SECTION I: INSTRUCTION

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INSTRUCTIONAL GOALS/PRIORITY OBJECTIVES

The educational goals for the Bunker R-III School District focus on the student and address quality in education. The goals are relevant to the lives of students of any age, whether in formal institutions of learning, programs of continuing education or any learning environment. The goals adopted by the school district correspond closely to those that have been established for all Missouri schools by the Missouri Department of Elementary and Secondary Education. The four categories of goals may be related to formalized school experiences or individual attainment. Regardless of the language, responsibility is placed upon both the school and the student. Appropriate outcomes necessitate that citizens, educators and especially the students make wise use of available resources. The goals are intertwined; no one goal stands apart from the rest. These goals help define performance objectives for students, identify tasks to be performed by teachers in giving life to those objectives, and help determine means for evaluating student progress.

Intellectual Development

It is the goal of the district that each individual will have the opportunity to develop intellectual ability to developmental capacity. The development of intellectual ability should include the acquisition of knowledge as well as the creative ability to process and use that knowledge. To acquire the desired knowledge and fundamental intellectual processes, the Board of Education believes that each individual should become proficient in communication, quantitative thinking, social processes, scientific understanding, decision making and aesthetic appreciation.

Physical Development

It is the goal of the district that each individual will have opportunity to develop knowledge, understanding and/or skills in the process of physical growth and maturation, health and recreation to the extent of developmental ability.

Social Development

It is the goal of the district that each individual will have the opportunity to develop social skills to the extent of developmental ability. These skills should be related to the individual's physical and social environment, cultural awareness, governmental institutions, avocational pursuits, and concept of self.

Career Development

It is the goal of the district that each individual be provided systematic and sequential activities at all levels to facilitate educational and occupational decision making appropriate to maturation. Career development should include all aspects necessary in developing a way of life. These activities should be related to the social significance of work, occupational exploration, occupational preparation and adult occupational education.

Organization of Instruction

The organization of instruction is designed to meet the standards established by the Missouri Department of Elementary and Secondary Education.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 10/19/04

Revised:

Cross Refs: AD, School District Mission

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ACADEMIC CALENDAR/YEAR/DAY

State law requires the district to set a district start date and establish an academic calendar that provides for a minimum of 1,044 hours of actual pupil attendance between July 1 and June 30. Districts may choose to adopt:

1. A traditional academic calendar that provides for a minimum of 174 days with a minimum academic day of 3 hours and a maximum academic day of 7 hours.

2. A calendar of less than 174 days that provides for a minimum academic day of 4 hours and a maximum academic day of 8 hours.

3. A calendar of 142 days (4 days per week) that provides for a minimum academic day of 4 hours and a maximum academic day of 8 hours.

For the purposes of determining the length of an academic day, the district defines an hour as time that students are under the guidance and direction of teachers in the teaching process. The length of the academic day may vary by building or grade level subject to recommendation by the superintendent and approval by the Board. The specific daily opening and closing time for individual schools may vary to facilitate the scheduling of the district's transportation program.

The Board recognizes the relationship between attendance and student achievement and directs the superintendent to develop an academic calendar designed to improve student achievement, exceeding the minimum requirements if necessary. The academic calendar will include sufficient time for high-quality professional development. The superintendent will present the proposed academic calendar for the next year to the Board no later than March. The presentation will include an explanation of how the calendar relates to improving student achievement, how the proposed calendar assists the district in meeting its Comprehensive School Improvement Plan (CSIP) goals and the budget recommendations necessary to support the proposed calendar.

In accordance with Missouri law, the Board will post notice of and hold a public meeting to discuss and vote on the district's start date if that proposed date is earlier than ten calendar days prior to the first Monday in September. An affirmative vote of a majority of the Board is required to set a start date more than ten calendar days prior to the first Monday in September. The Board will adopt an academic calendar not later than May 1. Upon Board approval of the academic calendar, the superintendent will distribute copies to the staff and appropriately notify parents/guardians and students.

The academic calendar will include six make-up days for possible loss of attendance due to inclement weather as defined in state law. If the district uses these six make-up days and still does

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not meet the minimum attendance requirements, it shall be required to make up no more than half the number of days canceled in excess of six days.

Days that the district's schools are closed for reasons other than inclement weather will be made up in accordance with state law, as recommended by the superintendent and approved by the Board.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 10/19/04

Revised: 5/15/08 & 3/18/10 & 5/17/12

Cross Refs: EBC, Emergency Plans/Safety Drills

Legal Refs: ' ' 160.011, .041, 163.021, 171.031 - .033, RSMo.

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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 as well as involvement from parents/guardians, members of the community and students. The Board will review and approve each curriculum guide developed by the district.

The district will provide resources and administrative support for curriculum development, evaluation and revision. A systematic plan will be established whereby each curricular area will be reviewed regularly, based on actual student needs and indications of student mastery. 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. 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:

< Articulates the curriculum content on a districtwide basis, K-12.

< Is written in specific terms and can be used by the respective professional staff members.

< Uses effective methods for presenting the materials to the students.

< Uses instructional materials that are effectively coordinated with the curriculum guides and programs.

< Makes use of current supplementary and enrichment materials.

The selection and adoption of instructional materials 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 instructional materials related to the curriculum content area developed.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 10/19/04

Revised:

Cross Refs: AD, School District Mission
GBB, Staff Involvement in Decision Making

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BASIC INSTRUCTIONAL PROGRAMS

The educational program of the Bunker R-III 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. A written curriculum guide for all subject areas will be developed by the staff and reviewed and approved by the Board.

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, 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 a 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 instructional program which is required by state or federal law will be provided to students, and procedures will be developed to ensure requirements are met.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 10/19/04

Revised:

Cross Refs: AD, School District Mission

Legal Refs: §§ 161.102, 167.268, 168.171, 170.011, .015, .041, RSMo.

Mo. Const. art. 1, §§ 5-7

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TEACHING ABOUT RELIGION

Pursuant to state and federal law, the Bunker R-III School District may teach about religion but may not promote any particular religion or religious belief.

No course or portion of any course taught in the district will have the primary purpose or effect of illegally advancing or inhibiting religion.

Nothing in this policy is to be construed as inhibiting otherwise constitutionally protected religious expression by any individual.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 10/19/04

Revised:

Legal Refs: Mo. Const., Art. I, §§ 5-7
U.S. Const., Art. I

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OCCUPATIONAL EDUCATION

Career Education

The Board recognizes that career education is a developmental process designed to help students prepare for life roles in the family, the community, occupations and avocations. The Board also recognizes that the development of career education enables students of all ages to examine attitudes, interests, aptitudes and abilities in order to relate them to career opportunities, and to make valid decisions regarding further education and future endeavors.

Therefore, the Board will provide career education for students at all levels of instruction. Career education in the elementary schools shall consist of career awareness and the exploration of career opportunities in various fields. At the secondary level, it will incorporate career exploration, career guidance, and vocational training opportunities, with the latter designed to equip students to enter post-secondary training for occupational areas, and/or enter specific occupations directly out of high school.

Vocational Education

Vocational training programs shall be an integral part of the comprehensive high school concept in the school district. Efforts will be made to keep vocational programs relevant to job requirements, and reflective of area needs, as well as being geared to the current and future technological and economic conditions. These programs shall provide students with the basic skills to enter the world of work, to obtain additional vocational skills and/or to continue their formal education. Vocational education, as a core component of comprehensive education, will share with other aspects of the high school curriculum in the development of character, attitudes and work skills.

District vocational programs shall meet all federal and state guidelines and requirements. Advisory councils will be utilized in all vocational programs.

Following the concept of area vocational-technical schools as established by the Missouri Department of Elementary and Secondary Education, students from the Bunker R-III School District may attend vocational-technical training programs at the Area Vocational-Technical facility.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 10/19/04

Revised:

Legal Refs: §§ 178.420 - .560, RSMo.

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TEACHING ABOUT DRUGS, ALCOHOL AND TOBACCO

The Board of Education 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 direction of programs to alleviate the problems of drug abuse. Therefore, the school district will abide by the following:

1. Establish and maintain a realistic, meaningful drug, alcohol and tobacco education program that will be incorporated into the total educational program.

2. Establish and maintain an ongoing professional development program for school personnel in the areas of drug, alcohol and tobacco use.

3. Cooperate with government and private agencies offering services related to drug, alcohol and tobacco problems.

4. Encourage and support activities that will develop a positive peer influence in the area of drugs, alcohol and tobacco.

5. Create a climate whereby students may seek and receive counseling about drugs, alcohol and tobacco and related problems without fear of reprisal.

6. Follow federal mandates concerning drug, alcohol and tobacco education.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 10/19/04

Revised:

Cross Refs: JFCH, Student Alcohol/Drug Abuse

Legal Refs: No Child Left Behind Act of 2001, P.L. 107-110
20 U.S.C. §§ 111-13

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TEACHING ABOUT HUMAN SEXUALITY

The Board of Education recognizes that parents/guardians are the primary source of sexuality education for their children. The Board also recognizes that effective sexuality education, taught in concert with parents/guardians, helps students avoid risks to their health and academic success and prepares them to make informed decisions as adults. Therefore, pursuant to requirements of state law, if the district chooses to use any course materials and instruction relating to human sexuality and sexually transmitted diseases the materials and instruction shall be medically and factually accurate and shall:

1. Present abstinence from sexual activity as the preferred choice of behavior in relation to all sexual activity for unmarried students because it is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases and the emotional trauma associated with adolescent sexual activity. Students shall be advised that teenage sexual activity places them at a higher risk of dropping out of school because of the consequences of sexually transmitted diseases and unplanned pregnancy.

2. Stress that sexually transmitted diseases are serious, possible health hazards of sexual activity. Students shall be provided with the latest medical information regarding exposure to human immunodeficiency virus (HIV), acquired immune deficiency syndrome (AIDS), human papilloma virus, hepatitis and other sexually transmitted diseases.

3. Present students with the latest medically factual information regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases, or present students with information on contraceptives and pregnancy in a manner consistent with the provisions of the federal abstinence education law.

4. Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual activity and the consequences of adolescent pregnancy, as well as the advantages of adoption, including the adoption of special needs children, and the processes involved in making an adoption plan.

5. Teach skills of conflict management, personal responsibility and positive self-esteem through discussion and role playing at appropriate grade levels to emphasize that the student has the power to control personal behavior. Students shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control and ethical considerations, such as respect for one's self and others. Students shall be taught not to make unwanted physical and verbal sexual advances or otherwise exploit another person. Students shall be taught to resist unwanted sexual advances and other negative peer pressure.

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6. Advise students of the laws pertaining to their financial responsibility to children born in and out of wedlock and advise students of the provisions of chapter 566, RSMo., pertaining to statutory rape.

The district will not permit a person or entity to offer, sponsor or furnish in any manner any course materials or instruction relating to human sexuality or sexually transmitted diseases to its students if the person or entity is a provider of abortion services. District personnel or district agents will not encourage students to have an abortion.

Students may be separated by gender for human sexuality instruction. Instruction in human sexuality is to be appropriate to the age of the students receiving such instruction.

The district is required to notify the parent/guardian of each student enrolled in the district of the basic content of the district's human sexuality instruction to be provided to the student and of the parent's/guardian's right to remove the student from any part of the district's human sexuality instruction. The district is required to make all curriculum materials used in the district's human sexuality instruction available for public inspection as a public record prior to the use of such materials in actual instruction.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 10/19/04

Revised: 5/15/08

MSIP Refs: 1.1, 1.3

Legal Refs: ' 170.015, RSMo.

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PROGRAMS FOR STUDENTS WITH DISABILITIES

It is the policy of the Board of Education to provide a free and appropriate education for students with disabilities, including those who are in need of special education and related services.

General

Any individual who knows or believes that a student has a disability and is in need of accommodation should contact the school's principal or district administration immediately.

All complaints regarding discrimination will be resolved in accordance with policy AC. Anyone who has a complaint or suspects discrimination should contact the compliance officer identified in policy AC.

The district will notify all parents and students of its obligations under this policy and the law.

Unless the parents of the child have initially consented in writing to the district's offer to provide special education and related services, the district cannot, and will have no obligation to, provide special education services pursuant to the Individuals with Disabilities Education Act (IDEA), and the child will not receive the protections of the IDEA.

Students Eligible for Special Education Services under the IDEA

The district's programs and services available to meet the needs of students with disabilities will be in accordance with applicable federal and state laws governing special education services, including the State and Local Plans for the implementation of Part B of the IDEA. However, if the State of Missouri does not receive or accept federal IDEA Part B funds, nothing in this policy shall be read to require anything, procedurally or substantively, that is not required by the governing law.

Students Placed in Private Schools by Their Parents

In general, the Bunker R-III School District has no obligation to provide a free, appropriate public education (FAPE) or special education and related services to any student enrolled in a private school by his or her parents. The district will expend a proportionate amount of its IDEA Part B funds on the group of privately placed students as a whole, as required by law.

Parents of a student previously enrolled in the district who choose to unilaterally place the student in a private school without district consent due to a dispute regarding FAPE will not be reimbursed for tuition costs except as required by law.

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Evaluation and Identification

The special education director will develop and implement procedures governing the evaluation of students to determine their eligibility for special education services in accordance with the law and state and local plans. Further, the Board authorizes the special education director to use a discrepancy model, including the use of professional judgment or a response to intervention (RTI) model, for identifying students with specific learning disabilities (SLD).

Independent Evaluations

An Independent Educational Evaluation (IEE) will be provided as required by the IDEA. Applicable procedures, evaluator criteria and cost guidelines governing the IEE process are available through the district's special services office. The Board delegates the authority to make changes to these procedures, evaluator criteria and cost guidelines to the superintendent or designee. These items will adhere to rules published in the State and Local Plans for Compliance with Part B of the IDEA.

Extended School Year

Extended school year (ESY) services may be necessary to provide a child with a disability a free and appropriate public education pursuant to law. The individualized education program (IEP) team will consider ESY services for all special education students eligible for services under the IDEA, but ESY services will only be provided if the student is found eligible in accordance with this policy.

A student will be eligible for ESY services if, based on the available data, the student needs services beyond the regular school day/term to avoid regression that will interfere with the student's ability to continue to progress in the curriculum. This determination will be based on consideration of the following:

1. The nature and severity of the student's disability.
2. The areas of learning crucial to the child's attainment of self-sufficiency and independence.
3. The student's progress.
4. The student's behavioral and physical needs.
5. Opportunities the student will have to practice skills outside of the classroom setting without ESY services.
6. Availability of alternative resources.

7. Areas of curriculum that need continuous attention.

8. Ability of the student's parents to provide educational structure.

9. Particular curricular or vocational needs of the student.

The length, nature and type of ESY services will be determined by the IEP team and addressed in each student's IEP. If at the time the IEP is developed it is unreasonable to predict eligibility for ESY services, the IEP team will meet after sufficient time has passed for the team to make an informed decision about ESY services, but not later than six (6) weeks prior to the end of the regular school term.

Mediation

The Board of Education authorizes the special education director to legally bind the school district to a mediation agreement developed in accordance with the IDEA and Missouri law and further authorizes the special education director with approval from the superintendent to contact an attorney for legal advice prior to making any decisions. In the absence of the special education director, the building level principal is authorized to perform his or her duties under this section.

Resolution

The Board of Education designates the special education director to represent the school district in resolution meetings and gives the special education director decision-making authority under the direction of the superintendent on behalf of the district. The superintendent has the authority to sign and legally bind the district to a settlement agreement reached at the resolution meeting. In the absence of the special education director, the building level principal is authorized to perform his or her duties under this section. All other settlement agreements must be approved by the Board.

Children Three (3) to Five (5) Years of Age

When identifying children three (3) to five (5) years of age who qualify for special education but are not yet eligible for kindergarten, the district will use any of the disability categories, including that of Young Child with a Developmental Delay (YCDD). When a child so identified reaches kindergarten age, his or her eligibility will continue to be determined using any of the disability categories, including that of YCDD. A child who is not identified as eligible for special education services prior to reaching kindergarten age will be identified using disability categories excluding that of YCDD.

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Accommodation of Students with Disabilities Including Those Not Eligible for Special Education Services under the IDEA

The district seeks to identify, evaluate and provide free and appropriate educational services in the least restrictive environment to all qualified students with disabilities within the definitions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). No qualified student with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any district program, including nonacademic services and extracurricular activities.

Students with disabilities may be eligible for accommodation under this policy even though they are not eligible for services pursuant to the IDEA. The district will initiate a referral if a student requiring accommodation is also believed to be a student with a disability under the IDEA. Implementation of an IEP in accordance with the IDEA satisfies the district's obligation to provide a free and appropriate education under Section 504.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 10/9/04

Revised: 5/20/10 & 3/17/11

Cross Refs: AC, Prohibition Against Illegal Discrimination and Harassment
EHBC, Privacy Protection
JECC, Assignment of Students to Grade Levels/Classes
JGE, Discipline of Students with Disabilities
JHCF, Student Allergy Prevention and Response
JHDA, Surveying, Analyzing or Evaluating Students
JO, Student Records
KKB, Audio and Visual Recording

MSIP Refs: 7.1

Legal Refs: ' ' 161.850, 162.670 - .999, RSMo.
Individuals with Disabilities Education Act, 20 U.S.C. ' ' 1400 - 1417
34 C.F.R. Part 300

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The Rehabilitation Act of 1973, Section 504, 29 U.S.C. ' 794
34 C.F.R. Part 104
Americans with Disabilities Act, 42 U.S.C. ' ' 12101 - 12213
Yaris v. Special Sch. Dist., 728 F.2d 1055 (8th Cir. 1984)

Bunker R-III School District, Bunker, Missouri

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PROGRAMS FOR GIFTED STUDENTS

The Board of Education is committed to improving student learning opportunities for all students in the district and authorizes a program for meeting the educational needs of identified gifted students in an educational environment beyond that offered in the regular classroom. The Board of Education will make every effort to provide the level of monetary support necessary to sustain the gifted program.

The program will:

1. Provide a minimum of 150 minutes per week of contact time in which gifted program personnel work exclusively with identified gifted students.

2. Include a systematic process for the identification and selection of gifted students at all grade levels. The identification process will include alternative identification plans designed to identify gifted students who are traditionally underidentified and underserved, such as students with language differences, cultural differences, special educational needs and those from families living in poverty.

3. Utilize instructional personnel with the appropriate certification for the gifted program services they are providing.

4. Have class sizes and caseloads in accordance with Missouri Department of Elementary and Secondary Education (DESE) guidelines.

5. Include activities beyond the level usually provided in regular school programs that particularly contribute toward meeting the identified unmet needs of participating students.

The superintendent will designate a member of the district's professional staff to serve as the coordinator of gifted education. The coordinator is responsible for:

1. Oversight of the gifted education program.

2. Completing and submitting the application for a gifted education program through Core Data in a timely manner.

3. Reporting instructional positions and assignments of gifted program personnel through Core Data in a timely manner.

4. Completing an annual evaluation report before June 30 of each year that will be available in the central office.

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5. Maintaining in the central office a description of the program's goals, learner objectives and activities as well as the annual program evaluation report.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 10/19/04

Revised: 5/15/08

MSIP Refs: 7.2, 7.7, 8.8, 8.10, 8.12

Legal Refs: ' ' 161.031, 162.720, RSMo.
5 C.S.R. 50-200.010

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PARENT/FAMILY INVOLVEMENT IN INSTRUCTIONAL AND OTHER PROGRAMS

The Bunker R-III School District Board of Education believes that engaging parents/families in the education process is essential to improved academic success for students. The Board recognizes that a student's education is a responsibility shared by the district, parents, families and other members of the community during the entire time a student attends school. The Board believes that the district must create an environment that is conducive to learning and that strong, comprehensive parent/family involvement is an important component. Parent/Family involvement in education requires a cooperative effort with roles for the Department of Elementary and Secondary Education (DESE), the district, parents/families and the community.

Parent/Family Involvement Goals and Plan

The Board of Education recognizes the importance of eliminating barriers that impede parent/family involvement, thereby facilitating an environment that encourages collaboration with parents, families and other members of the community. Therefore, the district will develop and implement a plan to facilitate parent/family involvement that shall include the following six (6) goals:

1. Promote regular, two-way, meaningful communication between home and school.

2. Promote and support responsible parenting.

3. Recognize the fact that parents/families play an integral role in assisting their children to learn.

4. Promote a safe and open atmosphere for parents/families to visit the schools their children attend, and actively solicit parent/family support and assistance for school programs.

5. Include parents as full partners in decisions affecting their children and families.

6. Use available community resources to strengthen and promote school programs, family practices and the achievement of students.

The district's plan for meeting these goals is to:

1. Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, Parents as Teachers, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.

2. Implement strategies to involve parents/families in the educational process, including:

< Keeping parents/families informed of opportunities for involvement and encouraging participation in various programs.

< Providing access to educational resources for parents/families to use together with their children.

< Keeping parents/families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.

3. Enable families to participate in the education of their children through a variety of roles. For example, parents/family members should be given opportunities to provide input into district policies and volunteer time within the classrooms and school programs.

4. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.

5. Perform regular evaluations of parent/family involvement at each school and at the district level.

6. Provide access, upon request, to any instructional material used as part of the educational curriculum.

7. If practical, provide information in a language understandable to parents.

Title I, Migrant Education (MEP) and Limited English Proficiency (LEP) Programs

The Board also recognizes the special importance of parent/family involvement to the success of its Title I, MEP and LEP programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement policy that will be distributed to parents participating in any of these programs.

Title I Program Parent Involvement

The district and parents of children participating in the Title I program will jointly develop and agree upon a written parent involvement policy that will describe how the district will:

1. Involve parents in the joint development of the Title I program plan and in the process of reviewing the implementation of the plan and suggesting improvements.

2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.

3. Build the schools' and parents' capacity for strong parental involvement.

4. Coordinate and integrate Title I parental involvement strategies with those of other educational programs.

5. Conduct, with the involvement of parents, an annual evaluation of the content of the parental involvement policy and its effectiveness in improving the academic quality of the schools served. This will include identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.

6. Involve parents in the activities of the schools served.

Each school receiving Title I funds will jointly develop with and distribute to parents of children participating in the Title I program a written parental involvement policy agreed upon by such parents in accordance with the requirements of federal law:

1. The policy must be made available to the local community and updated periodically to meet the changing needs of parents and the school.

2. The policy shall contain a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children.

3. Each school participating in the Title I program will convene a meeting annually to inform parents about Title I and to involve parents in the planning, review and improvement of Title I programs, including the planning, review and improvement of the school parental involvement policy.

Migrant Education Program Parent Involvement

Parents of students in the MEP will be involved in and regularly consulted about the development, implementation, operation and evaluation of the Migrant Education Program.

Parents of MEP students will receive instruction regarding their role in improving the academic achievement of their children.

Limited English Proficiency Program Parent Involvement

Pursuant to federal law, parents of LEP students will be provided notification regarding their child's placement in and information about the district's LEP program.

Parents will be notified of their rights regarding program content and participation.

Policy Evaluation

The district, with parent/family involvement, will review and evaluate the content and effectiveness of this policy and each school-level policy at least annually. The district will revise this policy as necessary to improve or create practices that enhance parent/family involvement.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 3/18/99

Revised: 10/19/04

Cross Refs: ADF, District Wellness Program
CGC, State and Federal Programs Administration
JFH, Student Complaints and Grievances
JHC, Student Health Services and Requirements
JHDA, Surveying, Analyzing or Evaluating Students
KI, Public Solicitations/Advertising in District Facilities
KL, Public Complaints

Legal Refs: § 167.700, RSMo.
Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h
No Child Left Behind Act of 2001, 20 U.S.C. §§ 6301 - 7941

Bunker R-III School District, Bunker, Missouri

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PROGRAMS FOR HOMELESS STUDENTS

The Bunker R-III School District Board of Education recognizes that homelessness alone should not be sufficient reason to separate students from the mainstream school environment. Therefore, the district, in accordance with state and federal law and the Missouri state plan for education of the homeless, will give special attention to ensure that homeless students in the school district have access to a free and appropriate public education.

Homeless students are individuals who lack a fixed, regular and adequate nighttime residence and include the following:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.

2. Children and youths who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.

3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.

4. Migratory children who meet one (1) of the above-described circumstances.

Enrollment/Placement

The district will consider the best interest of the homeless student, with parental involvement, in determining whether he or she should be enrolled in the school of origin or the school that nonhomeless students who live in the attendance area in which the homeless student is actually living are eligible to attend. To the extent feasible, and in accordance with the homeless student's best interest, the homeless student should continue his or her education in the school of origin, except when contrary to the wishes of the parent or guardian. If the homeless student is unaccompanied by a parent or guardian, the homeless coordinator will consider the views of the homeless student in deciding where he or she will be educated. The choice regarding placement shall be made regardless of whether the homeless student lives with the homeless parents or has been temporarily placed elsewhere.

The school selected shall immediately enroll the homeless student even if he or she is unable to produce records normally required for enrollment, such as previous academic records, immunization records, proof of residency or other documentation. However, the district may require a parent or guardian of a homeless student to submit contact information.

The district must provide a written explanation, including a statement regarding the right to appeal, to the homeless student's parent or guardian, or to the homeless student if unaccompanied, if the district sends him or her to a school other than the school of origin or other than a school requested by the parent or guardian.

If a dispute arises over school selection or enrollment in a school, the homeless student shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. The homeless student, parent or guardian shall be referred to the district homeless coordinator, who will carry out the dispute resolution process as expeditiously as possible.

For the purposes of this policy, "school of origin" is defined as the school that the student attended when permanently housed or the school in which the student was last enrolled.

Services

Each homeless student shall be provided services comparable to services offered to other students in the district including, but not limited to, transportation services; educational services for which the student meets the eligibility criteria, such as educational programs for disadvantaged students, students with disabilities and gifted students; vocational programs and technical education; school meals programs; preschool programs; before- and after-school care programs; and programs for students with limited English proficiency. Homeless students will not be segregated in a separate school or in a separate program within a school based on the students' status as homeless.

Transportation

If the homeless student's school of origin and temporary housing are located in the Bunker R-III School District, the district will provide transportation to and from the school of origin at the request of the parent, guardian or homeless coordinator, provided it is in the best interest of the student. If the homeless student's school of origin and temporary housing are located in two (2) different school districts, the districts will equally share the responsibility and costs for transporting the student.

Records

Any records ordinarily kept by the school for each homeless student, including immunization records, academic records, birth certificates, guardianship records and evaluations for special services or programs shall be maintained so that appropriate services may be given the student, so that necessary referrals can be made and so that records may be transferred in a timely fashion when a homeless student enters a new school district. Copies of records shall be made available upon request to students or parents in accordance with the Family Educational Rights and Privacy Act (FERPA).

Coordinator

The Board designates the following individual to act as the district's homeless coordinator:

(Title of individual to serve as homeless coordinator or office within the district designated to respond to issues with homeless students)
(Business Address)
(Phone/Fax)

The district shall inform school personnel, service providers and advocates working with homeless families of the duties of the district homeless coordinator. The homeless coordinator will ensure that:

1. Homeless students are identified by school personnel and by other entities and agencies with which the school coordinates activities.

2. Homeless students enroll and have a full and equal opportunity to succeed in schools in the district.

3. Homeless families and students receive educational services for which they are eligible, including Head Start, Even Start and preschool programs administered by the district, as well as referrals to health care services, dental services, mental health services and other appropriate services based on their assessed needs.

4. The parents or guardians of homeless students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless students is disseminated where such students receive services, such as schools, family shelters and soup kitchens.

6. Enrollment disputes are mediated in accordance with law.

7. The parent or guardian of a homeless student and any unaccompanied student is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school selected.

8. Unaccompanied students will be assisted in placement or enrollment decisions, their views will be considered and they will be provided notice of the right to appeal.

9. Students who need to obtain immunizations, or immunization or medical records, will receive assistance.

Resolving Grievances

Level I -- A complaint regarding the placement or education of a homeless student shall first be presented orally and informally to the district's homeless coordinator. If the complaint is not promptly resolved, the complainant may present a formal written complaint (grievance) to the homeless coordinator. The written charge must include the following information: date of filing, description of alleged grievances, the name of the person or persons involved and a recapitulation of the action taken during the informal charge stage. Within five (5) business days after receiving the complaint, the coordinator shall state a decision in writing to the complainant, with supporting evidence and reasons. In addition, the coordinator will inform the superintendent of the formal complaint and the disposition.

Level II -- Within five (5) business days after receiving the decision at Level I, the complainant may appeal the decision to the superintendent by filing a written appeals package. This package shall consist of the complainant's grievance and the decision rendered at Level I. The superintendent will arrange for a personal conference with the complainant at his or her earliest mutual convenience. Within five (5) business days after receiving the complaint, the superintendent shall state a decision in writing to the complainant, with supporting evidence and reasons.

Level III -- If a resolution is not reached in Level II, a similar written appeals package shall be directed through the superintendent to the Board of Education requesting a hearing before the Board at the next regularly scheduled or specially called meeting. Within 30 business days after receiving the appeals package, the Board shall state its decision and reply in writing to the parties involved. For district purposes, the decision of the Board of Education is final.

Level IV -- If the complainant is dissatisfied with the action taken by the Board of Education, a written notice stating the reasons for dissatisfaction may be filed with the State Homeless Coordinator, Federal Discretionary Grants, P. O. Box 480, Jefferson City, MO, 65102-0480. An appeal of this decision can be made within ten (10) days to the Deputy Commissioner of Education.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 10/19/04

Revised:

Cross Refs: EEA, Student Transportation Services
JEC, School Admissions
JECA, Admission of Resident Students
JECB, Admission of Nonresident Students
JECC, Assignment of Students to Grade Levels/Classes

Legal Refs: §§ 167.020, .181, 210.003, RSMo.
19 CSR 20-28.010
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g
34 C.F.R. Part 99
McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. § 11431 *et seq.*

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PROGRAMS FOR MIGRANT STUDENTS

The Board of Education of the Bunker R-III School District directs the administration to identify migratory children in the district, as required by law, and to develop written administrative procedures for ensuring that migrant students receive services for which they are eligible. In developing and implementing a program to address the needs of migratory children the district will:

1. Identify migratory students and assess the educational and related health and social needs of each identified student.

2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, elective classes, fine arts classes, etc.

3. Provide migratory children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.

4. To the extent feasible, provide advocacy and outreach programs to migratory children and their families and professional development for district staff.

5. Provide parents an opportunity for meaningful participation in the program.

If a migrant student is identified by the district, the superintendent or designee will notify the State Director and request assistance if needed.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 10/19/04

Revised:

Cross Refs: AC, Prohibition Against Illegal Discrimination and Harassment
CGC, State and Federal Programs Administration
JEC, School Admissions

Legal Refs: No Child Left Behind Act of 2001, P.L. 107-110
34 C.F.R. §§ 200.40 - .45

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