation 6275 for specific homebound procedures.

Adopted: 9/17/13

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6280

Instruction

Vocational/Technical Education

The Board of Education believes that vocational and technical education is critical to the development of skills necessary for satisfying careers. The underlying foundation for all academic courses should be the relationship of class concepts to practical job application. Occupational education shall encompass career awareness, career exploration and career preparation to include vocational training opportunities, either within the local high school(s) and/or local area vocational/technical schools.

District vocational programs shall meet all state and federal guidelines and requirements, including the formation and utilization of advisory councils in all area.

Adopted: 9/98

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6310
(Regulation 6310)

Library, Media, and Technology Services

School Libraries

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

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

Staff will have procedures in place for selection, adoption and weeding of materials and for gifts to the school. Library records will not be released or disclosed except as required by law.

Adopted: 9/98

Consolidated School District No. 6

INSTRUCTIONAL SERVICES

Policy 6311

Library, Media and Technology Services

Media Services

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

The District shall strive to meet the school media standards as prescribed by the Missouri Department of Elementary and Secondary Education.

Adopted: 9/98

Consolidated School District No. 6

INSTRUCTIONAL SERVICES

Policy 6313

Library, Media and Technology Services

Copyright

It is the policy of the C-6 Library Media Centers to abide by current copyright laws.

Copyrighted materials, whether print or non-print, may not be duplicated without prior written permission from the owner except under provisions of the Fair Use Doctrine and Agreement on Guidelines for Classroom Copying in Not-For-Profit Educational Institutions.

The library media centers do not condone illegal duplication in any form and assume no responsibility for the acts of others.

Adopted: 9/98
Revised: 11/03
Re-adopted: 07/08

Effective: 11/03
Effective: 07/08

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6314

Library, Media and Technology Services

Fox C-6 Confidentiality Policy

The Fox C-6 School District Library Media Centers recognize the need for the protection of the confidentiality of school library records as defined in RSMo 182.815/182.817 of the Missouri Statutes.

Consistent with this document, no person (certified, uncertified, or volunteer) will release any part of any library record of any student, faculty, or other library user to any third party except under the stipulations defined in Section 2 of the above state statutes.

Adopted: 9/98
Revised: 11/03
Re-adopted: 07/08

Effective: 11/03
Effective: 07/08

Consolidated School District No. 6 (Fox)

Library, Media and Technology Services

Selection

The Fox C-6 Board of Education, which is legally responsible for the operation of the library media centers and for the selection of educational materials, delegates the responsibility for the selection of library materials to the certificated library media center personnel.

Objectives for the Selection of Library Materials

Library materials will be selected using the following objectives:

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

Adopted: 9/98

Revised: 11/03

Re-adopted: 07/08

Consolidated School District No. 6 (Fox)

Effective: 11/03

Effective: 07/08

INSTRUCTIONAL SERVICES

Policy 6316

Library, Media and Technology Services

Intellectual Access

The Fox C-6 Library Media Centers serve as points of access to information and ideas and as learning laboratories for students as they acquire critical thinking and problem solving skills needed in a pluralistic and information-dependent society. Educational levels and programs of the individual schools indicate appropriate resources and services of a library media center program. The principles of the Library Bill of Rights (ALA), the School Library Bill of Rights (AASL), and The Students' Right to Read (NCTE) apply to all district library media centers.

Students and educators served by the library media center program should have access to resources and services free of constraints resulting from personal, partisan, or doctrinal ideologies. Library media center professionals resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, or hear.

No barriers exist between students and access to and use of resources including imposition of age or grade-level restrictions, limitations on use of interlibrary loan or access to electronic information, fees for information in specific formats, permission from parents, guardian, or teachers, restricted shelves or closed collections, and/or labeling. Policies, procedures, and rules related to the use of resources and services support open access to information.

The C-6 Board of Education adopts policies that ensure student access to a broad range of ideas. Learning/teaching styles and interests of all students and teachers will be accommodated.

Systems for circulating materials ensure optimal use and encourage students to borrow materials for use throughout the school, at home, and in the media center. Circulation systems and reporting mechanisms protect the privacy of users. Circulation and access procedures enable the intra-district exchange of materials and encourage interlibrary loan.

Library media centers have equipment readily available for student and teacher use to support all the formats of media that the school has acquired. Equipment is readily available for checkout to classrooms and for overnight use. All equipment is in good working condition. Efforts are made to represent recent advances in media equipment technology. A plan and schedule for acquisition and replacement of equipment exists. Equipment is checked on a regular basis through on-going maintenance and repair services.

Adopted: 9/98
Revised: 11/03
Re-adopted: 07/08

Effective: 11/03
Effective: 07/08

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6317
(Regulation 6317)

Library, Media and Technology Services

Reconsideration of Materials

Occasional objections to materials will be made, despite the quality of the selection process. The Fox C-6 Board of Education supports principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the Library Bill of Rights of the American Association of School Librarians, and the Students' Right to Read of the National Council of Teachers of English. In the event that materials are questioned, the principles of intellectual freedom, the right to access materials, and the integrity of the certificated library media center personnel must be defended rather than the materials.

Adopted: 9/98
Revised: 11/03
Re-adopted: 07/08

Effective: 11/03
Effective: 07/08

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6318

Library, Media and Technology Services

Weeding of Library Materials

Purpose

To be able to give the best possible library service through a collection of materials of quality.

To have a collection which is UP TO DATE.

To find the books which need REPAIR, REPLACING or DISCARDING.

To utilize in the best and most economical way the available space in the library.

Weeding Schedule

Weed continuously by following an established schedule to insure that the entire library collection will be weeded periodically.

Responsibility For Weeding

The librarian assumes the primary responsibility of weeding the collection. However, teachers either directly or indirectly play an important part, especially in their subject fields. Teacher committees will be requested to assist in weeding of those sections closely related to their subject areas.

Weeding Procedures

Weeding is the process by which materials no longer useful are removed from the media collection. Weeding must be carried on continuously if the media collection is to be kept fresh, alive and up-to-date.

The librarian, library clerk and/or volunteers to be considered for discarding by the professional librarian with the approval of the administration may pull materials from the shelves.

There are certain categories of materials, which are most obvious candidates for weeding.

1. Too badly worn or damaged to be mended.
2. Materials beyond the comprehension of the library's users. These materials may be transferred to other libraries.
3. Those which contain materials and illustrations that are out-dated or perhaps no longer true. (These might include supplementary textbooks, sets, or series which are not useful for reference.)
4. Multiple copies of materials no longer in demand should be reduced to two or three copies. Copies may be transferred to other libraries.
5. Mediocre materials, the contents of which add neither to the information nor appreciation of the user.
6. Media which have been superseded by new and revised materials.
7. Books which have:
 - a. Fine print
 - b. Yellowed or brittle pages
 - c. Missing pages that cannot be replaced

Adopted: 9/98

Revised: 11/03

Re-adopted: 07/08

Consolidated School District No. 6 (Fox)

Effective: 11/03

Effective: 07/08

INSTRUCTIONAL SERVICES

Policy 6320
(Regulation 6320)

Libraries, Media and Technology Services

Internet Safety Policy

A. Introduction

The purpose of the District's Internet access and other technological resources is to support and enhance learning and teaching by providing students and faculty with the tools necessary to participate in the type of educational activities which will both prepare students for entry into the increasingly complex environment they will enter in the workforce and will ensure that teachers and other staff have access to the latest in research materials.

Because of the far reaching implications of these resources, the Board realizes that parameters must be set to assure that activities which are not appropriate to the learning environment do not take place. It is the policy of the District to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

B. Access to Inappropriate Material

The District is responsible for securing its network and computing systems in a reasonable and economically feasible degree against unauthorized access and/or abuse, while making them accessible for authorized and legitimate users. This responsibility includes informing users of expected standards of conduct and the punitive measures for not adhering to them. The administration may develop rules and regulations to help ensure that this informational resource is used in accordance with acceptable guidelines.

To the extent practical, technology protection measures shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

C. Internet Safety Training

In compliance with the Children's Internet Protection Act, each year, all students will be instructed on safety and security issues, including instruction on the dangers of sharing personal information about themselves or others when using e-mail, social media, chat rooms or other forms of direct electronic communication. Instruction will also address cyberbullying awareness

and response and appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms.

This instruction will occur in the district's computer courses, courses in which students are introduced to the computer and the internet, or courses that use the Internet in instruction. Students are required to follow all district rules when using district technology resources and are prohibited from sharing personal information online unless authorized by the district.

D. Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

E. Supervision and Monitoring

It shall be the responsibility of all District employees to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet protection Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of Director of Technology or designated representatives.

Students and all other users of the District's computer resources are responsible for respecting and adhering to local, state, federal and international laws governing usage of the available technology. Any attempt to violate the provisions of the District's rules and regulations governing usage may result in revocation of user privileges, suspension, or other disciplinary action appropriate to the circumstances.

F. Personal Device Usage

The content on personal device will be filtered through the District web filter.

Adopted: 9/17/13

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6410

Evaluation Services

Evaluation of Instructional Programs

The Superintendent is directed by the Board of Education to implement appropriate methods for a continual evaluation of the curricula, the educational programs and the instructional processes of the School District.

This continued evaluation will assess educational needs and provide information for planning in the District, indicate instructional strengths and weaknesses in the District=s educational programs, assure that the District is complying with the legal requirements for state and federally funded programs, and provide data for public information.

The Board will rely on its professional staff and/or outside agencies to provide continuous evaluation of the educational programs and instructional processes of the District. Specific measures will be identified to determine program success. Appropriate research studies will periodically reviewed to determine recent trends and developments in instructional evaluative techniques.

Adopted: 9/98

Consolidated School District No. 6 (Fox)

Evaluation Services

Testing Program

The Board supports the establishment of a district wide educational testing program as one indication of the success and quality of the total education program in the School District. In the case of individual students, standardized tests, in combination with other criteria, can provide an indication of student achievement.

The purposes of the district wide testing program are to facilitate and provide information for the following:

- Student Achievement -- To provide information about relative student achievement so that parents/guardians, students, and teachers have a baseline to monitor academic progress. Within the limitations of group testing instruments, the information should be useful to serve as a validation device for other measures of student progress.
- Student Counseling -- To serve as a tool in the counseling and guidance of students for further direction and for specific academic placement.
- Instructional Change -- To provide data which will assist in the preparation of recommendations for instructional program changes to:
 - A. Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation;
 - B. Help the professional staff formulate and recommend instructional policy; and
 - C. Help the Board of Education adopt instructional policies.
- School and District Assessment – To provide indicators of the progress of the District towards established goals.

The testing program is considered to be an integral part of the District's needs assessment and the evaluation programs of the District. The program should be developed primarily for furnishing needed information to decision makers, including the Board, administrators, teachers, parents/guardians and student.

The needs of these various groups shall be clearly identified, and the testing programs shall be limited to obtaining that information which is needed and useful.

There shall be broad-based involvement in the development of the testing program and its implementation. In planning, every effort will be made to see that testing contributes to the learning process rather than detracts from it. Efforts shall also be made to incorporate necessary culture-free and culture-fair tests to ensure that measurements are reasonably accurate.

In keeping with recommendations and regulations from the Department of Elementary and Secondary Education concerning testing programs, the District will administer tests of basic competencies and other assessments to students at particular levels, periodically throughout the K-12 program.

Confidentiality will be maintained with regard to the individual test scores and other information derived from the District's testing program. Individual student scores will be discussed with parents/guardians upon request. Tabulated results of standardized tests will be made available to authorized school personnel as interpreted by a trained professional staff. These tabulated results may only be released as required by law.

The Superintendent shall appoint an administrative designee to serve as District test coordinator who will supervise test security and administration assisted by District counselors.

Assessment Plan

The Superintendent or designee will develop an assessment plan that includes a scheduled program of testing for Board approval. This plan will not include individualized testing designed to identify special needs students such as the disabled and gifted.

Adopted: 9/98

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6420

Evaluation Services

Test Security

All standardized testing materials shall be stored, distributed and collected according to procedures which insure the security and authorized access to test booklets. The Superintendent shall designate a District test coordinator who will direct the administration and security procedures for each testing site.

Adopted: 9/98

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6440

Evaluation Services

Statewide Assessments

All students will participate in statewide assessments or alternate assessments as determined by a student's IEP team. The administration will annually develop an assessment schedule for the current school year. The testing schedule will list the assessment instrument to be administered and the grade level of students that will be administered each test or assessment instrument. This policy and the assessment schedule will be given to each student as well as their parent/guardian at the beginning of each school year. In addition, a copy of this policy and the assessment schedule will be available to the public in the District office during normal business hours.

Revised: 3/10

Adopted:

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6450

Evaluation Services

Assignment of Grades

Student performance is assessed on a continual basis throughout the school year. This evaluation assesses student growth in expression of ideas, communication, achievement of educational goals, and personal growth, and development. Grades will be assigned based upon student ability, achievement, effort, and cooperation.

A disabled student's IEP team or Section 504 team may determine that his/her academic requirements, including but not limited to the requirements for achieving a specific letter or numerical grade, may be modified or altered. Under these circumstances, the IEP team or Section 504 team shall determine whether the student shall be included in the computation of class rank. Students who are not included in the class rank shall still receive a cumulative grade point average (G.P.A.) and shall be eligible for the honor roll.

If a non-disabled student is receiving homebound instruction, the principal, counselor and/or classroom teacher(s) for such course(s), in conjunction with the homebound teacher, shall determine whether the student shall be included in the computation of class rank, depending on the degree of modification or alteration to the curriculum the homebound student requires. Homebound students who are not included in the class ranking shall still receive a cumulative G.P.A. and shall be eligible for the honor roll.

Revised: 11/10

Adopted:

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6460
(Regulation 6460)

Evaluation Services

Recording Devices at IEP Meetings

The Board of Education prohibits the use of audio, video or other recording devices at IEP meetings. An exception to this prohibition exists only where such device and recording are necessary to ensure the parent or guardian of the student can understand and participate in the IEP process or to implement other parental rights guaranteed under part B of the IDEA. If a parent or guardian wishes to request an exception to the prohibition, that individual must provide to the Director of Special Education a written request no later than one week prior to a scheduled IEP meeting. The request must state the reasons why the parent or guardian believes the exception should apply and why the parent or guardian believes that the use of a recording device is necessary to ensure parental rights pursuant to the IDEA. The District will provide a written response to the request prior to the scheduled IEP meeting.

Adopted: 02/09

Consolidated School District No. 6 (Fox)

Evaluation Services

Identification of Students with Specific Learning Disabilities

Definition of Specific Learning Disability:

According to federal and state regulations, specific learning disability (“SLD”) is defined as a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not apply to students who have learning problems that are primarily the result of visual, hearing or motor disabilities, intellectual disabilities, emotional or behavioral disorders or environmental, cultural or economic disadvantage.

This definition distinguishes a specific learning disability from a general learning deficit or from underachievement. Therefore, the term specific learning disability would exclude students whose limited cognitive ability potentially results in expected learning problems either due to an intellectual disability or a generally low cognitive ability.

Models of Determination

The State of Missouri allows two models, or a combination of two models, for public school districts to use when determining whether or not a student has a SLD.

1. Response to Intervention (“RTI”), which is a model, that determines a student’s responsiveness to a scientific, research or evidence-based intervention process; and/or
2. Severe Discrepancy Model, in which a multi-disciplinary team determine after evaluation, if the child exhibits a pattern of strengths and weaknesses.

For either method, the evaluation process must draw upon information from a variety of assessment tools and strategies and may not rely on any single procedure for determining eligibility for special education and related services.

In compliance with the Missouri State Plan for Special Education (“State Plan”) and the Individuals with Disabilities Education Act (“IDEA”), it is the policy of Fox C-6 School District to only use the Severe Discrepancy Model to determine if a child has disabilities, as defined by the IDEA and Mo State Plan.

Adopted: 02/08
Revised: 05/12

INSTRUCTIONAL SERVICES

Policy 6510

Community Education/Continuing Education Program

Instruction for Adults

The administration will assess the needs of the community for post school programs. Where community needs are identified and where funds are available, the Board will consider initiation of specific adult education programs. In cooperation with the Department of Elementary and Secondary Education, the District will seek community assistance in raising the level of community awareness of its English language services when the District provides Adult Basic Education programs.

Adopted:

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6511

Continuing Education Program

Summer School

The Board of Education may establish summer school programs in accordance with state and federal laws. The school district shall attempt to provide extended learning opportunities in order to meet student needs.

Adopted: 9/98

Consolidated School District No. 6 (Fox)

Continuing Education Program

Extended School Year

Definition of Extended School Year

Extended School Year (“ESY”) services may be provided to a child with a disability beyond the normal school year, in accordance with the child’s Individualized Educational Program (“IEP”), and at no cost to the child’s parents.

Guidelines

1. A disabled child’s IEP team will address the potential need for ESY services through the IEP process.
2. The need for ESY services shall be documented via data gathered about the student’s performance in relation to his or her IEP goals and objectives.
3. If, at the time of a child’s initial IEP meeting there is insufficient data to determine whether ESY services are appropriate, the IEP team shall develop a timeline and methods to obtain the information necessary to make the decision.
4. When evaluating the potential need for ESY services, the IEP team will consider the following factors:
 - a. Nature of child’s disability;
 - b. Severity of the disability;
 - c. The child’s progress;
 - d. Regression/recoupment (both documented and predicted);

Other factors that the IEP team may consider as applicable are:

- e. Behavioral and physical needs;
 - f. Opportunities to practice skills outside the formal classroom setting;
 - g. Availability of alternative resources;
 - h. Areas of the child’s curriculum that require continuous attention;
 - I. The child’s vocational needs;
 - j. Ability of the child’s parents to provide educational structure at home;
 - k. Opportunities to interact with non-disabled peers.
5. If a child’s IEP team determines that ESY services are necessary, documentation of ESY goals and objectives shall be reflected in the student’s annual IEP.
 6. The nature and duration of the ESY services provided to eligible disabled students will be determined on an individualized basis by the child’s IEP team.

Office Methods and Data Management

E-mail Records and Electronically Stored Information

Any e-mails that constitute a record under District Policy and Regulation 6531 or otherwise should be retained for the benefit of the District and therefore must be saved for an extended period of time to exceed one month shall either be 1) printed and physically filed in such a way that it will be easily retrievable or 2) saved directly to a file on one of the District servers from which it will be easily retrievable. The District will regularly delete unnecessary e-mails on the District's computer system, typically, on the first school day of each month during the school year.

Until the District's e-mail system can be equipped with such capabilities, all District e-mail account holders shall regularly update their e-mail account by either saving necessary and pertinent e-mails to a District approved storage device, printing them and filing them appropriately, or deleting unnecessary e-mails from their account. This process shall become a permanent and regular occurrence if the automatic deletion process is not implemented into the District's e-mail system.

Revised: 5/08

Adopted:

Consolidated School District No. 6 (Fox)

GENERAL ADMINISTRATION

Policy 6531
(Regulation 6531)

Office Methods and Data Management

Records Retention/ Destruction

It is the policy of this District to effectively maintain and manage its records, including those in electronic format, and to ensure the preservation of certain records as required by both state and federal law, including the Missouri Records Retention Law and Local Record Retention Schedule for Public School Districts as provided by the Missouri Secretary of State.

For purposes of this Records Retention/ Destruction Policy, the term “record” is defined as any document, including in electronic format, which was made or received pursuant to law or in connection with the transaction of official business.

Revised: 5/08

Adopted:

Consolidated School District No. 6 (Fox)

Federal, State, Private Grant Projects

Standard Complaint Resolution Procedure for No Child Left Behind Programs

This complaint resolution procedure applies to all programs administered by the Missouri Department of Elementary and Secondary Education under the No Child Left Behind Act (NCLB).

A complaint is a formal allegation that a specific federal or state law or regulation has been violated, misapplied, or misinterpreted by school district personnel or by Department of Education personnel.

Any parent or guardian, surrogate parent, teacher, administrator, school board member, or other person directly involved with an activity, program, or project operated under the general supervision of the Department may file a complaint. Such a complaint must be in writing and signed; it will provide specific details of the situation and indicate the law or regulation that is allegedly being violated, misapplied, or misinterpreted.

The written, signed complaint must be filed and the resolution pursued in accordance with local district policy.

The Fox C-6 School District implements the following procedures for resolving complaints which may arise concerning possible violations of the provisions of all Federal Programs:

1. Complaints may be filed by parents, advisory councils, district staff members, concerned organizations, or individuals within the Fox C-6 School District.
2. To be considered, the complaint should allege a violation of the Elementary and Secondary Act; the General Education Provisions Act as it applies to all Federal programs; any state rules or guidelines; or the application as approved.
3. The complaint should be in writing and signed by the individual or his representative and submitted to the Federal Programs Coordinator for the Fox C-6 School District.
4. Unless unusual circumstances arise, 30 days will be the maximum time for investigating and resolving the complaint by the Federal Programs Coordinator.
5. The Fox C-6 School District will provide the complainant, his representative, or both an opportunity to present evidence regarding the complaint and an opportunity for the complainant to question the parties involved.
6. A written decision will be rendered by the Fox C-6 School District to the complainant, the Missouri Department of Education, and the DAC and provided to all parties involved within 30 days of the filing of the original complaint. (note 3 above)

7. The complainant may appeal the decision to the Missouri Department of Education within 30 days of receiving the decisions of the Fox C-6 School District Federal Programs Coordinator.
8. Complaint procedures will be disseminated annually to interested parties including all advisory councils within the Fox C-6 School District.

If the issue cannot be resolved at the local level, the complainant may file a complaint with the Missouri Department of Education. If there is not evidence that the parties have attempted in good faith to resolve the complaint at the local level, the Department may require the parties to do so and may provide technical assistance to facilitate such resolution.

Any persons directly affected by the actions of the Department may file a similarly written complaint if they believe state or federal laws or regulations have been violated, misapplied, or misinterpreted by the Department itself.

Anyone wishing more information about this procedure or how complaints are resolved may contact local district of Department personnel.

Adopted: 9/98
Revised: 06/03

Effective: 06/03

Federal, State, Private Grant Projects**Standard Complaint Resolution Procedure for No Child Left Behind Programs**

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7. The complainant may appeal the decision to the Missouri Department of Education within 30 days of receiving the decisions of the Fox C-6 School District Federal Programs Coordinator.
8. Complaint procedures will be disseminated annually to interested parties including all advisory councils within the Fox C-6 School District.

If the issue cannot be resolved at the local level, the complainant may file a complaint with the Missouri Department of Education. If there is not evidence that the parties have attempted in good faith to resolve the complaint at the local level, the Department may require the parties to do so and may provide technical assistance to facilitate such resolution.

Any persons directly affected by the actions of the Department may file a similarly written complaint if they believe state or federal laws or regulations have been violated, misapplied, or misinterpreted by the Department itself.

Anyone wishing more information about this procedure or how complaints are resolved may contact local district of Department personnel.

INSTRUCTIONAL SERVICES

Policy 6620

Title 1

Equivalence In Personnel Among Attendance Centers

In accordance with Title, ECIA the C-6 District provides for equivalence among attendance centers in teachers, administrators, and auxiliary personnel by comparable student/personnel ratio's. The student/personnel ratio and the comparable cost per student is verified on the C-t District comparability report.

This policy was adopted by the C-6 Board of Education November 2, 1982.

Adopted: 9/98

Consolidated School District No. 6 (Fox)

INSTRUCTIONAL SERVICES

Policy 6630

Title 1

Equivalence of Curriculum and Instructional Materials

In accordance with Title, ECIA the C-6 District provides for equivalence among schools in the provision of curriculum and instructional materials in the following manner:

District controlled funds are budgeted for curriculum materials and supplies to each building on the basis of enrollment at the time the budget is prepared. Teachers and administrators in each building are permitted to select and order materials and supplies, up to the amount budgeted, on the basis of the needs of the students enrolled in each building.

The policy was adopted by the C-6 Board of Education on November 2, 1982.

Adopted: 9/98

Consolidated School District No. 6 (Fox)