BOARD POLICY
TABLE OF CONTENTS

	6000	**INSTRUCTIONAL SERVICES**
	6100	Curriculum Services
P	6110	Curriculum Development
P	6111	Curriculum Planning
P	6112	Curriculum Research
P	6113	Curriculum Design
P	6114	Curriculum Adoption
P	6115	State Mandated Curriculum: American History
P	6116	State Mandated Curriculum: Human Sexuality
P	6117	Veteran's Day Commemoration
P	6120	Curriculum Guides
P	6130	Drug Education
P	6135	Driver's Training Program
P	6140	Services for Students with Disabilities
PR	6145	Service Animals in Schools
P	6150	Curriculum for At-Risk Students
P	6160	Gifted Education Program
P	6170	Early Childhood Education
PF	6180	English Language Learner (ELL)
PRF	6190	Virtual Education

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BOARD POLICY
TABLE OF CONTENTS

	6200	Instruction
P	6210	Instructional Time
P	6220	Student Teachers and Interns
PR	6230	Textbook Selection and Adoption
PR	6231	Textbook Usage - Students
P	6240	Instructional Materials
PRF	6241	Challenged Materials
P	6242	Religious or Controversial Issues
P	6243	Copyrighted Materials
PRF	6250	Instruction for Students with Disabilities
PR	6255	Independent Educational Evaluation Policy for Disabled Students under the IDEA
P	6260	Educational Surrogate
PR	6270	Instruction for At-Risk Students
P	6271	Instruction for Gifted and Talented Students
P	6272	Instruction for Preschool Students
P	6274	Instruction for Migrant Students
PR	6275	Instruction for Homebound Students
P	6280	Vocational/Technical Education

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BOARD POLICY
TABLE OF CONTENTS

	6300	Library, Media, and Technology Services
PR	6310	School Libraries
PR	6320	Internet Safety Policy
	6400	Evaluation Services
P	6410	Evaluation of Instructional Programs
P	6420	Test Security
P	6440	Statewide Assessments
P	6445	Screening for Dyslexia
P	6450	Assignment of Grades
	6500	Community Education/Continuing Education Program
P	6510	Instruction for Adults
P	6530	Email Records and Electronically Stored Information
PR	6531	Records Retention/Destruction

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INSTRUCTIONAL SERVICES **Policy 6110**

Curriculum Services
Curriculum Development

The Seymour R-II Board of Education recognizes the need and value of a systematic and on-going program of curriculum review. The Board encourages and supports the professional staff in its efforts to identify and review new curricular ideas, develop and improve existing programs and evaluate all instructional programs.

The Board of Education directs the Superintendent to continuously carry out the curriculum development and implementation process. As used in this Policy, curriculum is the process, attitudes, skills and knowledge that is taught and learned at the appropriate levels in District Schools.

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 Show-Me-Standards: Section 160.514, RSMo and Code of State Regulations, 5 CSR 50-375.100. 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.

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 current 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. Effort should be made to insure that District curriculum is current and based on sound educational research findings.

INSTRUCTIONAL SERVICES **Policy 6113**

Curriculum Services
Curriculum Design

The design of the Seymour R-II 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 Show-Me-Standards.

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.

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.

Curriculum Services

State Mandated Curriculum: Human Sexuality

Human Sexuality Instruction

Any course materials and instruction related to human sexuality and sexually transmitted diseases 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, in relation to all sexual activity for unmarried students.

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.

12. Teach students about the dangers of sexual predators, including on-line predators.

13. Teach students how to behave responsibly and remain safe on the Internet.

14. Teach students the importance of having open communications with responsible adults.

15. Teach students how to report an inappropriate activity to a responsible adult, and where appropriate, to law enforcement, Federal Bureau of Investigations or the National Center for Missing and Exploited Children's CyberTipline.

16. Teach students about the consequences, both personal and legal, of inappropriate text messaging, including texting among friends.

17. Teach students about sexual harassment defined as uninvited and unwelcome verbal or physical behavior of a sexual nature, including, but not limited to, conduct of a person in authority towards a subordinate.

18. Teach students about sexual violence defined as causing or attempting to cause another person to involuntarily engage in any sexual act by means of force, threat of force, duress or without the person's consent.

19. Advise students that in the context of sexual activity consent means a freely given agreement to engage in specific acts by a competent person. Consent is not given when:

    a. A person does not verbally or physically consent; or
    b. Submission to an act is the result of force, threat of force, or the placement of another in fear; or
    c. A previous or current dating, social, or sexual relationship in and of itself; or
    d. A person chooses to dress in any particular manner; or
    e. A person is unable to make informed decisions because of the influence of alcohol or the influence of controlled substances.

An expression of lack of consent through words or conduct means there is no consent.

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 individual or organization that provides abortion services, to offer, sponsor, or furnish course materials related to human sexuality or sexually transmitted diseases.

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Curriculum Services
Curriculum Guides

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

1. Communication Arts
2. Social Studies
3. Mathematics
4. Science
6. Health, Safety and Physical Education
7. Fine Arts (Visual and Performing Arts)
8. Practical Arts and Vocational Programs (Business, Industrial Technology and Family & Consumer Science
9. Counseling and Guidance

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

Curriculum Guides at all levels will include a philosophy statement and sections defining behavioral goals and objectives reflecting content standards, teaching resources, and evaluation criteria reflecting performance standards. Each Guide will include strategies for interdisciplinary studies and cooperative classroom implementation.

INSTRUCTIONAL SERVICES **Policy 6121**

Curriculum Services

Holocaust Education

Holocaust education will be taught during a week designated by the District. The District will determine the grade level in elementary/middle school (6, 7, 8) and high school to provide such instruction and will determine the length of time allocated for instruction. Holocaust Instruction will include:

a) Provision of a historical understanding of the Holocaust;
b) Provision of context for discussion of how and why the Holocaust occurred;
Use of materials developed and supported by the Holocaust Education Awareness Commission, the United States Holocaust Memorial Mission and the St. Louis Kaplan.

Typically, Holocaust instruction will occur in Language Arts and/or Social Studies courses consistent with District curriculum.

For purposes of this Policy, "Holocaust" is defined as the systemic state-sponsored persecution and murder of six million Jews by the Nazi regime and its allies and collaborators during the period from 1933 through 1945. The District recognizes the second week of April as "Holocaust Education Week." DESE's Curriculum Framework of Instruction for Studying the Holocaust will be a resource for appropriate curriculum development.

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INSTRUCTIONAL SERVICES **Policy 6122**

Curriculum Services

Social Studies Religious Influence Class

The District may offer elective social studies courses exploring the historical influences of Hebrew Scripture, the Old Testament or the New Testament among other texts.

The purpose of a course under this policy is to:

a) Teach students the biblical content, characters, poetry and narratives that are necessary to understand contemporary society, culture, art, music, mores, oratory and public policy; and
b) Familiarize students with:
    - The contents of Hebrew Scripture, New Testament, or Old Testament.
    - The history of the Hebrew Scripture, New Testament, or Old Testament.
    - The literary style and structure of the Hebrew Scripture, New Testament and Old Testament.
    - The influence of the Hebrew Scripture, New Testament or Old Testament on law, history, government, literature, art, music, customs, mores, value and culture.

A course offered under this Policy will not endorse, favor, promote, disfavor, or show hostility toward any particular religion or religious faith or religious perspective. Students enrolling in such courses will not be required to use a specific translation of Hebrew Scriptures, New Testament or Old Testament. Rather, enrolling students may use as the basis textbook a different translation of any of the historical books that is different from the text chosen by the District.

In offering this course(s), the District will follow applicable law as well as all federal and state guidelines in maintaining religious neutrality and accommodating the diverse religious views, traditions and perspectives of students in the school.

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INSTRUCTIONAL SERVICES **Policy 6130**

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 on 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 drug and alcohol education program that will be incorporated in the total educational program.

3. Establish and maintain 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.

INSTRUCTIONAL SERVICES **Policy 6135**
Curriculum Services
Driver's Training Program

If the District elects to offer a driver's training program for its students, instruction will include interactions with law enforcement officials. Specifically, driver's education training will include a demonstration of the proper actions to be taken during traffic stops as well as proper interactions with law enforcement. In addition, instruction will include drivers and passengers constitutional and other legal rights as they relate to traffic stops, including but not limited to, searches and seizures; the right to remain silent and the right to an attorney. Finally, the instruction must include information about the dangers of driving while intoxicated or while in a drugged states.*****

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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.

As provided in student's individualized education program (IEP), students will receive instruction in Braille or the use of Braille. However, the student's IEP team will determine, after an examination of a student's reading and writing skills, needs and appropriate reading and writing media, including an evaluation of the student's future needs for instruction, if the use of Braille is appropriate.

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INSTRUCTIONAL SERVICES **Policy 6145**
(Regulation 6145)

Curriculum Services

Service Animals in Schools

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.

Students and/or adults with disabilities may be accompanied by a service animal as defined by federal and Missouri law on school property, in school buildings, and at school functions as permitted 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 a dog that is being or has been 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. Service dogs include but are not limited to: guide dogs, hearing dogs, medical alert or response dogs, mobility dogs, and mental health service dogs or psychiatric service dogs. Under Missouri law, "mental health service dog" or "psychiatric service dog" is defined as: a dog individually trained for its owner who is diagnosed with a psychiatric disability, medical condition or developmental disability recognized in the most recently published Diagnostic and Statistical Manual of Mental Disorders (DSM) to perform tasks that mitigate or assist with difficulties directly related to the owner's psychiatric disability, medical condition, or developmental disability." An emotional

support dog, whose purpose is to provide comfort or companionship does not meet the definition of a service dog under Missouri or federal law.

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.

Misrepresentation of Service Dogs

In accordance with Missouri law, a person knowingly misrepresenting a dog as a service dog for the purpose of receiving accommodations of the Americans with Disabilities Act will be guilty of a class C misdemeanor and shall be civilly liable for damages resulting from such misrepresentation. *****

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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 students at-risk due to disadvantaged backgrounds.

As provided by state and federal guidelines and funds, 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.

Curriculum Services

Gifted Education Program

The Board of Education directs that curriculum be developed to meet the needs of students who have been identified as gifted 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 District's Gifted Education Program will allow for grade acceleration for students who demonstrate:

- Advanced performance or potential for advanced performance; and
- The social and emotional readiness for acceleration.

The acceleration opportunity will apply to subject acceleration and/or whole grade acceleration.

Review of Application Denial

Parents/guardians may request a review of the District's determination that their student did not qualify to receive services through the District's Gifted Education Program. The review process is as follows:

- Review of the decision by their building principal;
- Review by the central office administrator who is responsible for supervision of the Gifted Program;
- A written submission to the Board of Education stating the parents'/guardians' basis for an appeal.
- The Board may deny the written submission or may meet with the parents/guardians at a Board meeting to consider the appeal. The Board's decision is final.

While appeal is permitted for denial of entry into the Gifted Program, no such appeal is available for acceleration decisions.

The District and District employees are immune from liability from any and all acts or omissions relating to the decision that a child did not qualify to receive services through the District's Gifted Education Program.

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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 pre-school 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.

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. Such students will be assessed upon enrollment and will be assessed annually thereafter.

School personnel enrolling ELL students are trained in the process of identifying, assessing and providing services to these students.

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.

Where the District has or may have in the future a low number of ELL students, the District may contract with a neighboring district for services until a qualified ELL teacher is employed. However, if the District serves twenty (20) or more ELL students, the District will employ a full-time certified ESOL teacher.

The Board designates the [District Position] to serve as the District's ELL Implementor.

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INSTRUCTIONAL SERVICES **Policy 6191**
(Regulation 6191)

Curriculum Services

Virtual Education – Full-Time Equivalent

District students will have the opportunity to participate in a virtual education program as a full-time student as provided in the Policy/Regulation. For purposes of this policy, a full-time student is a student enrolled in six (6) credits per regular term. Parents/Guardians seeking to enroll a student in a full-time virtual program are required to apply with the virtual program.

The District will, in good faith, collaborate with the Host District to implement the enrollment policy. The District may, at its option, mutually agree with the Host District to offer or continue to offer services for the student under an agreement that includes financial terms for reimbursement to the District by the Host District for the necessary costs incurred by the District in providing the agreed upon services. Designated "Host Districts" for full-time virtual students will be responsible for enrolling, monitoring, reporting, disenrolling, if required, full-time virtual District students. The District will not play any significant role in these decisions.

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INSTRUCTIONAL SERVICES

Policy 6210

Instruction
Instructional Time

The primary focus of the District's staff and programs is maximization of student learning. While learning occurs as a result of extracurricular activities and as a result of non-structured interaction between students and between students and staff, most learning occurs as a result of planned learning activities during class time. Therefore, every effort will be made to minimize disruptions in instructional time. Public address announcements and pull out programs will be planned to avoid loss of critical instruction time.

INSTRUCTIONAL SERVICES **Policy 6215**
(Regulation 6215)

Instruction

Reading Success

The District is committed to taking substantial procedures for maximizing student success in reading. As set forth in the accompanying Regulation 6215, these procedures include but are not limited to reading proficiency/readiness screening; provision of intensive reading instruction particularly to students exhibiting a substantial reading deficiency and informing and involving parents/guardians in improvement of student reading proficiency/readiness.

The District will provide reading instruction with phonics as the primary instructional strategy for decoding and encoding. Moreover, the District will not rely primarily on strategies based upon the three-cueing system model (MSV) and similar models of reading or visual memory. However, reading instruction may include visual instruction and strategies that improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension. Such visual and strategies will not be used to teach word reading.

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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.

Guidelines will be prepared for the direction of staff members in handling the student teacher program. These guidelines will also be written to provide a definite program for the improvement of the student teacher while assigned to this School District.

INSTRUCTIONAL SERVICES **Policy 6230**
(Regulation 6230)

Instruction
Textbook Selection and Adoption

The Superintendent/designee will appoint a committee of teachers and administrators to review textbook offerings in specific instructional areas. The committee will submit its report together with its recommendation to the Superintendent. The Superintendent will consider the committee's report and make a recommendation to the Board for final approval.

INSTRUCTIONAL SERVICES **Policy 6231**
(Regulation 6231)

Instruction
Textbook Usage - Students

Textbooks on which assignments are based are to be available to each student. Under the guidance of the teacher and the rules for a particular class, a textbook should be available for the student to take home overnight or over a weekend so that the student may prepare homework assignments and so that the parents/guardians may see the textbook.

Textbooks and library books are to be treated with respect by the students, used wisely, cared for, and returned in good condition when the assignment or course is concluded. The student to whom a textbook or library book is issued will be held responsible for its return in good condition. A reasonable system of fines, penalties, or methods of repayment for a fair value of the book is to be developed. No student is to be penalized if the book is lost because of factors beyond his/her control.

INSTRUCTIONAL SERVICES **Policy 6240**

Instruction
Instructional Materials

The Superintendent of Schools shall formulate administrative regulations as necessary to be included in faculty handbooks relative to appropriateness of instructional materials to include films and other audio visual aids. Guidelines relative to guest lecturers or presentations shall be included.

INSTRUCTIONAL SERVICES **Policy 6241**
(Regulation 6241)

Instruction
Challenged Materials

The Board of Education 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 non-print materials: texts, books, films (16mm and 8mm), filmstrips, tapes, video (VCR), records, study prints, pictures, transparencies and other printed or published items. 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 principals 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 of Education.

INSTRUCTIONAL SERVICES **Policy 6242**

Instruction
Religious or Controversial Issues

Religious education is the responsibility of the home and church, and within the District's schools shall remain the free choice of the individual, true to the American heritage and Constitution. The espousal 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.

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.

Details about "fair use" will be made available to all teachers. A summary of these standards will be posted or otherwise made easily available at each machine used for making copies.

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.

INSTRUCTIONAL SERVICES **Policy 6250**
(Regulation 6250)
Instruction **(Form 6250)**
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 the 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 Lessli Pruett, Special Education Director at 417-935-2287, ext 3.

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.

INSTRUCTIONAL SERVICES **Policy 6251**
(Regulation 6251)

Instruction

Blind Students Independence, Training and Education

Each blind or visually impaired student will receive instruction in Braille reading and writing as part of the student's Individualized Education Program (IEP) or Individualized Family Support Plan (IFSP) unless the IEP or IFSP team determines, based on the student's skills, needs and whether the student requires Braille instruction. If a student who is deaf or hard of hearing does not demonstrate progress in expressive and receptive language skills, as measured by one of the education tools or assessments selected by the Department of Elementary and Secondary Education (DESE) or by the existing instrument used to assess the development of students with disabilities under federal law, the student's IEP or IFSP team will explain to the student's parents/guardians the reasons the student is not progressing toward or meeting the language developmental milestones and will recommend strategies, services and programs that will be provided to assist with the student's success toward English literacy.

No student will be denied instruction in Braille reading and writing solely because the student has some vision. During the evaluation process, consideration shall be given regarding appropriate Braille instruction based on a potential vision loss due to a degenerative medical diagnosis.

For purposes of this Policy/Regulation, the following terms and definitions are applicable:

1. "Accessible assistive technology device," an assistive technology device, as defined in 20 U.S.C. Section 55 1401, as amended, that provides blind or visually impaired students the benefits of an educational program in an equally effective and integrated manner as that provided to nondisabled students.

2. "Adequate instruction," the quality teaching of blind or visually impaired students, as it pertains to general education and necessary blindness skills, in alignment with the U.S. Department of Education's definition of free appropriate public education, as defined in 20 U.S.C. Section 1401, as amended.

3. "Blind or visually impaired student":

    a) A student who:

        i. Has an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP), as such terms are defined in 20 U.S.C. Section 1401, as amended, or a 504-plan created under Section 504 of the Federal Rehabilitation Act of 1973, 29 U.S.C. Section 794, as amended; and

ii. Is identified as having the disability of "visual impairment (including blindness)" within the definition of "child with a disability" in 20 U.S.C. Section 1401, as amended; or

b) An individual who is deaf-blind under the Federal Individuals with Disabilities Education Act (IDEA), as amended, or other federal law.

4. "Braille", the system of reading and writing through touch.

5. "Expanded core curriculum," a disability-specific curriculum that compensates for vision loss, is foundational to all other learning, and that covers the nine essential areas of compensatory access, sensory efficiency, assistive technology, orientation and mobility, social interaction, recreation and leisure, independent living, self-determination, and career education.

6. "Grade level instruction," instruction that aligns with state-designated content standards and curricula for students of the same age or level of maturity, based on the development of intellectual, emotional, physical, and behavioral capacity that is typical for the student's age or age group.

7. "Local educational agency" or "LEA," the same definition as in 20 U.S.C. Section 1401, as amended.

8. "Nonvisual access," the ability of a blind or visually impaired student to use all functions of a device, without using the student's vision, in an equally effective, equally integrated manner and with equivalent ease of use as the student's sighted peers.

9. "Nonvisual skills," skills that are taught in such a way that the student does not need to use any vision.

10. "State educational agency," the same definition as in 20 U.S.C. Section 1401, as amended.

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INSTRUCTIONAL SERVICES **Policy 6255**
(Regulation 6255)

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.

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 Lessli Pruett, Special Education Director who is responsible for overseeing the educational surrogate program in the District.

INSTRUCTIONAL SERVICES **Policy 6270**
(Regulation 6270)

Instruction
Instruction for At-Risk

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.

INSTRUCTIONAL SERVICES **Policy 6271**

Instruction

Instruction for Gifted and Talented Students

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.

The District will not designate a student as "gifted" based upon the student's participation in an advanced placement course or international baccalaureate course. Rather, such determinations will be made consistent with the statutorily defined phrase, "gifted children."

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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.

INSTRUCTIONAL SERVICE **Policy 6274**

Instruction
Instruction for Migrant Students

The Superintendent will develop appropriate means to identify migrant students and to develop plans to meet the educational needs of these children. Migrant students will be provided the full range of education and related services provided to other District students. (See also Policy and Regulation 2270 – Admission of Migrant Students.)

The educational plan may consist of the following:

1. Assess the educational ability of the student and determine an accurate grade placement, course assignments and any special education services that may be needed.

2. Identify any health and social needs and contact the appropriate public agencies for extended services.

3. Provide professional development activities for the teachers and support staff as related to migrant students.

4. Involve the parents in the educational program.

INSTRUCTIONAL SERVICES **Policy 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.

INSTRUCTIONAL SERVICES **Policy 6280**

Instruction
Vocational and 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 and/or local area vocational and technical schools.

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

INSTRUCTIONAL SERVICES **Policy 6310**
(Regulation 6310)

Libraries, Media and Technology Services

School Libraries

The Board believes that it is the responsibility of the District's library/media centers to provide materials that reflect the ideals and beliefs of religious, social, political, historical and ethnic groups, and their contributions to American and world cultures. Materials will be selected which are related to and support the District's curriculum. Selection of and access to library/ media materials will be based upon the contribution to the education program and the age appropriateness of the materials.

Intellectual Access

The library/media program serves as a point of access to information and ideas for students as they acquire critical thinking and problem-solving skills. Students and educators served by the library/media program should have access to resources and services free of constraints resulting from artificial barriers. Artificial barriers should not prevent students from accessing and using resources except as defined by District policies and regulations, including but not limited to selection, acquisition and Internet usage policies and regulations.

Confidentiality

The District recognizes the need for confidentiality of school library records. Therefore, no person will release any library record of any student, faculty or other library user to any third party except as provided by law.

INSTRUCTIONAL SERVICES **Policy 6320**
Libraries, Media and Technology Services
Internet Safety Policy

A. Introduction

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

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 District students will receive internet safety training which will educate students about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms, and cyberbullying awareness and response.

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 Superintendent/Principal or designated representatives.

INSTRUCTIONAL SERVICES **Policy 6410**

Evaluation Services
Evaluation of Instructional Programs

The Board of Education believes that maximizing the quality of District services and administrative decision-making requires the regular evaluation of all District programs. Evaluations may identify the success of District programs in meeting their objectives. Utilization of program evaluation should result in the improvement of District programs and will provide data for Board and staff decision-making. The Superintendent is directed to develop procedures for program evaluation and reporting.

INSTRUCTIONAL SERVICES **Policy 6420**
Evaluation Services
Test Security

All standardized testing materials shall be stored, distributed and collected according to procedures that 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.

Teacher Responsibilities for Test Administration

Prior to the administration of any District or State standardized test, the principal/designee will review with the teachers the testing guidelines that they and the students are to follow. The principal/designee shall distribute this policy and any other testing guidelines to all teachers, require them to sign and return one copy and keep a copy for their files.

The guidelines listed below are examples; others may be provided by the principal/designee.

1. Teachers are not to review the test questions or content prior to its being given to the students.

2. Teachers are not to give any assistance to the students during the administration of the test.

3. Teachers are to review only the purpose of the test, the directions, the time restraints and what the students are to do upon completion of the test.

Violation of these and other administrative testing guidelines by the teacher may result in disciplinary action against the teacher, up to and including termination.

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.

Evaluation Services

Screening for Dyslexia

Dyslexia is a disorder that is neurological in origin, characterized by difficulties with accurate and fluent word recognition and poor spelling and decoding abilities that typically result from a deficit on the phonological component of language, often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction, and of which secondary consequences may include problems in reading, comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

In order to close the gap between struggling readers and their "normally" developing peers, the District will:

1. Identify students at risk for dyslexia or reading failure.
2. Form small groups for instruction and intervention.
3. Plan instruction and intervention.
4. Goal setting for individual student achievement.
5. Set criteria for intervention exit.

Screening

Each student, kindergarten through third grade, will annually be screened for dyslexia within the first thirty (30) days of the school year. In order to monitor progress or lack of progress, benchmark assessments will also be completed for K-3 students in the middle and at the end of each school year.

The dyslexia screening protocol set forth in this policy will also be administered to the following students:

1. K-3 Missouri transfer students who have not been previously screened.
2. K-3 out-of-state transfer students who do not have documentation of previous screening.
3. Students in grades 4 and above with a record of potential dyslexia related issues as determined by the classroom teacher or as requested by the student's parent/guardian.

The following groups are exempt from dyslexia screening:

1. Students with an existing diagnosis of dyslexia.
2. Students with a sensory impairment (visual/auditory).
3. Students with severe intellectual disabilities.
4. Students who are English Learners where screening administration and/or interpretation are not available. However, English Learners may be screened for dyslexia-related risk factors through screening in the student's native language, where feasible.

Screening Components

There is no one test that encompasses all recommended skills. The District will utilize screening tools that are both reliable and valid. However, universal screening is not sufficient to identify students with dyslexia. Universal screening can reveal specific weaknesses that are consistent with dyslexia. Monitoring a student's response to high quality reading instruction may be the best way to identify students with severe dyslexia.

The District will identify the appropriate staff to complete student screenings. These staff members may include: classroom teachers, reading interventionists, Title I teachers, reading specialists, or coaches or any combination of these individuals.

Supports and Accommodations

Once identified, students with dyslexia will be provided with the supports and accommodations tailored to meet the individual student's needs. These accommodations will derive from the following supports and accommodations.

1. General classroom instruction modifications.
2. Instructional environment.
3. Technology
4. Social/Emotional
5. Design of Classroom Assignments
6. Test and Exams.

The District will consider the specific supports and accommodations set forth in DESE's "Serving Students at Risk for Dyslexia: Guidance to LEAs."

Practicing Teacher Assistance Problems

Practicing teachers will receive two hours of in-service training during the 2018-19 school year regarding dyslexia and related disorders. Teachers employed by the District in subsequent years, who have not received this training in another district will be provided the same training by video or by in-person training.

Such in-service training should include:

1. Introduction to dyslexia and dyslexia simulation;
2. Key areas of literacy and reading intervention;
3. Screening/progress monitoring, data-based decision-making, fidelity and classroom supports.
4. Training for secondary-level staff will be tailored to the unique needs of secondary students.

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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 determined 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.

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.

GENERAL ADMINISTRATION **Policy 6530**

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

GENERAL ADMINISTRATION **Policy 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.