

Missouri School Improvement Program

Report Writing Form

August 3, 2010

Missouri Department of Elementary and Secondary Education

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INSTRUCTIONAL DESIGN AND PRACTICES

6.1 The district implements written curriculum for all its instructional programs.

6.1.1 Curriculum and Assessment Evaluation

1. A review of the district's curriculum indicates the following: [Verbatim]

6.1.1 Team Response

2. During interviews, teachers and administrators shared the following insights regarding written curriculum: [Summarize]

3. What is the quality of the articulation of the district's curriculum? [Verbatim from Curriculum and Assessment Evaluation]

- 4a. Administrators **do/do not** monitor curriculum implementation throughout the district. Curriculum implementation is monitored in the following ways: [Check (✓) those that apply.]

(E) (MS) (HS)

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -daily classroom observations by building or district administrators |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -weekly classroom observations by building or district administrators |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -monthly classroom observations by building or district administrators |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -teacher evaluation process |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -regular review of lesson plans and assessments |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -other: _____ |

- 4b. Curriculum **is/is not** being effectively implemented in the district. Explain.

6.1.4 District Response

According to the District Response, the following processes and procedures are in place and implemented to revise the written curriculum. [Verbatim]

6.1.2-4 Team Response

1. Interviews indicate that teachers have help in implementing their curriculum from:
 [Check (✓) those that apply.]
 (E) (MS) (HS)
 -other teachers
 -department chairpersons
 -building administrators
 -central office administrators
 -curriculum consultants
 -instructional coordinators
 -other: _____
2. Adequate assistance **has/has not** been provided for teachers to effectively implement new curriculum. Explain.
3. Policies and procedures for reviewing and revising district curriculum **are/are not** adequate, in terms of leading to improved student achievement. Explain.
4. The curriculum review and revision process **has/has not** been effectively implemented.
5. The board **is/is not** kept informed regarding curriculum development and revision.

[Additional information for Standard 6.1]

6.2 The district administers state-required tests and other tests and uses disaggregated and longitudinal assessment data to adjust its curriculum and instruction.

6.2.1 District Response

The District Response indicates the following information regarding the assessment data the district uses to make its decisions about the effectiveness of its curriculum and instructional programs and processes: [Verbatim]

6.2.1 Team Response

1. What kinds of student assessment data are collected on a regular basis at the building and district level?
2. Who is responsible for analyzing district student assessment data, and what is done with the analysis once it is complete?
3. What recent curricular or instructional changes have occurred that are directly linked to student assessment data?

6.2.2 Team Response

1. Which of the following types of assessments and associated data do teachers and administrators report using regularly to help plan instruction? [Check (✓) those that apply.]

(E)	(MS)	(HS)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-textbook assessments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-teacher-developed assessments (quizzes, tests, checklists)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-performance tasks (i.e., projects, speeches, essays, concept maps, experiments, etc.) with specific scoring criteria
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-peer evaluation or teacher evaluations (with written guidelines)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-generic references to “teacher observation,” “unit tests,” “project evaluation” without guidelines, stated criteria, or rubrics
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-common assessments among classes or instructional units
	<input type="checkbox"/>	<input type="checkbox"/>	-course competency assessments for credit
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-district-level student achievement data (state-required achievement tests and/or others)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-building-level student achievement data (state-required achievement tests and/or others)
		<input type="checkbox"/>	-college-preparatory/achievement testing results (ACT, SAT)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-longitudinal testing data: _____ [testing instrument]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-disaggregated assessment data for various student populations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-assessment results from various instructional software programs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-diagnostic tests (reading, oral comprehension/listening, math) for individual grades or students
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-program-required tests (gifted education, special education)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-other: _____

2. What is the quality of the assessments provided to the district? [Verbatim from Curriculum and Assessment Evaluation – Panel of Experts]
- 2a. How effectively are the assessments assessing higher order thinking and problem-solving skills?
- 2b. Describe teachers’ expectations for student learning as indicated through district submitted sample classroom assessments.
- 2c. Classroom assessments provided by the district **do/do not** indicate a high standard of learning. Explain.
- 2d. Describe the quality of the feedback provided by the teacher on the submitted assessments. Would this feedback assist students in their learning? Explain
3. Describe the level of rigor of student learning as indicated through displayed student work observed by the team.
4. Teachers in the district **do/do not** use assessment data (both classroom and district) to plan and revise instruction. Explain.

5. Describe the prevailing classroom/assessment practices used in the district.
6. How do the staff in this district know whether they are effective in the classroom?
7. What kind of feedback do students receive regarding their classroom performance?

6.2.3-4 District Response

The District Response indicates the differences in the performance of various student populations (race/ethnic, gender, disability, migrant, and/or ELL status) on the MAP or in the graduation rates of these students that have been identified by the district as a result of the previous year’s data. [Verbatim]

Describe the changes or adjustments that have been made in the district’s instructional programs, based on reviews of the disaggregated performance data. [Verbatim]

Provide any available data related to the impact these changes have had on student performance. [Verbatim]

6.2.3 Team Response

1. Board interviews indicate the Board of Education reviewed the previous year’s disaggregated performance data for the following subgroups: [Check (✓) those that apply.]

(E)	(MS)	(HS)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-race/ethnicity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-free/reduced lunch
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-identified disability
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-English Language Learners
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-migrant
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-gender
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-other: _____

2. In reviewing the changes in district programs and services, how effectively has the district used student performance data to drive change, particularly in the areas of curriculum, instruction and professional development? [All sources of evidence]

6.2.4 Team Response

1. Plans for addressing achievement gaps for subgroups **are/are not** a part of the Comprehensive School Improvement Plan (CSIP).
2. The changes in instruction, procedures, policies and practices that have occurred to address subgroup gap(s) **have/have not** been effective. Explain.

6.2.5 Team Response

1. Documentation indicates that the district **does/does not** have a written assessment plan.

This plan includes the following information: **[Select the appropriate response.]**

YES / NO -what tests are used and the purpose for each

YES / NO -guidelines for including students with disabilities in the district assessment program

YES / NO -a description of how and in what subject areas the district is assessing the Show-Me Standards which are not assessed through the Missouri Assessment Program (MAP)

YES / NO -a description of how assessment results will be used and disseminated

YES / NO -provisions for staff development activities directly related to the assessment program

YES / NO -provisions for teaching test-taking skills to students

YES / NO -a test security policy

2. The district **has/has not** conducted the required annual local physical fitness assessment in grades five and nine.

6.2.6 District Response

Describe the strategies the district has initiated to motivate students to do their best on the MAP tests. **[Verbatim]**

6.2.6 Team Response

1. Student focus groups indicate that the district's strategies to motivate students to do their best on MAP tests **are/are not** successful. **[If team members choose "are not," please provide a more complete explanation.]**

[Additional information for Standard 6.2]

6.3 The district has implemented effective instructional programs designed to meet the assessed needs of its students, as well as the practices and procedures needed to support these programs.

6.3.1 Team Response

1. What was the Depth of Knowledge (DOK) level of most instruction observed during the team visit? (Please break out by building if significant differences are evident.)
2. Describe student engagement in the learning process as observed during the team visit. (Please break out by building if significant differences are evident.)
3. What were the most common instructional delivery methods observed by the team?
4. What were the most common instructional strategies observed by the team?
5. Evidence **is/is not** present to indicate that teachers are able to adapt their classroom instruction to meet the needs of students. Explain.
6. What are the team's observations regarding the effectiveness of classroom instruction that is occurring in the district? (Please break out by building if there are significant differences.)
7. What are the most pressing instructional issues related to ensuring that student performance improves in the district?

6.3.2 District Response

The district indicates it has the following research-based components of a balanced reading program in grades K-3: [Verbatim]

- clear reading goals for each grade level have been established
- reading goals are based on research
- a research-based core curriculum for reading has been adopted and includes instruction in:
 - phonemic awareness
 - phonics
 - vocabulary
 - comprehension skills
 - fluency
 - spelling, writing, listening, and speaking skills
- student progress in reading is monitored often and through a variety of methods
- student progress is analyzed to plan instruction, and reading opportunities are provided at the:
 - “independent” level
 - “instructional” level
- enriched reading instructional materials are available
- professional development activities systematically support the reading program
- tutoring supplements teacher-delivered instruction
- 90 minutes of protected instructional time is allocated to reading instruction, and the following types of reading instruction are used:
 - direct instruction
 - guided reading
 - independent reading
 - shared reading
 - flexible grouping
 - cooperative learning
- additional instruction before and after school is provided for students with specific reading difficulties
- parents and other community members are informed of the reading programs’ goals and objectives and the district’s progress in meeting these goals
- parents are informed of their child’s progress in reading

6.3.2 Team Response

1. Assistance and/or intervention **is/is not** provided to students who are not reading at grade level. Describe the types of assistance or intervention provided.
2. Parents and community members **are/are not** informed about the goals of the reading program as well as their children’s progress. Explain.
3. The district **does/does not** provide 90 minutes of uninterrupted reading instruction in each class at the primary grades. Explain how that time is protected.

6.3.3 District Response

The District Response for 6.3.3 provided the following information regarding extended-learning activities and alternative delivery systems. **[Verbatim]**

6.3.3 Team Response

1. Efforts **are/are not** being made in this district to address the needs of low achieving students. Explain.
2. Efforts to assist the low achieving students throughout the district **are/are not** coordinated. Explain.
3. Is there any evidence that the extended learning activities and/or alternative delivery systems have resulted in improved student achievement?

[Additional information for Standard 6.3]

6.4 Instructional resources and equipment that support and extend the curriculum are readily available to teachers and students.

6.4.1-4 Team Response

1. The most recent District Census of Technology indicates the following instructional technology is present in the district.

[Data from District Census of Technology Items 8-14 under Hardware and Support I; Item 22 under Internet Connectivity-Distance Learning and Items 24, 25, 27 and 28 under Technology Usage to be provided by DESE.]

2. What was the technology use level most frequently observed by team members during classroom observations?
3. How does technology use enhance the delivery of the district's curriculum to students?

[Additional information for Standard 6.4]

6.5 The district has created a positive climate for learning and established a focus on academic achievement.

6.5.1 Team Response

1. What evidence suggests that learning is the first priority in each building?

2. Classroom observations indicate the physical climate in a majority of classrooms **is/is not** conducive to learning. [If team members choose “is not,” please provide a more complete explanation.]
3. Classroom observations and Advance Questionnaire (AQ) results indicate the instructional climate in all buildings **is/is not** conducive to learning. [Please explain all exceptions.]

6.5.2 Team response

- 1a. Administrators **do/do not** communicate their expectations regarding student achievement to teachers and students. [If team members choose “do not,” please provide a more complete explanation.]
- 1b. Teachers **do/do not** communicate their expectations regarding student achievement to students. [If team members choose “do not,” please provide a more complete explanation.]
2. Describe the teacher evaluation process for this district and its impact on teaching behaviors.
3. Student performance data **is/is not** used in the teacher evaluation process.
- 4a. Describe the library media specialist evaluation process and its impact on student learning in this district. Are the evaluation instruments used in this process specific to the position?
- 4b. Describe the Counseling evaluation process and its impact on student learning in this district. Are the evaluation instruments used in this process specific to the position?
5. Describe the principal evaluation process for the district and its impact on the priorities of building administrators.
6. Student performance data **is/is not** used in the principal evaluation process.
7. Goals from the building level improvement plan **are/are not** used in the principal evaluation process.

6.5.3 Team Response

1. Documentation indicates the district **has/does not have** written promotion/retention policies. Specific programs to address the needs of students at risk of grade retention or at risk of leaving school prior to graduation **are/are not** in place [Refer to section 7.7 for additional information.]

[Additional information for Standard 6.5]

6.6 The schools are orderly; student and staff indicate they feel safe at school.

6.6.1-4 Team Response

1. Documentation indicates the following violence-prevention programs with student training are provided in the district:
- 2a. Documentation confirms that the district **does/does not** have a written code of conduct for students which specifies: **[Select the appropriate response.]**
 YES / NO -acceptable/unacceptable behavior
 YES / NO -disciplinary procedures and consequences
 YES / NO -procedures/measures to ensure safety to and from school
 YES / NO -procedures/measures to ensure safety at school-sponsored activities
 YES/NO policies in handbooks align with board policy
- 2b. Interviews indicate the code of conduct or disciplinary policy **is/is not** distributed to students at the beginning of each school year or upon enrollment, and this code **is/is not** distributed to parents at these times. A majority of the teachers interviewed indicated that they **have/have not** received instruction on the district's code of conduct.
- 2c. Student advance questionnaire results indicate that standards of conduct **are/are not** consistently enforced. **[Please break out by building if there are significant differences.]**
- 2d. Staff advance questionnaire results indicate that standards of conduct **are/are not** consistently enforced. **[Please break out by building if there are significant differences.]**
3. Advance questionnaire surveys and team member observations indicated the district **does/does not** provide a safe and orderly environment for students. **[Please break out by building if there are significant differences.]**

[Additional information for Standard 6.6]

6.7 Professional development is an integral part of the educational program and all school improvement initiatives.

6.7.1 Team Response

1. Documentation and interviews indicate the district **does/does not** have a Professional Development Committee (PDC) in place. Members of this committee **are/are not** elected by the staff. The PDC meets _____ [#] times a year, and its responsibilities include: **[Check (✓) those that apply.]**
 - conducting a faculty needs assessment
 - assessing needs related to student data
 - developing in-service opportunities

- coordinating and setting direction for professional development activities
- presenting faculty suggestions, ideas, and recommendations to the proper authority
- planning, implementing, and evaluating specific professional development activities
- working with beginning and experienced teachers in identifying instructional remedies and concerns
- serving as confidential consultants to individual teachers upon request
- other: _____

2. Documentation indicates the district **does/does not** have a written procedural plan for professional development which stimulates and encourages professional growth. The procedural plan includes: [Verbatim from Planning and Program Evaluation]
- ADEQUATE/NEEDS IMPROVEMENT/NOT PRESENT-program goals aligned with the Comprehensive School Improvement Program (CSIP)
- ADEQUATE/NEEDS IMPROVEMENT/NOT PRESENT-evaluation criteria for the overall professional development program
- ADEQUATE/NEEDS IMPROVEMENT/NOT PRESENT-descriptions of the planned professional development activities directly related to areas of needed student improvement and aligned with the district's CSIP
- YES / NO -PDC membership criteria
- YES / NO -reimbursement/request procedures
- ADEQUATE/NEEDS IMPROVEMENT/NOT PRESENT-mentoring provisions, which include:
- ADEQUATE/NEEDS IMPROVEMENT/NOT PRESENT-procedures for mentor selection
- ADEQUATE/NEEDS IMPROVEMENT/NOT PRESENT-provisions for mentor training
- ADEQUATE/NEEDS IMPROVEMENT/NOT PRESENT-mentor rules and responsibilities
- ADEQUATE/NEEDS IMPROVEMENT/NOT PRESENT-new teachers' responsibilities
- ADEQUATE/NEEDS IMPROVEMENT/NOT PRESENT-requirements for new teachers' professional development plans
- ADEQUATE/NEEDS IMPROVEMENT/NOT PRESENT-administrators' responsibilities
- ADEQUATE/NEEDS IMPROVEMENT/NOT PRESENT-time for new teachers to observe master teachers
- ADEQUATE/NEEDS IMPROVEMENT/NOT PRESENT-time for mentors to observe and provide feedback to new teachers
- ADEQUATE/NEEDS IMPROVEMENT/NOT PRESENT-All new school administrators are supported by a trained

mentor during the initial two years of administrative practice.

ADEQUATE/NEEDS IMPROVEMENT/NOT PRESENT-The mentors are trained in the Interstate School Leaders Licensure Consortium (ISLLC) Standards and in Reflective Coaching.

3. According to the information provided by the district to DESE, _____ percent of the teachers in the district participated in high quality professional development during the previous school year. **[Data from Core Data Screen 19 entered here.]**
4. According to interviews and documentation, the Professional Development Committee: **[Select the appropriate response.]**
 - YES / NO -is allocated one percent of the Basic Formula exclusive of classroom trust fund
 - YES / NO -spends at least 75 percent of this allocation on activities clearly related to the objectives of the CSIP
 - YES / NO -presents a summary of the planned professional development activities and their relationship to the objectives of the CSIP for board approval
 - YES / NO -develops professional development activities in consultation with the administration

6.7.2 District Response

The district ensures that new skills are practiced and improved in the following ways **[Verbatim]**:

The following methods of support and follow up are provided for staff as they implement new skills **[Verbatim]**:

6.7.2 Team Response

1. What kinds of staff development have been planned to specifically address poor student performance in the district and/or its buildings?
2. What procedures are in place to ensure that new skills are practiced and improved? Explain.
3. Follow up **is/is not** provided for staff as they implement new skills. Explain.
4. What opportunities are available for peer observation/feedback, coaching and other collegial activities?

6.7.3 Team Response

1. Describe what kind of time is built into the regular school calendar that allows and encourages teachers to collaborate on their own professional growth. How are teachers and other staff held accountable for the time that is devoted to professional development? (i.e., common plan time, early release days, etc)
2. What are the expectations for both teachers and administrators to participate in professional growth activities? What kinds of processes are in place to ensure that professional development is a priority for all members of the staff? [T35, CO21, PD13, Doc]

6.7.4 District Response

What instructional strategies are the focus of on-going staff development in the district?
[Verbatim]

6.7.4 Team Response

1. The district program of professional development **does/does not** match the instructional and support needs of teachers. Explain.
2. The current program of professional development **does/does not** support and encourage the use of effective instructional strategies. Explain.

6.7.5 District Response

According to the District Response, district professional development has improved instruction and student achievement in the following ways [Verbatim]:

What data or other evidence does the district use to determine the impact of its program of professional development on teaching and learning in the district?

6.7.5 Team Response

1. The district **is/is not** effectively evaluating the impact of professional development in the district. Explain.

6.7.6 Team Response

1. The district provides time for professional development activities through: [Check (✓) those that apply.]
 - common planning time
 - early release days
 - inservice workshops before or after the school year
 - individual release hours and days for teachers
 - release time for peer or mentor coaching
 - other:

[Additional information for Standard 6.7]

6.8 Library media center (LMC) resources and services are an integral part of the instructional program.

6.8.1 Team Response

1. Interviews indicate that the library media specialist(s) are a part of the literacy program within the school and/or district in the following ways:
2. The library media center and the library media specialist(s) are included in the district's plan to improve student achievement in the following ways:
3. Interviews indicate students are taught information literacy skills by: **[Check (✓) those that apply.]**
 - teachers independently
 - library media specialists independently
 - teachers and library media specialists collaboratively (team planning and team teaching)
 - other _____
4. Teachers and library media specialists **do/do not** collaborate on the planning and delivery of instruction. Explain.
5. What extra library programming is undertaken by certificated staff? **[Check (✓) the appropriate response.]**

E(s)	MS/JH(s)	HS(s)	LMC PROGRAMMING
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-community programs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-summer library programs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-collaboration with the public library
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-after school programming
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-Saturday hours
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-evening hours
6. Observations indicate each LMC resources **are/are not** easily available to students and staff. **[If team members choose "are not" please provide a more complete explanation.]**
- 7a. The most recent District Census of Technology indicates the following instructional technology is present in the LMC.

[Insert District Census of Technology Table 28 here.]
- 7b. How do library media specialists and teachers use technology in the LMC to support instruction? Explain.

6.8.2 Team Response

1. Are the LMC goals and measurable objectives aligned with the district’s CSIP?
2. How are the LMC goals and measurable objectives evaluated?
3. Documentation indicates the following board policies **were/were not** reviewed within the last five years.

<u>Last Reviewed</u>	<u>Board Policy</u>
_____	Confidentiality of Library Records
_____	Copyright
_____	Selection and reconsideration
_____	Acceptance use policy for accessing the Internet
_____	Intellectual access for all LMC resources

6.8.3 District Response

What criteria does the district use to evaluate the quality of its LMC resource collection and its adequacy to meet the needs of its students and teachers?

6.8.3 Team Response

1. How does the district ensure that the LMC collection provides a quality assortment including diverse culture, equity concepts, recreational topics of interest to students, and curriculum needs of its teachers?

6.8.4 Team Response

1. Interviews and/or district documentation indicates the number of print items and the average date of publication for each of the following groups:

	Elementary		Secondary	
	Number	Age	Number	Age
500-599	_____	_____	300-399	_____
700-799	_____	_____	600-699	_____
900-999	_____	_____	900-999	_____

2. What improvements have been made to the building collection and other resources over the last five years?

[Additional information for Standard 6.8]

6.9 Guidance is an integral part of the instructional program.

6.9.1 Team Response

1. The Comprehensive Guidance Program (CGP) **does/does not** contribute to the school's/district's CSIP goals. Explain.
2. To what extent is the CGP an integral part of the total school's/district's educational program?
3. The evaluation plan **does/does not** assess the impact of the CGP on the MSIP Performance Standards and other relevant criteria including, but not limited to attendance, grades, behavior, etc. Explain.

6.9.2 Team Response

1. Counselors in the school/district **do/do not** use the written guidance curriculum in promoting academic achievement. Explain.
2. Administrators/supervisors **do/do not** monitor the implementation of the guidance curriculum throughout the district. Explain.
3. What evidence documents that the guidance curriculum is in place and is articulated for all grade levels from Kindergarten through 12th grade?
4. What changes have been made in the guidance curriculum as a result of school data and student needs?

6.9.3 Team Response

1. Students **are/are not** helped in developing their educational and career plans (Personal Plans of Study). Explain.
2. What system is in place to ensure that parents are actively involved in the individual planning process?
3. In what ways does the school's/district's guidance program ensure that each student's Personal Plan of Study is rigorous, relevant, and organized around a career path and/or cluster?
4. Students **are/are not** assisted in pursuing post-secondary educational or career training options. Explain.

6.9.4 Team Response

1. Students **are/are not** assisted in addressing issues and concerns that affect their personal/social, academic, and career development. Explain.
2. Counselors **do/do not** utilize a wide range of resources in assisting students with issues concerning personal/social, academic, and career development. Explain.
3. What evidence documents that parents and counselors consult with each other about services available to assist students with issues concerning personal/social, academic, and career development?
4. Teachers and counselors **do/do not** consult with each other about services available to assist students with issues concerning personal/social, academic, and career development. Explain.
5. The district **does/does not** have written guidelines describing its referral process to internal and outside services.

6.9.5 Team Response

1. The school's/district's comprehensive guidance program **is/is not** routinely evaluated in order to identify both strengths and areas in need of improvement. Explain.
2. Counselors' time **is/is not** utilized to the fullest extent possible in activities related to program implementation. Explain.
3. In what ways do guidance personnel participate in professional and staff development activities?
4. In what ways do guidance personnel interact with other programs in the school and with local community agencies, institutions and businesses?

[Additional information for Standard 6.9]

DIFFERENTIATED INSTRUCTION AND SUPPLEMENTAL PROGRAMS

7.1 Comprehensive services for all resident children with disabilities, as required by the Individuals with Disabilities Education Act (IDEA) and Chapter 162, RSMo, are an integral component of the district's educational program.

7.1.1 Special Education Response

1. Results of the district's review of their special education program, verified through a **desk review/desk review and onsite review** by the Division of Special Education confirm that the district is in compliance with those indicators most closely related to student performance, with the following exceptions:

Area(s) of noncompliance:

- Referral
- Initial Evaluation/Eligibility Determinations
- Re-Evaluation/Continued Eligibility and Need for Services
- IEP
- Post-Secondary Transition Plans
- Placement
- Part C Transition
- Discipline
- Other:

[Check (✓) one.]

- The results of this review did not require the district to complete a corrective action plan.
- The district is required to complete a corrective action plan that will result in correction of noncompliance within 12 months. See the Special Education monitoring report for detailed information on the areas found to be out of compliance. Failure to correct noncompliance within 12 months will require DESE to enter into enforcement actions with the district which could include the loss of a waiver for MSIP purposes.

2. Based on a review of the district's performance data, the district **was/was not** required to complete and submit an improvement plan to the Division of Special Education.

[Check (✓) one of the following statements.]

- The district did not submit an improvement plan.
- The district submitted an improvement plan that addressed the following performance indicators:

[DESE-provided data to be inserted here.]

The district's improvement plan was evaluated by DESE using a scoring rubric to determine whether the plan, if fully implemented, should be adequate to effect change in student performance. The district's plan **was/was not** approved

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3. A review of district-reported data of the percent of children referred by Part C (First Steps) prior to age 3, who are found eligible for Part B (Early Childhood Special Education), and who have an Individualized Education Plan (IEP) developed and implemented by their third birthday reflects the following:

School Year	Total Referred and Eligible	Number IEPs Developed within Acceptable Timelines	Percent IEPs Developed within Acceptable Timelines	Target for School Year	Target for 2010-11
2009-10				100%	100%

Calculation: $\text{Percent IEPs Developed within Acceptable Timelines} = \frac{\text{Number IEPs Developed within Acceptable Timelines}}{\text{Total Referred and Eligible}}$

4. A review of district-reported data of the percent of children with parental consent to evaluate, who were evaluated and had eligibility determined within 60 days shows the following:

School Year	Total Evaluated	Number Evaluated within Acceptable Timelines	Percent Evaluated within Acceptable Timelines	Target for School Year	Target for 2010-11
2009-10				100%	100%

Calculation: $\text{Percent Evaluated within Acceptable Timelines} = \frac{\text{Number Evaluated within Acceptable Timelines}}{\text{Total Evaluated}}$

[Additional Team Information for 7.1.1]

[Check (✓) one of the following statements.]

- The district was found in compliance with timelines for:
- Transition from First Steps to Early Childhood Special Education
 - Initial Evaluation Timelines
- The district was required to submit a corrective action plan to address identified noncompliance for the following performance indicator(s):
- Transition from First Steps to Early Childhood Special Education

Initial Evaluation Timelines

This noncompliance must be corrected within 12 months of the date of the Special Education Monitoring Report to the district.

--

7.1.2 Special Education Response

1. A review of district-reported data on the special education placements of students with disabilities shows the following:

School Year	Placement Category	Number of Students in Placement*	Percent of Students in Placement	Target for School Year	Target for 2010-11
2009-10	Inside regular class > 79% of time			≥59.0%	≥59.5%
2009-10	Inside regular class 40-79% of time				
2009-10	Inside regular class < 40% of time			≤10.3%	≤10.2%
2009-10	Separate placements			≤3.55%	≤3.5%
2009-10	Total child count				

* Does not include the count of students parentally-placed in private schools or enrolled in Missouri School for the Deaf, Missouri School for the Blind or State Schools for the Severely Handicapped

Calculation: Percent of Students in Placement = Number of Students in Placement* / Total Child Count

--

2. A review of district reported participation and performance data of students with disabilities on statewide assessments shows the following:

School Year	Subject	Grade Span	Reportable	LND %	Number Proficient or Advanced	% Proficient or Advanced	Target for school year	Target for 2010-11
2009-10	Communication Arts	3-5					≥67.4%	≥75.5%
2009-10	Communication Arts	6-8						
2009-10	Communication Arts	HS						
2009-10	Mathematics	3-5					≥63.3%	≥72.5%
2009-10	Mathematics	6-8						
2009-10	Mathematics	HS						

--

[Additional Team Information for 7.1.2]**[Check (✓) one or more of the following statements.]**

- The district met the target for the school year for the following performance indicator(s):

[DESE-provided data to be inserted here.]

The district must continue to improve and/or maintain performance to meet the target for 2010-11.

- The district currently meets or exceeds the target for 2010-11 for the following performance indicator(s):

[DESE-provided data to be inserted here.]

- The district did not meet the target for the school year for the following performance indicators(s):

[DESE-provided data to be inserted here.]

Any area(s) not met should be targeted for improvement planning efforts.

[DESE-provided data to be inserted here.]

7.1.3 Special Education Response

1. A review of district-reported data regarding disproportionate representation of racial and ethnic groups in special education and related services and/or in specific disability categories resulted in the following:

The district **was/was not** identified as having disproportionate representation of racial/ethnic groups in special education or within specific disability categories.

2. A review of district-reported suspension and expulsion rates for students with disabilities resulted in the following:

The district **was/was not** identified as having significant discrepancies in suspension/expulsion rates between students with disabilities and nondisabled students.

3. A review of district data and parent AQ data shows the following regarding the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities:

School Year	Total Surveys	Number Agree or Strongly Agree	Percent Agree or Strongly Agree	Target for School Year	Target for 2010-11
2010-2011				≥80.0%	≥80%

Calculation: Percent Agree or Strongly Agree = Number Agree or Strongly Agree / Total Surveys

[Check (✓) one or more of the following statements.]

- The district met the target for the school year for the following performance indicator(s):

[DESE-provided data to be inserted here.]

The district must continue to improve and/or maintain performance to meet the target for 2010-11.

- The district did not meet the target for the school year for the following performance indicator(s):

[DESE-provided data to be inserted here.]

Any area(s) not met should be targeted for improvement planning efforts.

[DESE-provided data to be inserted here.]

7.1.4 Special Education Response

1. A review of the percent of youth with IEPs graduating from high school with a regular diploma as reported by the district shows the following:

School Year	Number of Graduates	Graduation Rate	Target for School Year	Target for 2010-11
2009-10			≥74.5%	≥75.0%

Calculation: Graduation Rate = Number of Graduates / (Number of Graduates + Dropouts)*100

2. A review of the percent of youth with IEPs dropping out of high school as reported by the district shows the following:

School Year	Number of Dropouts	Dropout Rate	Target for School Year	Target for 2010-11
2009-10			≤4.9%	≤4.8%

Calculation: Dropout Rate = Number of Dropouts / Child Count Ages 14-21

--

3. A review of district-reported data on the percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals shows the following:

School Year	Total Transition Plans Reviewed	Number Meeting Compliance Standards	Percent Meeting Compliance Standards	Target for School Year	Target for 2010-11
2009-10				100%	100%

Calculation: Percent Meeting Compliance Standards = Number Meeting Compliance Standards / Total Transition Plans Reviewed

--

4. A review of district-reported data regarding the percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school shows the following:

School Year	Total Graduates in Previous Year	Number Employed or Continuing Education	Percent Employed or Continuing Education	Target for School Year	Target for 2010-11
2009-10				N/A	N/A

Calculation: Percent Employed or Continuing Education = Number Employed or Continuing Education / Total Graduates in Previous Year

Targets have not yet been established and the target for school year will change each year.

--

[Check (✓) one or more of the following statements.]

- The district was required to submit a corrective action plan to address identified noncompliance for the following performance indicator:

[DESE-provided data to be inserted here.]

This noncompliance must be corrected within 12 months of the date of the Special Education Monitoring Report to the district.

- The district met the target for the school year for the following performance indicators:

[DESE-provided data to be inserted here.]

- The district needs to continue to improve and/or maintain performance to meet the target for 2010-11.

[DESE-provided data to be inserted here.]

- The district currently meets or exceeds the target for 2010-11 for the following performance indicator(s):

[DESE-provided data to be inserted here.]

- The district did not meet the target for the school year for the following performance indicator(s):

[DESE-provided data to be inserted here.]

Any area(s) not met should be targeted for improvement planning efforts.

[Additional Team information for 7.1]

7.2 The district identifies gifted/talented students at all grade levels and provides them differentiated instruction suitable for their levels of intellectual and social maturity.

7.2.1 District Response

The District Response indicates the following criteria are used to identify gifted students in the district [Verbatim]:

Describe how the district used the results of the latest analysis of the identification process to make appropriate changes to help better identify underrepresented populations of the student body. [Verbatim]

7.2.1 Team Response

1. The name of the Coordinator of Gifted Education is _____.
2. Are the district’s identification criteria reasonable and appropriate? Explain.

7.2.2 District Response

Describe the services/differentiated instruction (include formal programs and other services such as mentors, special counseling, independent study provision, etc.) provided for identified gifted and talented students [Summarize]:

GRADE	SERVICES PROVIDED
_____	_____
_____	_____
_____	_____
_____	_____

Describe the district’s rationale of how services available to identified gifted students meet the intellectual and social needs of these students. [Verbatim]

Describe how the district evaluates whether the services offered are meeting the established goals of the gifted program. Include only changes the district has made in the last two years as a result of this program evaluation. Describe how the district provides affective instruction and counseling for the identified students. [Verbatim]

7.2.2 Team Response

1. Are the services available to the identified gifted students adequate to meet the needs of students in the district? Explain.

7.2.3 District Response

Describe how the gifted curriculum is developed and implemented. [Verbatim]

Describe how the gifted curriculum is evaluated. [Verbatim]

Describe any changes made in the gifted curriculum in the last two years. [Verbatim]

[Additional information for Standard 7.2]

7.3 Career education is an integral component of the educational program.

7.3.1 Team Response

1. How do lesson plans, curriculum guides, and/or assignments require students to solve problems and analyze, synthesize, and make judgments about information and ideas?
2. How are career education teachers involved in the development and revision of curricula?
3. What evidence suggests that academic and career education teachers cooperatively develop shared problem-solving projects or units that use applied integrated teaching strategies?

7.3.2 Team Response

1. Indicate the documented affiliations for each of the following Career and Technical Organizations (CTSO): [Select the appropriate response.]

	STATE	NATIONAL
FCCLA	YES / NO / NO PROGRAM	YES / NO / NO PROGRAM
FBLA	YES / NO / NO PROGRAM	YES / NO / NO PROGRAM
FFA	YES / NO / NO PROGRAM	YES / NO / NO PROGRAM
DECA	YES / NO / NO PROGRAM	YES / NO / NO PROGRAM
SkillsUSA	YES / NO / NO PROGRAM	YES / NO / NO PROGRAM
TSA	YES / NO / NO PROGRAM	YES / NO / NO PROGRAM

2. How does the CTSO annual program of work align with the program curriculum goals and objectives?
3. Describe the process for developing the CTSO annual program of work.

7.3.3 Team Response

1. Which of the following activities, including articulation agreements/dual credit arrangements are in place to assist students in their transition to postsecondary education and/or the workplace [check (✓) all that are present]:
 - Supervised agricultural experience

- Cooperative career education for approved career education programs
- Supervised business experience
- Career fairs
- Internships
- Industry-supported work experiences
- Advanced classes/dual credit
- Job shadowing
- Job placement services
- Articulation agreements
- Dual credit
- Embedded credit

2. How have these activities assisted students to transition to postsecondary education and/or the workplace?
3. What national/state/local certifications are offered?
4. How often are articulation agreements/dual credit arrangements reviewed?
5. How many students have benefited from articulation agreements/dual credit arrangements?
 - _____ -Statewide Articulation Agreements
 - _____ -Local Articulation Agreements
 - _____ -Dual Credit Agreements
6. What information is shared between secondary and postsecondary instructors to ensure a seamless transition for students? How is this information shared?

7.3.4 Team Response

Planning

1. Documentation and interviews indicate the following student and community assessments were used to develop career education programs, services and activities: [Check (✓) those that apply.]
 - Student interest assessments (e.g. Kuder, Choices)
 - Guidance needs assessments
 - Labor market survey
 - Chamber of commerce surveys
 - MOICC supply and demand information
 - Community needs assessment
 - Advisory committee input
 - Local Workforce Investment Board data
 - Other _____
2. How are data from surveys, assessments, and other sources used to plan career education programs, services and activities?

Program Evaluation

1. There **is/is not** a written plan to annually evaluate the effectiveness of career education programs that includes all of the following: [Check (✓) those that apply.]
 - Measurable objectives identified for each career education program
 - Established performance measure for each measurable objective
 - An acceptable level of performance determined for each measure
 - An established procedure for gathering, analyzing and reporting data relevant to each measure of performance
 - An established procedure for reporting the outcomes and corrective action for all measurable objectives

2. The following sources of information are used to evaluate the effectiveness of career education programs: [Check (✓) those that apply.]
 - Program standards
 - Results of the previous year's evaluation
 - Advisory committee input
 - Performance standards and measures
 - Enrollment trends
 - Placement trends
 - Student interest assessments
 - Student achievement/progress reports
 - Employer satisfaction surveys
 - Student follow-up information
 - Other _____

3. Plans for improvement to career education programs **are/are not** included in the District's CSIP. They **do/do not** include goals related to student achievement and **are/are not** based on the evaluation of program effectiveness.

4. What program improvements have been made in the last three years?

5. How have goals related to student achievement been formulated?

6. Who has been involved in developing the improvement plan?

7. How does the district know if a career education program is effective?

Advisory Committees

1. Documentation indicates each career education program has an advisory committee in place: [Select appropriate response for each program.]
 - YES / NO / NO PROGRAM-Agriculture Education
 - YES / NO / NO PROGRAM-Business Education
 - YES / NO / NO PROGRAM-Family and Consumer Sciences

YES / NO / NO PROGRAM-Health Sciences
 YES / NO / NO PROGRAM-Marketing and Cooperative Education
 YES / NO / NO PROGRAM-Trade and Industrial (all programs)

2. The advisory committees **do/do not** include representatives from business/industry, Career Technical Education (CTE) students, and other diversities within the community. The committees **do/do not** meet at least once a year, as documented by written minutes.
3. How are advisory committee members selected?
4. How does the advisory committee review CTE programs?
5. How are advisory committee recommendations and services utilized?
6. What specific recommendations have been made by the advisory committee for program improvement?

Student Assessment

1. What are the various assessments used to chart student progress?
2. How is student achievement recorded and reported within the district?
3. How does the district determine the essential technical skills to assess for mastery? (e.g., Perkins accountability)

[Additional information for Standard 7.3]

7.4 Preschool educational activities/programs are available to the district's children.

7.4.1 District Response

The following enrollments were reported for early education programs or activities provided by the district for the district's early education children: [Verbatim from District Response]

- ___ -Title I-funded early education program
- ___ -Missouri Preschool Project early education programs
- ___ -Child Care and Development Fund Grant early education program
- ___ -District-funded early education program
- ___ -Partnership with Head Start early education
- ___ -other _____

(specify)

Unduplicated count of children served in early education programs _____ [Verbatim from District Response]

Describe what the district has done to collect information from the community (i.e., community needs assessment, community survey) related to the need for preschool services. **[Verbatim from District Response]**

The community provides the following programs for early education children: **[Include approximate enrollments.] [Verbatim from District Response]**

____-Head Start

____-early education program in the community

____-other: _____

7.4.1 Team Response

1. The community needs assessment indicated a **need/no need** for additional early education services. As a result of the need the district has: [Check (✓) those that apply.]
 - increased early education services sponsored by the district
 - partnered with community programs to offer more early education services
 - other:_____

2. The district **does/does not** have a plan to support children's transition into the kindergarten classroom. [This plan **does/does not** include the establishment of a transition team with representation from early education programs, public schools, Parents as Teachers, parents, private schools, and other agencies in the community].

3. Multiple opportunities for all children and families to participate in activities that help them transition into the kindergarten classroom includes: [Check (✓) those that apply.]
 - prekindergarten spring orientation sessions, including early education packets and information
 - summer school for prekindergarteners
 - ongoing district-sponsored transition activities for early education children (e.g., story times/play times, early education packets, attendance at school plays, concerts, art shows, and book fairs)
 - other:_____

4. YES / NO Students' early education records are shared with the district or arrangements have been made to ensure that such information is received by the district. [Select the appropriate response]

5. The evaluation of the transition plan **is/is not** documented.

[Additional information for Standard 7.4]

7.5 The district provides opportunities for parents/guardians to learn about the intellectual and developmental needs of their children at all ages and to participate constructively in their children's education.

7.5.1 District Response

The District Response indicates the following activities or programs for providing parents with information about their children's (PreK - 12) developmental stages or improving their parenting skills include: [Check (✓) those that apply.]

(PK-E)(MS) (HS)

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -speakers/programs on children's growth/development (intellectual, language, physical, social/emotional) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -speakers/programs on children's behavior (language, discipline, safety, health, CPR, etc.) |

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -newsletters which include parenting information |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -brochures on child development issues |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -parenting workshops |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -parent support groups/program advisory groups |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -Practical Parenting Partnership program |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -other: _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -other: _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -other: _____ |

The District Response indicates that the following strategies are in place to involve parents in their child’s education [Summarize]:

Which of these strategies have been successful? Cite any evidence to support this conclusion. [Verbatim]:

7.5.1 Team Response

1. Parent education activities **are/are not** provided, as required by the Early Childhood Development Act. Services provided through the district’s Parents as Teachers parent education program for families with children birth to age three **are/are not** at or above the state average. Approximately ____ percent of the eligible families are served in the district’s Parents as Teachers program, compared to the state average of 45 percent.
2. Services provided through the district’s Parents as Teachers parent education program for high needs families with children birth to age three **are/are not** at or above the state average. Approximately ____ percent of the eligible high needs families with children prenatal to age three are served in the district’s Parents as Teachers program, compared to the state average of 48 percent.

7.5.3 District Response

Describe any formal programs (such as Practical Parenting Partnerships, Title I Parent Group, Special Education Support Groups) aimed at improving the quality of parent-school cooperation and interactions related to the education of children. [Verbatim]

[Additional information for Standard 7.5]

7.6 The school district provides or arranges with other local groups, agencies, and organizations to provide educational, career education, recreational, cultural, enrichment, and/or other services for the local community.

7.6 District Response

Describe the educational programs (include ALE/ABE and GED services) provided and who sponsors these programs. [Verbatim]

7.6.1 Team Response

1. The district **has/has not** identified a community education director/coordinator.
2. How does the school district determine its community education needs?
3. What school/business/community partnerships have been established?

7.6.2 Team Response

1. A written community needs assessment **is/is not** used in the district. Needs **were/were not** identified in the community needs assessment. Identified needs **are/are not** being addressed in the district.
2. Local Adult Education and Literacy needs **are/are not** included in the district needs assessment. Identified needs **were/were not** addressed.
3. Multiple referral methods to Adult Education and Literacy programs **are/are not** used. Explain the methods and the quality of the referral methods used.
4. Documentation indicates the following success rate for referrals to Adult Education and Literacy programs for this district:_____. The reported rate is **at/below/above** the state calculated success rate of 17 percent.

[Additional information for Standard 7.6]

7.7 The district complies with all provisions, regulations, and administrative rules applicable to each state and federal program which it has implemented.

7.7 District Response

The District Response indicates the district serves and assesses the services provided to at-risk, educationally-disadvantaged, migrant, ELL/ESOL, and homeless students in the following ways:
[Verbatim]

7.7 Team Response

1. The state and federal monitoring process and District Response for 7.7 indicates the specific required services for: [Select the appropriate response.]

ELL/ESOL students	are provided / are not provided / are not required
migrant students	are provided / are not provided / are not required
homeless students	are provided / are not provided / are not required
gifted students	are provided / are not provided / are not required

2. The District Response and interviews indicate the following services are provided to students at risk of leaving school prior to graduation or to students who may not be eligible for promotion to the next grade level: [Check (✓) those that apply.]

(E) (MS) (HS) AT-RISK/TARGETED SERVICES

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -tutoring before or after school by certificated teacher |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -peer tutoring (organized) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -cross-age tutoring (organized) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -volunteer or paraprofessional tutoring (on regular basis) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -study-skills/test-taking skills instruction |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -alternative classes/school |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -mentoring program for at-risk students (assigned mentors from staff or community) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -intervention teams |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -substance-abuse prevention instruction |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -violence-prevention instruction or anger-management instruction |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -at-risk coordinator or social worker |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -parent-involvement/support groups |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -teen parenting services |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -crisis intervention plan/strategies |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -health-related services |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -out-of-district referrals for specialized services/family interventions |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -Title I reading |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -Title I math |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -Title I communication arts |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -ELL/ESOL differentiated instruction (including appropriate language assessments) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -supplemental reading instruction (e.g., Reading Recovery, Early Literacy) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -supplemental summer instruction |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -ELL/ESOL instruction provided by full-time, certificated ESL/bilingual teacher (for districts with more than 20 ELL students) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -individual counseling services/small-group counseling services |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -other: _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -other: _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -other: _____ |

3. The district’s compliance with the requirements of No Child Left Behind (NCLB) and any other state federal programs were reviewed on _____ in conjunction with the Missouri School Improvement Program review.

Included, as a part of the review, were the following programs: [Check (✓) those that apply.]

- | | |
|--|--|
| <input type="checkbox"/> Title I, Part A | <input type="checkbox"/> Title III |
| <input type="checkbox"/> Title I, Part B Reading First | <input type="checkbox"/> Title IV |
| <input type="checkbox"/> Title I, Part B Subpart 3 Even Start | <input type="checkbox"/> Title V |
| <input type="checkbox"/> Title I, Part F Comprehensive School Reform | <input type="checkbox"/> Title X, Part C Homeless |
| <input type="checkbox"/> Title I, Part C Migrant | <input type="checkbox"/> Title V, Part B Charter Schools |
| <input type="checkbox"/> Title II, Part A | <input type="checkbox"/> Title VI SRSA |

4. All state and federal program monitoring processes indicate that the district's professional development activities and expenditures **do/do not** conform to all program requirements.
5. The district **is/is not** in compliance with all provisions, regulations, and administrative rules applicable to state approved gifted education programs.
6. The district's state and federal programs were reviewed in conjunction with the Missouri School Improvement Program review. [Check (✓) those that apply.]
 - Files and documentation found the district to be in substantial compliance
 - OR**
 - Files and documentation found the district to be in compliance in all programs with the exception of: [List program(s) and specific compliance issue(s).]

[Additional information for Standard 7.7]

7.8 A+ designated high schools provide services to students in accordance with the requirements of the program.

7.8 Team Response

1. The district **does/does not** have an A+ designated school.
2. District documentation indicate the district **does/does not** meet the requirements for A+ designation. [Select the and Check (✓) appropriate response.]
 - YES/NO -Measurable district-wide performance standards for the three (3) goals of the A+ program have been established:
 - All students are graduated from high school
 - All students complete a challenging course of study
 - All students proceed from high school to college, post-secondary career-technical education or a high wage job
 - YES/NO -Specific measurable learner objectives that students must demonstrate to successfully complete any course have been created.
 - YES/NO -Rigorous coursework with standards of competency in all academic areas is present.

-district has increased the number of upper level courses available (biology/chemistry, communications, mathematics and physics including advance placement and dual credit).

-fifty percent of the schools juniors and seniors are enrolled in advance or career technical courses.

YES/NO -An A+ Schools Partnership Plan has been developed in cooperation with a local advisory committee.

YES/NO -A recordkeeping system that meets the standards adopted by the State Board of education must be developed and implemented for all students and includes the following components for A+ participants:

-written agreement and consecutive years of attendance at an A+ designated high school

-GPA with documented mastery (must be 2.5 GPA)

-Attendance Rate (must be 95%)

-Tutoring hours (minimum of 50 hours)

-Procedure in place for reporting data to DESE of qualifying students

[If “No” is the chosen response, please provide an explanation.]

3. All A+ designated schools in the district **do/do not** meet the required designation criteria. **[If “do not” is the chosen response, please cite exceptions.]**

[Additional information for Standard 7.8]

SCHOOL SERVICES

8.1 At least biennially, the district reviews the goals and objectives of each program and service; receives reports of the effectiveness of each program and service; and, takes action to ensure that these programs efficiently achieve their goals.

8.1.1 District Response

According to the District Response, the following programs and services have been evaluated in the last two years, using the data indicated with the specified actions taking place: [Verbatim]

8.1.1 Team Response

1. What recent major changes in the district's programs and/or services have occurred as a result of the program evaluation plan? What prompted those changes? [Verbatim]

8.1.1 Planning and Program Evaluation

2. Is the district's Program Evaluation Plan effective in identifying program strengths and weaknesses? Explain. [Verbatim]

8.1.2 Team Response

1. The district **does/does not** have a survey ready for the current year's seniors.
2. Are the required student surveys adequate to provide helpful information to district administrators in evaluating district programs and services?

[Additional information for Standard 8.1]

8.2 The district has an ongoing, written Comprehensive School Improvement Plan (CSIP) which directs the overall improvement of its educational programs and services.

8.2.1 Planning and Program Evaluation

1. Documentation indicates the district **does/does not** have a board-approved CSIP that contains appropriate components. Please indicate the adequacy of each of the required components in terms of its ability to lead to improved student performance. [Verbatim].
 ADEQUATE / NEEDS IMPROVEMENT -measurable objectives related to improving student performance
 ADEQUATE / NEEDS IMPROVEMENT -strategies/objectives related to improving student performance

ADEQUATE / NEEDS IMPROVEMENT -action steps/activities to be undertaken to realize each strategy

ADEQUATE / NEEDS IMPROVEMENT -the federal funds used to implement specific action steps

- Describe in what ways student achievement is the focus of the district's CSIP. [Verbatim]

8.2.1 Team Response

- How does the CSIP drive what happens instructionally and administratively throughout the district?

8.2.1 Planning and Program Evaluation

- What is the general quality of the district's CSIP? Explain. [Verbatim]

8.2.2 Planning and Program Evaluation

- The description of the CSIP planning process indicates the district involves the following people in the school improvement planning process: [Verbatim]

- staff
- administrators
- students
- parents/guardians
- community members
- other: _____

8.2.3 Team Response

- The District Response and interviews indicate that strategies in the current CSIP **have/have not** been evaluated for effectiveness. Modifications **have/have not** been made in these strategies in order to reflect these evaluations.
- How effective does the evaluation process for the CSIP appear to be? [Verbatim from Planning and Program Evaluation]

8.2.4 District Response

The District Response cited the following improvements in student achievement (as measured by the MSIP performance indicators) and the data which substantiates these improvements: [Verbatim]

[Additional information for Standard 8.2]

8.3 The board has adopted a current set of policies and procedures, meets regularly, and has secured the required training for its members.

8.3.1 Team Response

1. According to documentation, the district **does/does not** have a policy manual which contains the policies and procedures of the district. These policies **do/do not** show the date they were adopted. There **was/was not** evidence that any policies had been revised within the last two years.

2. The following specific policies are in place: [Choose "YES" only if all required components are in place. * The state/federal monitor will complete the asterisked policies if present for the review]
 YES / NO -*policy for migrant students (with all required components)
 -screening and identification of migrant students
 -notification to regional migrant center or state director of presence of potentially eligible students
 -needs assessment of migrant students
 -placement in all programs for which migrant students are eligible
 -if needed, request for assistance from regional migrant center
 YES / NO -*policies for ESOL/ELL (with all required components)
 -student identification
 -language assessment
 -district ELL coordinator
 -name of district ELL coordinator _____
 -board approved ESOL/ELL policy (Date of approval _____)
 YES / NO -*Title I parent involvement policy
 YES / NO -*policy for homeless students (with all required components)
 -enrollment identification (process for identifying homeless students)
 -needs assessment
 -placement
 -services
 -records transfer
 -district homeless coordinator (Name of coordinator _____)
 -resolution of grievances
 -The homeless written policy was board-adopted on _____.
 YES / NO -sexual harassment policies (staff/students)
 YES / NO -antibullying policy
 YES / NO -discipline policy
 YES / NO -retention/promotion policies (including criteria related to reading achievement)
 YES / NO -patron/parent/student complaint policy
 YES / NO -student wellness policy (with required USDA components)
 YES / NO -parent involvement policy (SB 480)
 YES / NO -Title IX notice is posted in each building with required information.
 YES / NO -The district has a policy of nondiscrimination for employment, programs, and services.

[If “NO” is chosen, indicate what is missing.]

8.3.2 Team Response

1. School board interviews and board minutes verify that the board **does/does not** meet regularly, and the board **does/does not** keep complete and accurate records of its meetings.
Administrator interviews indicate board minutes are available to the staff and public in the following location(s): [Check (✓) those that apply.]
 - central office
 - building administrators’ offices
 - other: _____

8.3.3 Team Response

1. According to administrator and board member interviews, as well as the advance questionnaire data, board members **do/do not** concentrate on policy-making functions, rather than administrative functions, and all formal contact between the board and the staff **is/is not** channeled through the superintendent. [Note exceptions, if any.]

8.3.4 Team Response

1. Documentation indicates that board members elected or appointed after August 1993 **have/have not** completed 16 hours of orientation/training within the twelve months following their election/appointment.

[Additional information for Standard 8.3]

8.4 The board of education employs staff members in accordance with statutory requirements and local employment policies and procedures.

8.4.1 Team Response

1. According to the documentation provided by the district, job descriptions for each category of employee **are/are not** available, and job applications and vacancy notices **do/do not** include assurances of equal employment opportunity. In addition, the district **does/does not** have a policy of nondiscrimination for employment, programs, and services.

8.4.2 Team Response

1. The following prohibited lines of inquiry are included on the district's job application(s):

[Check (✓) those that apply.]

- race (or color)
 -sex
 -disabling condition
 -age (or date of birth)
 -marital status
 -maiden name
 -birthplace

OR [if no boxes are checked, check the following statement:]

- The district's job applications do not include any prohibited inquiry.

8.4.3 Team Response

1. The district **does/does not** meet the minimum salary requirements set by Missouri statute.
2. The district **does/does not** ensure that a criminal history background check, through the fingerprinting process, is completed for all persons employed after January 1, 2005.

[Additional information for Standard 8.4]

8.5 The community, through the board of education, provides sufficient financial resources to ensure an educational program of quality.

8.5.1 Team Response

1. Board minutes and interviews indicate that the board **does/does not** regularly review the fiscal condition of the district, and the board **does/does not** study the fiscal needs of the district.

8.5.2 Team Response

1. The district's budget document contains: [Select the appropriate response.]
- YES / NO -a budget message (which describes important features and major changes)
- YES / NO -estimated revenues for the year and comparative statements for the past two years (by year, fund and source)
- YES / NO -proposed expenditures and comparative data for the past two years (by year, fund, activity, and object)
- YES / NO -funds required to pay interest and amortization and redemption charges on debt
- YES / NO -a general budget summary (by fund)

2. Administrator and faculty interviews, as well as the advance questionnaire responses, indicate staff members **do/do not** have opportunities for input during the budget preparation process. Interviews indicate input is provided through: [Check (✓) those that apply.]
- a teachers' salary committee or CTA committee
 - the requisition process
 - budget hearings
 - a site-based budget preparation process
 - other: _____

8.5.3 Team Response

1. The district's present unadjusted operating levy (all funds but the Debt Service Fund) is \$_____, and its adjusted operating levy is \$_____. In addition, the district's Debt Service Fund levy is \$_____ [if applicable].

8.5.4 Team Response

1. A review of the district's programs and services and the advance questionnaire responses indicates the district **does/does not** provide sufficient funds to maintain adequate educational programs and services. [If "does not" is the chosen response, please cite exceptions.]

[Additional information for Standard 8.5]

8.6 The board establishes and the administrators implement systematic procedures to ensure efficient fiscal management and accountability.

8.6.1, 8.6.3-8 Team Response

1. According to documentation, systematic procedures are in place to ensure effective fiscal management as evidenced by: [Select the appropriate response.]
- YES / NO -financial/audit reports are submitted in an accurate and timely manner
 - YES / NO -professional audits are made at least every two years
 - YES / NO -accounting and management systems are maintained in conformity with all applicable regulations
 - YES / NO -the accounting system provides a record of all funds received and expended
 - YES / NO -internal procedures for purchasing are in place
 - YES / NO -inventories of supplies, materials and equipment are kept
 - YES / NO -appropriate labels are on all inventory items purchased with federal funds
 - YES / NO -Debt Service Funds are maintained in a separate bank account
 - YES / NO -fund transfers from the Incidental Fund to the Capital Projects Fund have been properly made

YES / NO -obligations and expenditures of state and federal funds are recorded separately by program

YES / NO -the chief financial officer (CFO) has had training in Missouri school finance

2. The district's most recent audit process **does/does not** indicate that the district conforms to all state and federal requirements, and this process includes a review of the district's:

[Check (✓) those that apply.]

-all financial records/procedures

-student attendance

-transportation program

[Cite all audit exceptions.]

8.6.2 Team Response

[ASBR data provided by DESE will be entered here.]

1. The district deficit spent last year for the following reasons: [If the district deficit spent last year, explain the circumstances in detail:]
2. End-of-year balances in all funds **are/are not** positive; these funds **do/do not** appear to be sufficient to ensure fiscal stability.

[Additional information for Standard 8.6]

8.7 The district employs appropriate procedures to assure the accurate and timely reporting of required data to state and federal agencies.

8.7.1–6 Team Response

1. What are the written procedures for ensuring that all data reported to the Department of Elementary and Secondary Education are reported in a timely and accurate fashion?
2. The district **has/has not** reported dropouts from school to the Missouri Literacy Hotline. Dropouts **were/were not** reported to the Missouri Literacy Hotline within 30 days. The number of dropouts reported on Core Data **is/is not** comparable with the number of dropouts reported to the Missouri Literacy Hotline.
3. What procedures are in place to ensure that suspected child abuse and neglect are reported to the Child Abuse and Neglect Hotline?

[Additional information for Standard 8.7]

8.8 Patrons, parents, staff, and students have opportunities to discuss concerns with the district, file complaints, and serve on committees, including those required by state or federal regulations, to study specific issues and problems.

8.8.1-2 District Response

The district has the following required committees which are actively functioning: [Verbatim]

COMMITTEE	PROGRAM PRESENT[4]	COMMITTEE PRESENT[4]	COMMUNITY REPRESENTED[4]
Parents As Teachers Committee*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Education Advisory Committee(s)*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drug-Education Advisory Committee (Title IV)*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guidance Advisory Committee*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development Committee*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Districtwide Planning/CSIP/Strategic Planning Committee(s)*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent/Community Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities and Safety Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bond/Tax Levy Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum Committee(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology Committee(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.8.3 Team Response

- Interviews indicate the board provides opportunity for patrons, parents, and students to present ideas and concerns to the board through: [Summarize]

[Additional information for Standard 8.8]

8.9 The board of education and the staff systematically and frequently provide information to the public about the condition of school programs.

8.9.2 Team Response

- How does the district provide current information about the district’s programs, services, and student performance through a variety of media?
- The district **does/does not** make information about its educational programs and services available to language minority families in the district.

[Additional information for Standard 8.9]

8.10 Facilities are healthful, adequate in size, clean, well-maintained, and appropriate to house the educational programs in the district.

8.10.1 and 8.10.2 Team Response

[*1-3] [Summarize information from Team Members' facility checklists, facility committee observations, and interviews on the following chart:]

Name of Building	Elementary School (s)			Middle School(s)		High School(s)	Central Office	Other
	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO /NA	YES/NO /NA
Adequate Lighting	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO /NA	YES/NO /NA
Adequate Ventilation	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO /NA	YES/NO /NA
Clean	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO /NA	YES/NO /NA
Good Repair	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO /NA	YES/NO /NA
Accessible Entrance (1)	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO /NA	YES/NO /NA
Accessible Restroom (1)	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO /NA	YES/NO /NA
Facilities Adequate and Appropriate for Specific Programs and Age of Students	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO /NA	YES/NO /NA
Adequate Classroom Space	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO /NA	YES/NO /NA
Adequate Guidance Office	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO /NA	YES/NO /NA
Adequate Health Care Area	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO /NA	YES/NO /NA
Adequate LMC	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO /NA	YES/NO /NA
Adequate Infrastructure for Technology (Wiring, Internet Access, Servers)	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO /NA	YES/NO /NA

Exceptions: [Describe any area marked "NO" in the chart above. Include specific locations and numbers of any exceptions.]

[Add team members' observations here.]

[Additional information for Standard 8.10]

8.11 The district's facilities are safe.

8.11.1 – 3 Team Response

1. Observations by team members or documentation indicate that: [Select the appropriate response.]
- | E(s) | MS/JH(s) | HS(s) | SAFETY PROCEDURES |
|----------|----------|----------|---|
| YES / NO | YES / NO | YES / NO | -lighted exit signs are in place at all outside exits |
| YES / NO | YES / NO | YES / NO | -adequate safety equipment and safeguards are in place |
| YES / NO | YES / NO | YES / NO | -emergency procedures have been developed (including procedures for emergency first aid and CPR) |
| YES / NO | YES / NO | YES / NO | -training on the use of safety/emergency devices has been conducted |
| YES / NO | YES / NO | YES / NO | -emergency exiting procedures are properly posted in each instructional area |
| YES / NO | YES / NO | YES / NO | -an accident-reporting system exists within the district |
| YES / NO | YES / NO | YES / NO | -security and crisis management plans for each building |
| YES / NO | YES / NO | YES / NO | -written procedures for safe handling and disposal of elemental mercury and products containing mercury |

[Cite Exceptions and include building name.]

2. The Center for Safe Schools and/or the district's insurance carrier **has/has not** conducted a thorough safety inspection within the last two years. [If "has" is selected, complete question 2a. If "has not" is selected, complete question 2b.]
- 2a. Deficiencies **were/were not** noted during this inspection. The district **has/has not** corrected deficiencies noted during the inspection.
- 2b. Observations by team members indicate that: [Select the appropriate response.]
- | MS/JH(s) | HS(s) | science laboratories have: |
|---------------|----------|---|
| YES / NO / NA | YES / NO | -adequate storage of chemicals |
| YES / NO / NA | YES / NO | -eyewash stations (no eyewash bottles) |
| YES / NO / NA | YES / NO | -chemical/fire blankets in labs using heat source |
| YES / NO / NA | YES / NO | -hooded ventilation |
| YES / NO / NA | YES / NO | -properly sanitized safety glasses/goggles |

MS/JH(s)	HS(s)
YES / NO / NA	YES / NO / NA
YES / NO / NA	YES / NO / NA
YES / NO / NA	YES / NO / NA
YES / NO / NA	YES / NO / NA
YES / NO / NA	YES / NO / NA

industrial technology shop(s) have:
 -marked safety zones
 -properly sanitized safety goggles
 -machine guards in place
 -safety rules posted
 -appropriate ventilation

MS/JH(s)	HS(s)
YES / NO / NA	YES / NO / NA
YES / NO / NA	YES / NO / NA
YES / NO / NA	YES / NO / NA
YES / NO / NA	YES / NO / NA
YES / NO / NA	YES / NO / NA

agricultural shop(s) have:
 -marked safety zones
 -properly sanitized safety goggles
 -machine guards in place
 -safety rules posted
 -appropriate ventilation

[Cite Exceptions and include building name.]

8.11.3 District Response

Describe how the district identifies potential safety concerns or physical hazards in its facilities.
 [Verbatim from District Response]

8.11.3 Team Response

- The District Response indicates the district’s log(s) of drills indicate that the following emergency drills are conducted. [Select the appropriate response, and provide numbers requested.]

YES / NO	-fire	Number per year:_____
YES / NO	-tornado	Number per year:_____
YES / NO	-earthquake	Number per year:_____

- The District Response indicates the following additional drills are conducted within the district: [Check (✓) those that apply.]

<input type="checkbox"/>	-intruder alert(s)	Number per year:_____
<input type="checkbox"/>	-bomb threat(s)	Number per year:_____
<input type="checkbox"/>	-environmental hazard(s)	Number per year:_____
<input type="checkbox"/>	-other threatening situations:_____	Number per year:_____

- The District Response indicates the district **does/does not** have a safety coordinator.
- The district **does/does not** have procedures for periodically inspecting its facilities and grounds.

Inspections are conducted by the following outside agencies/departments:

[Check (✓) those that apply.]

- local fire department: [date]_____
- insurance company: [date]_____
- boiler/furnace inspections: [date]_____
- LP gas inspections: [date]_____
- county health department: [date]_____
- fire extinguishers inspection: [date]_____
- district staff: [date]_____
- other: _____

5. The district **does/does not** have a record or log of all safety drills conducted each year.
6. The district **has/has not** used outside resources to help in emergency planning.
7. Safety hazards **have/have not** been identified either through the documentation of inspections listed above or the team's observations. [Describe any uncorrected safety hazard, building location, and the specifics of each condition:]
8. The following violence-prevention programs, staff training, and resources have been implemented or are available in the district:

[Additional information for Standard 8.11]

8.12 The district has developed and implemented a program for school health services which includes goals and objectives, service activities, and an evaluation design.

8.12.1 Team Response

1. The district **does/does not** have a written comprehensive health services plan which includes: [Select the appropriate response.]
 - YES / NO -goals and measurable objectives aligned with the CSIP and student performance data
 - YES / NO -program evaluation criteria and procedure
 - YES / NO -board-approved policies on: [Select "YES" if all the following items are checked:]
 - administration of medication
 - contagious and infectious diseases
 - immunizations for school children
 - confidentiality of health records
 - child-abuse reporting

- YES / NO -procedures for first aid and emergency care, including:
- accident-reporting procedures
 - records of students served
 - locked storage for medicines
 - training of staff on first aid, CPR, and blood-borne pathogens/bodily fluids
- YES / NO -procedures for maintaining up-to-date cumulative health records, including:
- immunization records
 - emergency contact information
 - locked storage of health records
- YES / NO -procedures for providing:
- comprehensive health screenings
 - referrals of identified health problems
 - health information to parents/guardians
- YES / NO -procedures for monitoring and strategies for addressing chronic health problems

8.12.2 Team Response

1. The health services plan and program **are/are not** reviewed by a registered nurse and/or a consulting physician annually.

[Additional information for Standard 8.12]

8.13 A school foods program is available which makes at least one nutritionally balanced meal available to all students each day in accordance with Federal and State Child Nutrition Program regulations and guidelines.

8.13 Team Response

1. Documentation indicates that the district's food services program **is/is not** operated in accordance with all applicable regulations and guidelines.

[Additional comments regarding nutrition services:]

[Additional information for Standard 8.13]

8.14 Safe and efficient transportation to and from school is provided in compliance with Missouri statutes, regulations, and local board policy.

8.14.1 Team Response

1. According to a review of documentation and team observations, the district **does/does not** comply with all regulations, laws, and good practices related to school bus operations. **[Select the appropriate response.]**
 - YES / NO -Liability and property damage insurance is purchased for school buses (or is part of the contracted services provided by others) (537.610, RSMo).
 - YES / NO -Emergency evacuation drills are conducted (one (1) per semester, K-6) and the board has prescribed drill requirements for all students.
 - YES / NO -Daily pre-trip inspections are conducted.
 - YES / NO -Evidence exists that the district has procedures in effect to meet provisions of the Commercial Drivers License Program and Controlled Substance and Alcohol Use Act (49 CFR Part 382, et al.).
 - YES / NO -Evidence exists that the district has a written procedure for reporting positive bus driver drug test results to the Missouri Department of Revenue (302.275, RSMo).
 - YES / NO -Drivers meet state qualifications (CDL with school bus and passenger endorsements).
 - YES / NO -A written bus discipline policy has been established and implemented.
 - YES / NO -All transportation contracts are in writing, dated, and properly signed. The district ensures that all contracts adhere to all applicable regulations.
 - YES / NO -Student loading and unloading zones are periodically reviewed for safety concerns.
 - YES / NO -Drivers annually receive eight hours of safety instruction on school bus operation and student management.
 - YES / NO -In addition to the annual Highway Patrol inspections, the district has its buses inspected by a Missouri certified vehicle inspector within 60 days of the beginning of the school year.
 - YES / NO -The school district ensures that a criminal history background check, through the finger-printing process, is completed for all new school bus drivers.

[Additional information for Standard 8.14]