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| Process Standards | | |
| Instructional Design and Practices | | |
| <p>(6.1) The district implements written curriculum for all of its instructional programs.</p> <ol style="list-style-type: none"> Each written curriculum guide must include the following components: <ul style="list-style-type: none"> -a rationale which relates the general goals of each subject area and course to the district’s mission and philosophy -a general description of the content of each subject area at the elementary level and each secondary level course -general goals for graduates in each subject area -specific, measurable learner objectives for each course at each grade level -alignment of the measurable learner objectives for each course to the knowledge, skills and competencies that students need to meet the district’s goals and the Show-Me Standards -instructional activities and specific assessments (including performance-based assessments) for the learner objectives -evidence that individual learner objectives have been articulated by grade level/course sequence -date of board review and approval for each curriculum guide. Teachers receive training on the curriculum review and revision process, curriculum alignment, and classroom assessment strategies. The written curriculum incorporates content and processes related to equity, technology, research and workplace-readiness skills. Systematic procedures are used to review and revise the written curriculum. | <p>(6.1.6) The board of education adopts and district staff implement, review and revise a rigorous, guaranteed and viable written curriculum for all of its instructional programs.</p> <ol style="list-style-type: none"> Essential content and skills that all students should know and be able to do have been identified. Teachers receive training on the curriculum review and revision process, curriculum alignment, and classroom assessment strategies. Adequate instructional time is available to implement the written curriculum. The written curriculum incorporates content and processes related to equity, technology, research and workplace-readiness skills. The written, taught, and assessed curricula are the same. Systematic procedures are used to review and revise the written curriculum. The curriculum is rigorous. The district’s curricula are aligned to Show-Me Standards and related state assessment documents. Each written curriculum guide must include contains the following components: <ol style="list-style-type: none"> The district’s mission, philosophy and goals; A rationale which relates the general goals of each subject area and course to the district’s mission and philosophy; a general description of the content of each subject area at the elementary level and each secondary level course; | |

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| | <p>d. general goals for graduates in each subject area; e. Major goals or units of study for each course or subject area; f. Specific, measurable learner objectives for each course at each grade level to support each unit of study; g. -Alignment of the measurable learning objectives for each course to the knowledge, skills and competencies that students need to meet the district's goals and the Show-Me Standards and other state assessment documents; h. Assessments that inform instruction and reflect the intent and rigor of objectives; i. Instructional activities and specific assessments (including performance-based assessments) for the learner objectives related to student progress toward major goals and objectives; j. Evidence-based teaching strategies to support major goals and objectives; k. Evidence that individual learner objectives have been articulated by grade level/course sequence K-12; l. Date of board review and approval for each curriculum guide.</p> <p>7. Written procedures are in place to ensure that the written curriculum is implemented and is a part of the district's evaluation plan.</p> <p>8. The district's written curriculum development and revision processes include K-12 vertical teams of instructional staff and administrators (including teachers of all student populations) who meet regularly to ensure articulation.</p> | |
| <p>(6.2) The district administers state-required tests and other tests and uses disaggregated and longitudinal assessment data to adjust its curriculum and instruction.</p> <ol style="list-style-type: none"> The district uses a variety of assessment data (longitudinal, demographic, disaggregated, diagnostic, surveys) to support districtwide decisions about curriculum and instruction. Teachers use current assessment information to plan instruction and have received specific training on this process. | <p>(6.27.) The district administers state-required tests and other tests assessments and uses disaggregated and longitudinal assessment data to adjust its inform and adjust curriculum and instructional practices.</p> <ol style="list-style-type: none"> The district uses a variety of assessment data (e.g. longitudinal, demographic, disaggregated, diagnostic, surveys and perceptual) to support and inform districtwide decisions, about curriculum and instruction. Teachers use current assessment information to plan instruction and have received specific training on this | |

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| <p>3. The board annually reviews performance data disaggregated based on race/ethnicity, gender, socio-economic status, identified disability, migrant and/or LEP students in order to effectively monitor student academic achievement and dropout/persistence –to-graduation rates. (Other areas in which the district might consider disaggregated data helpful are placement rates in special programs, attendance rates, retention rates, and suspension/expulsion rates.)</p> <p>If a district or a school within the district has an enrollment of five (5) or more students in any of the above student populations at a grade level, then data for this group must be disaggregated for board review.</p> <p>4. If there is a significant difference in the disaggregated achievement and/or dropout rates among various student subpopulations, the district uses this information to adjust instruction for these populations and has criteria for evaluating the effectiveness of these adjustments.</p> <p>5. The district has a written assessment plan which includes:</p> <ul style="list-style-type: none"> -what tests are used and the purpose for each test -guidelines for including students with disabilities in district testing programs -specific strategies for assessing the Show-Me Standards which are not assessed through the Missouri Assessment Program (MAP) -a description of how assessment results will be used and disseminated -provisions for staff development activities directly related to the assessment program -provisions for teaching test-taking skills to students -a test security policy. <p>6. The district has implemented strategies to motivate students to take required tests seriously and to recognize those who perform well on the Missouri Assessment Program examinations.</p> | <p>process.The board of education annually reviews performance data disaggregated for any subgroup of five or more students at a grade level based on race/ethnicity, gender, socio-economic status, identified disability, migrant and/or LEP students in order to effectively monitor student academic achievement and dropout/persistence –to-graduation rates. (Other areas in which the district might consider disaggregated data helpful are placement rates in special programs, attendance rates, retention rates, and suspension/expulsion rates.)</p> <p>If a district or a school within the district has an enrollment of five (5) or more students in any of the above student populations at a grade level, then data for this group must be disaggregated for board review.</p> <p>3. If there is a significant difference in The district uses disaggregated achievement and/or dropout rates among various student subpopulations, the district uses this information data to adjust instruction for these populations subgroups and has criteria for evaluating the effectiveness of these adjustments.</p> <p>4. The district has a written assessment plan which includes:</p> <ul style="list-style-type: none"> a. what Tests that are used and the purpose for each test; b. Guidelines for including students with disabilities in district testing programs; c. Specific strategies for assessing the Show-Me Standards which are not assessed through the Missouri Assessment Program; (MAP) d. A description of how assessment results will be used and disseminated; e. Provisions for staff development activities directly related to the assessment program; -provisions for teaching test-taking skills to students f. A test security policy. <p>6. The district has implemented strategies to motivate students to take required tests seriously and to recognize those who perform well on the Missouri Assessment Program examinations.</p> | |
| <p>(6.3) The district has implemented effective</p> | <p>(6.3) The district has implemented effective instructional</p> | |

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| <p>instructional programs designed to meet the assessed needs of its students, as well as the practices and procedures needed to support these programs.</p> <ol style="list-style-type: none"> 1. Classroom strategies that accommodate students' individual learning needs are implemented. 2. A balanced, researched-based reading program is in place for grades K-3. 3. The district consistently provides access to extended learning time and alternative instructional delivery systems for all students. 4. The district identifies and provides targeted instruction or other needed services/interventions for educationally-disadvantaged, ESOL, migrant, and homeless students, as well as students who may, for other reasons, be at risk of leaving school without completing high schools. | <p>programs designed to meet the assessed needs of its students, as well as the practices and procedures needed to support these programs.</p> <ol style="list-style-type: none"> 1. Classroom strategies that accommodate students' individual learning needs are implemented. 2. A balanced, researched-based reading program is in place for grades K-3. 3. The district consistently provides access to extended learning time and alternative instructional delivery systems for all students. <p>The district identifies and provides targeted instruction or other needed services/interventions for educationally-disadvantaged, ESOL, migrant, and homeless students, as well as students who may, for other reasons, be at risk of leaving school without completing high schools.</p> | |
| | <p>(8.) Instructional staff use effective assessment practices to monitor student learning and adjust instruction.</p> <ol style="list-style-type: none"> 1. Instructional staff use both formative and common summative assessments to monitor student learning and adjust instruction. 2. Instructional staff routinely discuss common assessment results and other student work in order to make adjustments to curriculum and instruction. 3. Classroom assessments include the use of higher order thinking and problem-solving skills, as well as complex reasoning skills. 4. Feedback provided to students and parents from assessments is timely, descriptive and constructive. | |
| <p>(6.4) Instructional resources and equipment that support and extend the curriculum are readily available to teachers and students.</p> <ol style="list-style-type: none"> 1. Up-to-date resources and equipment are readily available. 2. Instructional support resources support curriculum objectives. 3. Training in the use of instructional equipment and technology are provided 4. Technology is an integral part of the instructional program. | <p>(6.4) Instructional resources and equipment that support and extend the curriculum are readily available to teachers and students.</p> <ol style="list-style-type: none"> 1. Up-to-date resources and equipment are readily available. 2. Instructional support resources support curriculum objectives. 3. Training in the use of instructional equipment and technology are provided <p>Technology is an integral part of the instructional program.</p> | |

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| | <p>(9.) Instructional staff routinely provide effective instruction designed to meet the needs of all learners.</p> <ol style="list-style-type: none"> 1. Instructional staff use evidence-based instructional practices to meet the learning needs of all students. 2. Instruction is routinely differentiated to address the needs of all students. 3. Instructional staff routinely use student data to provide interventions to address a continuum of student needs. 4. Comprehensive K-12 literacy instruction is implemented. 5. Technology is used to support instruction and to monitor and assess student learning. 6. All instructional staff are an integral part of the instructional practices in every building. 7. All instructional staff demonstrate effective use of instructional time available. 8. Instructional staff design and use appropriate, meaningful and rigorous learning tasks for all students. 9. Supervision of instruction is a demonstrated priority for building leaders. | |
| <p>(6.5) The district has created a positive climate for learning and established a focus on academic achievement.</p> <ol style="list-style-type: none"> 1. A positive learning climate is promoted in every building. 2. Teachers and administrators are accountable for promoting student success and reducing student failure. 3. Specific requirements have been set for grade-to-grade promotion, and programs are in place to address the achievement problems of students at risk of grade-level retention. | <p>(6.5 12.) The district has created a ensures a positive climate for learning and through an established a focus on academic achievement and behavioral success with high expectations for all students.</p> <ol style="list-style-type: none"> 1. A positive learning climate is promoted evident in every building. 2. Teachers and administrators are accountable for promoting student success and reducing student failure. 2. The district has systems in place to ensure a positive climate for learning in every building. 3. All staff model expected standards of behavior. 4. Instructional staff and administrators are accountable for promoting student success and reducing student failure. 5. Students are actively engaged in learning and take responsibility for their own learning. 6. Share vision and responsibility for excellence is evident among all stakeholders. | |

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| | <p>7. A well-balanced, comprehensive co-curricular and extracurricular activities program is in place and aligned to the vision and mission of the district.</p> <p>Specific requirements have been set for grade-to-grade promotion, and programs are in place to address the achievement problems of students at risk of grade-level retention.</p> | |
| <p>(6.6) The schools are orderly; students and staff indicate that they feel safe at school.</p> <ol style="list-style-type: none"> 1. A written code of conduct which specifies acceptable student behavior, consequences, and discipline procedures and which includes appropriate measures to ensure the safety of students to and from school, during school, and during school-sponsored activities is distributed to teachers, parents and students. 2. Students and staff indicate that they feel safe at school. 3. Standards of conduct are enforced consistently, and violence-prevention training has been implemented. 4. Data is gathered on student violence and substance abuse, and is used to modify programs and strategies to ensure safe and orderly schools. | <p>(6.6) 13. The schools are orderly; students and staff indicate that they feel safe at school. The district provides a safe and orderly environment for all students and staff.</p> <ol style="list-style-type: none"> 1. Students and staff indicate that they feel safe at school. 2. A written code of conduct which specifies acceptable student behavior, consequences, and discipline procedures and which includes appropriate measures to ensure the safety of students to and from school, during school, and during school-sponsored activities is distributed to teachers, parents, and students. 3. Standards of conduct are enforced consistently and equitably enforced by all staff, and violence-prevention training has been implemented. 4. Required violence-prevention instruction has been provided for all students. 5. Data is gathered on student violence and substance abuse, and is used to modify programs and strategies to ensure safe and orderly schools. 6. Written procedures are in place to proactively identify and prevent potential disruptions to a safe and orderly school climate. | |
| <p>(6.7) Professional development is an integral part of the educational program and all school improvement initiatives.</p> <ol style="list-style-type: none"> 1. The district has a written plan for professional development that includes the following components: <ul style="list-style-type: none"> -PDC policies and procedures (including PDC membership criteria, reimbursement procedures, request procedures, etc.) -professional development program objectives aligned with the Comprehensive School | <p>(6.7) 10. Professional development is an integral part of the educational program and all school improvement initiatives. drives and supports instructional practices in the district to improve student learning.</p> <ol style="list-style-type: none"> 2. The district has a written plan for professional development that includes the following components: <ul style="list-style-type: none"> -PDC policies and procedures (including PDC membership criteria, reimbursement procedures, request procedures, etc.) -professional development program objectives | |

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| <p>Improvement Plan (CSIP) -evaluation criteria for the overall professional development program -descriptions of the planned professional development activities that are directly related to areas of needed school improvement and aligned with the district’s CSIP - specific mentoring provisions (including a scope and sequence for the program, allocated resources, a description of all participants’ responsibilities, and evaluation process and procedures -provisions for complying with specific professional development program requirements, and all rules, regulations, and legislation related to professional development funding.</p> <p>2. The district provides intensive, on-going professional development activities that address curriculum and the instructional practices related to student achievement issues identified in the Comprehensive School Improvement Plan (CSIP).</p> <p>3. For all staff members, professional development is an integral part of their job responsibilities and expectations.</p> <p>4. The district has identified a set of instructional strategies designed to meet the assessed needs of students, and has made a long-term commitment to focus its professional development activities on implementing and reinforcing these strategies.</p> <p>5. The district collects and utilizes information regarding the effectiveness of its professional development program in improving instruction and student achievement.</p> <p>6. The district provides substantial time and resources for the professional development of all staff members.</p> | <p>aligned with the Comprehensive School Improvement Plan (CSIP) -evaluation criteria for the overall professional development program -descriptions of the planned professional development activities that are directly related to areas of needed school improvement and aligned with the district’s CSIP - specific mentoring provisions (including a scope and sequence for the program, allocated resources, a description of all participants’ responsibilities, and evaluation process and procedures -provisions for complying with specific professional development program requirements, and all rules, regulations, and legislation related to professional development funding.</p> <p>2. The district provides intensive, on-going professional development activities that address curriculum and the instructional practices related to student achievement issues identified in the Comprehensive School Improvement Plan (CSIP).</p> <p>3. For all staff members, professional development is an integral part of their job responsibilities and expectations.</p> <p>4. The district has identified a set of instructional strategies designed to meet the assessed needs of students, and has made a long-term commitment to focus its professional development activities on implementing and reinforcing these strategies.</p> <p>5. The district collects and utilizes information regarding the effectiveness of its professional development program in improving instruction and student achievement.</p> <p>1. All staff participate in regularly scheduled professional development as part of ongoing school-based collaborative teams which are focused on student learning/performance as identified in the Comprehensive School Improvement Plan (CSIP).</p> <p>2. Professional development promotes the practice of evidence-based skills that improve student</p> | |

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| | <p>achievement.</p> <p>3. The implementation of new skills is supported through ongoing coaching, mentoring and collaboration.</p> <p>4. New skills are monitored for fidelity of implementation through observation and supervision of classroom practices.</p> <p>5. Professional development is evaluated based on its impact on teacher and administrator practices and student achievement.</p> <p>6. Professional development includes ongoing collaborative lesson design, examination of student work, curriculum development, student assessment results, case studies and action research.</p> <p>7. The district has a written procedural plan for professional development that includes the following components:</p> <ul style="list-style-type: none"> a. Professional Development Committee (PDC) policies and procedures (including PDC membership criteria, reimbursement procedures, request procedures, etc.); b. Professional development program objectives aligned with the CSIP; c. Evaluation criteria for the overall professional development program; d. Descriptions of the planned professional development activities that are directly related to areas of needed student improvement, a rationale for that focus, and evidence that they are aligned with the district's CSIP. e. Specific mentoring provisions (including a scope and sequence for the program, allocated resources, a description of all participant's responsibilities, and evaluation processes and procedures); f. Provisions for complying with specific professional development program requirements, all rules and regulations, and legislation related to | |

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| | <p>professional development funding.</p> <p>8. The district provides substantial time and resources for the professional development of all staff members.</p> | |
| <p>(6.8) Library media center (LMC) resources and services are an integral part of the instructional program.</p> <ol style="list-style-type: none"> The library media staff collaborates with the instructional staff to integrate library media resources into the curriculum. <ul style="list-style-type: none"> -Resources are selected by the library media specialist with input from students and faculty. -The library media specialist and teachers jointly plan and deliver instruction to integrate information literacy skills into the curriculum, as outlined either in a library skills guide or in other appropriate curriculum guides. -The library media specialist assists all student populations and staff with individual and class projects. -Each LMC is readily available and accessible to all students and staff throughout the school day, before and after school, and throughout the school year. A flexible LMC schedule is in effect at all levels. -Each LMC uses educational/informational technology to provide users access to internal and external resources (e.g., community resources, the Internet, on-line data bases, computer networks). The LMC policy and procedures handbook is cooperatively developed and includes: <ul style="list-style-type: none"> -program objectives aligned with the district's CSIP and student performance data -evaluative criteria for the LMC program -board-adopted policies for confidentiality, copyrights, selection, reconsideration an acceptable use policy for accessing the Internet, and an intellectual access policy for all LMC resources which have been reviewed within the last five years. | <p>(6.814.) Library mMedia eCenters (LMC) resources and services are an integral are an essential and fully integrated part of the instructional program.</p> <ol style="list-style-type: none"> The library media staff collaborates with the other instructional staff to integrate library media LMC resources and services into the curriculum instructional program. <ul style="list-style-type: none"> -Resources are selected by the library media specialist with input from students and faculty. -The library media specialist and teachers jointly plan and deliver instruction to integrate information literacy skills into the curriculum, as outlined either in a library skills guide or in other appropriate curriculum guides. -The library media specialist assists all student populations and staff with individual and class projects. -Each LMC is readily available and accessible to all students and staff throughout the school day, before and after school, and throughout the school year. A flexible LMC schedule is in effect at all levels. -Each LMC uses educational/informational technology to provide users access to internal and external resources (e.g., community resources, the Internet, on-line data bases, computer networks). The LMC policy and procedures handbook is cooperatively developed and includes: <ul style="list-style-type: none"> -program objectives aligned with the district's CSIP and student performance data -evaluative criteria for the LMC program -board-adopted policies for confidentiality, copyrights, selection, reconsideration an acceptable use policy for accessing the Internet, and an intellectual access policy for all LMC resources which have been reviewed within the last five years. | |

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| <p>3. Each LMC annually reviews its resource collection using the following guidelines:</p> <ul style="list-style-type: none"> -all materials are cataloged, classified, and processed - an electronic catalog and circulation system is in place - collection-analysis evaluation techniques, including culturally-diverse/equity criteria and criteria directly related to identified instructional needs, are used to identify specific strengths and weaknesses of the resource collection and to guide new purchases -the criteria outlined in the state’s library media standards publication are used to evaluate the collection and complete the Core Data reports on LMC resources. <p>4. The district addresses needs related to the LMC facilities, the resource collection, staffing, and research and information-skills instruction in its CSIP.</p> | <p>2. A K-12 information literacy curriculum is implemented across all content areas.</p> <p>3. Students have access to a full range of information and reading resources and services in the LMC.</p> <p>4. The LMC provides physical access to information and resources for learning.</p> <p>5. EachThe LMC program is annually reviews its resource collection using the evaluated according to the following guidelines:</p> <ul style="list-style-type: none"> all materials are cataloged, classified, and processed -an electronic catalog and circulation system is in place -collection-analysis evaluation techniques, including culturally-diverse/equity criteria and criteria directly related to identified instructional needs, are used to identify specific strengths and weaknesses of the resource collection and to guide new purchases -the criteria outlined in the state’s library media standards publication are used to evaluate the collection and complete the Core Data reports on LMC resources. a. A formal goal-setting and budgeting discussion is completed; b.The LMC program is evaluated each year using the accomplishment of the goals as a criterion; c. The district CSIP and building level improvement plans reflect the mission and role of the LMC program to improve student performance; d. The mission, goals, functions and impact of the LMC program are clearly communicated to all stakeholders; e. Collection-analysis techniques targeting instructional needs, cultural diversity, and equity are reviewed for strengths and weaknesses of the LMC collection and to guide new purchases. f. The criteria outlined in the state’s library media standards publications are used to evaluate the | |

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| | collection and complete the core data reports on LMC resources. | |
| <p>(6.9) Guidance is an integral part of the instruction program.</p> <ol style="list-style-type: none"> 1. A districtwide guidance program has been developed and implemented in every building and contains: <ul style="list-style-type: none"> -program objectives aligned with the CSIP and student performance data -identified instructional competencies/learner objectives -a Comprehensive Evaluation Plan 2. The K-12 guidance curriculum is in place and is systematically reviewed and revised. Modifications to the guidance curriculum are based upon student and school data and on needs assessment data, collected at least every three years. Instructional activities and resources are provided which allow for implementation of a K-12 guidance curriculum. 3. An individual planning system is in place (which includes the necessary forms and procedures) assists all students as they develop educational and career plans. This planning is initiated no later than grade eight (8) and includes: <ul style="list-style-type: none"> -assessment activities -advisement activities -identification of long- and short-range educational/career goals including a 4-6 year plan that is reviewed and revised annually. -collaboration with parents/guardians. 4. Students have access to responsive services that assist them in addressing issues and concerns that may affect their personal, academic, social and career development. 5. System support and management activities ensure full implementation and continued improvement of the district’s comprehensive guidance program. | <p>(6.9)15. Guidance is an essential and fully integrated part of the instructional program.</p> <ol style="list-style-type: none"> 1. A districtwide guidance program has been developed and is fully implemented in every building and contains: <ul style="list-style-type: none"> -program objectives aligned with the CSIP and student performance data -identified instructional competencies/learner objectives -a Comprehensive Evaluation Plan 2. The K-12 guidance curriculum is in place and integrated into the regular curriculum where appropriate. It is systematically reviewed and revised. Modifications to the guidance curriculum are based upon student and school data and on needs assessment data, collected at least every three years. Instructional activities and resources are provided which allow for implementation of a K-12 guidance curriculum. 3. An individual planning system assists all students in developing personal plans of study leading to successful transition to post-secondary education and/or employment. is in place (which includes the necessary forms and procedures) assists all students as they develop educational and career plans. This planning is initiated no later than grade eight (8) and includes: <ul style="list-style-type: none"> -assessment activities -advisement activities -identification of long- and short-range educational/career goals including a 4-6 year plan that is reviewed and revised annually. -collaboration with parents/guardians. 4. All students have access to responsive services that assist them in addressing issues and concerns that may affect their personal, academic, career, personal/social, and career mental health development. | |

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| | <p>5. System support and management activities ensure full implementation and continued improvement of the district’s comprehensive guidance program.</p> | |
| | <p>(16.) The district identifies and provides effective learning and behavioral supports for students for students who may be at risk of school failure.</p> <ol style="list-style-type: none"> 1. A written process is in place for the early identification and implementation of learning and behavioral supports for students at risk of school failure. 2. Learning and behavioral supports are identified and coordinated at the classroom, building, district and community level. 3. The district uses a variety of student and program data to monitor, evaluate, and inform decision-making to identify and implement successful learning and behavioral supports. 4. The district collaborates with community partners to develop systems of support for all students. 5. The district, through collaboration with community partners, provides learning and behavioral supports to address the academic, physical, and mental health barriers impacting student success. | |
| <p>(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.</p> <ol style="list-style-type: none"> 1. The district has policies and procedures in place to ensure provision of effective special education services to children (ages 3-21) and their parents in accordance with state and federal regulations. 2. All students with disabilities have access to the general curriculum, participate in regular education settings with nondisabled peers, and demonstrate progress in the general curriculum. 3. The district ensures that all students with disabilities receive appropriate supports, services, and modifications (including related services, | <p>(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.</p> <ol style="list-style-type: none"> 1. The district has policies and procedures in place to ensure provision of effective special education services to children (ages 3-21) and their parents in accordance with state and federal regulations. 2. All students with disabilities have access to the general curriculum, participate in regular education settings with nondisabled peers, and demonstrate progress in the general curriculum. 3. The district ensures that all students with disabilities receive appropriate supports, services, and modifications (including related services, assistive | |

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| <p>assistive technology, and positive behavioral interventions) to address their individual needs.</p> <p>4. The district implements programs which result in improved opportunities for post-secondary education and employment for students with disabilities.</p> | <p>technology, and positive behavioral interventions) to address their individual needs.</p> <p>4. The district implements programs which result in improved opportunities for post-secondary education and employment for students with disabilities.</p> | |
| <p>(7.2) The district identifies gifted/talented students at all grade levels and provides them with differentiated instruction suitable for their levels of intellectual and social maturity.</p> <ol style="list-style-type: none"> 1. Written procedures are in place to systematically identify and serve gifted/talented students in all grades. 2. Gifted education services are designed to provide identified students with instructional objectives and strategies that are appropriate to their identified needs and are provided on a continuing basis as these students progress through the grades. 3. A written curriculum for the state-assisted gifted education program has been designed and implemented. This curriculum is aligned to the Show-Me Standards, is intellectually and affectively engaging, and is taught in a meaningful context. | <p>(7.2) The district identifies gifted/talented students at all grade levels and provides them with differentiated instruction suitable for their levels of intellectual and social maturity.</p> <ol style="list-style-type: none"> 1. Written procedures are in place to systematically identify and serve gifted/talented students in all grades. 2. Gifted education services are designed to provide identified students with instructional objectives and strategies that are appropriate to their identified needs and are provided on a continuing basis as these students progress through the grades. 3. A written curriculum for the state-assisted gifted education program has been designed and implemented. This curriculum is aligned to the Show-Me Standards, is intellectually and affectively engaging, and is taught in a meaningful context. | |
| <p>(7.3) Career education is an integral component of the educational program.</p> <ol style="list-style-type: none"> 1. Competency-based curriculum has been implemented to meet the diversified needs of all students and prepare them for entry into the workplace and/or continued education. 2. Career and technical student organizations for each approved career education program are in place as intracurricular instructional methods. 3. Career education programs provide students with assistance in the transition to the workplace and/or continued education. 4. The district implements an accountability system to assess student progress and program effectiveness. | <p>(7.3.11) Career education is an integral component of the educational program. High quality, fully integrated career education is available to all secondary students.</p> <ol style="list-style-type: none"> 1. Competency-based curriculum has been implemented to meet the diversified needs of all students and prepare them for entry into the workplace and/or continued education. 1. A system of data collection and evaluation provides the information necessary for program development and continuous improvement resulting in high student achievement. 2. The career education program has a written curriculum for each sequential course with a balance among classroom/laboratory instruction, leadership, and personal development. | |

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| | <p>3. Career education programs provide students with assistance in the transition to the workplace and/or continued education.</p> <p>3. Classroom instruction is aligned to the written curriculum.</p> <p>4. The district implements an accountability system to assess student progress and program effectiveness.</p> <p>4. The appropriate Career and Technical Student Organization (CTSO) is affiliated with the state and national organization and is an intra-curricular element of the program.</p> | |
| <p>(7.4) Preschool educational activities/programs are available to the district’s children.</p> | <p>(7.4)17.) Preschool educational activities/programs are available to the district’s children.</p> | |
| <p>(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.</p> <ol style="list-style-type: none"> 1. Parent education activities are provided, as required by the Early Childhood Development Act. 2. The district actively cooperates with other agencies or school groups (i.e., parent-teacher organizations, Practical Parenting Partnerships, Title I) to provide information related to child development and/or parenting skills. 3. Formal strategies are in place to include parents/guardians in the educational process, and these strategies have been implemented successfully. These strategies include: <ul style="list-style-type: none"> -informing parents/guardians about the educational programs and services provided in the school(s) their children attend -informing parents/guardians of the learning objectives and goals in their children’s classes -providing information/training regarding special education decision-making processes (for parents/guardians of children with disabilities) -encouraging parents’ participation in their children’s education | <p>(7.5)18.) 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.</p> <ol style="list-style-type: none"> 1. Parent education activities are provided, as required by the Early Childhood Development Act. 2. The district actively cooperates with other agencies or school groups (i.e., parent-teacher organizations, Practical Parenting Partnerships, Title I) to provide information related to child development and/or parenting skills. 3. Formal strategies are in place to include parents/guardians in the educational process, and these strategies have been implemented successfully. These strategies include: <ol style="list-style-type: none"> a. Informing parents/guardians about the educational programs and services provided in the school(s) their children attend; b. Informing parents/guardians of the learning objectives and goals in their children’s classes; c. Providing information/training regarding special education decision-making processes (for parents/guardians of children with disabilities); d. Encouraging parents’ participation in their children’s education; | |

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| -providing resources that parents and children can use together to support learning. | e. Providing resources that parents and children can use together to support learning. | |
| <p>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.</p> <ol style="list-style-type: none"> 1. The district cooperates with other local agencies to assess the needs for community education and provides access to a comprehensive program of studies designed to meet the continuing educational needs of the public. 2. The district provides access (either directly provided by the district or by another agency) to Adult Basic Education (ABE) classes, leading to the General Education Development (GED) examination and a high school equivalency certificate, or basic literacy training for adults whose literacy level is inadequate for employment opportunities and goals. | <p>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.</p> <ol style="list-style-type: none"> 1. The district cooperates with other local agencies to assess the needs for community education and provides access to a comprehensive program of studies designed to meet the continuing educational needs of the public. 2. The district provides access (either directly provided by the district or by another agency) to Adult Basic Education (ABE) classes, leading to the General Education Development (GED) examination and a high school equivalency certificate, or basic literacy training for adults whose literacy level is inadequate for employment opportunities and goals. | |
| (7.7) The district complies with all provisions, regulations, and administrative rules applicable to each state and federal program which it has implemented. | (7.7¹⁹) The district complies with all provisions, regulations, and administrative rules applicable to each state and federal program which it has implemented. | |
| (7.8) A+ designated high schools provide services to students in accordance with the requirements of the program. | (7.8²⁰) A+ designated high schools provide services to students in accordance with the requirements of the program. | |
| <p>(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.</p> <ol style="list-style-type: none"> 1. The district has a written procedural plan, approved by the board, which coordinates the evaluation of all programs and services. This evaluation plan includes: <ul style="list-style-type: none"> -program goals and objectives for the programs and services offered. -evaluation criteria and procedures for the | <p>(8.1²³) At least biennially, †The board of education and district leadership ensure achievement and success of all students 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. by monitoring and continuously improving all programs and services that support the mission of the district.</p> <ol style="list-style-type: none"> 1. The board of education reviews the goals and objectives of each program/service at least biennially and makes data driven decisions about program | |

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| <p>programs/services</p> <p>-designated responsible persons for the programs/services</p> <p>-list of programs/services which will be evaluated and timelines for report the results of these evaluations to the board.</p> <p>2. The district conducts surveys of students during their year of graduation to gather information regarding their school experience, and during the second year following graduation, regarding how well the district has prepared their students for work or postsecondary education.</p> | <p>effectiveness. The district leadership takes action to ensure that these programs efficiently and effectively achieve their goals.</p> <p>1.2. The district has a written procedural plan, approved by the board of education, which coordinates the evaluation of all programs and services. This evaluation plan includes:</p> <p>a. Goals and objectives for the programs and services offered;</p> <p>–evaluation criteria and procedures for the programs/services</p> <p>b. Data-driven measures based on the goals and objectives of the programs and services;</p> <p>c. Designated responsible persons for the programs/services;</p> <p>d. List of programs/services which will to be evaluated andwith timelines for reporting the results of these evaluations to the board of education.</p> <p>2.3. The district conducts regular surveys of students and uses that information to inform decisions about its programs and services. This includes, but is not limited to, a survey of students as they leave the district and a follow-up survey of graduates. during their year of graduation to gather information regarding their school experience, and during the second year following graduation, regarding how well the district has prepared their students for work or postsecondary education.</p> <p>4. Patrons, parents, staff, and students have opportunities to serve on committees, including those required by state or federal regulations, to study specific issues and provide feedback on district programs and services.</p> <p>a. Required committees and councils meet and function within their stated mandates.</p> <p>b. The district has a written process for involving its constituents.</p> <p>5. In collaboration with the community, the board of education and district leadership use evaluation results to create a written, board-approved Comprehensive</p> | |

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| | <p>School Improvement Plan (CSIP) which guides the overall improvement of its educational programs and services.</p> <p>a. The CSIP contains goals, objectives, and strategies in sufficient detail so as to direct the improvement efforts of the district for a three- to five year period. The CSIP includes, but is not limited to:</p> <ul style="list-style-type: none"> i. A description of the planning process; ii. The district's mission and vision statements; iii. Strengths and concerns of the district as identified after a thorough needs assessment; iv. Goals and objectives which define specific, measurable results expected to be achieved by the district to improve programs, services and/or student performance; v. Strategies to be undertaken to realize each goal and objective; vi. If necessary, action steps/activities to be undertaken to realize each strategy; vii. The timeline for implementing each strategy and action step; viii. A designation of person(s) responsible for implementing and assessing each strategy and action-step. ix. A description of how a district with multiple buildings at given grade levels will provide assistance in developing and implementing building-level improvement plans; x. Fiscal resources identified and expended in support of district goals/vision. <p>b. There is a written evaluation process for the CSIP, and the CSIP is regularly evaluated and updated.</p> <p>c. Strategies contained in the district's CSIP are being implemented, and student performance is improving.</p> | |
| <p>(8.2) The district has an ongoing, written Comprehensive School Improvement Plan (CSIP) which directs the overall improvement of its educational programs and services.</p> <p>1. The district has a board-approved CSIP, which is</p> | <p>(8.2) The district has an ongoing, written Comprehensive School Improvement Plan (CSIP) which directs the overall improvement of its educational programs and services.</p> <p>1. The district has a board-approved CSIP, which is</p> | |

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| <p>ongoing with goals, outcomes, or objectives in sufficient detail so as to direct the improvement efforts of the district for at least a five-year period. The CSIP incorporates improvement issues related to student performance (Standards 9.1 – 10.1) and MSIP-identified major concerns; and may incorporate long-term facility and maintenance needs (Standard 8.10); library media center assessments (Standard 7.1), and career education (Standard 7.3) program improvement requirements, as well as other issues identified by the school district. The CSIP includes, but it not limited to:</p> <ul style="list-style-type: none"> -a description of the planning process -the district’s mission statement -belief and vision statements -analysis of all students’ performance and other relevant data and resultant identification of strength and concerns of the district -goals, outcomes, or objectives which define specific, measurable results expected to be achieved by the district to improve programs, services, or student achievement -strategies to be undertaken to realize each goal, outcome, or objective -action steps/activities to be undertaken to realize each strategy -the timeline for implementing each strategy or action-step -a designation of person(s) responsible for implementing and assessing each strategy or action-step -a description of how a district with multiple buildings at given grade levels will provide assistance in developing and implementing building-level school improvement plans. <ol style="list-style-type: none"> 2. The district involves representatives of the entire community in the comprehensive school improvement planning process. 3. The CSIP is continually evaluated and updated, as | <p>ongoing with goals, outcomes, or objectives in sufficient detail so as to direct the improvement efforts of the district for at least a five-year period. The CSIP incorporates improvement issues related to student performance (Standards 9.1 – 10.1) and MSIP-identified major concerns; and may incorporate long-term facility and maintenance needs (Standard 8.10); library media center assessments (Standard 7.1), and career education (Standard 7.3) program improvement requirements, as well as other issues identified by the school district. The CSIP includes, but it not limited to:</p> <ul style="list-style-type: none"> -a description of the planning process -the district’s mission statement -belief and vision statements -analysis of all students’ performance and other relevant data and resultant identification of strength and concerns of the district -goals, outcomes, or objectives which define specific, measurable results expected to be achieved by the district to improve programs, services, or student achievement -strategies to be undertaken to realize each goal, outcome, or objective -action steps/activities to be undertaken to realize each strategy -the timeline for implementing each strategy or action-step -a designation of person(s) responsible for implementing and assessing each strategy or action-step -a description of how a district with multiple buildings at given grade levels will provide assistance in developing and implementing building-level school improvement plans. <ol style="list-style-type: none"> 2. The district involves representatives of the entire community in the comprehensive school improvement planning process. 3. The CSIP is continually evaluated and updated, as | |

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| <p>necessary.</p> <p>4. Strategies contained in the district’s CSIP are being implemented, and student performance is improving.</p> | <p>necessary.</p> <p>4. Strategies contained in the district’s CSIP are being implemented, and student performance is improving.</p> | |
| <p>(8.3) The board has adopted a current set of policies and procedures, meets regularly, and has secured the required training for its members.</p> <ol style="list-style-type: none"> 1. The district has established policies and procedures which are required in order for a district to receive federal or state funding and which guide district decision making. 2. The local board of education meets regularly in accordance with applicable statues, keeps accurate and complete records of its decisions, and makes the records of all open meetings available for public view. 3. Policymaking functions are carried out by the board of education, while administrative functions are carried out by the superintendent and the staff. All formal contact between the board and the staff is channeled through the superintendent. 4. Members of the board of education elected or appointed after August 1993 must complete sixteen (16) hours or more of orientation and training within one (1) year of their election or appointment. The orientation and training program must be approved by the State Board of Education. | <p>(8.3.21) The board has adopted a current set of policies and procedures, meets regularly, and has secured the required training for its members.</p> <ol style="list-style-type: none"> 1. Policymaking functions are carried out by the board of education, while administrative functions are carried out by the superintendent and the staff. All formal contact between the board of education and the staff is channeled through the superintendent. 2. The district board of education has established policies and written procedures which are required in order for a district to receive federal or state funding and which guide are in place to guide district decision-making and to meet federal or state requirements. Policies and procedures are reviewed on a regular basis and reflect current statutory requirements. 3. The local board of education meets regularly in accordance with applicable statutes, keeps accurate and complete records of its decisions, and makes the records of all open meetings available for public view. 3. Policymaking functions are carried out by the board of education, while administrative functions are carried out by the superintendent and the staff. All formal contact between the board and the staff is channeled through the superintendent. 4. Members of the board of education elected or appointed after August 1993 must complete sixteen (16) hours or more of orientation and training within one (1) year of their election or appointment. The orientation and training program must be approved by the State Board of Education. 5. Board of education members participate in continued training and professional development. | |

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| | <p>22. The board of education and district leadership ensure the achievement of all students by guiding the development and implementation of a shared vision, strong organizational mission, and high expectations for every student.</p> <ol style="list-style-type: none"> 1. The board of education and district leadership guide the development of a shared vision of student learning and systematically communicate that vision to the entire school community. 2. The board of education and district leadership adopt an organizational mission that drives decision-making at all levels. 3. The board of education and district leadership articulate and promote high expectations for teaching and learning. 4. The board of education and district leadership hold all staff accountable for improving student learning. | |
| | <p>(24.) Te board of education and district leadership ensures the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.</p> <ol style="list-style-type: none"> 1. The board of education and the district leadership use information systems to enhance internal and external communication supporting the district's mission related to improved student performance. 2. District staff use documented evidence (e.g., observations, walkthroughs, collaborative teams, mentoring and adult learning strategies) to develop professional growth plans. 3. The board of education employs staff members in accordance with statutory requirements and local employment policies and procedures. <ol style="list-style-type: none"> a. The duties and responsibilities of all staff members, including qualifications for the positions, are clearly defined. Job descriptions are developed by types of positions. b. Equal employment opportunity practices (and affirmative action policies, where appropriate) are implemented. | |

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| | <ul style="list-style-type: none"> c. The district meets or exceeds the minimum salary requirements set by Missouri statute. d. the district's staff evaluation process is performance-based and provides meaningful feedback to improve job performance. 4. The community, through the board of education, provides sufficient financial resources to ensure an educational program of quality. <ul style="list-style-type: none"> a. The board of education regularly reviews the fiscal condition of the district, studies the district's long-term fiscal needs, and ensures the fiscal viability of the district. b. The superintendent prepares and annual budget as required by law and receives input from staff members on this budget. c. The district has an adjusted school-operating levy which meets or exceeds the requirements of Missouri law. d. The district has sufficient financial resources to support effective education programs and services. 5. The board of education establishes policy and the administrators implement procedures to ensure efficient fiscal management and accountability. <ul style="list-style-type: none"> a. All financial and audit reports are prepared in conformity with state and federal compliance and submitted accurately and in a timely manner to appropriate agencies and authorities. b. The end-of-year balances in all funds are positive and sufficient to ensure fiscal stability for the district. The district did not end a fiscal year with a negative balance in any fund during the last two (2) years. c. The accounting system provides a complete and systematic record of all funds received and expended. d. Written internal procedures are developed for purchasing and inventorying supplies, materials and equipment. e. The district maintains all Deb Service funds in a | |

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| | <p>separate bank account.</p> <p>f. Fund transfers from the Incidental Fund to the Capital Projects Fund have been made in accordance with DESE guidelines and/or Section 165.011, RSMo.</p> <p>g. The board of education ensures that the chief administrative officer of the district has received training in Missouri school finance and basic accounting principles.</p> <p>6. The board of education and district leadership employ appropriate procedures to ensure the accurate and timely reporting of required data to state and federal agencies.</p> <p>a. The district submits data via DESE data collection mechanisms, including but not limited to MOSIS and Core Data, as required for each reporting period.</p> <p>b. The district completes and submits self-monitoring documents to state and federal programs.</p> <p>c. The district reports dropouts to the Missouri Literacy Hotline.</p> <p>d. The district reviews the Annual Performance Report and submits any needed corrections promptly.</p> <p>e. The district reports suspected child abuse and neglect to the Child Abuse or Neglect Hotline.</p> <p>f. The district makes reports required by the Safe Schools Act and the Safe and Drug-Free Schools and Communities Program.</p> <p>7. The board of education and district leadership ensure facilities that are healthful, adequate in size, clean, well-maintained, and appropriate to house the educational programs of the district.</p> <p>a. All programs and services in the district are housed in appropriate facilities.</p> <p>b. Adequate maintenance services are provided to maintain all educational facilities in a clean, safe, and orderly state.</p> <p>8. The board of education and district leadership</p> | |

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| | <p>ensures it facilities are safe.</p> <ul style="list-style-type: none"> a. Safety and emergency devices are in place and operational. b. Staff and students are trained in the safe and proper use of all safety and emergency devices where applicable. c. The district has developed, implemented, and documents safety procedures, which include: <ul style="list-style-type: none"> i. Safety inspections for buildings and grounds; ii. Appropriate safety/emergency drills; iii. A reporting system for accidents; iv. Security and crisis management plans for each building. v. Violence-prevention training for the staff. <p>9. The district leadership has developed and implemented a coordinated approach to school health services.</p> <ul style="list-style-type: none"> a. The district has developed and implemented a program of school health services which includes goals and objectives, service activities, coordination with district and community members and an evaluation design. b. The district has a written health services plan and health care services which include: <ul style="list-style-type: none"> i. Goals and measurable objectives aligned with the CSIP and student performance data; ii. Board-approved written policies on the administration of medication, contagious and infectious diseases, immunizations for school children, confidentiality of health records, and child-abuse reporting; iii. Procedures for first aid and emergency care (including accident-reporting procedures and records of students served); iv. Procedures for maintaining up-to-date cumulative health records including immunization records and emergency contact information; v. A mechanism to coordinate and integrate | |

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| | <p>health services program efforts;</p> <p>vi. Procedures for providing comprehensive health screenings, making referrals for identified health problems, and working with families to ensure referral completion;</p> <p>vii. Procedures for monitoring health status of the student population to recognize health concerns and develop strategies to address identified health issues within the student population;</p> <p>viii. Procedures for monitoring students' chronic health problems and for developing strategies for addressing such problems to ensure individual student's academic progress.</p> <p>c. The health services plan and program is reviewed and evaluated by a registered nurse and/or a consulting physician annually.</p> <p>d. Evidence-based health services program improvement strategies have been identified and implemented.</p> <p>10. The district ensures 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.</p> <p>11. The district ensures safe and efficient transportation to and from school is provided in compliance with Missouri statutes, regulations, and local board of education policy.</p> | |
| | <p>(25.) The board of education, district leadership, and staff ensure the success of all students by collaborating with families and community members who represent diverse interests and needs to mobilize community resources that improve teaching and learning.</p> <p>1. The board of education, district leadership, and staff systematically and frequently provide information to the public about school programs.</p> <p>a. The district complies with all state and federal requirements regarding reporting information to</p> | |

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| | <p>the public.</p> <p>b. The district provides current information about the district's programs, services, and student performance through a variety of media.</p> <p>2. The district has procedures to involve community members in educational activities.</p> <p>3. District leadership identifies preschool opportunities available to children and informs the community about the importance of early childhood education.</p> | |
| | <p>(26.) The board of education, district leadership and staff contribute to the success of every student by being ethical and acting with fairness and integrity.</p> <p>1. The board of education has adopted and the district leadership enforces a professional code of ethics for all employees.</p> <p>2. The board of education has adopted and adheres to its code of ethics.</p> <p>3. The district has written policies and procedures in place to ensure the respect of others' rights.</p> | |
| | <p>(27.) The board of education and district leadership ensure collaboration with state and local agencies and organizations that have responsibility for the success, health, safety, and welfare of their students.</p> <p>1. The district identifies and advocates for policies and program that promote equitable learning opportunities and success for all students, regardless of socio-economic background, ethnicity, gender, disability or other individual characteristics.</p> <p>2. The district collaborates with community leaders to collect, describe, and analyze data on economic, social, and other emerging issues that impact district and school planning, programs and organization.</p> <p>3. The district collects and accurately communicates data about educational performance in a clear and timely way to improve policies and inform community decisions.</p> <p>4. District leadership implements processes to ensure regular collaboration with other</p> | |

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| | agencies/organizations to respond to student needs in a timely manner. | |
| <p>8.4 The board of education employs staff members in accordance with statutory requirements and local employment policies and procedures.</p> <ol style="list-style-type: none"> 1. The duties and responsibilities of all staff members, including qualifications for the positions, are clearly defined. Job descriptions are developed by types of positions. 2. Equal employment opportunity practices (and affirmative action policies, where appropriate) are implemented. 3. The district meets or exceeds the minimum salary requirements set by Missouri statute. | <p>8.4 The board of education employs staff members in accordance with statutory requirements and local employment policies and procedures.</p> <ol style="list-style-type: none"> 1. The duties and responsibilities of all staff members, including qualifications for the positions, are clearly defined. Job descriptions are developed by types of positions. 2. Equal employment opportunity practices (and affirmative action policies, where appropriate) are implemented. 3. The district meets or exceeds the minimum salary requirements set by Missouri statute. | |
| <p>8.5 The community, through the board of education, provides sufficient financial resources to ensure an educational program of quality.</p> <ol style="list-style-type: none"> 1. The board regularly reviews the fiscal condition of the district, studies the district’s long-term financial needs, and ensures the fiscal viability of the district. 2. The superintendent prepares and annual budget as required by law and received input from staff members on this budget. 3. The district has an adjusted school-operating levy which meets or exceeds the requirements of Missouri law. 4. The district has sufficient financial resources to support effective educational programs and services. | <p>8.5 The community, through the board of education, provides sufficient financial resources to ensure an educational program of quality.</p> <ol style="list-style-type: none"> 1. The board regularly reviews the fiscal condition of the district, studies the district’s long-term financial needs, and ensures the fiscal viability of the district. 2. The superintendent prepares and annual budget as required by law and received input from staff members on this budget. 3. The district has an adjusted school-operating levy which meets or exceeds the requirements of Missouri law. 4. The district has sufficient financial resources to support effective educational programs and services. | |
| <p>8.6 The board establishes and the administrators implement systematic procedures to ensure efficient fiscal management and accountability.</p> <ol style="list-style-type: none"> 1. All financial and audit reports are prepared and submitted accurately and in a timely manner to appropriate agencies and authorities. 2. The end-of-year balances in all funds are positive and sufficient to ensure fiscal stability for the district. The district did not end a fiscal year with a negative | <p>8.6 The board establishes and the administrators implement systematic procedures to ensure efficient fiscal management and accountability.</p> <ol style="list-style-type: none"> 1. All financial and audit reports are prepared and submitted accurately and in a timely manner to appropriate agencies and authorities. 2. The end-of-year balances in all funds are positive and sufficient to ensure fiscal stability for the district. The district did not end a fiscal year with a negative | |

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| <p>balance in any fund during the last two (2) years.</p> <ol style="list-style-type: none"> 3. The accounting and management systems of the district are maintained and audited in conformity with state and federal requirements. Professional audits are made of all financial, attendance, and transportation records at least biennially. 4. The accounting system provides a complete and systematic record of all funds received and expended. 5. Internal procedures are developed for purchasing and inventorying supplies, materials and equipment. 6. The district maintains all Debt Service funds in a separate bank account. 7. Fund transfers from the Incidental Fund to the Capital Projects Fund have been made in accordance with Department guidelines and/or Section 165.011, RSMo. 8. The board ensures that the chief administrative officer of the district has received training in Missouri school finance. | <p>balance in any fund during the last two (2) years.</p> <ol style="list-style-type: none"> 3. The accounting and management systems of the district are maintained and audited in conformity with state and federal requirements. Professional audits are made of all financial, attendance, and transportation records at least biennially. 4. The accounting system provides a complete and systematic record of all funds received and expended. 5. Internal procedures are developed for purchasing and inventorying supplies, materials and equipment. 6. The district maintains all Debt Service funds in a separate bank account. 7. Fund transfers from the Incidental Fund to the Capital Projects Fund have been made in accordance with Department guidelines and/or Section 165.011, RSMo. 8. The board ensures that the chief administrative officer of the district has received training in Missouri school finance. | |
| <p>8.7 The district employs appropriate procedures to assure the accurate and timely reporting of required data to state and federal agencies.</p> <ol style="list-style-type: none"> 1. The district reports Core Data as required for each reporting period. 2. The district completes and submits self-monitoring documents to state and federal programs. 3. The district reports dropouts from school to the Missouri Literacy Hotline. 4. The district reviews the Annual Performance Report and submits any needed corrections promptly. 5. The district reports suspected child abuse and neglect to the Child Abuse or Neglect Hotline. 6. The district makes reports required by the Safe Schools Act and the Safe and Drug-Free Schools and Communities Program. | <p>8.7 The district employs appropriate procedures to assure the accurate and timely reporting of required data to state and federal agencies.</p> <ol style="list-style-type: none"> 1. The district reports Core Data as required for each reporting period. 2. The district completes and submits self-monitoring documents to state and federal programs. 3. The district reports dropouts from school to the Missouri Literacy Hotline. 4. The district reviews the Annual Performance Report and submits any needed corrections promptly. 5. The district reports suspected child abuse and neglect to the Child Abuse or Neglect Hotline. 6. The district makes reports required by the Safe Schools Act and the Safe and Drug-Free Schools and Communities Program. | |
| <p>(8.8) Patrons, parents, staff, and students have opportunities to discuss concerns with the district, file complaints, and serve on committees, including those</p> | <p>(8.8) Patrons, parents, staff, and students have opportunities to discuss concerns with the district, file complaints, and serve on committees, including those</p> | |

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| <p>required by state or federal regulations, to study specific issues and problems.</p> <ol style="list-style-type: none"> 1. Required committees and councils are meeting and functioning within their stated mandates. 2. The district has a variety of committees to study issues, provide advice, and facilitate communications with its constituents. 3. The district has clear procedures for resolving complaints or conflicts involving its patrons. | <p>required by state or federal regulations, to study specific issues and problems.</p> <ol style="list-style-type: none"> 1. Required committees and councils are meeting and functioning within their stated mandates. 2. The district has a variety of committees to study issues, provide advice, and facilitate communications with its constituents. 3. The district has clear procedures for resolving complaints or conflicts involving its patrons. | |
| <p>8.9 The board of education and the staff systematically and frequently provide information to the public about the condition of school programs.</p> <ol style="list-style-type: none"> 1. The district complies with provisions of Sections 160.522 and 161.092, RSMo and the State Board of Education’s Rule 5 CSR 50-340.200, entitled “Annual Public Reporting of Information by School Districts”. 2. The district provides current information about the district’s programs, services, and student performance through a variety of media. | <p>8.9 The board of education and the staff systematically and frequently provide information to the public about the condition of school programs.</p> <ol style="list-style-type: none"> 1. The district complies with provisions of Sections 160.522 and 161.092, RSMo and the State Board of Education’s Rule 5 CSR 50-340.200, entitled “Annual Public Reporting of Information by School Districts”. 2. The district provides current information about the district’s programs, services, and student performance through a variety of media. | |
| <p>8.10 Facilities are healthful, adequate in size, clean, well-maintained, and appropriate to house the educational programs of the district.</p> <ol style="list-style-type: none"> 1. All programs and services in the district are housed in appropriate facilities. 2. Adequate maintenance services are provided to maintain all educational facilities in a clean, safe and orderly state. | <p>8.10 Facilities are healthful, adequate in size, clean, well-maintained, and appropriate to house the educational programs of the district.</p> <ol style="list-style-type: none"> 1. All programs and services in the district are housed in appropriate facilities. 2. Adequate maintenance services are provided to maintain all educational facilities in a clean, safe and orderly state. | |
| <p>8.11 The district’s facilities are safe.</p> <ol style="list-style-type: none"> 1. Safety and emergency devices are in place and operational. 2. Staff members and students are trained in the safe and proper use of all safety and emergency devices where applicable. 3. The district has developed, implemented, and documented safety procedures, which include: <ul style="list-style-type: none"> -safety inspections for building and grounds -appropriate safety/emergency drills | <p>8.11 The district’s facilities are safe.</p> <ol style="list-style-type: none"> 1. Safety and emergency devices are in place and operational. 2. Staff members and students are trained in the safe and proper use of all safety and emergency devices where applicable. 3. The district has developed, implemented, and documented safety procedures, which include: <ul style="list-style-type: none"> -safety inspections for building and grounds -appropriate safety/emergency drills | |

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| <ul style="list-style-type: none"> -a reporting system for accidents -security and crisis management plans for each building -violence-prevention training for staff. | <ul style="list-style-type: none"> -a reporting system for accidents -security and crisis management plans for each building -violence prevention training for staff. | |
| <p>8.12 The district has developed and implemented a program for health services which includes goals and objectives, service activities, and an evaluation design.</p> <ol style="list-style-type: none"> 1. The district has a written health services plan and health care services which include: <ul style="list-style-type: none"> -goals and measurable objectives aligned with the CSIP and student performance data -program evaluation criteria and procedures -board-approved written policies on the administration of medication, contagious and infectious diseases, immunizations for children, confidentiality of health records and child-abuse reporting. -procedures for first aid and emergency care (including accident-reporting procedures and records of students served) -procedures for maintaining up-to-date cumulative health records including immunization records and emergency contact information -procedures for providing comprehensive health screenings, making referrals for identified health problems, and sharing information with parents/guardians -procedures for monitoring students' chronic health problems and for developing strategies for addressing such problems to ensure individual students' academic progress. 2. The health services plan and program is reviewed by a registered nurse and/or a consulting physician annually. 3. Program improvement strategies have been identified and implemented. | <p>8.12 The district has developed and implemented a program for health services which includes goals and objectives, service activities, and an evaluation design.</p> <ol style="list-style-type: none"> 1. The district has a written health services plan and health care services which include: <ul style="list-style-type: none"> -goals and measurable objectives aligned with the CSIP and student performance data -program evaluation criteria and procedures -board approved written policies on the administration of medication, contagious and infectious diseases, immunizations for children, confidentiality of health records and child abuse reporting. -procedures for first aid and emergency care (including accident reporting procedures and records of students served) -procedures for maintaining up to date cumulative health records including immunization records and emergency contact information -procedures for providing comprehensive health screenings, making referrals for identified health problems, and sharing information with parents/guardians -procedures for monitoring students' chronic health problems and for developing strategies for addressing such problems to ensure individual students' academic progress. 2. The health services plan and program is reviewed by a registered nurse and/or a consulting physician annually. 3. Program improvement strategies have been identified and implemented. | |
| <p>8.13 A school foods program is available which makes at least one nutritionally balanced meal available to all</p> | <p>8.13 A school foods program is available which makes at least one nutritionally balanced meal available to all</p> | |

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| students each day in accordance with Federal and State Child Nutrition Regulation and Guidelines. | students each day in accordance with Federal and State Child Nutrition Regulation and Guidelines. | |
| 8.14 Safe and efficient transportation to and from school is provided in compliance with Missouri statutes, regulations, and local board policy. | 8.14 Safe and efficient transportation to and from school is provided in compliance with Missouri statutes, regulations, and local board policy. | |