

SEDALIA #200 SCHOOL DISTRICT
POLICIES AND PROCEDURES

BOARD ADOPTED

OCTOBER 20, 1999

(ANY REVISION WILL BE DATED)

October 30, 2018

**SEDALIA SCHOOL DISTRICT #200
BOARD POLICY
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ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0110

Legal Status

District Name and Identification Codes

The School District is organized under the authority of the State Legislature and exercises powers delegated directly and indirectly by the Missouri State Legislature.

The official, corporate name of the School District shall be Sedalia School District #200.

<u>Sedalia School District #200</u>
District Name
<u>2806 Matthew Drive</u>
District Address
<u>660-829-6450</u>
Phone
<u>080-125</u>
County/District Code
<u>44-6004309</u>
Federal Identification Number

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0200

School District Philosophy

In carrying out its responsibilities, the Board of Education is guided by the desire to use the resources of its community, its staff and its students to provide the highest quality education permitted by its financial resources. In reaching decisions the Board will attempt in every case to act in the best interests of its students.

Oct. 99

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0310

School Board Organization

School Board Purpose and Roles

The School Board of Education performs three basic functions in the management of the School District:

Legislative

The School Board shall exercise full legislative rule and management authority for the District by adopting policy and directing all procedures necessary for the governance of District educational and administrative responsibilities.

Executive

The School Board shall delegate to the Superintendent the responsibility of implementing all Board policy.

Appraisal

The School Board shall determine the effectiveness of policy implementation through evaluation of school operations, practices and program outcomes. The achievement level of students shall be the guiding standard through which all success shall be measured.

School Board Organization

Statement of Practices

Attendance

Members shall attend all regularly scheduled Board of Education meetings insofar as possible. Any member failing to attend the meeting of the Board for three (3) consecutive regular meetings, unless excused by a majority of the Board for reasons satisfactory to the Board, shall be deemed to have vacated the seat; and the secretary of the Board shall certify that fact to the Board. The vacancy shall be filled as other vacancies occurring in the Board. Attendance for purposes of this provision shall be defined as actual, physical attendance at the Board meeting until all of the business of the Board has been completed unless a member is excused by a majority of the Board.

Knowledge

Members shall come to Board of Education meetings informed concerning the issues to be considered.

Abstentions

Members shall avoid abstaining except when required by statute or Board policy. The members of the Board have been elected to make difficult decisions on behalf of the students, parents, patrons and employees of the district. The concept of trusteeship requires each member to review the issues under the Board's consideration and to take a stand regarding those issues. A member who has conformed to the above-described tenets of knowledge, open discussion, independent judgment, and independent and civility should be prepared to cast a vote on each of the issues before that member.

Cooperation/Delegation

Members shall work with other Board members to establish effective Board policies and to delegate authority for the administration of the schools to the Superintendent. Members shall not attempt to by-pass, undermine, or usurp the Superintendent's authority and responsibility for the daily operation of the schools.

Conflict of Interest

Members shall avoid being placed in a position of conflict of interest, and shall not use the Board position for personal or partisan gain. Members shall conduct themselves in accordance with the conflict of interest policy and disclosure requirements prescribed by statute and Board policy.

Confidentiality

Members shall not disclose confidential information. Information is confidential if it is (a) communicated during executive session; or (b) otherwise communicated with a mutual understanding of confidentiality.

Acceptance of Gifts

Members shall not solicit or accept gifts, payments, or anything greater than a nominal value item or holiday gifts of nominal value from any person, organization, group, or entity doing business or desiring to do business with the School District.

Contact with Vendors

Members, if contacted by a vendor requesting information about the District's bidding procedures, whether of a general nature or with regard to specific goods or services to be bid, shall provide the vendor with the name and business telephone number of the administrator responsible for purchasing such goods or services. The member shall request that the vendor contact the relevant administrator and direct all questions and concerns to that administrator.

Board Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the Superintendent, and the Superintendent will employ such media as are appropriate to keep the staff fully informed of the Board's concerns and actions.

Visits to Schools

Individual Board members who, in their parental capacity, wish to visit the school(s) or classroom(s) of their child(ren) will follow the regular procedures for visitors. Board members who wish to visit other schools or classrooms as an informal expression of interest in school affairs will inform the Superintendent who will arrange such visit(s) through appropriate principal(s). Official visits by Board members will be conducted only with the full knowledge of the Superintendent and principal(s) involved.

Educational Welfare

Members shall remember always that the first and greatest concern must be the educational welfare of the students attending the School District.

Oct. 01

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0320
(Regulation 0320)

School Board Organization

School Board Elections

The qualified voters of the School District shall annually on the first Tuesday after the first Monday of April, elect two directors for terms of three years, except, effective for Board elections beginning in April of 1993, and each three years thereafter, when three directors shall be elected in compliance with regulations specified in state law.

An election shall not be held if the number of candidates who have filed for the Board is equal to the number of positions available. However, if no election would be held due to the number of candidates equaling the number of vacancies, the District will publish a notice containing the names of the candidates who will assume a Board directorship absent an election. This notice will be published in a newspaper of general circulation in the District on or by March 1 prior to the scheduled election.

Qualified Voters in the School District

An individual must be a registered voter in order to vote in a school election. In order to vote, a person must be eighteen (18) years of age or older, must be a citizen of the United States, and must reside in the School District thirty (30) days.

Candidate Qualification - Method of Filing

Qualified applicants for the Board may file for office beginning at 8:00 a.m. in the Superintendent's office commencing on the sixteenth (16th) Tuesday prior to the election and ending at 5:00 p.m. on the eleventh (11th) Tuesday before the election. The candidate shall declare his/her intent to become a candidate, in person and in writing to the secretary of the Board of Education. The names of qualified candidates shall be placed on the ballot in the order of filing. The notice of election and certification of candidates must be submitted to the county clerk by the tenth Tuesday prior to the election. Candidates must comply with all of the prevailing laws concerning eligibility and campaign financing.

A candidate who files for one vacancy and later decides to run for another shall be positioned on the ballot according to the time when his/her change of declaration is received by the secretary of the Board, not on the basis of when the first petition was filed.

Candidates must be citizens of the United States and resident taxpayers of the District, reside in his/her state for one year next preceding their election or appointment, and be at least twenty-four (24) years of age. Candidates will be disqualified from participation in a Board election if, the candidate is delinquent in the payment of any state income taxes, personal property taxes, municipal taxes, real property taxes on the residence of the candidate. Candidates must also

complete a notarized copy of Form 0320 - Candidate's Place of Residence attesting that the candidate is not currently aware of any delinquency in the filing or payment of state income taxes, personal property taxes, municipal taxes or real property taxes on the candidate's place of residence. The candidate must further attest that they are not a past or present corporate officer of the office that owes any taxes to the state, which are not in dispute. Said affidavit (MCE Form 0320) must include a copy of the affidavit with the declaration of candidacy (MCE Form 0320.1). Failure to accurately complete and file Form 5120 with the Department of Revenue may disqualify a candidate from the ballot. Each newly elected or appointed director shall qualify and take his/her oath of office in the manner prescribed by law and according to Policy 0330 - Oath of Office.

No person may be a candidate for a position on the Board if such person is registered as a sex offender, or is required to be registered as a sex offender under state law. Any Board member who is likewise required to register, or who is registered as a sex offender under state law will immediately be requested by the Board to resign from the Board. Should such Board member refuse to resign, the member will be ineligible to serve as a Board member at the end of his/her term.

In addition, no person shall qualify as a candidate for the Board of Education, who has been found guilty of, or has pled guilty to a felony or misdemeanor under federal law, or to a felony under Missouri law, or has been found guilty of an offense in another state, which would be considered to be a felony in the State of Missouri.

It is not the District's responsibility to investigate and determine a candidate's eligibility. That responsibility rests with the Department of Revenue and/or the County Election Authority.

School Board Organization

School Board Elections

December _____

Pick up packet
Board Office
Post Notice of Annual School Election
in Schools, Public Library, and City Hall

December _____

First day for filing by candidates
Board Office, - 8 a.m. - 5:00 p.m.
(fifteenth (15th) week prior to election)

January _____

Last day for filing
Board Office, - 8 a.m. - 5:00 p.m.
(eleventh (11th) week prior to election)

February _____

Certification of Candidates for Board of Education
to be signed by the Board Secretary and forwarded
to Board of Election Commissioners.
(Certification forms are to be in election
headquarters no later than tenth (10th) week prior to election by
5 p.m.)¹

March _____

During this week, principals are to make necessary
arrangements for polling places and for reserving
parking space on streets for voters. They will be
contacted by election headquarters in advance.

April _____

Election Day

Poll watchers are not allowed for non-partisan election.

Oct. 99

¹ This date is also the ***withdrawal deadline*** for election.

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0321
(Regulation 0321)

School Board Organization

School Board Officers

Within fourteen (14) days after the annual Board election in April, the Board will meet to administer the oath of office to new Board members and to elect a president and vice-president. Thereafter, on or before the 15th day of July of each year, the Board shall elect a secretary and a treasurer, who shall enter upon their respective duties on the 15th day of July. The secretary and treasurer may or may not be members of the Board (RSMo. Section 162.301(2)).

ORGANIZATION, PHILOSOPHY, AND GOALS

Regulation 0321

School Board

School Board Officers

President

It shall be the duty of the President to:

1. Preside when present at all Board meetings.
2. Appoint special committees of the Board. There shall be no standing committees.
3. Sign all warrants ordered drawn by the Board.
4. Sign all contracts or documents as appropriate by virtue of approval of the Board or by virtue of holder if the office of President.
5. Call special meetings of the Board when in the President's judgment meetings are necessary.
6. Perform any other duties authorized by the Board or by State law.

Vice-President

It shall be the duty of the Vice-President to perform all the duties of the President in case of the absence or disability of the President.

Secretary

It shall be the duty of the Secretary to:

1. Keep a complete, accurate and regular record of all proceedings of all regular and special meetings of the Board of Education.
2. Post all notices required by law when duly ordered by the Board.
3. Make and file all reports as required by law.
4. To be present at all regular and special meetings of the Board.

5. Sign all documents, orders, and reports required by law or as appropriate after approval of the Board.
6. Receive and acknowledge official correspondence of the Board.
7. Preside at meeting of the Board if both President and Vice-President are absent until a president Pro Tem can be chosen, or if a quorum is present.
8. Perform all other duties as authorized by the Board or State law.

Treasurer

It shall be the duty of the Treasurer to:

1. Act as custodian of all moneys belonging to the School District.
2. Sign all checks paid by the Board of Education.

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0323

School Board Organization

Resignation

Any School Board member who wishes to resign from office shall inform the School Board secretary in writing. The School Board secretary shall certify to the Board that the office is vacant. The Board will then appoint a replacement to serve until the next School Board election, at which time the position shall be filled by election to complete the unexpired term.

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0324

School Board Organization

Filling Board Vacancies

Whenever a vacancy occurs on the Board of Education, the remaining members of the Board will, by majority vote, select an individual to fill the vacant position until the next annual school election.

In filling the vacancy the Board will inform the community and solicit applications. In addition, the Board may affirmatively solicit qualified community members to apply for the vacant position. The Board, or a committee designated by the Board will screen the applicants and will select no more than three applicants for Board interview. Candidate interviews and the vote taken to fill the vacancy will occur in an open session meeting of the Board.

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0330

School Board Organization

Oath of Office

Within fourteen (14) days after their election, the newly elected members of the Board shall take the oath of office proscribed by Article VII, Section II, of the Constitution of Missouri, RSMo. Section 162.301(1).

OATH OF OFFICE

I, _____, do solemnly swear that I am
Board Member

at least twenty-four (24) years of age, that I am a citizen of the United States and a resident taxpayer of the Sedalia School District #200, in Pettis County, in the State of Missouri, and that I will support the Constitutions of the United States and of the State of Missouri, and that I will abide by and uphold the Sedalia School District #200 Board Member Code of Ethics, and will faithfully demean myself in office.

April 2012

School Board Organization

Code of Ethics

The purpose of the Board of Education is:

1. To govern and control the affairs of the District as provided by law.
2. To discover and interpret the educational needs, attitudes and interests throughout the District as a guide to developing and setting priorities for an educational program.
3. To exercise judgment in reviewing, considering and voting on district wide policies affecting the operation of the schools.
4. To oversee the management and fiscal control of the schools as provided by law and to review, evaluate and judge the effectiveness of the educational program.

The roles of members of the Board of Education are:

1. To recognize that it is the responsibility of the Board to see that the schools are properly administered, not to administer them.
2. To hold the Superintendent responsible for the implementation of Board policies and the administration of the District.
3. To give the Superintendent authority commensurate with his/her responsibility.
4. To vote on Board matters only after considering the recommendation of the Superintendent and any interested citizens.
5. To maintain a working rapport with other members of the Board and the Superintendent.
6. To respect and encourage the right of others to hold and express opinions.
7. To support the Board once a legal decision has been made by a majority vote.
8. To avoid inappropriate or disparaging remarks, in or out of Board meetings, about other Board members or their opinions.
9. To realize that the responsibilities are district-wide.

10. To recognize that authority rests with the School Board in legal session and no individual Board member has legal authority to request action from the staff.
11. To avoid any comments which may be interpreted as undermining the administration of the District.
12. To assure that special committees, when appointed, have a well defined objective and there is understanding that the committee serves in an advisory capacity.

In addition, members of the Board of Education will:

1. Work through the Superintendent and his/her staff, not over or around them.
2. Support the Superintendent's efforts to appoint the most qualified persons as employees of the District.
3. Reinforce the efforts of the Superintendent and the staff so that they may perform their assigned responsibilities in the most effective manner.
4. Provide the Superintendent counsel as requested or required.
5. Make every effort to keep all citizens informed about the quality and condition of public school education in the District.
6. Initiate and implement all efforts to secure adequate financial support for the District.
7. Assure that all transactions of the District are ethical, open and aboveboard.

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0342
(Regulation 0342)
(Form 0342)

School Board Organization

Nepotism, Conflict of Interest and Financial Disclosure

Board members shall not debate or vote upon the employment of any person to whom they are related within the fourth degree. (See Form 0342.) Provided the Board member relative does not debate or vote upon the employment issue, the Board may employ a person related to a Board member. However, the Board may not under any circumstances employ one of its members.

Members of the Board of Education will conduct themselves in a manner which complies not only with the letter of conflict of interest laws, but also in the spirit of those provisions. Board members will at all times make good faith efforts to avoid the appearance of a conflict of interest. If a situation arises which involves the potential for a conflict of interest, the individual Board member will declare his interest and will refrain from debating or voting upon the question of engaging or using the business entity in question.

September 2017

ORGANIZATION, PHILOSOPHY AND GOALS

Regulation 0342
(Form 0342)

School Board Organization

Nepotism, Conflict of Interest and Financial Disclosure

Contractual and Business Relationships

No Board member or District employee may:

1. Perform a service, sell, rent or lease any property to the District for consideration of in excess of five hundred dollars (\$500.00) value per transaction or five thousand dollars (\$5,000.00) value per annum to him/her, or to their spouse, to a dependent child in his/her custody, or to a business with which member or employee is associated unless the transaction is made pursuant to an award on a contract let or sale made after public notice and, in the case of personal property, competitive bidding, provided that the bid or offer accepted is the lowest received.
2. Attempt, for any compensation other than the compensation provided for the performance of his/her official duties, to influence the decision of the Board or the District on any matter.

Business Entities

No partnership, joint venture, or corporation in which any Board member is a partner having the lesser of a ten percent (10%) interest or a ten thousand dollar (\$10,000) value partnership interest, or a co-participant or owner of outstanding shares of any class of stock with a fair market value equal to the lesser of ten percent (10%) of the outstanding shares or \$10,000, shall:

1. Perform any service for the District for any consideration in excess of five hundred dollars (\$500) per transaction, or five thousand dollars (\$5,000) per annum, unless the transaction is made pursuant to an award on a contract let after public notice and competitive bidding, provided that the bid or offer accepted is the lowest received.
2. Sell, rent or lease any property to the District where the consideration is in excess of five hundred dollars (\$500) per transaction, or five thousand dollars (\$5,000) per annum, unless the transaction is made pursuant to an award on a contract let or sale made after public notice and in the case of property other than real property, competitive bidding, provided that the bid or offer accepted is the lowest received.

Use of Confidential Information

A Board member shall not use or disclose confidential information obtained in his/her official capacity in any manner with the intent to cause financial gain for himself/herself, any other person, or any business. This also precludes the use of mailing lists or the school mail for any communication other than that directly related to school matters. The term Confidential Information shall mean all information whether transmitted orally or in writing which is of such a nature that it is not, at that time, a matter of public record or public knowledge.

Acceptance of Gifts

A Board member shall not solicit or accept gifts, payments, or anything greater than a nominal value item or holiday gifts of nominal value from any person, organization, group or entity doing business or desiring to do business with the District.

Contact Between Vendors and Board Members

A Board member, if contacted by a vendor requesting information about the District's bidding procedures, whether of a general nature or with regard to a specific goods or service to be bid, shall provide the vendor with the name and business telephone number of the District's Business Manager. The Board member shall request that the vendor contact the Business Manager and direct all questions concerns to him/her.

Post Service/Employment

Neither a Board member, nor a District employee serving in an administrative capacity, may perform any service for consideration during one year after termination of his or her employment or office, by which performance he or she attempts to influence a decision of the Board of Education.

Financial Interest Statement

All Board members will disclose to the public all potential Board member and employee conflicts of interest including:

1. Transactions in excess of five hundred dollars (\$500) per calendar year between a Board member, Superintendent, chief purchasing officer, or general counsel employed full time, and any person related within first degree consanguinity (see Form 0342) to such persons and the School District, excluding compensation received as an employee or payment of any tax, fee or penalty due to the District. Disclosure will include the dates and identities of the parties in the transaction.

2. Transactions between any business entity in which such individuals have a substantial interest² with a total in excess of five hundred dollars (\$500), and the School District, excluding any payment of tax, fee or penalty due to the District or payment for providing utility service to the District. Disclosure will include the dates and identities of the parties in the transactions.

The Superintendent and chief purchasing officer will make written disclosure of the following:

1. The name and address of each employer who provided income of one thousand dollars (\$1,000) or more to the Superintendent or chief purchasing officer.
2. The name and address of each sole proprietorship which the individual owned; the name, address and general nature of business conducted by each general partnership or joint venture in which he/she was a partner or participant; the name and address of each partner or co-participant in the partnership or joint venture unless the information is already filed with the Secretary of State; the name, address, and general nature of business or any closely held corporation or limited partnership in which the individual owned ten percent (10%) or more of any class of the outstanding stock or limited partner's units; and the name of any publicly traded corporation or limited partnership which is listed on a regulated stock exchange or automated quotation system which the individual owned two percent (2%) or more of any class of outstanding stock, limited partnership units, or other equity interests.
3. The names and addresses of each corporation for which the individual served as director, officer, or receiver.

A certified copy of this regulation shall be sent to the Missouri Ethics Commission within ten (10) days of the adoption. Disclosure reports will be filed by May 1 for the preceding calendar year with the commission and the District's Board of Education, and the reports will be made available to the public during normal business hours.

The Board of Education shall readopt this policy biennially on or before September 15 of the calendar year.

September 2017

² "Substantial Interest" is defined as ownership by the individual, his/her spouse, or dependent children, either singularly or collectively, of ten percent (10%) or more of any business entity, or an interest having a value of ten thousand dollars (\$10,000) or more, or receipt of a salary, gratuity or other compensation of five thousand dollars (\$5,000) or more from any individual, partnership, organization or association within any calendar year.

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0350

School Board Organization

School Board Compensation

No member of the Board shall accept a salary from, or be employed by the Board, or profit financially in any manner by reason of any dealings with the Board.

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0351

School Board Organization

School Board Travel

Travel and accompanying expenses may be authorized by a majority of the Board of Education for one of its members to attend conferences, meetings, seminars, conventions, etc., at the state, regional and national levels. Travel expenses may include transportation, lodging, meals and registration fees.

Each Board member who has been approved for travel shall file with the Business and Finance Office an itemized account of anticipated expenses and may request and receive an advancement for these expenses. Upon completion of travel, an actual expense account report, with appropriate receipts, shall be filed with the Business and Finance Office within the next two weeks.

Travel requests will not normally be approved in the three months prior to the completion of a Board member's term.

School Board Organization

Board Committees

The Board may appoint committees to assist it in carrying out the Board's responsibilities. However, the Board may not delegate those functions which, by law, must be exercised by the Board of Education.

Committee Guidelines

1. Committees created by the Board of Education will be assigned specific tasks to be performed and will be assigned a specific time frame within which to accomplish assigned tasks.
2. Upon completion of these tasks or upon expiration of the time allotted, the committee will be dissolved unless extended by the Board.
3. Reports of Board committees may be made in written form or be presented verbally at a Board meeting at the discretion of the Board.

Committee Meetings

Meetings of committees appointed by the Board or at the Board's direction including advisory committees appointed for the specific purpose of recommending policy, policy revisions, expenditures of public funds to the Board or to the Superintendent will comply with the notice and open meeting provision applicable to Board of Education meetings. The District's custodian of records will maintain a current list of such advisory committees.

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0370

School Board Organization

Student Advisor To The Board Of Education

The Sedalia Board of Education recognizes the unique perspectives held by students on issues impacting the school district. Therefore, a high school student of the Sedalia School District #200 will serve as a nonvoting advisor to the board, pursuant to this policy.

Students interested in serving as the student advisor to the Sedalia Board of Education will submit a one- to two-page essay to the Smith-Cotton High School (SCHS) Scholarship Committee and an appointed Board member explaining how they would represent the students on the Sedalia Board of Education. The Scholarship Committee and an appointed Board member will select two or three candidates to be presented to the Smith-Cotton High School student body for election to the Sedalia Board of Education as the student advisor. The election will be held in May each year. The term will begin August 1 each year and end on May 31 of the same school year. The student advisor may only serve one term. The student advisor exists at the discretion of the Sedalia Board of Education.

A student must be a sophomore or junior to serve in this position. In addition, the student must be enrolled as a full-time student (may include dual enrollment) in the district throughout his or her one-year term. The student selected may not have been suspended from high school or suspended from any high school-sponsored activities before or during his or her term. The student representative shall not violate any of the provisions of the discipline code as set forth in the Smith-Cotton High School Student Handbook. The Board reserves the right to remove a student as student advisor for any reason including, but not limited to, situations where the student is suspended from school, violates the law, fails to attend the necessary meetings, or is no longer enrolled in school. In the event a vacancy is created due to a removal or resignation, the Scholarship Committee will nominate another student for the remainder of the term upon appointment by the Board.

The student advisor is expected to attend all regular Board meetings unless excused by the Board. The student advisor may be directed by the Board to report on particular issues. The student advisor will be expected to communicate with district students on a regular basis at all district schools. The student advisor may not vote on any issue and will not have access to closed information. The student advisor will receive the same Board packet distributed to the rest of the Board, except for any closed information.

Once appointed, the student advisor will meet with the Board president, superintendent or designee for training. Minimally, the student advisor will be informed of the Sunshine Law, basic parliamentary procedure and Board policies affecting the operation of Board meetings.

March 14, 2017

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0410
Regulation 0410

School Board Organization

Meetings

Regular

The regular meeting of the Board shall be held on the fourth Monday in each month, at the hour of 6:30 p.m., except when a majority of the Board agrees in advance and public notice is given. Public meetings may be conducted in person or by conference call, video chats, Internet conferences, e-mails and Internet message board.

Special

Special meetings may be held at the time set by the Board or on the call of the Board president or a majority of the Board. (Not less than twenty-four (24) hours written notice, stating the time and place of the meeting and the business to be considered, will be given to each member.) Simultaneously with the giving of notice of such meeting to the members of the Board, a written notice of the meeting and the matters to be considered will be posted in the same manner as postings for regular Board meetings.

Quorum and Majority Vote

The presence of a majority of the Board constitutes a quorum for the transaction of business. However, the letting of contracts, employment of personnel, approval of bills for payment, and the ordering of warrants require an affirmative vote of a majority of the full board.

Closed Meetings

The Board may vote to conduct closed executive sessions as provided for in Policy 0430 – Executive Sessions. In order to enter into executive session, such motion must be approved by a roll call majority vote. The motion to enter executive session must reference the specific statutory matters to be discussed.

Any Board member may object to the closing of a meeting, record or vote if the member believes the motion to close violates the Sunshine Law; such member(s) must object at or before the motion to close is voted upon and must vote against closing. The member(s) shall be allowed to fully participate in any subsequent meeting or vote. The objecting member(s) shall be immune from any liability for improper closure of a meeting.

Recording of Board Minutes

The open sessions of Board meetings may be audio or video taped. The Board has adopted guidelines set forth in Regulation 0410 to minimize the potential disruptive effect of such recordings.

Firearms and Weapons

Possession of firearms and weapons are prohibited from all school premises and school activities. This prohibition specifically applies to meetings and activities of the Board of Education and applies to all attendees, including members of the Board. The firearm prohibition includes permitted weapons. (See also Policy 1432 – Prohibition Against Firearms and Weapons.)

ORGANIZATION, PHILOSOPHY AND GOALS

Regulation 0410

Meetings

The Board of Education permits its open session to be audio or video recorded subject to the following restrictions:

1. No additional artificial lighting may be used for a video recording.
2. Individuals wishing to video record an open session of the Board must locate themselves behind individuals attending the meeting.
3. No microphones may be on or near the tables where the Board and the administration are seated for purposes of individual audio recording.
4. Board meetings will not be interrupted to respond to questions or requests from individuals recording the meeting.

These guidelines are adopted to minimize disruption of Board meetings and to minimize any inconvenience to individuals attending the Board meetings.

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0411
(Regulation 0411)
(Form 0411)

Meetings

Meeting Agenda

A tentative agenda for each regular, special or proposed closed meeting of the Board shall be prepared by the Superintendent, in consultation with the Board president, and shall be included in any public notice of such meetings. Any member of the Board may request items to be placed on the agenda. The tentative agenda, related materials and minutes of the previous meeting shall be mailed to each member of the Board at least four days prior to the stated meeting unless a special emergency meeting is called at a time which makes the four day prior notice impossible.

The agenda for each meeting of the Board shall be adopted or modified by a motion by a majority of those Board members present. Once the agenda is approved, it shall require a vote of majority of the Board members present to make additional modifications.

The agenda for closed sessions shall be on a separate document; however, the motion to close a meeting must be voted on during a public meeting and must also include the reasons for closing the meeting with references to the specific topics under the provision of Section 610.021, RSMo. as valid grounds for a closed meeting session.

ORGANIZATION, PHILOSOPHY AND GOALS

Regulation 0411
(Form 0411)

Meetings

Meeting Agenda

Order of Business

The President of the Board, upon taking the chair, shall call the members to order, on the appearance of a quorum. The order of business shall be as follows, unless changed by the President:

1. Call to Order
2. Announcements
3. Citizen Comments
4. Approval of Previous Minutes
5. Superintendent's Reports and Recommendations
6. Other Items
7. Adjournment

Parliamentary Procedure

In all matters not covered by the Rules of the Board, parliamentary procedure shall be governed by *Robert's Rules of Order*.

Vote of Member

Unless excused every member present shall vote on all questions, and no member shall leave before the close of the session without permission of the president. Members may participate fully via videoconferencing. If the meeting is required due to a bona fide emergency, and if the nature of the emergency is stated on the record, members may also participate in roll call votes by other electronic means, including telephone.

September 2014

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0412

Meetings

Meetings - Participation by Public

A designated period of time may be provided for public comments at all regular Board meetings. The Board is very interested in citizen viewpoints and problems; however, citizens are encouraged to work through problems at the building and/or administrative levels before coming to the Board. Remarks may be limited to three minutes and to one appearance, thus allowing a maximum number of participants in the allotted time period in which citizens are to speak to issues. Questions directed to the Board may not always be answered immediately. All questions will be responded to by an appropriate person as soon as possible. Persons who wish to suggest items for the agenda should contact the Superintendent.

Sept.04

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0420
(Form 0420)
(Form 0420.1)

Meetings

Minutes

Open Session Minutes

Minutes of the Board of Education meetings shall be available to District residents for inspection at the Superintendent of Schools office, at reasonable hours. The minutes will include the date, time, place, members present, members absent, and a record of any votes taken.

Closed Session Minutes

A separate minute book used solely for the purpose of executive sessions shall be used to record the minutes. Under such circumstances, the Board members and others in attendance are honor-bound not to disclose the details or discussions or minutes of the executive session. Any vote taken during a closed session will be taken and recorded by a roll call vote.

Meetings

Executive Sessions

The Board reserves the right, as provided by law, to close meetings, records, and votes as they relate to the matters below. All discussion and action by the Board in executive session must be related to the reasons set forth in the motion to enter executive session. The minutes of the executive session shall be recorded and maintained in a separate, confidential minute book. (See Policy 0420 – Minutes).

Legal Matters

Litigation including privileged communications between the Board, its representatives, and its attorneys. Upon completion of the litigation or upon the execution of a settlement agreement, the vote, minutes, and settlement agreement will be made public unless subject to a court order closing the record.

Real Estate Matters

The lease, purchase or sale of real estate where public knowledge of the details of the proposed acquisition might adversely affect the District's interests. Any vote or public record approving such a contract shall become available to the public upon execution of the contract.

Personnel Matters

Actions related to the hiring, firing, disciplining or promotion of a District employee when the performance or individual merits of this employee is considered. Any vote on a final decision to hire, fire, promote or discipline will be available to the public within seventy-two (72) hours of the close of the meeting, except that good faith efforts will be made to notify the affected employee prior to the information becoming publicly available. Disclosure of Board action on such personnel matters will include notice of how each Board member voted on the proposition.

Student Matters

Scholastic probation, expulsion, discipline, or graduation of identifiable persons, including records of individual test or examination scores subject to the provisions of the Board's student records policy and regulations.

Employee Negotiations

Preparations for negotiations with employees and employee representatives, including any work product of the Board.

Software Codes

Test Matters

Testing and examination materials before the test or examination is given and until use of the test is discontinued.

Bidding Matters

Competitive bidding specifications, until officially approved or published for bids. Sealed bids, until the earlier of the time all are opened or all are accepted or rejected.

Personnel Records

Individually identifiable personnel records, performance ratings or records related to employees or applicants for employment. However, the public will have access to the names, positions, salaries, and length of service of employees of the District.

Communications with District Auditor

Confidential and privileged communication between the Board and its auditor, including all auditor's work product. However, final audit reports issued by the auditor will be open.

Security Systems

Information provided to the District by outside consultants relating to the security of District facilities. However, expenditures of public funds for the purchase of security systems are considered to be open public records.

Notwithstanding the provisions of this section, consultant reports involving open records matters which were prepared for the District are deemed to be open records.

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0440
(Form 0440)
(Form 0440.1)

Meetings

Notification of Board Meetings

Notice of meetings of the Board of Education including committees of the Board as provided in Policy 0360 – Board Committees, will be given in a manner to reasonably inform the public of the matters to be considered by the Board.

Notice of the time, date, and place of the meeting as well as the tentative agenda will be provided at least twenty-four hours, exclusive of holidays and weekends, prior to the meeting unless for good cause it is impossible or impractical to provide such notice. In such instances, the nature of the impossibility or impracticality will be stated in the minutes. In order to maximize public participation, notice of Board meetings will be posted in each District school and at the District's administrative offices. Upon request, members of the media will be provided with notice of the meeting at the same time notice is provided to members of the Board. Meetings will be scheduled at a location reasonably accessible to the public in a room of sufficient size to accommodate the anticipated attendance by the public.

Where meetings are conducted by telephone or other means, written notice of such meetings will include the specific mode by which the meetings will be conducted and the location where the public may attend such electronic meetings. If a meeting is conducted through the Internet or other computer link, notice of such meeting will be posted on an existing District web site.

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0510

Policy Development and Review

Policy Development, Adoption and Review

The development and adoption of policies to govern operation of the School District are the responsibility of the Board of Education. In developing policy, the Board may solicit input from the community, staff and other professionals.

At any meeting of the Board, policies governing the schools may be enacted, amended or repealed by a majority vote. The formal adoption of policies shall be recorded in the minutes of the Board. Only those written statements so adopted and so recorded shall be regarded as official Board policy.

Implementation

The Superintendent of Schools is assigned the responsibility for insuring that all Board policies, rules and regulations are implemented. The Board authorizes the Superintendent to develop administrative guidelines in order to implement Board policy. The Superintendent shall notify all employees and students of their need to abide by Board policies and regulations. Administrators shall prepare staff, student and parent handbooks that interpret Board policies and state rules and regulations that affect each population set. The handbooks shall be revised annually and distributed within the first month of the school term.

Review

The Board shall review written policies on a continuing basis to ensure consistency and legality of Board action and administrative decisions. Policies shall be reviewed and revised as a result of newly enacted state and/or federal legislation, court decisions, as a result of research and/or policy development as presented by state and/or national organizations and agencies, or for other reasons as determined by the Board.

Posting Board Policies and Student Handbooks

During periods of time in which the District maintains a District web site, the Board's policies and regulations along with student handbooks will be posted on the web site.

GENERAL ADMINISTRATION

Policy 1110
(Regulation 1110)
(Form 1110)

Religious Expression

The District is committed to provide educational services and to maintain a learning environment, which does not limit or deny participation in constitutionally protected prayer or other protected religious expression. Consistent with the provisions of the First Amendment, the District and its employees, who are engaged in official duties, will not sponsor any religious activity or expression. Conversely, the District and its employees, who are engaged in official duties, will not discourage or preclude religious expression that is privately initiated, consistent with this policy and regulation.

GENERAL ADMINISTRATION

Regulation 1110
(Form 1110)

Religion

Religious Expression

In order to ensure clarity in application of the District's religious expression policy, the following guidelines have been developed and implemented.

Prayer During Non-instructional Time

Students are permitted to engage in religious expression during noninstructional time, i.e., before school, after school, during lunch and recess and while not engaged in school activities. Religious expressions permitted include Bible reading, prayer, scripture reading, saying grace before meals. However, the exercise of constitutional rights of religious expression may not be engaged in when the expression disrupts educational activities or school-sponsored activities. The decision to participate or not participate in religious expression is a matter of individual choice. No student will be permitted to harass or intimidate other students to participate or refrain from participating in religious expression.

Access of Student Religious Groups to School Media

Religious related student groups will be given the same access to school facilities and school communications as are given to other noncurricular student groups. For example, and to the extent that noncurricular student groups are permitted to advertise in school media, participate in school announcements, make use of student activity bulletin boards and hand out leaflets announcing group activities, religious related groups will be given the same privileges. In all instances, the District maintains the right to control the means and timing of such activities. In all such matters, the District neither favors nor disfavors religious related student groups or the activities sponsored by such groups.

Release Time for Religious Activities

Upon written parental request, students may be released from school to participate in off-premises religious instruction or to satisfy religious obligations. Students who are released from class for religious activities will not be penalized for missing school. However, such students will be responsible for all assignments and for the content of lessons missed. The District will not provide transportation to or from off-premises for religious observances and will not be responsible for the safety or welfare of students while away from school.

Religious Expression in Class Assignments

Students are free to express their personal beliefs about religion in homework assignments, artwork or other written or oral assignments.

Such assignments will be evaluated by teachers based upon academic standards of substance, quality and relevance. Students will neither be rewarded nor penalized because of the religious content or lack of religious content in their assignments.

Student Assemblies and Extracurricular Activities

Generally, school administrators will determine or substantially control the content of what is expressed at student assemblies and at extracurricular activities. In such cases religious expression will not be permitted as the religious expression may be attributed to the school or seen as an endorsement of a particular religious belief or expression. However, in instances where students are selected to speak at assemblies based upon neutral selection criteria and where the student speaker has primary control over the content of his/her oral presentation, the school will not restrict the student speech because of its religious or anti-religious content. In such cases, school authorities will publicly clarify that the content of the student's speech is the speaker's and not the school's.

Prayer at Graduation/Baccalaureate Ceremonies

Where students or other graduation speakers are selected on the basis of neutral criteria and retain control over the content of their speech, the content of the speech will not be restricted because of the religious or anti-religious content of the speech. The school disclaims responsibility for such speech - neither encouraging nor discouraging its content. However, neither District nor school officials may direct or encourage prayer at graduation or select speakers because of the expectation that such speakers will include religious expressions in their speech.

To the extent that the District makes its facilities and related services available to private groups, the District will provide similar access and on similar terms to private groups for a baccalaureate ceremony. The District and the school will not mandate student attendance nor participate in the organization of the ceremony. School employees are free to attend but will not be required to attend the private baccalaureate ceremony.

Religious Activities of School Employees

When not engaging in work-related activities, i.e., before school or during lunch, school employees may take part in religious activities such as prayer or Bible study. Such activities should be conducted in private in order to avoid the appearance that the employees are acting in their employment responsibilities. School employees are prohibited from encouraging or discouraging religious expression and from actively participating in religious expression with students.

Religious Emblems or Garments

School personnel shall not require students to remove religious emblems or garments if they are worn in a non-disruptive manner.

Certification of Compliance

The District will provide annual written certification of compliance that the District does not maintain any policy that prevents or denies participation in constitutionally protected prayer in public elementary and secondary schools. This certification will be provided to the Missouri Department of Elementary and Secondary Education on or by October 1 annually. A copy of the certification will be maintained in the District's administration office and will be available for public review.

Calendar Requirements**School Year and School Day**

The Board will annually adopt a school calendar that will provide for a minimum of 174 days and 1,044 hours of pupil attendance. The beginning of the school year will not generally be set more than ten (10) days prior to Labor Day. Should the Board decide to set an earlier start date, the Board will:

- Give public notice of the meeting to discuss an earlier start date
- Conduct a public meeting
- Vote at that meeting to allow an earlier start date

The length of the school day will meet State Department of Elementary and Secondary Education requirements for six (6) clock hours of instruction. A school year and school day in excess of the state required minimum may be recommended by the Superintendent and approved by the Board. The planned calendar adopted prior to the beginning of the school year must be reported to DESE on Core Data Screen 10 by August 15 of each year, and cannot be changed after that date. Alternatively, the Board may adopt one of two alternative calendars as set out below:

1. A calendar of less than 174 days that provides a minimum of 1,044 hours of instruction. Under this alternative, the school day must have a minimum of 4 hours per day and a maximum of 8 hours; or
2. A calendar of 142 days (four days per week) that provides a minimum of 1,044 hours of instruction with a minimum of 4 hours and a maximum of 8 hours per day.

If the District's schools are dismissed due to inclement weather after school has been in session for three or more hours, that day shall count as a full day, including kindergarten. When the total hours lost due to inclement weather exceed twelve (12) hours, the time must be made up in half- or full-day additions to the school term.

The District shall be required to make up the first six (6) school days lost or canceled due to inclement weather and half the number of days lost or canceled in excess of six days. For purposes of this Policy, "inclement weather" shall mean ice, snow, extreme cold, flooding or a tornado, but not excessive heat.

May 8, 2017

Calendar Requirements

School Day

The length of the school day will meet State Department of Elementary and Secondary Education requirements for six clock hours of instruction. The length of the school day in excess of the state required minimum will be recommended by the Superintendent and approved by the Board. The specific daily opening and closing time for individual schools may vary to facilitate the scheduling of the District's transportation program.

If the District's schools are dismissed due to inclement weather after school has been in session for three or more hours, that day shall count as a full day, including kindergarten. When the total hours lost due to inclement weather exceed twelve (12) hours, the time must be made up in half- or full-day additions to the school term.

GENERAL ADMINISTRATION

Policy 1300
(Regulation 1300)
(Form 1300)

Equal Opportunity

Prohibition Against Harassment, Discrimination and Retaliation

The District is committed to maintaining a workplace and educational environment that is free from discrimination, harassment, and retaliation in admission or access to, or treatment or employment in, its programs, services, activities and facilities. The District is committed to providing equal opportunity in all areas of education, recruiting, hiring, retention, promotion and contracted service. In accordance with law, the District does not discriminate on the basis of race, color, national origin, ancestry, religion, sex, disability, age, genetic information, or any other characteristic protected by law in its programs and activities. In addition, the District provides equal access to the Boy Scouts of America and other designated youth groups. Further, no person shall be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination based on the above listed characteristics under a school nutrition program for which the District receives federal financial assistance from the U.S. Department of Agriculture (USDA Food and Nutrition Service).

The following person has been designated as the District's Compliance Officer to handle inquiries or complaints regarding the District's non-discrimination policies:

Nancy Scott, Ed. D.
Assistant Superintendent
2806 Matthew Drive
Sedalia MO 65301
660-829-6450

For information regarding how to report a claim of discrimination, harassment, or retaliation, see Board of Education Regulation 1300. Policy and Regulation 1300 shall govern all complaints and concerns by parents, patrons, employees, or students of the District related to discrimination, harassment, or retaliation on the basis of race, color, national origin, ancestry, religion, sex, disability, age, genetic information, or any other characteristic protected by law.

February 26, 2018

GENERAL ADMINISTRATION

Regulation 1300
(Form 1300)

Equal Opportunity

Prohibition Against Harassment, Discrimination and Retaliation

Harassment or discrimination because of an individual's race, color, national origin, ancestry, religion, sex, disability, age, genetic information, or any other characteristic protected by law is prohibited in this District. The District also prohibits retaliation against a person who files a complaint of discrimination or harassment or participates in an investigation of allegations of harassment or discrimination.

This Regulation governs and outlines the procedure for filing a complaint of harassment or discrimination based on a protected classification by students, employees, parents, and patrons of the District. Students with a complaint regarding the identification, evaluation, educational program, or placement of a child with a disability under Section 504 of the Rehabilitation Act of 1973 should be filed in accordance with the procedures outlined in Regulation 2110.

DISTRICT'S COMPLIANCE OFFICER

The following person has been designated as the District's Compliance Officer to handle inquiries or complaints regarding the District's non-discrimination policies:

Nancy Scott, Ed. D.
Assistant Superintendent
2806 Matthew Drive
Sedalia MO 65301
660-829-6450

The District has designated the Compliance Officer with the responsibility to identify, prevent, and remedy unlawful discrimination and harassment in the District. The Compliance Officer is in charge of assuring District compliance with this Policy and Regulation, Title IX of the Education Amendments of 1972; Title VII of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; as well as other state and federal nondiscrimination laws.

The Compliance Officer will:

1. *Receive complaints of discrimination or harassment based on an individual's race, color, national origin, ancestry, religion, sex, disability, age, genetic information, or any other characteristic protected by law.
2. Oversee the investigative process.
3. Assess the training needs of District staff and students in connection with the dissemination, comprehension, and compliance with this Regulation.
4. Arrange for necessary training required for compliance with this Regulation. Insure that investigations are conducted by an impartial investigator.

5. In the event the complaint is about the Compliance Officer or Compliance Officer's immediate supervisor, the District will consider appointment of an outside investigator.

*If any complaint involves the Compliance Officer, the Complaint shall be filed directly with the Superintendent or President of the Board of Education.

DEFINITIONS

For the purpose of this Regulation and Policy 1300, the following terms are defined:

Compliance Officer: The District employee(s) designated by the Board of Education to coordinate the District's compliance with District policy, Missouri statutes, and federal laws regarding discrimination, harassment and retaliation based on an individual's race, color, national origin, ancestry, religion, sex, disability, age, genetic information, or any other characteristic or any other characteristic that is protected by law.

Disability: A physical or mental impairment that substantially limits a major life activity.

Discrimination: Adverse conduct directed at an individual or group based on race, color, national origin, ancestry, religion, sex, disability, age, genetic information, or any other characteristic that is protected by law. The encouragement, cooperation, coercing, or support of adverse conduct that is based on race, color, national origin, ancestry, religion, sex, disability, age, genetic information, or any other characteristic that is protected by law is discrimination.

Harassment: Harassment is conduct, including but not limited to, intimidation, ridicule or insult, toward an individual or group because of race, color, national origin, ancestry, religion, sex, disability, age, genetic information, or any other characteristic that is protected by law and is so severe or pervasive that it:

- Affects an individual's ability to work in, participate in, or benefit from an educational program or activity; and
- Creates an intimidating, threatening, abusive hostile or offensive environment; or
- Has the purpose or effect of substantially or unreasonably altering the work or educational environment.

For the purposes of this Regulation, sexual harassment is defined as unwelcome conduct of a sexual nature or based upon sex when a) benefits or decisions are implicitly or explicitly conditioned upon submission to, or consequence is applied for refusing to comply with, unwelcome sexual advances, requests for sexual favors or conduct of a sexual nature; or b) the school or work environment becomes permeated with intimidation, ridicule or insult that is based on sex or is sexual in nature and that is sufficiently severe or pervasive enough to alter the

conditions of participation in the district's programs and activities or the conditions of employment.

A student regardless of age cannot consent to behavior of a sexual nature with an adult irrespective of the circumstances.

Retaliation: Adverse conduct including, but not limited to, conduct of a coercive, intimidating, threatening, discriminatory, or harassing nature because of an individual's good faith complaint, participation in the investigation, testifying, or resolution of discriminatory or harassing conduct based on an individual's race, color, national origin, ancestry, religion, sex, disability, age, genetic information, or any other characteristic that is protected by law.

Student: An individual that is currently enrolled as a student of the District.

Illustrations and Examples of Prohibited Harassment

For the purpose of this Regulation and Policy 1300 the determination if conduct as unwelcome is a fact-intensive question that shall be considered on a case-by-case basis.

Examples of Sexual Harassment

Sexual harassment may include a range of subtle and not-so-subtle behaviors and may involve individuals of the same or different gender. Legitimate, non-sexual physical conduct necessary to avoid physical harm to persons or property, to console an individual, or spontaneous movement during a sporting activity is not sexual harassment.

Depending on the circumstances, examples of conduct, which may constitute sexual harassment as defined in this Regulation, include, but are not limited to:

- sexual advances;
- request for sexual favors;
- threatening an individual for not agreeing to submit to sexual advancement;
- sexually motivated touching of an individual's intimate parts;
- coercing, forcing, or attempting to coerce or force the touching of an individual's intimate parts;
- display of drawings, graffiti, cartoons, pictures, symbols or other written material of a sexual nature;
- sexual gestures;
- sexual or dirty jokes

- sexually provocative or explicit speech;
- communications about or rating an individual as to his/her body, sexual activity, or performance; and
- verbal abuse of a sexual nature.

Examples of Race, Color, Nation Origin, Ancestry, Religion, Disability, Age or Genetic Information Harassment

As defined in this Regulation, examples of conduct that may be considered harassment based on an individual's race, color, national origin, ancestry, religion, disability, age, or genetic information, or any other characteristic that is protected by law include, but are not limited to:

- display of drawings, graffiti, cartoons, pictures, symbols or other written material;
- jokes;
- gestures;
- slurs, derogatory stereotypes or remarks, rumors, name-calling, insults, teasing, or taunting;
- threats or intimidating conduct;
- hostile action, physical aggression or violence; and
- damage or theft of property.

OBLIGATION TO REPORT

The District is steadfastly committed to providing an inclusive environment that is free from discrimination and harassment for all of its students and staff. Unless a concern is informally resolved, staff and students shall report all incidents of discrimination, harassment and retaliation to the Compliance Officer as set forth in this Regulation. When a formal complaint is filed with the Compliance Officer, the investigation and complaint process detailed below will be used, including a possible determination by the Compliance Officer that the incident has been appropriately addressed through the informal process. Reports of discrimination, harassment and/or related retaliation must contain as much specific information as possible to allow for proper assessment of the nature, extent and urgency of preliminary investigative procedures.

INTERIM MEASURES

The District will take action to protect a complainant or persons subjected to discrimination, harassment, or retaliation as necessary during the course of an investigation. Appropriate interim measures will be offered and may include, but are not limited to, physical separation, contact limitations, reassignment, alternative work or assignments, altering class or bus seating assignments, additional supervision, counseling, training, warning, conferences, exclusion and employee suspension pending an investigation as permitted by the District's policies and law. Additional interim measures to prevent retaliation may include, but are not limited to, notification of the retaliation prohibition, confirming the individual knows how to report retaliation, and follow-up contact.

INVESTIGATION AND RESPONSE

The District will investigate allegations of harassment, discrimination, and/or retaliation and take appropriate steps reasonably calculated to resolve the situation, eliminate the misconduct, prevent its recurrence and as appropriate, remedy its effects. The District will take equitable and remedial action within its authority on complaints that come to the attention of the District, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement and/or the Children's Division. Regardless of whether the misconduct is reported to law enforcement and/or the Children's Division, school staff will investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation.

Engaging in harassment, discrimination, and/or retaliation will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in District activities. Anyone else who engages in harassment, discrimination, and retaliation on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Employees and students should fully cooperate with investigation process.

Informal Process for Resolution

The District takes seriously the obligation to investigate complaints of discrimination, harassment, or retaliation and to take appropriate remedial measures when necessary. The District recognizes that the obligation to investigate and remedy may be accomplished through an informal process, depending on the circumstances.

Anyone may use informal procedures to report and resolve complaints of harassment, discrimination, and retaliation. If a staff member receives an informal complaint of harassment, discrimination, and/or retaliation and the complaint cannot be resolved informally, the staff

member shall inform their relevant building administrator or supervisor. The administrator/supervisor may attempt to resolve the matter informally and should inform complainants of Policy & Regulation 1300.

Building administrators/supervisors shall provide information to the Compliance Officer on a regular basis about complaints reported and resolved through the informal process.

Informal complaints may become formal complaints at the request of the complainant, parent/guardian, or the District.

During the course of the informal complaint process, the District will take prompt and effective steps reasonably calculated to end the harassment, discrimination, and retaliation and to correct any effects on the complainant.

Informal remedies may include, but are not limited to:

- If the complainant so desires, an opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;
- A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
- A general public statement from an administrator in a building reviewing the District's nondiscrimination and harassment policy without identifying the complainant;
- Developing a safety plan;
- Separating students; or
- Providing staff and/or student training.

The District will inform the complainant (and their parent/guardian when applicable) how to report any subsequent problems. Additionally, the District may conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems.

Formal Process for Resolution

Step One – Complaint to District

Anyone may initiate a formal complaint of harassment, discrimination, or retaliation by filing a written complaint with the District's Compliance Officer. At any step in the formal resolution process, where appropriate, the District will take interim measures to protect the complainant or alleged victim before the final outcome of the District's investigation. Additionally, the District may appoint an outside investigator at any step of the informal or formal resolution process. A subordinate shall not investigate his/her supervisor.

The following process will be followed at Step One:

Filing of Complaint

- All formal complaints will be in writing and will set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute harassment, discrimination or retaliation. The Compliance Officer may draft the complaint based on the report of the complainant for the complainant to review and approve. The Compliance Officer may also conclude that the District needs to conduct an investigation based on information in his or her possession, regardless of the complainant's interest in filing a formal complaint.
- Formal complaints must be submitted to the Compliance Officer.
- A charge or complaint of discrimination, harassment, or retaliation filed with an outside agency does not constitute a formal complaint or trigger an obligation to follow the formal complaint investigation procedures as contemplated under this Regulation.

Investigation of Complaint

- The Compliance Officer will receive and investigate all formal, written complaints of harassment, discrimination or retaliation or will investigate if information in the Officer's possession leads them to believe further investigation is required. The Compliance Officer will delegate his or her authority to participate in this process if such action is necessary to avoid any potential conflicts of interest. Upon receipt of a complaint, the Compliance Officer will provide the complainant a copy of this Regulation.
- Investigations will be carried out in a manner that is adequate in scope, reliability and impartiality. During the investigation process, the complainant and accused party or parties, if the complainant has identified an accused party, will have an opportunity to identify witnesses and present relevant evidence. The District and complainant may also agree to resolve the complaint in lieu of an investigation.
- When the investigation is completed, the Compliance Officer will compile a written report of the investigation. The report may include a recommendation of appropriate action to remedy the allegations included in the complaint. The Compliance Officer will forward the report and recommendations to the Superintendent. If the Superintendent is the subject of the complaint, the report and recommendations will be forwarded to the Board President.

Response to Complaint

- The Superintendent will review the report completed by the Compliance Officer.
- The Superintendent will respond in writing with a Letter of Outcome to the complainant and the accused party within **thirty (30)** calendar days of the Compliance Officer's receipt of the written complaint, unless otherwise agreed to by the complainant or if circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the District will notify the complainant in writing of the reason for the extension and the anticipated response date.
- The Letter of Outcome will include: 1) a statement of the outcome of the investigation including whether a preponderance of the evidence establishes that harassment, discrimination, and/or retaliation occurred in violation of Policy 1300; 2) if violation of Policy 1300 is found to have occurred, the assurance that the District will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; and 3) notice of the right to appeal to the school board and the necessary filing information.
- Any corrective measures deemed necessary will be instituted as promptly as reasonable.
- The District will inform the complainant (and their parent/guardian if the complainant is a student) how to report any subsequent problems. Additionally, where appropriate the District will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to respond and appropriately address continuing or new problems.
- If the Superintendent is the subject of the complaint, the actions set forth herein to be completed by the Superintendent will be completed by the Board President.

Step Two – Appeal to Board of Education

Notice of Appeal

- The complainant or accused party may appeal to the Board of Education by filing a written notice of appeal with the secretary of the Board within **ten (10)** calendar days following receipt of the Letter of Outcome.
- On receipt of the written appeal, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting, unless otherwise agreed to by the complainant and the superintendent or for good cause.

- Parties will be allowed to provide comment and information as the Board deems relevant and material.

Board Decision

- Unless otherwise agreed to by the appealing party, the Board will provide written notice of its determination within **thirty (30)** calendar days following the filing of the notice of appeal and provide the appealing party with a copy of the determination.

RETALIATION

The District prohibits retaliation against a person who files a complaint of discrimination or harassment, and further prohibits retaliation against a person who participates in related proceedings or investigations.

Notwithstanding this provision, employees or students found to have intentionally made false or materially misleading allegations of suspected discrimination, harassment and/or related retaliation under this Regulation may be disciplined, up to and including dismissal or expulsion.

CONFIDENTIALITY

The District will respect the privacy of the complainant, the individuals against whom the complaint is filed, and the witnesses to the extent possible, consistent with applicable law, the District's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. However, pursuant to the District's discretion, information may be disclosed, if necessary, to aid in the investigation, resolution, or appeal of the complaint.

CONSEQUENCES AND REMEDIES

The District will take prompt, effective and appropriate action to address substantiated discrimination, harassment or retaliation, prevent its recurrence and remedy its effects.

Consequences

Consequences for violations of this Policy and Regulation may have educational, restorative, rehabilitative and/or punitive components.

Conduct constituting harassment, discrimination or retaliation as defined in this Regulation will be subject to discipline including, but not limited to, written warning or reprimand, conference, required training, "no contact" order, reassignment, probation, suspension or termination for employees, suspension or expulsion for students, or exclusion from District property.

In the event that the evidence suggests that the conduct at issue is also a crime in violation of a Missouri criminal statute, the District Compliance Officer shall report the conduct to the appropriate law enforcement agency charged with responsibility for handling such crimes.

As required by and in compliance with law and District policy, a report will be made to the Missouri Children's Division if there is reasonable cause to suspect abuse or neglect of a child.

Students, employees and others will not be disciplined for speech in circumstances where it is protected by law.

Remedies

The District will consider remedies for the victim as appropriate including, but are not limited to, providing additional resources such as counseling, moving or reassignment of the perpetrator, or allowing the victim to retake or withdraw from a class.

An allegation of discrimination, harassment and/or related retaliation complaint may not necessarily stop, delay or affect pending personnel actions. This includes, but is not limited to, performance evaluations or disciplinary actions related to a reporter who is not performing at acceptable levels or standards or who has violated district policies or regulations.

TRAINING & PUBLICATION OF POLICY

The District will train its employees on this Policy and Regulation. The training will include the requirements of nondiscrimination and the appropriate responses to discrimination, harassment, and retaliation. The District will notify its employees to report complaints of discrimination, harassment or retaliation in accordance with this Policy. This training will be provided to employees on an annual basis, and at such other times as the Superintendent, in consultation with the District's Compliance Officer, determines is necessary or appropriate. Additionally, the District will provide additional training to the District Compliance Officer on identifying, investigating, and reporting on acts that may constitute discrimination, harassment or retaliation. District students will be notified regarding this Policy. This Policy will be posted on the District's website and available in Central Office.

Equal Opportunity

Website Accessibility

The District is committed to providing accessibility of its website for students, parents, and members of the community with disabilities by meeting or exceeding the requirements of Section 508 of the Rehabilitation Act (29 U.S.C. 794d), as amended in 1998. Section 508 is a federal law that requires agencies to provide individuals with disabilities equal access to electronic information and data comparable to those who do not have disabilities, unless an undue burden would be imposed on the agency.

Information on the District's website will provide access either through modification of its website in conformance of the W3C WAI's Web Content Accessibility Guidelines (WCAG) or by providing the same information in a modality addressing an individual's disability. Students, parents and members of the community who have questions about the accessibility of content used, and/or would like to report barriers to accessing the District's website, please contact Dr. Todd Fraley, Assistant Superintendent at 660-829-6450 with detailed information on the location of the page or document you are attempting to access so we can make it accessible. Please include your name, email address and phone number so that we may contact you to provide the information in another format.

Website Accessibility

With regard to the District website and any official District web presence which is developed by, maintained by, or offered through third party vendors and open sources, the District is committed to compliance with the provisions of the Americans with Disabilities Act (ADA), Section 504 and Title II so that students, parents and members of the public with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as those without disabilities, with substantially equivalent ease of use; and that they are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any District programs, services, and activities delivered online.

The District shall appoint an administrator(s) who will be responsible for reviewing and evaluating new material that is published by school staff and uploaded to the website for accessibility on a periodic basis. The designated responsible personnel or 3rd party, will be responsible for reviewing all areas of the District's website and evaluating its accessibility on a periodic basis, and at least once per quarter. Any non-conforming webpages will be corrected in a timely manner.

Website Accessibility Concerns, Complaints and Grievances

A student, parent or member of the public who wishes to submit a complaint or grievance regarding a violation of the Americans with Disabilities Act (ADA), Section 504 or Title II related to the accessibility of any official District web presence that is developed by, maintained by, or offered through the District, third party vendors and/or open sources may make complaints directly to Dr. Todd Fraley, Assistant Superintendent at 660-829-6450. The initial complaint or grievance should be made utilizing the procedures set forth in Policy/Regulation 1300 - Prohibition Against Harassment, Discrimination and Retaliation. When Dr. Todd Fraley receives the information, they shall immediately inform the designated District official.

Whether or not a formal complaint or grievance is made, once the District has been notified of inaccessible content, effective communication shall be provided as soon as possible to the reporting party to provide access to the information in a modality specific to the individual's disability condition.

A record of each complaint and grievance made pursuant to this Policy shall be maintained at the District office. The record shall include a copy of the complaint or grievance filed, report of findings from the investigation, and the disposition of the matter.

July 23, 2018

GENERAL ADMINISTRATION

Policy 1405
(Regulation 1405)

School/Community Relations

Parent/Family Involvement in Education

The Board of Education recognizes the positive effects of parent/families' involvement in the education of their children. The Board is committed to strong parent/family involvement in working collaboratively with district staff as knowledgeable partners in educating district students. In order to implement the Board's commitment to parent/family involvement in education, the Superintendent will appoint a committee of parents, staff, and community representatives to serve as the district's Parent Involvement Committee. The Committee's responsibilities will include recommendations for program development, parent/staff training and program evaluation. Program evaluation reports will be prepared and submitted to the Superintendent annually by June 1.

School/Community Relations**Parent/Family Involvement in Education**

In order to implement the Board's commitment to parent/family involvement in students' education, the District has implemented an educational involvement plan with the following features:

1. Regular two way communication between school and parents/families. Such communication will include but not be limited to scheduled parent visits to school, electronic communication, use of translators, parent volunteers, and other programs recommended by the Parent/Family Involvement Committee.
2. Assist parents in developing positive, productive parenting skills, as well as positive productive means of interacting with District administrators and staff.
3. Provide professional development opportunities for District staff to facilitate productive parent/school involvement in promoting education of District students.
4. Involve parents in meaningful activities to enhance student learning.
5. Enhance opportunities for parents/families to visit schools in a safe and open atmosphere. Such opportunities will include, but are not limited to, identifying roles for parent volunteers, providing training for volunteers and provision of family activities at school.
6. Affirmatively involve parents in school decisions which affect their children.
7. Utilize community resources to promote and strengthen school programs, family practices, and student learning.
8. The Plan will be reviewed annually with input from parents and staff. Meeting agenda sign-in sheets and meeting minutes will be prepared and maintained by the District.
9. Full opportunity for parent participation will be provided to all parents including, but not limited to, parents with limited English proficiency, parents with disabilities, and parents of migratory children.
10. Conduct an annual evaluation of the policy to identify and resolve any barriers that would limit the involvement of parents. (Examples of barriers include, but are not limited to, economically disadvantaged, limited English proficiency, limited literacy, disabled or are of any racial or minority background).

GENERAL ADMINISTRATION

Policy 1410

School/Community Relations

Relations with Law Enforcement Authorities

It is the District policy to cooperate fully with law enforcement agencies in promoting the welfare of District's students, staff and the community. As provided in Policy and Regulation 2673, District officials will satisfy the reporting requirements of the Safe Schools Act.

Oct. 99

GENERAL ADMINISTRATION

School/Community Relations

Policy 1420
(Regulation 1420)
(Form 1420)

Community Use of School Facilities

School District facilities are available for community use when facilities are not required for instructional or administration purposes. Use of District facilities is subject to approval of the community group's application and is subject to conditions established by the Board of Education as set forth in administrative regulations.

To the extent that school facilities are available for community use, such facilities will be open, under the same terms and conditions, to youth groups including but not limited to Boy Scouts, Girls Scouts, Big Brothers-Big Sisters of America, Boys and Girls Clubs of America, Little League Baseball and similar groups. When outside groups are permitted to use school facilities under this policy, the District will not unlawfully discriminate against groups based upon a group's religious, political or philosophical content of the speech at such meetings.

School/Community Relations

Community Use of School Facilities

General Policies

The Red Cross and Civil Defense shall have permission to use the school gymnasiums and cafeterias in the event of a natural disaster at no cost to the Board. A standing building use request form will be submitted and will be on file at the Board office for this specific purpose.

Public school buildings are erected primarily for the use of the public schools and shall not be used for any purpose that conflicts with such use. However, the Board believes that the schools belong to the community and they welcome community use of the school plant and its facilities if such use does not conflict with the educational program of the schools and when such use does not place the District in an inordinately vulnerable position regarding liability.

When school buildings are used for other purposes by any group of citizens in the community, it is the policy of the Board to make such charge as will compensate the District for such use, basing the amount of the charge upon the purpose for which the property is to be used, the extent of the use, the cost of servicing such proposed use and the community advantage arising from such. School facilities will not be rented to individuals as such, but only to organized groups or organizations who can and will be responsible for proper supervision of the group and for adequate protection of school property. School buildings and facilities will not be rented to any group for any activity which would seem to result in negative public relations with school patrons. This includes groups or individuals advocating violence or unlawful acts, disrespect for the rights or sensitivities of others, or activities of questionable morality. Groups desiring to use school buildings and facilities shall make a request through the office of the Superintendent, subject to availability through confirmation with building principals.

General Rules for the Use of School Buildings and Facilities

1. Use of all tobacco products is banned in all school buildings and on all campuses at all times.
2. There shall be no use or sale of alcoholic beverages or controlled substances and drugs on school property.
3. Each group must have a sponsor who is responsible for the group and will provide adequate supervision while using the school building or facility. Adequate supervision shall include such matters as discipline, admission arrangements, ushering, and care of property.

4. Nothing is to be attached to the walls, ceiling, or floors without first clearing for permission with the principal of the building.
5. Group activities shall be restricted to only that area of the school facility which was approved by the school administration.
6. The group using the school building and facilities shall be responsible for any school property that is damaged or destroyed while under their supervision.
7. Groups using a school building or facility shall have access to it only for the time approved by the administration.
8. Groups desiring to use facilities will fill out a school facilities and equipment form obtained from the Board office.
9. No activity by students or adult group shall take place in any facility unless there is a custodian or other school personnel approved by the Superintendent present.
10. Free use, insofar as possible, of school buildings by Boy and Girl Scout Organizations, Special Olympics, 4-H clubs, approved AAU activities and United States Swimming, Inc. activities, will be permitted provided such use does not conflict with regular school activities.
11. When buildings are used by churches, civic groups, or other city-wide organizations strictly for community projects and for which no admission charge is made, the Board reserves the right to make no charge or to charge only enough to pay for custodial services required.
12. Groups may not rent school facilities more than two sessions per month unless the requested facility has not been requested by any other group.
13. School gyms will be rented on the basis of a two (2) hour session, one beginning at 6:00 p.m. and ending at 8:00 p.m. and a second session to begin at 8:00 p.m. and ending at 10:00 p.m. depending on the number of requests.

Rental Schedule

BUILDING	FEE
Smith-Cotton High School Performing Arts Center	\$100.00
Smith-Cotton High School Cafeteria (dining room only)	\$75.00
Smith-Cotton High School Cafeteria with Kitchen	\$100.00
Smith-Cotton High School Classroom	\$35.00
Smith-Cotton Junior High School Auditorium	\$100.00
Smith-Cotton Junior High School Gymnasium	\$100.00
Smith-Cotton Junior High School Classroom	\$35.00
Smith-Cotton Junior High School Little Theater	\$35.00
FEMA Cafeteria (dining room only)	\$75.00
FEMA Cafeteria with kitchen	\$100.00
FEMA Gymnasium	\$100.00
Middle School Gymnasium	\$100.00
Middle School Cafeteria (dining room only)	\$75.00
Middle School Cafeteria with Kitchen	\$100.00
Middle School Classroom	\$35.00
Whittier Auditorium/Classroom	\$35.00
Heber Hunt Auditorium/Gym/Classroom	\$35.00
Horace Mann Auditorium/Gym/Classroom	\$35.00
Parkview Auditorium/Gym/Classroom	\$35.00
Skyline Auditorium/Gym/Classroom	\$35.00
Washington Auditorium/Gym/Classroom	\$35.00
Jennie Jaynes Stadium	\$200 per hr./\$1000 maximum a day
Middle School Pool (not rented for strictly recreational purposes)	\$100.00

The Park Board is authorized to use fixed school recreation facilities for its proposed year-round program whenever the space is available so as not to interfere with the regular school program. A schedule will be submitted annually and a properly completed school facilities request form will be attached.

Use of any school facility for school functions will be free of charge, even if conducted on weekends.

Custodial charges do not apply while custodians are on regularly scheduled duty. If an event runs over or are in buildings past time of custodian regular dismissal time overtime charges will apply at the rate of \$20.00 per hour.

If an event is scheduled on the weekend or during a time school is not regularly in session (i.e., spring break, summer months, etc.) overtime charges do apply for custodial services.

Rental of the Performing Arts Center will have to have the technician person the entire time it is being used for \$20.00 per hour.

Rental of a kitchen must have a cook the entire time it is being used for \$20.00 per hour.

Organizations must complete the appropriate form before permission will be granted for facility use. When using the Sedalia School District #200 facilities the organization must provide the district with a certificate of liability insurance with minimum coverage of \$1,000,000.00. The certificate will name the district as an additional insured.

Schedule and fees will be subject to change at any time by the Board.

Use of Sedalia Middle School Swimming Pool

1. School sponsored or related activities shall have first priority at all times.
2. Time may be allocated for instructional use such as lessons for non-swimmers and lifesaving courses.
3. Free use of the pool shall be granted when school is in session to the City Recreation Program, Red Cross, Boy Scouts, Girl Scouts, Special Olympics, AAU Swim Team, 4-H Clubs, and Boys Club when requested for instructional purposes and when proper agreement forms have been filled out and signed.
4. Any pool use requires one certified lifeguard on duty for each twenty-five (25) participants with said lifeguard's current certification on file in the District office.

Sedalia School District Requirements for All Pool Activities

The following safety requirements must be adhered to in order to ensure optimum safety in the swimming pool:

1. A qualified lifeguard, or qualified educator, or qualified coach, must be on the pool deck in addition to any instructor or coach supervising the pool activity. They must be designated with the sole responsibility of monitoring student safety by following these procedures:
 - Ensure the safety of all students.
 - Be alert and attentive at all times.
 - Always have a clear view of the entire pool.
 - Visually scan above and below the water surface continually.
 - Do not get distracted or leave the pool area.
2. All pool facility doors will remain locked when the facility is not in use.
3. The qualified lifeguard, or qualified educator, or qualified coach must ensure the pool has all the necessary safety equipment and is readily available each time the pool is in use. Pool deck must be kept clear of unnecessary equipment.
4. There must be a designated telephone in close proximity of the pool deck for emergency calls.
5. The instructor and/or qualified lifeguard, or qualified educator or, qualified coach must make certain that the start of the deep end is clearly marked.
6. Pool rules will be enforced at all times.
7. Always adhere to the pool rules that are posted in the pool area.

GENERAL ADMINISTRATION

Policy 1425
(Form 1425,
1425.1)

School/Community Relations

School Volunteers

The District encourages participation of parents and citizens of the community to volunteer in the schools in order to serve as additional resources to the teachers and students. Prior to serving as a volunteer, each individual who may have unsupervised contact with a child must complete an application for the position, have a satisfactory criminal records check, and have a satisfactory check of the child abuse/neglect records maintained by the Missouri Department of Social Services.

July 08

GENERAL ADMINISTRATION

Policy 1430
(Regulation 1430)
(Form 1430)

School/Community Relations

Visitors to School

Principals and teachers shall welcome and encourage visits by parents/guardians, board members, volunteers and patrons of the schools. All visitors shall report to the principal's office upon entering the building so that the office will be aware of their presence. When a patron of the school has a need for a conference with a teacher or counselor, an appointment should be made so the staff member may proceed with his/her assigned duties without undue interruption.

Groups of visitors wishing to visit the school or facilities shall notify the Superintendent as far in advance as possible.

Students dismissed earlier in one school than others are not permitted to be on the grounds of any other school in the District.

All persons who do not obtain permission from the principal's office to visit the school, or visitors who create serious distractions to the learning environment in the building or on the premises, shall be considered trespassers and subject to arrest and prosecution.

In order to minimize the potential harm to staff and students, persons listed on the sex offenders list may not be present in any school building, or on district property, in any district vehicle utilized to transport students, or be present at school activities without the written permission of the Superintendent. If permission is granted for a specific event or events, the Superintendent will notify the principal, where the sex offender will be present.

Observations by Parents, Advocates, or Others

Under applicable state and federal law, a parent does not have a right to observe his/her child in the educational setting. However, if a parent, advocate or other person wishes to conduct an observation of any child, activity, teacher, or classroom, he or she must submit a written request to the building principal, within five school days of the date he or she wishes to observe, with the following information:

1. The name and position of the individual(s) who will be observing;
2. The date and time he or she wishes to observe;
3. The amount of time he or she wishes to observe;

4. The specific purpose for which he or she wishes to observe.

The building principal must then grant written permission for the observation to occur. The District reserves the right to deny any observation that it believes will disrupt the educational environment or may lead to a direct or indirect release of personally identifiable information about a student or students. The building principal or other administrator will provide a written or verbal explanation of its decision prior to the requested observation date.

School/Community Relations

Visitors to School

Procedure for Visitors/Observers

Patrons are always welcome to visit schools in the Sedalia School District. Due to concerns in the areas of confidentiality, safety, disruption to the school day and educational process, visitors/observers to a Sedalia School must observe the following guidelines:

1. Notice must be received within five school days of the date the visitor/observer will be attending.
Notification must include (See Visitor/Observer Form):
Name of visitor/observer
Agency visitor/observer is representing (if applicable)
Name of student the visitor/observer wishes to observe
Purpose of visit
Time the visitor/observer will be arriving
Length of time the visitor/observer is to spend in the building/classroom
Written permission from parent to visit/observe (if applicable)
2. Upon arriving, visitor/observer must check into the office before going anywhere in the building.
3. Visitor/observer will be directed by the office to the prescheduled classroom or area.
4. Visitor/observer is only allowed in the prescheduled classrooms.
5. Scheduled time in the building must be followed.
6. Visitor/observer must check out at the office when departing.
7. Any data collection, notes, or videoing/tape-recording must be approved before implemented. (This is due to confidentiality issues concerning other students and may not be allowed.)
8. No staff are to be interviewed by visitors concerning students. Confidentiality requirements prohibit this conduct. Parents are encouraged to schedule conferences with teachers when needed.
9. Copies of data collection must be left with the principal or designee for school records.

Regulation 1430
Page 2

Persons providing continuing services (ie. Counseling, etc.) at the school are only required to complete one visitor/observer form per child at the beginning of the year or at the time services begin for each child. Please NOTE: procedures 2-6 must also be followed. A form to be completed will be provided upon request.

August 3, 2009

GENERAL ADMINISTRATION

Policy 1431
(Regulation 1431)

School/Community Relations

Code of Conduct - Adults

The Board of Education believes in and fosters a safe and orderly environment for all students, staff, and visitors.

Therefore, the Board of Education has established a code of conduct for parents, patrons, and visitors on school premises and at school activities. All parents, patrons, and visitors will be expected to conduct themselves in a manner reflective of a positive role model for children. Public displays contrary to this expectation as provided in Regulation 1431 will result in sanctions which will limit a person's access to school activities and school premises.

GENERAL ADMINISTRATION

Regulation 1431

School/Community Relations

Code of Conduct - Adults

In order to ensure a safe and orderly environment in which our students can maximize their educational and social development, the following regulations are enacted with respect to the conduct of adult visitors:

1. Verbally aggressive behavior, which would include, but not be limited to, threats, intimidation, and profanity, will result in limited access to school premises and school activities for up to one (1) year. The length of the restriction will be determined by the Superintendent of Schools.
2. Physical or violent behavior will result in a ban by the Board of Education from school premises and activities and will be referred to law enforcement.
3. Failure to comply with the restricted access provided in these regulations will result in the filing of civil and/or criminal charges.

School/Community Relations

Prohibition Against Firearms and Weapons

The presence of firearms and weapons poses a substantial risk of serious harm to District students, staff and community members. Therefore, possession of firearms and weapons is prohibited on school premises at all times except for law enforcement officials. As used in this policy, the phrase *school premises* includes all District buildings, grounds, vehicles and parking areas. This prohibition also extends to the sites of school activities, whether or not those school activities are conducted on School District property.

Individuals found to be in violation of this policy will be dealt with severely. Students will be disciplined up to and including expulsion as provided in Policy and Regulation 2620 - Firearms and Weapons in School. Law enforcement officials will be notified and the individual violating this policy will be directed to leave school premises. Non-students violating this policy will be barred from all school premises and school activities for a period of one (1) year. Subsequent violations by the same individual will result in a permanent bar from school premises and school activities.

Student participation in school sanctioned gun safety courses, student military or ROTC courses, or other school sponsored firearm related events does not constitute a violation of this policy, provided the student does not carry a firearm or other weapon into any school, school bus, or onto the premises of any other activity sponsored or sanctioned by school officials. In addition, persons passing through school district property for purposes of dropping off or picking up a student do not violate this policy if they possess a lawful permitted weapon in the vehicle during this time.

GENERAL ADMINISTRATION

School/Community Relations

Research Requests

Policy 1440
(Regulation 1440)
(Form 1440, 1440.1,
1440.2)

Requests for research studies involving students and/or staff of the School District must be submitted to the Superintendent of Schools or the Superintendent's designee for approval. Any research utilizing human subjects must be authenticated by the sponsoring university's Human Subjects Committee, Institutional Review Board, or comparable committee. Written permission from parents of the students to be involved must also be obtained as well as approval of each principal whose school is to be involved.

GENERAL ADMINISTRATION

Regulation 1440
(Form 1440, 1440.1
1440.2)

School/Community Relations

Research Requests

The following steps must be taken by the researcher:

1. Obtain a copy of the District's policy statement on research requests.
2. Present a letter of introduction and authentication from the responsible official (i.e., department chairman or above) of an institution of higher education or a professional organization along with evidence of approval by the sponsoring institution's Human Subjects Committee, Institutional Review Board, or comparable committee.
3. Submit a copy of the research proposal to include an outline of the research design, copies of the instruments to be used, and an outline or summary of techniques and procedures to be used in the study, including an anticipated date the District can expect a report of the findings.
4. Obtain approval by the Superintendent/designee.
5. Obtain approval from the principal(s) of the school (s) to be involved so that the District will be assured that data collecting will not in any way disrupt ongoing school programs.
6. Obtain written permission from parents of children to be directly involved.
7. Sign an agreement using the form provided by the Superintendent's office.

School/Community Relations

Organ Transplant Information

State or nationally recognized organizations that provide unbiased information concerning organ, eye and tissue donation may request an opportunity to present to the Board. Qualified organizations will be allowed at least thirty (30) minutes to speak at a Board meeting. The Board will determine whether such information will be presented to parents and/or students and, if so, the manner of presentation. However, no student will be required to be present for any instruction related to organ, eye or tissue donation if the student has a sincerely held religious or emotional belief which is contrary to such instruction.

GENERAL ADMINISTRATION

School/Community Relations

Policy 1450
(Regulation 1450)
(Form 1450, 1450.1)

Public Access to District Documents

The District provides public access for the inspection and copying of the District's public records. As a general practice, the District requires advance payment of a copy fee which does not exceed ten (10) cents per page for pages not larger than nine by fourteen inches and a search and duplication fee that does not exceed the average hourly rate of pay for District clerical staff. However, copies of the District's public records may be provided without a fee or at a reduced fee when the Board determines that a reduction is in the public interest. In assessing fee reductions, the Board will consider the potential that the reduction will significantly contribute to public understanding of the District's operations and will consider the degree of commercial value to be gained by the person requesting a fee reduction. In accordance with state law, search time that would require more than clerical duplication of documents may be charged at the actual cost of research time.

Similarly the District will provide public access for inspection and duplication of the District's public records maintained on audio, video, or similar media. Public access includes but is not limited to computer facilities, recording tapes, disks, video tapes, films, pictures, slides, graphics, and illustrations. The District requires advance payment not to exceed the cost copies, staff time (not to exceed the average hourly rate of pay for clerical staff), and the cost of the disk or tape used for duplication.

In order to facilitate public access to the District's public records, the Board will appoint a custodian of records. The custodian will be responsible for maintaining the District's public records as well as for assuring access to the District's public records. The identity, business address, and office telephone number of the custodian of records will be published annually and will be available at the District's administrative office. The procedures for implementing public access provided in this policy are set forth in Regulation 1450.

School/Community Relations

Public Access to District Documents

The following regulations are intended to ensure full and open disclosure of the District's public records.

Public Records

As defined by state statute and provided in Board policy, public records include but are not limited to reports, surveys, memoranda, documents/studies prepared and presented to the Board by consultants or other professional service paid for in any part by public funds, provided that such "records" are retained by the District.

The phrase "public records" does not include:

1. Creation of a document not retained or creation of a summary/compilation of District data where such compilation or summary is not an existing, retained record.
2. Internal memoranda or correspondence received by, or prepared by, or on behalf of, the Board where such documents involve advice, opinions, or recommendations related to the Board's decision making process. However, if such memoranda or correspondence is retained by the District or are presented at a public meeting, they will be deemed public records subject to public access.
3. District records closed to public access by the Board including but not limited to appropriate legal actions, real estate matters, information related to the performance or merit of individual employees, academic discipline and testing records of personally identifiable students, testing and examination materials, software codes, preparation for employee negotiations, specifications for competitive bidding, personnel records, and sealed bidding.

Request for Inspection and/or Duplication

1. Requests for access or duplication of the District's public records must be made to the District's designated custodian of records.
2. Upon receipt, the custodian/designee will provide or deny access within three (3) business days of the request. The date of request will not be counted as one of the three (3)

business days provided for response. Where reasonable cause exists the three day response period may be exceeded.

3. *If access is not immediately provided*, the custodian/designee will provide the person requesting access with a detailed explanation of the reason for the delay. The custodian/designee will advise of the earliest date, time, and place when access will be provided.
4. *If access is denied*, the custodian/designee will provide the person requesting access with a written explanation of the reason for denial of access. The written explanation will provide the specific provision of law relied upon in denying access and will be provided within three (3) days of the date when access was denied.
5. Fees for duplication of the District's public records must be received prior to copying unless the fee has been waived by the Board. Upon request of the person requesting duplication, the custodian/designee will certify that the actual cost of document search and duplication is fair, reasonable, and does not exceed the allowable charges for public records set out in state law.

Unauthorized Removal of Public Records

No person is permitted to remove original public records from District facilities without written permission of the custodian of records/designee. Employees who violate this provision are subject to discipline up to and including termination. Violators may be referred to law enforcement officials.

Commercial Use of District Records

No person or business entity will be provided with the exclusive right to have access to, control over, duplication of, and dissemination of the public records of the District.

GENERAL ADMINISTRATION

Policy 1460
(Regulation 1460)

School/Community Relations

Community Involvement in Decision Making

The Board of Education recognizes that many residents of the District may be especially qualified to take an active part in school affairs because of their training, experience, or personal characteristics and encourages them to take an active part in school affairs.

The Board shall give substantial weight to the advice it receives from individuals and community groups interested in the District's schools, but shall use its own judgment in arriving at decisions.

School/Community Relations

Community Involvement in Decision Making

As elected officials, members of the Board of Education will be open to input from members of the community. While accountable to the Electorate of the District, Board members will act in what they believe is in the best interest of District students given existing finances and circumstances of the District.

As required by State or Federal Law or Regulations the Superintendent or designated representative shall:

1. Solicit parents' suggestions in the planning, development, and operation of programs.
2. Consult with parents about how the school can work with parents to achieve the program's objectives.
3. Provide to parents timely information concerning program evaluations.
4. Facilitate willing participation by parents in program activities.
5. Provide timely responses to parents' recommendations.
6. Establish parent advisory councils as needed.
7. Inform parents concerning the selection of students for programs, objectives for the child, the child's progress, advice on ways parents may help the child, and provide when possible materials to help parents assist their children in special programs.

School/Community Relations**Gifts, Donations, and Bequests to the District**

The Board of Education recognizes the educational value of appropriate gifts, donations, and bequests (collectively, “donations”) to district schools, and encourages their use to enrich the district’s instructional and activity programs. Donations may be made to the district by or through the Sedalia School District Foundation, Parent Teachers Organizations (PTO), and through the district Booster Clubs, as well as by or through other foundations, civic groups, corporations, or individuals. Donations that are accepted by the district must be consistent with district programs, board policies, and applicable law. Therefore, donations that may serve to enhance and extend the work of the school may be received by the district as approved by the Board.

The Sedalia School District Foundation, which was created to support the district, as well as other foundations and some other groups, are 501(c)(3) charitable organizations as defined by the Internal Revenue Code. Therefore, donations to such organizations for the benefit of the school district may be tax deductible. Although a school district is not a 501(c)(3) charitable organization, donations to school districts may be tax deductible under other provisions of the tax code. Individuals and organizations should consult with their own tax advisors related to all of these matters.

Acceptance of Donations

Donations must be submitted in accordance with the following procedures:

1. Donations must be submitted by using the applicable form, which is available at the Administrative Office.
2. Donations are accepted only through official action by the Board. The acceptance of a donation shall not limit in any manner the Board’s authority to direct the operation of the district, including but not limited to the district’s educational and activity programs, and its facilities and grounds.
3. Acceptance of a donation by the district shall not be considered an endorsement of the product, individual, organization, civic group, corporation, or other entity making the donation.
4. All donations accepted by the district pursuant to this policy will become the property of the district, to be used for the benefit of the district as deemed appropriate by the Board in its judgment and at its sole discretion, subject to the requirements of law and Board policy as it currently exists or may hereafter be

modified. The district cannot guarantee that damaged, worn, or nonviable donations will be maintained, repaired, or replaced at district expense.

The Board will consider the following criteria when deciding whether to accept a donation. However, this list is not exhaustive, and the Board shall retain the right to accept, reject, or modify any donation that is offered to the district.

1. Whether the donation is consistent with and will further the goals of the district;
2. Whether the donation will actually be used by the district;
3. Whether the donation is consistent with Board policy and applicable law;
4. Whether the donation creates the substantial likelihood of disruption to the good order and discipline of the school;
5. Whether the donation will result in an inequitable distribution of resources in the district;
6. Whether the donation will be self-sustaining;
7. Whether the donation will result in an increase in direct or indirect costs, capital outlay, or operating costs; and
8. Whether the donation will have an adverse effect on staffing, resources, educational programming, or any other aspect of district operations.

No donation will be accepted until the district has received verification satisfactory to the Board that the donation is free from encumbrances. Donations accepted by the Board will be publicly announced and appropriately acknowledged.

Acknowledgement of Donations

Donations may be acknowledged by inscriptions placed on engraved plates, bookplates, or by other appropriate means, as approved by the Board.

Specific Types of Donations

A. Donations, including memorials, for scholarships, media, supplies, or particular activities or departments, other than to equip or furnish newly-constructed or renovated district building or facilities:

1. Scholarships – Application and award requirements must be in final written form before a scholarship is announced. A typed copy of the application and award requirements, together with a specific timeline for the scholarship implementation must be kept on file at the Administrative Office and at the office of the building principal or designee. The Sedalia School District Foundation is also available as a

resource to establish and assist in administering the scholarships. All scholarships must be consistent with state and federal law applicable to school districts, and with Board policy as it currently exists or may hereafter be amended.

2. Purchase of library books, educational media, school supplies and equipment – The district may maintain a “wish list” of items from which persons or organizations establishing a memorial may choose. Donations will be acknowledged in an appropriate manner, e.g., books may include a book plate, and equipment and supplies (if applicable) may include an engraved plate. The inscription on each must be limited to one of the following: “Donated by,” “In memory of,” or “In honor of,” followed by the appropriate name. All engraved plates shall become the property of the district, and may be removed by the district as deemed appropriate by the Board – including but not limited to removal for the purpose of giving the plate to a person or entity designated in writing by the donor at the time the donation was made. Engraved plates shall not be removed earlier than ten (10) years after the date on which the donation was accepted by the Board, unless the Board determines in its judgment and at its sole discretion that particular circumstances so warrant. The person designated to receive the engraved plate shall be responsible for requesting the plate.
3. Money and items designated for a particular school, activity or department – The use of such money donated for specific purposes must be approved by vote of the Board of Education. Donations of items for an existing school will be accepted in accordance with district policy.

B. Dedications to equip or furnish newly-constructed or renovated district buildings or facilities:

Donations made to the district through the Sedalia School District Foundation, or by or through other individuals or organizations, for the equipping, furnishing or landscaping, of newly-constructed or renovated district buildings or facilities may be commemorated by placing donor’s name or dedication on appropriate fixtures, landscaping, benches, artwork, classrooms and portions of buildings or facilities. The Board of Education must approve all exterior naming of buildings, facilities, portions of buildings, or statuary. Buildings that have already been named or that are named as the result of a formalized district process will retain that identity absent vote to the contrary by the Board of Education.

Donors obtain no rights or naming rights in district property as a result of such commemorations or dedications.

The designation of and level of commemoration for donations made to the district through the Sedalia School District Foundation, or by or through other individuals or organizations

will be based upon the district's capital needs and opportunities when a particular building is constructed or renovated. The Board may approve designations and levels of commemoration for donations made attendant to specific projects, such as the construction of a particular facility. However, such levels shall not be included in or become part of Board policy. The Board reserves the right to modify the designation of and level of commemoration for donations, depending upon the particular project, or changes of circumstance during a particular project, all as deemed appropriate by the Board in its judgment and at its sole discretion.

Rededication and/or Removal of Dedication or Acknowledgement

The Board of Education may rededicate or remove engraved plates or other acknowledgements from items previously donated, dedicated, and/or otherwise accepted by the District, if the Board, in its judgment and at its sole discretion, determines that such action is in the best interest of the District. In making such decisions, the Board will consider criteria that may include, but shall not be limited to, the following:

1. Whether the conduct of a donor individual or organization, or the individual or organization to whom the donation is dedicated or in whose honor the donation is made, is unlawful, unethical, inconsistent with the standards of conduct applicable to students and employees of the district, or otherwise warrants rededication and/or removal of the acknowledgement;
2. Whether the dedication or other acknowledgement should be removed due to failure to fulfill any pledge of money or property; or
3. Whether the donation is being offered by individuals, organizations, or other entities from which the law, and/or district or public policy, provide that donations should not be accepted or acknowledged.

GENERAL ADMINISTRATION

Policy 1475

School/Community Relations

Memorials

Sadly the death of a student, former student, or staff member is an event that may occur at any time. Temporary memorials can provide students the opportunity to give testimony to their peers, as well as learn how to direct their generosity to grieving family members. The opportunity to participate in temporary activities and projects can help students and staff come to accept the finality of their loss. An initial memorial site will be designated by the principal where flowers, poems, pictures, stuffed animals in an area where those who wish not to be reminded can easily avoid that location. Memorial items will be removed after the family funeral in a way that permits presentation of these symbols of caring to the family.

Memorials for staff and students lost through suicide will not be established. This policy is the result of the fact that recognition of student suicide may adversely affect others predisposed to suicide.

January 12, 2009

School/Community Relations

Public Complaints

Although no member of the community shall be denied the right to petition the Board of Education for redress of a grievance, the complaints will be referred through the proper administrative channels for solution before investigation or action by the Board. Exceptions are complaints that concern Board actions or Board operations only.

The Board advises the public that the proper channeling of complaints involving instruction, discipline, or learning materials is as follows:

1. Teacher
2. Principal
3. Appropriate Central Office Administrator, e.g., Assistant Superintendent, Director of Personnel, or Director of Curriculum and Instruction.
4. Superintendent
5. Board of Education

Any complaint about school personnel will be investigated by the Administration before consideration and action by the Board.

School/Community Relations**Parent Organizations and Booster Clubs**

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative Authority and cannot determine District policy, the School Board welcomes their suggestions and assistance.

Parent organizations and booster clubs are recognized by the School Board and permitted to use the District's name, a District school's name, or a District school's team name or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has by-laws containing the following:

1. The organization's or club's name and purpose, such as to enhance student's educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams, co-curricular classes or academic clubs through financial support, or to enrich activities.
2. When it is appropriately advisable, due to the size of the organization, supply documentation that the Club has filed for and received its own designation as 501 (c)(3) entity under the Internal Revenue Code
3. A statement acknowledging that the Club may not use the district's IRS or sales tax exemption number.
4. The rules and procedures under which it operates.
5. An agreement to adhere to all Board policies and administrative procedures.
6. A statement that membership is open and unrestricted, meaning that membership is open to parents/guardians of students enrolled in the school, District staff, and community members.
7. A statement that the District is not, and will not be responsible for the organizations' or club's business or the conduct of its members.
8. An agreement to maintain and protect its own finances.
9. A requirement that the Club file each year with the district's activities director a copy of its officers.
10. An agreement to carry separate liability insurance in an amount not less than one million dollars (\$1,000,000) per occurrence.
11. A statement that all items donated becomes property of the school and the school may later use, modify or sell items.
12. A statement that the School Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.
13. A statement that the Club must receive prior approval from the district's Activities Director and Assistant Superintendent for all fundraisers or activities with which students are associated.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the action of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos.

The Superintendent shall designate an administrative staff member (Activities Director) to serve as the liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

Office Methods and Data Management

Records

Custodian of District Records

The Board of Education has designated as the custodian of District records the Board/Superintendent's Secretary. He/she will maintain, protect, and make such records accessible to authorized persons.

In order to meet required timelines, in the absence of the custodian of records, a central office secretary will be the assigned designee.

GENERAL ADMINISTRATION

Policy 1520
(Regulation 1520)

Office Methods and Data Management

School District Annual Report

School District officials will submit to the Missouri Department of Elementary and Secondary Education all data and reports as required by law and/or by regulations of the Missouri State Board of Education. The Annual Report will be completed and submitted in accordance with department regulations.

The Annual Report will be distributed to all media outlets serving the District, and will be made available to all District patrons, and to each member of the general assembly representing a legislative District which contains a portion of the School District.

Office Methods and Data Management

School District Annual Report

The Board of Education will annually issue a report to each household with a student enrolled in the District. Copies of the School Accountability Report Card shall be available at all school or administrative buildings and shall also be distributed to all media outlets serving the District. The School Accountability Report Card for each school building will include the following information:

1. Accreditation Status
2. Preschool Enrollment
3. K-12 Enrollment
4. Rates of Pupil Attendance
5. High School Dropout Rate
6. High School Graduation Rate
7. Number of Suspensions of Ten (10) Days or Longer
8. Rate of Suspensions of Ten (10) Days or Longer
9. District Ratio of Students to Administrators
10. District Ratio of Students to Teachers
11. Average Years of Experience of the Professional Staff
12. Number of Advanced Degrees Earned by the Professional Staff
13. Student Achievement Measured the District Assessment System
14. Student Scores of ACT
15. Percentage of District Graduates Taking the ACT
16. Average Teachers' Salaries Compared to State Average

17. Average Administrators' Salaries Compared to State Average
18. Average Per Pupil Expenditures for the District
19. Average Per Pupil Expenditures by Attendance Center
20. Adjusted Tax Rate of the District
21. District's Assessed Valuation
22. Percentage of District's Operating Budget Derived from State, Federal and Local Sources.
23. Percentage of Students Eligible for Free or Reduced-Price Lunch
24. Percentage of Students Continuing their Education in Post-Secondary Programs
25. Placement Rate for Students who Complete District Vocational Education Programs
26. Existence of a State-Approved Gifted Education Program
27. If a District Gifted Program exists, the Number of Students Currently Being Served in Such Program

School Report Card

The District Report Card will permit disclosure of data on a school-by-school basis. However, school reporting will not be personally identifiable to any student or professional staff member.

Private, State and Federal Programs Administration

Where appropriate the District will seek to participate in private, state and federal grant programs as recommended by the Administration and approved by the Board of Education. Procedures for development of grant proposals are set forth in Regulation 1620 – Private, State and Federal Funding.

Private, State and Federal Programs Administration

Protection of Student Rights

All instructional materials, including teachers' manuals, films, tapes or other supplementary material which will be used in connection with any survey, analysis or evaluation shall be available for inspection by parents/guardians of the students.

No student shall be required to submit to a survey, analysis, or evaluation as part of a school program that requires students to reveal personal information concerning:

1. Political affiliations of the student or student's family;
2. Mental and psychological problems of the student or his/her family;
3. Sexual behavior and attitudes;
4. Illegal, anti-social, self-incriminating behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; or
7. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance.

The School District shall give parents notice of their right to inspect surveys and instructional materials used in education of their children.

GENERAL ADMINISTRATION

Policy 1620
(Regulation 1620)

Private, State and Federal Programs Administration

Private, State, and Federal Funding

Grants from outside agencies are to be related to the needs and priorities of the District in the form of program improvement. Outside funds are to be regarded as supplemental in nature, intended to enhance or augment the usual efforts toward desired goals, quality of learning, inservice education, or capital improvement. Grants may lead to research and development that will be of value to the District. All such funds will be deposited, accounted, and reported through the District's accounting office. The Board directs that the Administration keep financial and program records to document the compliance with all state and federal requirements and to corroborate program success.

All employees of the School District who plan to apply to an outside agency (private, corporate, or governmental) for grants or other types of funds for District use must clear the request with the Superintendent of Schools or designee before preparing an application. The application must then be approved by the Board of Education before submission to the source of funding.

Grants cannot be requested that would require District expenditures not budgeted in the current fiscal year. District funds may not be obligated in advance for future years by the terms of a grant without prior Board approval.

If a grant requires participation by children in experimental types of instruction, written permission of parents must be secured.

Private, State and Federal Programs Administration

Private, State and Federal Funding

Steps to be followed in securing grants are:

1. Identify a significant District problem or need for program improvement that may be helped through outside funds.
2. Match the need or problem with a funding source that subscribes to a relevant purpose.
3. Study the background, resources, and funding prospects of the agency.
4. Clear with the Superintendent the general idea for a proposal.
5. Involve prospective participants in planning for a proposal. Secure parents' written permission if children are to be involved in experimental types of instruction.
6. Prepare the application, using the format and following the timeline prescribed by the funding agency.
7. Discuss the funding of personnel, including the project director, with the Personnel Director, making sure to apply for full outside funding of all fringe benefits, including unemployment insurance.
8. Submit copies as required to the Superintendent for recommendation to the Board for approval.
9. If approved, complete the process of submission to the funding agency and its subsidiaries as required, with copies provided to participants.

GENERAL ADMINISTRATION

Policy 1621
(Regulation 1621)
(Form 1621)

Private, State and Federal Programs Administration

Title I

Parent Involvement

The Board recognizes the importance of parental involvement with the Title I program and will provide a variety of opportunities for parents to be involved in policy design and in the planning, implementation and review of Title I programs.

Staff Qualifications

Title I teachers and paraprofessionals must meet the qualifications outlined in Regulation 1621.

Reporting Requirements

Pursuant to the provisions of the Every Student Succeeds Act, the District will submit its Federal Title I LEA Plan, describing the District's Title I services.

February 26, 2018

GENERAL ADMINISTRATION

Regulation 1621 **(Form 1621)**

Private, State and Federal Programs Administration

Title I

The responsibility for implementation of the Title I policy is shared between the Title I Director and each building principal. The designation of these duties is described below.

Title I Staff and Parent Responsibilities

1. Development of the District's Plan will include input from parents of eligible students, teachers, administrators and related personnel.
2. Provide letters to parents regarding Title I programs and curriculum, how their children were selected for Title I, how their progress will be measured, how much progress they are expected to make during the school year, and how their performance compares to that of their schoolmates.
3. Provide an orientation meeting for parents each school year before the end of the first quarter.
4. Provide parents of each school with the results of the annual review. This review is to include the individual school performance profiles.
5. Provide timely notification to parents, in the form of letters and flyers, regarding Title I meetings and workshops.
6. Offer professional development opportunities for teachers on increasing their effectiveness in teaching all students eligible for Title I services and on addressing the needs of Title I parents.
7. Offer workshops for parents on how to help assist in the instruction of their children.
8. The District will conduct an annual review meeting of Title I activities which will include, but not be limited to, parent evaluations and the school-parent compact. Meeting agenda sign-in sheets for parents and staff, as well as, meeting minutes will be maintained by the District.
9. Send data regarding year-end Title I program evaluation results to all parents.
10. Invite parents to and include parents in Title I program review team meetings.
11. Notify parents regarding the professional qualifications of their student's classroom teachers.

Title I Staff Qualifications

Teachers

Title I teachers hired after the first day of school for 2002-2003 must meet the following qualifications:

1. Have obtained full state certification as a teacher.
2. Hold at least a bachelor's degree.
3. Elementary teachers - have demonstrated subject knowledge and teaching skills in reading, writing, mathematics and other areas of the basic elementary school curriculum.
4. Secondary teachers - have demonstrated a high level of competency in each of the academic subjects that they teach.

Title I teachers hired prior to 2002-2003 must meet the same qualifications by the end of 2005-2006.

Paraprofessionals

Title I paraprofessionals hired after January 8, 2002, must have a secondary school diploma or a GED and meet one of the following qualifications:

1. Completed at least two (2) years of study at an institution of higher education, or
2. Obtained an associate's (or higher) degree, or
3. Have demonstrated knowledge of, and the ability to assist in instructing reading readiness, writing readiness and mathematics readiness, as appropriate.

Title I paraprofessionals hired prior to January 8, 2002, must meet the above qualifications by January 8, 2006. Exceptions to these qualifications would apply to those Title I paraprofessionals who primarily serve as translators or whose duties consist solely of conducting parental involvement activities.

Title I Building Level Responsibilities

Each Title I building administrator will invite all parents to attend their school's program planning meetings, school review and improvement meetings.

Title I teachers will provide parents with quarterly written reports on the progress of their children, so that parents can know the extent to which they are learning. Teachers will be

available for individual conferences at the regularly scheduled District Parent/Teacher Conference dates and at other times by appointment through each building office. Meeting times will take into account the need to accommodate a variety of parent work schedules.

Through these reports and conferences, Title I teachers will provide parents with the results of evaluations of student progress. These evaluations will include, but will not be limited to, test results, measurements of homework turned in, homework completed, student attitudes and student behavior.

Each Title I school will:

1. Design and sponsor activities to address the needs of children which are unmet due to the absence of one parent.
2. Design types of parent involvement that do not involve being at school, such as helping teachers by assembling materials at home for use in classroom activities.
3. Offer opportunities and materials for parents to participate in classroom activities.

Parent Notification of Teacher Qualifications

At the beginning of each school year, the District will notify the parents of each student attending any school receiving Title I funds that they may request information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
3. Whether the child is provided services by paraprofessionals and, if so, their qualifications; and
4. What baccalaureate degree major and any other graduate certification or degree is held by the teacher, and the field of discipline of the certification or degree.

In addition to the information that parents may request, the District will provide to each individual parent:

1. Information on achievement level of the parent's child in each of the state academic assessments as required under this part; and

2. Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.
Requests by parents for this information must be provided in a timely manner.

Title I Grievance Procedure

This grievance procedure applies to all complaints regarding District operations under all programs authorized under the Federal Every Student Succeeds Act including Title I, Title II, Title III, Title IV (Part A), Title V, Title VI, Title VII and Title IX (Part C).

A formal complaint may be filed by parents, member of the public, teachers, or other District employees. Complaints must be in writing; must be signed by the complainant; and must include facts, including documentary evidence that supports the complaint and the specific requirement, statute, or regulation alleged to have been violated.

All complaints must be filed with the Superintendent or Superintendent's designee and will be addressed in a prompt and courteous manner.

1. The District will notify the Commission of Elementary and Secondary Education (DESE) within fifteen (15) days of receipt of the complaint.
2. The District will investigate and process the complaint within thirty (30) days of receipt of the complaint.
3. The complaint findings and resolutions will be disseminated to all parties and to the Board of Education.
4. If dissatisfied with the District's determination, complainant may appeal to DESE within fifteen (15) days of receipt of the District's determination.

GENERAL ADMINISTRATION

Policy 1705
(Form 1705)

Administrative Organization and Roles

School Attendance Areas

The boundaries of attendance centers for each elementary school in the District will be established by the Board, and all modifications or alterations in such boundaries will be approved by the Board. The Superintendent may make recommendations to the Board on the maintenance or alteration of established boundaries of attendance centers.

Groups of pupils may be assigned to a school or schools outside the enrollment attendance areas if crowded facilities necessitate. A student wishing to enroll in an attendance area outside the area of residence should make application to the office of the Superintendent stating the reasons for attendance in a different area. The Superintendent may act on such applications based upon the merits of the applications or refer the matter to the Board. The following criteria will be used by the Superintendent in consideration of the parent/guardian's written request:

1. Parent/guardian establish hardship.
2. Classroom space available at receiving school.
3. Parent/guardian provide transportation.

GENERAL ADMINISTRATION

Policy 1710
(Regulation 1710)

Administrative Organization and Roles

Administrative Reports

The Board of Education may require reports from the Superintendent and other administrative officials concerning the status of District programs, educational needs and long term District planning. The Board will take steps to monitor the success of District schools in achieving their educational objectives.

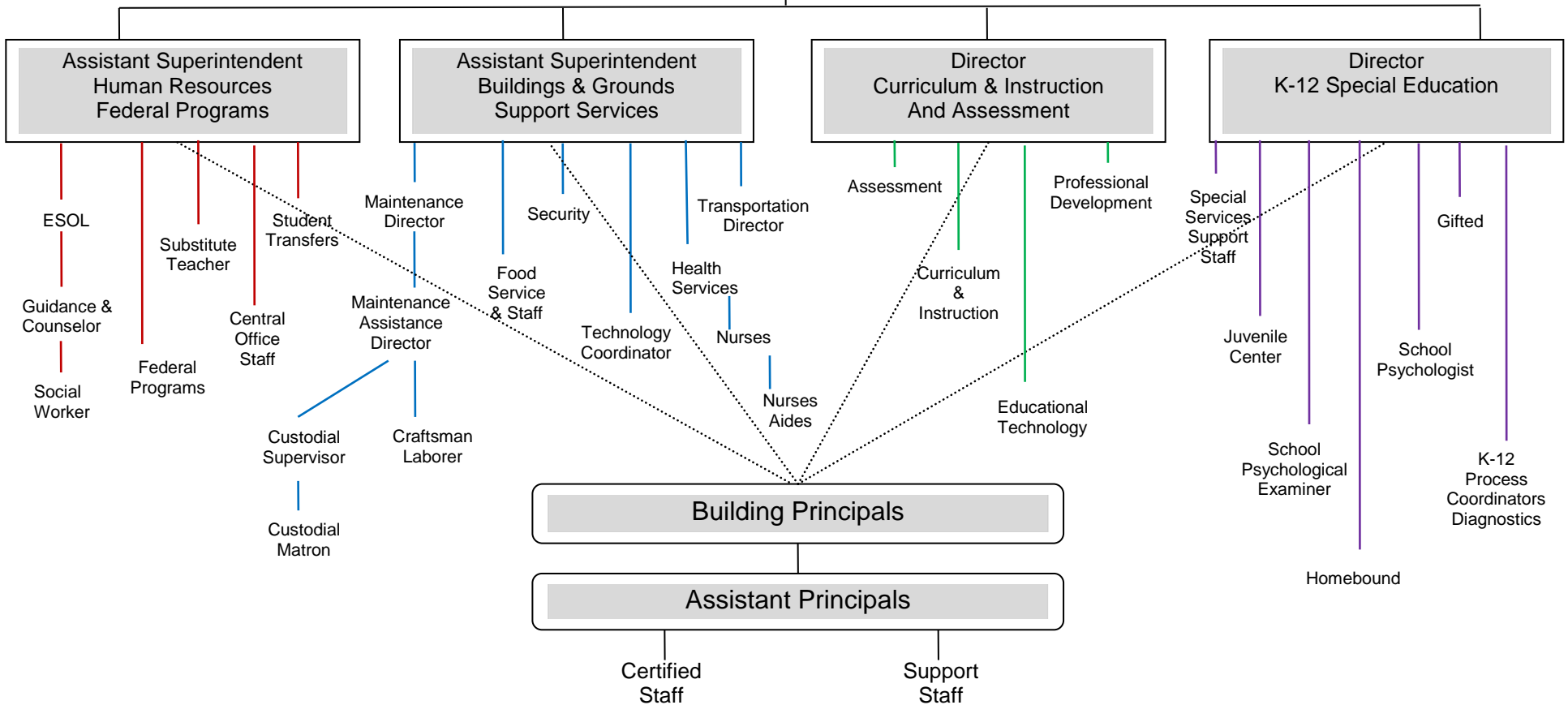
Sedalia School District #200 Community

Students Parents Patrons

Regulation 1710

Board of Education- 7 Members

Superintendent of Schools



GENERAL ADMINISTRATION

Policy 1720
(Regulation 1720)
(Form 1720, 1720.1
1720.2, 1720.3)

Administrative Organization and Roles

Superintendent of Schools

The Superintendent is the chief administrative officer of the School District. The Superintendent, under the direction of the Board, is responsible for the general supervision of the schools and all District personnel. The Superintendent is the chief executive officer of the Board and shall be responsible to the Board for the execution of the policies, rules and regulations and directives given by the Board, and for the functions listed in Regulation 1720.

The Superintendent is the authorized representative and signatory for all official matters pertaining to the School District.

Qualifications of the Superintendent of Schools

The Superintendent shall hold Missouri Teacher's and Superintendent's Certificates and have prior teaching experience. Prior experience as a school administrator is desirable.

Terms of Employment

The Superintendent's contract will be based on a twelve-month year, with salary and work year to be established by the Board.

Contract

The Superintendent of Schools may be employed by the Board of Education for a term of from one (1) to three (3) years. The terms of the Superintendent's employment will be contained in a written contract signed by the Superintendent, the Board President and the Board Secretary. During the term of the Superintendent's contract, the amount of compensation and benefits provided in the contract may not be changed.

Evaluation of the Superintendent

The Board of Education will evaluate the performance of the Superintendent in or by February in each contract year. The Superintendent's evaluation will be based, in part, upon the Superintendent's annual goals provided to the Board of Education.

Termination

The employment of the Superintendent terminates upon expiration of the Superintendent's contract. The decision to extend the Superintendent's contract or to deny such extension lies in the total discretion of the Board.

In addition, and as provided in the Superintendent's employment contract, the Superintendent's contract may be terminated by mutual consent, termination for cause, or death or incapacity.

GENERAL ADMINISTRATION

Regulation 1720
(Form 1720, 1720.1,
1720.2, 1720.3)

Administrative Organization and Roles

Superintendent of Schools

1. Attend and participate in all meetings of the Board, except when his/her own employment status is being considered.
2. Formulate and present for Board action policies, plans, programs and proposals for curriculum revision with full information which will assist the Board in making fully informed decisions. Short and long term educational goals shall be presented along with regular population studies.
3. Enforce all provisions of applicable municipal, state and federal laws, policies and regulations of the Board of Education, make recommendations for any changes of policy or regulation which may be needed.
4. Make recommendations for the employment, promotion, assignment, transfer, or dismissal, of any school employee in accordance with school policy.
5. Prepare, or direct the preparation of, the annual School District budget for the Board's consideration and action.
6. Administer the budget as approved by the Board and interpret it to the community.
7. Conduct a program of public relations which will keep the community fully informed of the activities, successes and needs of the School District. The Superintendent shall maintain a cooperative working relationship between the School District and the community by regularly attending community and school activities.
8. Initiate citizen committees which includes professional consultants to act in an advisory capacity in areas such as curriculum, government programs, school projects, research, school finance and evaluations subject to the Board's approval.
9. Respond to situations requiring discretion because they are not covered by Board existing policies, reporting the action to the Board as soon as possible thereafter.
10. Assist the Board in fulfilling its legislative function for the schools in an efficient and just manner.

11. Assume direct operational responsibility for all duties and responsibilities not specifically assigned to an assistant Superintendent, director, or others.
12. Maintain accurate up-to-date records and reports as required by law, the Missouri Department of Elementary and Secondary Education, and/or the Board.
13. Provide an orientation program for new Board members and inform Board members of conferences, workshops and other meetings that will assist them in their duties and responsibilities.
14. Provide an agenda to Board members prior to all regular Board meetings, with appropriate background information.
15. Provide leadership for all School District personnel which encourages team effort to provide quality education and services.
16. Supervise and evaluate central office administrative personnel and all principals, making annual recommendations to the Board for administrative employment and compensation.
17. Resolve student disciplinary problems resulting from principals' referrals.
18. Serve as spokesperson for the Board team in discussions with the representative teacher organization.
19. Perform other duties as may be assigned by the Board of Education or as may be required to implement the policies and regulations of the Board of Education.

GENERAL ADMINISTRATION

Policy 1730

Administrative Organization and Roles

Building Administration

Under the supervision of the Superintendent or the Superintendent's designee, the building Principal serves as the instructional leader of their assigned building. In that capacity, building administrators are responsible for the implementation of Board policies and regulations. Each building administrator will be evaluated on their instructional leadership and the success of their students.

STUDENTS

Policy 2100

Nondiscrimination and Student Rights

The Board of Education reaffirms its belief that every student regardless of race, color, sex, national origin, age, ethnicity, religion, disability, sexual orientation or perceived sexual orientation be given equal opportunity for educational development.

The Board recognizes the importance of providing each student with a school environment conducive to intellectual, emotional and social growth through participation in a full range of educational programs and activities. Board and staff commitment insure equal educational opportunities in course offerings, guidance and counseling, test procedures, extra-curricular activities, discipline procedures and student support services.

STUDENTS

Policy 2110
(Regulation 2110)

Nondiscrimination and Student Rights

Equal Educational Opportunity

It is the policy of the Board of Education to provide a free and appropriate education for students with disabilities. Students with disabilities are those who, because of certain atypical characteristics, have been identified by professionally qualified personnel as requiring special educational planning and services. Students with disabilities will be identified on the basis of physical, health, sensory, and/or emotional handicaps, behavioral problems or observable exceptionalities in mental ability. It is possible that a student may have more than one type of disability.

The District's programs and services available to meet the needs of these students will be in accordance with the Individuals with Disabilities Education Act, the Education for All Handicapped Students Act of 1975, the Rehabilitation Act of 1973, Section 504, and §162.670 - .995 RSMo., Missouri Special Education Services. In addition, the identification of students with disabilities and the services provided by the District will be in accordance with the regulations and guidelines of the Missouri Department of Elementary and Secondary Education's Current Plan for Part B of the Education of the Handicapped Act, as amended. (See Policy and Regulation 6250 – Instruction for Students with Disabilities.)

STUDENTS

Regulation 2110
(Form 2110)

Nondiscrimination and Student Rights

Equal Education Opportunity/§504 Procedural Safeguards

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act were designed to eliminate discrimination on the basis of disability. To that end, Section 504 provides, in pertinent part, as follows:

No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . .

A disabled person under Section 504 is defined as any person who has a physical or mental impairment that substantially limits one or more major life activities.

Pursuant to Subpart D of the 504 federal regulations, a recipient of federal financial assistance that operates a public elementary or secondary education program must establish and implement, with respect to actions regarding the identification, evaluation, or educational placement of persons who, because of disability, need or are believed to need special instruction or related services, a system of procedural safeguards. The following is a description of the procedural safeguards or rights granted by federal law to students with 504 disabilities and/or their parents or legal guardians and to those students who are suspected of having a 504 disability and/or their parents or legal guardians. Parents/guardian of students who are suspected of or identified with a disability under the Individuals with Disabilities Education Act are provided with copies of the IDEA procedural safeguards unless those students have a separately identified 504 disability that is not addressed through an IEP.

Parent and Student Rights Under Section 504:

1. Parents/guardian and students have the right to be informed by the School District of their rights under Section 504. The purpose of these Procedural Safeguards is to advise you of those rights.
2. A student with a 504 disability has the right to a free appropriate public education. An appropriate education is defined as the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of the disabled person as adequately as the needs of nondisabled persons are met and are based upon adherence to 504 regulatory procedures.
3. The provision of a free education is the provision of educational and related services without cost to the disabled person or to his or her parents or guardian, except for those fees that are imposed on nondisabled persons or their parents or guardian. Funds available from any public or private agency may be used to meet this requirement. Under

the law, insurers and other third parties are not relieved from an otherwise valid obligation to provide or pay for services for a disabled student.

4. A child with a disability has the right to take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
5. The parents(s) or guardian of a child with a disability have the right to receive notice with respect to the identification, evaluation, or placement of the child.
6. A student with a disability has the right to receive services and be educated in facilities that are comparable to those provided to nondisabled students.
7. A student with a disability has the right to have evaluation, education and placement decisions made based on a variety of information sources, and by persons who know the student and are knowledgeable about the evaluation data and placement options. The student also has the right to be periodically reevaluated.
8. A student with a disability has an equal opportunity to participate in nonacademic and extracurricular activities offered by the District.
9. A student with a disability has the right to have transportation provided to and from an alternative placement setting (if the setting is in a program not operated by the District) at no greater cost to the parent/guardian than would be incurred if the student were placed in a program operated by the District.
10. The parents/guardian of a student with a disability or an eligible student (over the age of 18) have the right to examine all relevant records relating to decisions regarding the student's identification, evaluation and placement.
11. The parents/guardian of a student with a disability or an eligible student and/or the District have the right to request an impartial due process hearing relating to decisions or actions relating to the student's identification, evaluation, program or placement and the parents or guardian have the right to be represented by counsel in such hearings. The parents or guardian or eligible student and/or the District also have the right to a review procedure involving such hearings. The procedures for requesting an impartial due process hearing and the relevant review procedures are described below.
12. The parents/guardian of a student with a disability or an eligible student have the right to file a local grievance with the District for issues unrelated to the identification, evaluation, program or placement of the student. Board Policy 6250 describes the procedures for filing a grievance and can be requested by contacting: Mr. Chris Pyle.

Persons who believe that the district is discriminating against eligible persons on the basis of disability may also file complaints with the District's Section 504 Coordinator and/or **[the address for the Kansas City Office of OCR is: OCR, U.S. Department of Education, 601 E. 12th St., Kansas City, Missouri 64106. The Kansas City office's jurisdiction extends to the states of Kansas, Missouri, Nebraska, South Dakota, and Oklahoma. For a list of other regional offices and their coverage area, see www.ed.gov.**

The District's Section 504 Coordinator is Mr. Steve Triplett and may be reached at 660-829-6450.

Due Process Appeal Procedures:

This procedure should be used if the parent(s), legal guardian or eligible student intends to challenge actions the District proposes or refuses under 504 regarding the identification, evaluation, program or placement of a student with a disability. The District also has the right to initiate a 504 due process hearing regarding these same matters.

1. If a parent, legal guardian or eligible student intends to challenge the action proposed or refused by the District, the parent/guardian or eligible student must file a written Request for 504 Due Process Hearing within 15 calendar days from the date of the District's written notice of the proposed or refused action. A copy of this form is attached to these Procedural Safeguards. The Request for 504 Due Process hearing should be filed with the District's Section 504 Coordinator.

If the District intends to initiate a Section 504 due process hearing, the District's Section 504 Coordinator will complete the Request for a 504 Due Process Hearing within the same number of calendar days as specified above.

2. The Request for a 504 Due Process Hearing must state the specific circumstances, including all relevant facts, giving rise to the request for due process; the specific issues to be decided at the impartial due process hearing; and the relief being requested. The District will acknowledge, in writing, all parent/guardian requests for a due process hearing within 15 business days of receipt. If the District initiates the due process hearing, the District will inform the parent or guardian within 15 days of the District's decision to so initiate.
3. The District will, within 15 business days of the District's or parent/guardian's receipt of the Request for a 504 Due Process Hearing, appoint and retain a single impartial hearing officer to hear and decide the due process request. The hearing officer must have knowledge or training in Section 504 and may not be an employee of the District. The hearing officer may not have a personal or professional interest that

would conflict with his/her objectivity in the hearing. The District is not required to consult with the parent/guardian or eligible student with respect to the hearing offer appointment.

4. The parties to the hearing have the following rights:
 - a. The right to inspect all relevant records, including personally identifiable records of the student;
 - b. The right to be represented and advised by an attorney;
 - c. The right to present evidence and confront, cross-examine and compel the attendance of witnesses;
 - d. The right to obtain a record of the hearing;
 - e. The right to obtain written findings of fact, conclusions of law, and decision.
5. The parents or guardian have the right to open the hearing to the public; otherwise, it will be closed. The parents or guardian may elect to have the student present at the hearing.
6. The hearing officer must hold the hearing within 30 days of his/her appointment as hearing officer. This timeline may be extended upon the request of the party or parties and by agreement and order of the hearing officer.
7. Each hearing must be conducted at a time and place which is reasonably convenient to the District and the parents or guardian. The District's facilities will be presumed to be a reasonably convenient location but the parents or guardian may challenge this presumption with the hearing officer.
8. The party that requested the due process hearing may not raise issues at the due process hearing that were not addressed in the Request for a 504 Due Process Hearing unless the other party agrees.
9. The hearing officer shall render a final, written decision no later than 20 days following the completion of the hearing. A decision may be rendered after 30 days, if either party requests an extension of this timeframe, and for good cause shown. The decision of the hearing is final and binding, subject to the procedures outlined below.
10. The District is responsible for costs directly attributable to the provision of administration hearings described in these procedures, including compensation of the hearing officer, transcripts or recordings of the hearing, and other related expenses.

The District is not responsible for the costs of legal counsel or other representative of the parent/guardian or eligible student or for the costs of producing or reproducing the evidence presented by the parent/guardian or eligible student.

11. Any timelines specified herein may be extended by agreement of the District and parent/guardian or eligible student or by order of the hearing officer.
12. Any party aggrieved by the decision of the impartial hearing officer may appeal that decision to any court of competent jurisdiction.

STUDENTS

Policy 2115

Student Welfare

Transgender Students

The Board of Education believes that all students are entitled to a quality education in a safe environment. This belief extends to the growing number of transgender students, that is, students who self-identify with a gender that is different from their biological sex.

The Board seeks to balance the privacy needs of all students with the preferences of transgender students and their parents/guardians. This policy sets forth the practices that are in place for the welfare of all of our students. This policy does not anticipate every situation that might occur with respect to transgender students, and the needs of each transgender student must be assessed on a case-by-case basis.

Student Identity

Transgender students are permitted to select a first name and pronoun that more closely matches their gender identity. This chosen name shall be used by District staff to communicate verbally and electronically other than in official school records. Changes of name shall not be permitted to exceed one name change per school year.

Official school records shall continue to list the birth name and biological sex of the student. The student or their parents/guardians may obtain a name change through the court system. In such case, the District will amend its official school records to comply with the court order.

Restrooms

The District, when requested, will designate a gender neutral restroom(s) in each building with the appropriate signage.

All students, regardless of their gender identity will have the option of using the gender neutral restroom, or the restroom designated for their biological sex.

If a parent/guardian requests an alternative option, the option will be considered on a case-by-case basis. However, if agreement cannot be reached, the District will select the option that is in the best interest of all students.

Locker Rooms/Showering Facilities

Elementary students are not required to change into PE uniforms and, hence, do not require showering.

In District secondary schools, students who elect to participate in physical education classes that require access to locker rooms or showering facilities will be expected to use those facilities

designated for their biological gender. However, upon request of a transgender student and/or their parents, alternatives will be considered. In consultation with the student and parents, the alternative will include, but not be limited to, on-line PE courses, independent study; scheduling adjustments to include early access to change and showering facilities; separate enclosed change and shower room within the locker room. Each such request would be considered on a case-by-case basis. However, if consensus cannot be reached with the student/parents, the District will select an option that is in the best interest of all students.

Apparel

Transgender students are permitted to dress in the same manner as the gender with which they identify. However, all students are required to dress consistently with the school's dress code.

Extra-Curricular/School Activities

Similarly, all students are permitted to wear apparel associated with their gender or gender identity. On occasion, student activity groups schedule overnight trips. Students will be assigned rooms, with sponsor approval, mutually agreed upon by student roommates. The District is a member of the Missouri State High School Activities Association (MSHSAA). As such, the District is required to adhere to MSHSAA regulations regarding athletic participation by transgender students.

STUDENTS

Policy 2120

Nondiscrimination and Student Rights

Students of Legal Age

Upon attainment of the age of eighteen (18), students will be deemed to be adults for purposes of educational records, placement and reporting.

STUDENTS

Policy 2130
(Regulation 2130)
(Form 2130, 2130.1,
2130.2)

Nondiscrimination and Student Rights

Harassment

It is the policy of the District to maintain a learning environment that is free from harassment because of an individual's race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation. The School District prohibits any and all forms of unlawful harassment and discrimination because of race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation.

It shall be a violation of District policy for any student, teacher, administrator, or other school personnel of this District to harass or unlawfully discriminate against a student through conduct of a sexual nature, or regarding race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation as defined by this Policy.

It shall also be a violation of District policy for any teacher, administrator, or other school personnel of this District to tolerate sexual harassment or harassment because of a student's race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation, as defined by this Policy, by a student, teacher, administrator, other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the School District.

For purposes of this Policy, the term "school personnel" includes school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the District.

The school system and District officials, including administrators, teachers, and other staff members will act to promptly investigate all complaints, either formal or informal, verbal or written, of unlawful harassment or unlawful discrimination because of race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation; to promptly take appropriate action to protect individuals from further harassment or discrimination; and, if it determines that unlawful harassment or discrimination occurred, to promptly and appropriately discipline any student, teacher, administrator, or other school personnel who is found to have violated this Policy, and/or to take other appropriate action reasonably calculated to end the harassment/discrimination.

The District prohibits retaliation against a person who files a complaint of discrimination or harassment, and further prohibits retaliation against persons who participate in related proceedings or investigations.

January 2011

STUDENTS

Regulation 2130
(Form 2130, 2130.1
2130.2)

Nondiscrimination and Student Rights

Harassment

DEFINITIONS AND EXAMPLES

Sexual Harassment

For purposes of this Regulation, sexual harassment of a student consists of sexual advances, requests for sexual favors, sexually-motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:

1. A school employee causes a student to believe that he or she must submit to sexual conduct in order to participate in a school program or activity, or when an employee or third party agent of the District causes a student to believe that the employee will make an educational decision based on whether or not the student submits to sexual conduct; or
2. When the sexual conduct of a school employee or classmate is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment.

Examples of conduct which may constitute sexual harassment include:

- sexual advances;
- touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
- coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
- coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another;
- graffiti of a sexual nature;
- sexual gestures;
- sexual or dirty jokes;

- touching oneself sexually or talking about one's sexual activity in front of others;
- spreading rumors about or rating other students as to sexual activity or performance;
- unwelcome, sexually-motivated or inappropriate patting, pinching, or physical contact. This prohibition does not preclude legitimate, non-sexual physical conduct such as the use of necessary restraints to avoid physical harm to persons or property, or conduct such as a teacher's consoling hug of a young student, or one student's demonstration of a sports move requiring contact with another student. (NOTE: Where the perpetrator is an adult and the victim is a student, welcomeness is generally not relevant.)
- other sexual behavior or words, including demands for sexual favors, when accompanied by implied or overt threats concerning an individual's educational status or implied or overt promises of preferential treatment.

Harassment Because of Race or Color

For purposes of this Regulation, racial harassment of a student consists of verbal or physical conduct relating to an individual's race or color when:

1. The harassing conduct is sufficiently severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment;
2. The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; or
3. The harassing conduct otherwise substantially and adversely affects an individual's learning opportunities.

Examples of conduct which may constitute harassment because of race or color include:

- graffiti containing racially-offensive language;
- name-calling, jokes, or rumors;
- threatening or intimidating conduct directed at another because of the other's race or color;
- notes or cartoons

- racial slurs, negative stereotypes, and hostile acts which are based upon another's race or color;
- written or graphic material containing racial comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race or color;
- other kinds of aggressive conduct such as theft or damage to property which is motivated by race or color.

Harassment Based Upon National Origin or Ethnicity

For purposes of this Regulation, ethnic or national origin harassment of a student consists of verbal or physical conduct relating to an individual's ethnicity or country of origin or the country of origin of the individual's parents, family members, or ancestors when:

1. The harassing conduct is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment;
2. The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. The harassing conduct otherwise substantially and adversely affects an individual's learning opportunities.

Examples of conduct which may constitute harassment because of national origin or ethnicity include:

- graffiti containing offensive language which is derogatory to others because of their national origin or ethnicity;
- jokes, name-calling, or rumors based upon an individual's national origin or ethnicity;
- ethnic slurs, negative stereotypes, and hostile acts which are based upon another's national origin or ethnicity;

- written or graphic material containing ethnic comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, ethnicity or national origin;
- other kinds of aggressive conduct such as theft or damage to property which is motivated by national origin or ethnicity.

Harassment Because of Disability

For the purposes of this Regulation, harassment because of the disability of a student consists of verbal or physical conduct relating to an individual's physical or mental impairment when:

1. The harassing conduct is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment;
2. The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. The harassing conduct otherwise adversely and substantially affects an individual's learning opportunities.

Examples of conduct which may constitute harassment because of disability include:

- graffiti containing offensive language which is derogatory to others because of their physical or mental disability;
- threatening or intimidating conduct directed at another because of the other's physical or mental disability;
- jokes, rumors, or name-calling based upon an individual's physical or mental disability;
- slurs, negative stereotypes, and hostile acts which are based upon another's physical or mental disability;
- graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;

- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, an individual's physical or mental disability;
- other kinds of aggressive conduct such as theft or damage to property which is motivated by an individual's physical or mental disability.

Harassment Because of Gender

For purposes of this Regulation, gender harassment of a student consists of verbal or physical conduct relating to an individual's gender when:

1. The harassing conduct is sufficiently persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment; or
2. The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; or
3. The harassing conduct otherwise substantially and adversely affects an individual's learning opportunities.

Examples of conduct which may constitute harassment because of gender include:

- graffiti containing offensive language;
- name-calling, jokes, or rumors;
- threatening or intimidating conduct directed at another because of the other's gender;
- notes or cartoons;
- slurs, negative stereotypes, and hostile acts which are based upon another's gender;
- written or graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to gender;

- other kinds of aggressive conduct such as theft or damage to property which is motivated by gender.

Harassment Because of Sexual Orientation or Perceived Sexual Orientation

For purposes of this Regulation, harassment of a student because of sexual orientation or perceived sexual orientation consists of verbal or physical conduct relating to an individual's sexual orientation or perceived sexual orientation when:

1. The harassing conduct is sufficiently persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment; or
2. The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; or
3. The harassing conduct otherwise substantially and adversely affects an individual's learning opportunities.

Examples of conduct which may constitute harassment because of sexual orientation or perceived sexual orientation include:

- graffiti containing offensive language;
- name-calling, jokes, or rumors;
- threatening or intimidating conduct directed at another because of the other's sexual orientation or perceived sexual orientation;
- notes or cartoons;
- slurs, negative stereotypes, and hostile acts which are based upon another's sexual orientation or perceived sexual orientation;
- written or graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, sexual orientation or perceived sexual orientation;

- other kinds of aggressive conduct such as theft or damage to property which is motivated by sexual orientation or perceived sexual orientation.

REPORTING PROCEDURES

The following procedures are applicable to any student who believes he or she has been the victim of sexual harassment or harassment/ discrimination based on race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation by a student, teacher, administrator, or other school personnel of the School District, or by any other person who is participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the School District.

Such individuals are encouraged to immediately report the alleged acts to an appropriate District official designated by this Regulation.

Any teacher, administrator, or other school official who has or receives notice that a student has or may have been the victim of unlawful discrimination, sexual harassment or harassment based on race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation by a student, teacher, administrator, or other school personnel of the District, or by any other person who is participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the District, is required to immediately report the alleged acts to an appropriate District official designated by this Regulation.

Any other person with knowledge or belief that a student has or may have been the victim of unlawful discrimination, sexual harassment or harassment based on race, sex, color, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation as set forth above, is encouraged to immediately report the alleged acts to an appropriate District official designated by this Regulation.

The School District encourages the reporting party or complainant to use the report form available from the principal of each building or available from the School District office, but oral reports shall be considered complaints as well. Use of formal reporting forms is not mandated. Nothing in this Regulation shall prevent any person from reporting harassment directly to the Compliance Officer or to the Superintendent. The District will respond to male and female students' complaints of discrimination and harassment promptly, appropriately, and with the same degree of seriousness.

1. In each school building, the building principal is the person responsible for receiving oral or written reports of discrimination, sexual harassment, or harassment based on race, sex, color, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation at the building level. Any adult School District personnel who receives a

report of discrimination, sexual harassment, or harassment based on race, sex, color, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation shall inform the building principal immediately.

Upon receipt of a report, the principal must notify the District Compliance Officer immediately, without screening or investigating the report. The principal may request but may not insist upon a written complaint. If the report was given orally, the principal shall personally reduce it to written form and forward it to the Compliance Officer within twenty-four (24) hours. Failure to forward any harassment report or complaint as provided herein will result in disciplinary action against the principal.

If the complaint involves the building principal, the complaint shall be made or filed directly with the Superintendent or the School District Compliance Officer by reporting party or the complainant.

2. The School Board has designated Mr. Brad Pollitt, Assistant Superintendent, as the District Compliance Officer with responsibility to identify, prevent, and remedy unlawful discipline and harassment. The District Compliance Officer shall:
 - receive reports or complaints of unlawful discrimination, sexual harassment, or harassment based on race, sex, color, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation;
 - oversee the investigative process;
 - be responsible for assessing the training needs of the District's staff and students in connection with the dissemination, comprehension, and compliance with this Regulation;
 - arrange for necessary training required for compliance with this Regulation; and
 - insure that any investigation is conducted by an impartial investigator who has been trained in the requirements of equal educational opportunity, including harassment, and who is able to apply procedural and substantive standards that are necessary and applicable to identify unlawful harassment, recommend appropriate discipline and remedies when harassment is found, and take other appropriate action to rectify the damaging effects of any prohibited discrimination, including interim protection of the victim during the course of the investigation.

If any complaint involves a Compliance Officer, the complaint shall be filed directly with the Superintendent.

The District shall conspicuously post this Regulation against unlawful discrimination and harassment in each school in a place accessible to students, faculty, administrators, employees, parents, and members of the public. This notice shall include the name, mailing address, and telephone number of the Compliance Officer, the name, mailing address, and telephone number of the Missouri Commission for Human Rights, the state agency responsible for investigating allegations of discrimination in educational opportunities, and the mailing address and telephone number of the United States Department of Education, Office for Civil Rights, and the United States Department of Justice.

3. A copy of Policy 2130 shall appear in the student handbook, and this Regulation shall be made available upon request of parents, students, and other interested parties.
4. The School Board will develop a method of discussing this Regulation with students and employees. Training on the requirements of nondiscrimination and the appropriate responses to issues of harassment will be provided to all school personnel on an annual basis, and at such other times as the Board in consultation with the District Compliance Officer determines is necessary or appropriate.
5. This Regulation shall be reviewed at least annually for compliance with state and federal law.
6. The District will respect the privacy of the complainant, the individuals against whom the complaint is filed, and the witnesses as much as possible, consistent with the District's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

INVESTIGATION

Upon receipt of a report or complaint alleging unlawful discrimination, sexual harassment, or harassment based upon race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation, the Compliance Officer shall immediately undertake or authorize an investigation. That investigation may be conducted by District officials or by a third party designated by the District.

The investigation may consist of personal interviews with the complainant, the individual against whom the complaint is filed, and others who have knowledge of the alleged incident or circumstances giving rise to the complaint. The investigation may also consist of the evaluation of any other information or documents, which may be relevant to the particular allegations.

In determining whether the alleged conduct constitutes a violation of this Regulation, the District shall consider:

- the nature of the behavior;
- victim's statements;
- how often the conduct occurred;
- mandatory written witness statements or interview summaries;
- whether there were past incidents or past continuing patterns of behavior;
- opportunity for the complainant to present witnesses and provide evidence;
- evaluation of all relevant information and documentation relating to the complaint of discrimination or harassment;
- the relationship between the parties involved;
- the race, color, sex, national origin, age, ethnicity, disability, sexual orientation or perceived sexual orientation of the victim;
- the identity of the perpetrator, including whether the perpetrator was in a position of power over the student allegedly subjected to harassment;
- the number of alleged harassers;
- the age of the alleged harassers;
- where the harassment occurred;
- whether there have been other incidents in the school involving the same or other students;
- whether the conduct adversely affected the student's education or educational environment;
- the context in which the alleged incidents occurred.

Whether a particular action or incident constitutes a violation of this Regulation requires a determination based on all the facts surrounding the circumstances.

The investigation shall be completed and a written report given to the Superintendent no later than fifteen (15) days from receipt of complaint. If the complaint involves the Superintendent, the written report may be filed directly with the School Board. The written report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this Regulation. The Compliance Officer's obligation to conduct this investigation shall not be extinguished by the fact that a criminal investigation involving the same or similar allegations is also pending or has been concluded.

SCHOOL DISTRICT RESPONSE

1. Upon receipt of a report that a violation has occurred, the District will, within days, take appropriate formal or informal action to address, and where appropriate, remediate the violation. Appropriate actions may include, but are not limited to, counseling, awareness training, parent-teacher conferences, warning, suspension, exclusion, expulsion, transfer, remediation, or discharge. District action taken for violation of this Regulation shall be consistent with the requirements of applicable collective bargaining agreements, state and federal law, and District policies for violations of a similar nature of similar degree of severity. In determining what is an appropriate response to a finding that harassment in violation of this Regulation has occurred, the District shall consider:
 - what response is most likely to end any ongoing harassment;
 - whether a particular response is likely to deter similar future conduct by the harasser or others;
 - the amount and kind of harm suffered by the victim of the harassment;
 - the identity of the party who engaged in the harassing conduct;
 - whether the harassment was engaged in by school personnel, and if so, the District will also consider how it can best remediate the effects of the harassment.

In the event that the evidence suggests that the harassment at issue is also a crime in violation of a Missouri criminal statute, the Board shall also direct the District Compliance Officer to report the results of the investigation to the appropriate law enforcement agency charged with responsibility for handling such crimes.

2. The results of the District's investigation of each complaint filed under these procedures will be reported in writing to the complainant and other parties by the District within 10 days of the Compliance Officer's receipt of the complaint, in accordance with state and federal laws regarding data or records privacy, and consistent with the privacy rights of the alleged harasser.

3. If the District's evaluation of a complaint of harassment results in a conclusion that a school employee has engaged in unlawful discrimination or harassment in violation of this Regulation, or that a school employee(s) has failed to report harassment as required herein, that individual may appeal this determination by presenting a written appeal within 10 school days of receiving notice of the District's conclusion, by use of established School Board procedures for appealing other adverse personnel actions. (See personnel handbooks.)

4. If the District's evaluation of a complaint of harassment results in a conclusion that no unlawful harassment has occurred, an individual who was allegedly subjected to harassment and believes that this conclusion is erroneous may appeal this determination by presenting a written appeal to the Superintendent within 10 school days of receiving notice of the District's conclusion. The grievant may request a meeting with the Superintendent or his/her designee. The Superintendent or his/her designee has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by the Superintendent or his/her designee within 10 working days after receiving the written appeal.

5. If the complainant believes the Superintendent has not adequately or appropriately addressed the appeal, he or she may present a written appeal to the President of the Board of Education within ten (10) working days after the grievant receives the report from the Superintendent. The grievant may request a meeting with the Board of Education. The Board of Education has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by the Board of Education at their next regularly scheduled meeting or no later than 45 calendar days from the District's receipt of the complainant's appeal to the Board. The grievant will be notified in writing of the decision within 5 working days after the Board of Education meeting.

6. An individual who was allegedly subjected to unlawful discrimination or harassment may also file a complaint with the Missouri Commission for Human Rights, the United States Department of Education, Office for Civil Rights, or the United States Department of Justice. In addition, such individual may choose to file suit in the United States District Court or the State Circuit Court.

7. Copies of all complaints of harassment and the investigations conducted pursuant to them shall be maintained at the main administrative offices of the School District.

RETALIATION

Submission of a good faith complaint or report of unlawful discrimination, sexual harassment, or harassment based upon race, sex, color, disability, national origin, age, ethnicity, or sexual orientation will not affect the complainant or reporter's future employment, grades, learning, or working environment, or work assignments.

The School District will discipline or take appropriate action against any student, teacher, administrator, or other school personnel who retaliates against any person who reports an incident of alleged harassment/discrimination, sexual, racial, ethnic, sexual orientation discrimination, disability-related harassment or violence, or any person who testifies, assists, or participates in a proceeding, investigation, or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

STUDENTS

Policy 2140

Nondiscrimination and Student Rights

Marital, Parental Status of Students

Students who are married, pregnant or who have given birth will be treated in a like manner as other students with respect to academic matters, student activities as well as other educational benefits provided by the District.

STUDENTS

Policy 2150
(Form 2150, 2150.1)

Nondiscrimination and Student Rights

Searches by School Personnel

School lockers and desks are the property of the Board of Education and are provided for the convenience of students, and as such, are subject to periodic inspection without notice, without student consent, and without a search warrant. The lockers and desks may be searched by school administrators or staff who have a reasonable suspicion that the lockers or desks contain drugs, alcohol, material of a disruptive nature, stolen properties, weapons, items posing a danger to the health or safety of students and school employees, or evidence of a violation of school policy. In addition, the Board of Education authorizes the use of trained dogs to sniff lockers or other school property to assist in the detection of the presence of drugs, explosives, and other contraband.

Students or student property may be searched based on reasonable suspicion of a violation of District rules, policy or state law. Reasonable suspicion must be based on facts known to the administration, credible information provided or reasonable inference drawn from such facts or information. The privacy and dignity of students shall be respected. Searches shall be carried out in the presence of adult witnesses, if such witnesses are available. Students may be asked to empty pockets, remove jackets, coats, shoes and other articles of exterior clothing for examination if reasonable under the circumstances.

No employee shall perform a strip search of any student. The exception to this would be if a school administrator reasonably believes that a student possesses a weapon, explosive, or substance that poses an imminent threat of physical harm to himself or herself or another person, and if a commissioned law enforcement officer is not immediately available. Strip searches may be conducted by, or under the authority of, a commissioned law enforcement officer.

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains the authority to conduct routine patrols of the student parking lots. The interior of a student's automobile on school premises may be searched if a school administrator has reasonable suspicion to believe that illegal, unauthorized or contraband items, or evidence of a violation of school policy is contained inside the vehicle.

Law enforcement officials shall be contacted if the search produces a controlled substance, drug paraphernalia, weapons, stolen goods or evidence of a crime, in any case involving a violation of law when a student refuses to allow a search, or where the search cannot safely be conducted. Parents may also be contacted. A student who refuses to submit to a search may be appropriately disciplined by school officials.

STUDENTS

Policy 2160

Nondiscrimination and Student Rights

Interviews, Interrogations and Removal From School

Interview or Interrogation

The School District has legal jurisdiction over students during the school day and hours of approved extracurricular activities. The school administration is responsible for making an effort to protect each student's rights with respect to interrogations by law enforcement officials. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school principal or designee will be present and the interview will be conducted in private.

The principal will verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school. The principal ordinarily will make reasonable efforts to notify the student's parents/guardians.

Removal of Students From School

Before a student at school is arrested or taken into custody by a law enforcement or other legally authorized person, the principal will verify the official's authority to take custody of the student. The school principal will attempt to notify the student's parent/guardian that the student is being removed from school.

STUDENTS

Policy 2170
(Regulation 2170)
(Form 2170)

Nondiscrimination and Student Rights

Distribution of Noncurricular Publications by Students

The District recognizes that student expression regarding a variety of topics may be beneficial to the District's education mission. Discussion and debate regarding serious issues can engender tolerance for diverse viewpoints. The District, however, has the obligation to ensure that student expression is consistent with the District's educational mission. Accordingly, the District has adopted guidelines to regulate student expression in a manner consistent with the District's educational goals.

STUDENTS

Regulation 2170
(Form 2170)

Nondiscrimination and Student Rights

Distribution of Non-curricular Publications by Students

Guidelines for Distribution

Students may distribute, at reasonable times and places, unofficial written materials, petitions, buttons, badges, or other insignia, except expressions which:

1. Are obscene to minors.
2. Are libelous.
3. Are pervasively indecent or vulgar (secondary schools)/contain any indecent or vulgar language (elementary schools).
4. Advertise any product or service not permitted to minors by law.
5. Constitute insulting, hateful or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religion, or ethnic origin).
6. Present a clear and present likelihood that, either because of their content or their manner of distribution, will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, or will cause the commission of unlawful acts or the violation of lawful school regulations.

Distribution on school premises of material in above categories to any student is prohibited.

Procedures

Any student wishing to distribute unofficial written material must first submit for approval a copy of the material to the principal/designee at least three (3) days in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting request.
2. Date(s) and times(s) of day of intended display or distribution.

3. Location where material would be displayed or distributed.
4. The grade(s) of students to whom the display or distribution is intended.

Within forty-eight (48) hours of submission, the principal/designee will render a decision whether the material violates the guidelines contained in these regulations or the time, place and manner restrictions of this regulation. In the event that permission to distribute the material is denied, the student submitting the request should be informed of the reasons for the denial.

Permission to distribute material does not imply approval of its contents by the school, the administration, the Board, or the individual reviewing the materials submitted. Accordingly, the publication shall contain a statement "The opinions expressed are not necessarily those of the District or its personnel."

If the student is dissatisfied with the decision of the principal/designee, the student may submit a written request for appeal to the Superintendent/designee. If still not satisfied, the student may appeal the request to the Board for its review.

Time, Place and Manner of Distribution

The distribution of written material shall be limited to a reasonable time, place and manner as follows:

1. No written material may be distributed during and at the place of a normal school activity (e.g., classroom) if it is reasonably likely to cause a material and substantial disruption of that activity.
2. Distribution of written material is prohibited when it blocks the safe flow of traffic within corridors and entranceways of the school.

Definitions

The following definitions apply to the following terms as used in this policy:

Obscene to minors is defined as:

1. The average person, applying contemporary community standards, would find that the written material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested; and/or

2. The material depicts and describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and/or
3. The material taken as a whole, lacks serious literary, artistic, political or scientific value for minors.

Minor is defined as any person under the age of eighteen (18).

Material and substantial disruption of a normal school activity is defined as follows:

1. Any disruption which interferes with or impedes the implementation of any educational or school sponsored program.
2. In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school and current events influencing student activities and behavior.

School activities is defined as any activity of students sponsored by the school and includes – by way of example, and not by way of limitation – classroom work, library activities, physical education classes, official assemblies, and other similar gatherings, school athletic contests, band concerts, school plays, and in-school lunch periods.

Unofficial written material is defined as all written material except school publications funded and/or sponsored or authorized by the school. Examples include leaflets, brochures, flyers, petitions, placards and underground newspapers, whether written by students or others.

Libelous is defined as a false or unprivileged statement about a specific individual that tends to harm the individual's reputation, or to lower him/her in the esteem of the community.

Distribution is defined as circulation or dissemination of written material by means of handing out free copies, selling or offering copies for sale and accepting donations for copies. It includes displaying written material in areas of the school which are generally frequented by students.

Disciplinary Action

Distribution by a student of unofficial written material prohibited in this regulation will be treated as a violation of the student discipline code.

Oct. 99

STUDENTS

Policy 2180
(Form 2180, 2180.1)

Nondiscrimination and Student Rights

Videotaping of Students

Educational Purposes

The District has determined that there are occasions when it is beneficial to videotape a student's performance in the classroom setting or particular teaching methodologies being employed by District personnel with certain students. Among other things, the District may be able to better assess a student's educational needs by videotaping the student in the regular classroom environment and later reviewing the videotape and analyzing the student's educational performance. Similarly it may be beneficial to videotape specific educational techniques that work well with a student in order to share those techniques with other teachers who may interact with the student during the course of the school day.

The best location to conduct the videotaping is in the classroom environment. However, given the nature of classroom structure and the type of information that the videotaping is hoping to obtain, it may be that, from time to time, students who are not the subject of the videotaping may appear within the view of the camera. If a student is readily identifiable on the screen, there may be limitations to the extent that the videotape can be used.

With respect to the student who is the actual subject of the videotaping, the District will secure individualized permission before using the videotape. In situations in which the videotape is to be used for assessment purposes, it will be necessary to obtain prior written consent from the parents/guardian of the child. The videotape will become part of the student's file, and will be subject to the restrictions imposed by the Family Educational Rights and Privacy Act. (See also Policy and Regulation 2400, Student Educational Records.)

With respect to the student who just happens to appear in the video, even though the student is not the subject of the videotaping, the District will not secure a general release or as a general rule notify parents as the videotape will not be considered a part of the educational record of those students whose appearance on the videotape is incidental to the purpose of the videotaping.

Before a videotape is used for educational purposes, it will be screened by District staff to assure that the District has secured appropriate releases from the parents of all children appearing in the videotape. In the event that a student appears in the videotape whose parents have not signed the appropriate release form, the District may attempt to secure the appropriate release form.

However, if appropriate releases cannot be obtained, then the District must either electronically alter the appearance of the student whose parents/guardian have not signed the release, so that the student is not readily identifiable, or destroy the tape.

Videotaping of classroom projects for use in the classroom is not considered the making of an educational record for which prior notice/consent is required. Similarly, videotaping of public student activities, such as athletic contests, school plays, and the like, is not considered the making of an educational record for which prior notice/consent is required.

Public Relations Purposes

From time to time, members of the news media are invited to the schools of the District for the purpose of viewing a class or school project which may be of particular interest to the community. There are other occasions (i.e., Christmas program, musicals, athletic events, etc.) when the District may release information to the press regarding events taking place in the schools. When those circumstances arise, it is often appropriate to include a statement from a student or a photograph/videotape of a student.

The District may obtain prior written permission from the students' parents/guardian where practicable. If a pupil is to be videotaped or photographed and is the primary subject of such videotape or photograph or is specifically identified on the videotape, including in the caption to the photograph, videotape or interview, the District shall make every effort to provide the parents/guardian with prior notice of such fact, and shall obtain prior written consent from the parents/guardian before releasing such information to the news media.

If the student is to be identified as a child with a disability in any such photograph, videotape, or interview, the District shall make every effort to provide the parent/guardian with prior notice of such fact, and shall obtain prior written consent from the parent/guardian before releasing such information to the news media.

STUDENTS

Policy 2190

Nondiscrimination and Student Rights

Pledge of Allegiance

Schools shall ensure that the Pledge of Allegiance is recited at least once per school day. No student shall be required to recite the Pledge of Allegiance.

October 2016

STUDENTS

Policy 2200 **(Regulation 2200)**

Admission and Withdrawal

The admission and denial of admission of all students shall be under the direction of the Superintendent/Designee, subject to the approval of the Board of Education. All persons seeking admission to the District and its instructional programs must satisfactorily meet all residency, academic, age, immunization, health, safety and other eligibility prerequisites as established by Board policies, rules and regulations, and by law. Students entering the District will be required to present a birth certificate or some other acceptable proof of age along with proof of residency in the District, or a request for a waiver of the residency requirements unless the student is exempt from the residency requirements as set forth in District policies, rules and regulations and/or law.

Upon a request to enroll any student in the District, the Superintendent/Designee will request the student's previous school records along with any other relevant records as set forth in Regulation 2200 and state law. Any enrollment of a student prior to receipt of the student's previous discipline records will remain conditional until receipt of such records. A student will be allowed to attend school during conditional enrollment so long as the student does not violate the District's code of conduct or pose a threat of harm to students or employees of the District. (See Regulation 2200, Policy 2290, and Policy and Regulation 2664).

Students who are entering kindergarten or first grade are encouraged to pre-register in the spring prior to the fall semester in which they are to begin attendance.

STUDENTS

Regulation 2200

Admission and Withdrawal

Student Records Requests

Within 48 hours of enrolling a student placed in the District pursuant to R.S.Mo. §§ 210.481-.536, the school official enrolling the student shall request all records required by District policy for student transfer, including discipline records, from all schools and facilities attended by the student in the preceding twenty-four (24) months in addition to records related to the student from the Department of Social Services; the Department of Mental Health; the Department of Elementary and Secondary Education; and any other state agencies and entities involved in the placement of the student.

For all other students to whom the preceding paragraph of this Regulation is not applicable, the Superintendent/Designee will request the student's transfer and discipline records from all schools or facilities previously attended within the preceding twelve (12) months within two (2) business days of a student's request to enroll in the District. In addition, parents/guardians of students new to the District will be required to complete and sign the Affidavit Regarding Prior Discipline informing the District of the student's previous suspensions, expulsions or criminal activity.

Any enrollment of the student prior to receipt of a the student's discipline records from a previous school will be conditional until such time as the student's previous discipline records are received evidencing that the student is not barred from enrollment under R.S.Mo.§ 167.171 (See Policy and Regulations 2200 and 2664). A student will be allowed to attend school after a conditional enrollment. A student's conditional enrollment will be revoked upon receipt of information that the student is barred from enrollment pursuant to R.S.Mo. § 167.171 and the student will no longer be allowed to attend school. This provision does not apply to a disabled student, as identified under state eligibility criteria, who is convicted or adjudicated guilty as a result of conduct related to the student's disability. Any student who is barred from enrollment pursuant to R.S.Mo. §167.171 will be provided due process as set for in the District Regulation 2664. If the student is not barred from enrollment pursuant to R.S.Mo. § 167.171, the student will be deemed fully enrolled upon receipt of the student's records. (See Regulation 2200, Policy 2290, and Policy and Regulation 2664).

The Superintendent/Designee is authorized to share relevant portions of such student's transfer and discipline records with District employees who, based upon their duties, have a need to know such information. Such records will be maintained in confidence for purposes of maintaining discipline and for assistance to the student.

STUDENTS

Policy 2210

Admission and Withdrawal

Entrance Age

Entrance Age for Pre-Kindergarten Programs

If the District chooses to maintain a pre-kindergarten program, the students must have reached the age of three (3) before August 1 of the school year beginning that calendar year to be eligible for admission.

Entrance Age for Kindergarten

To be admitted to kindergarten or to summer school prior to the student's regular term, a student must be five (5) years old before August 1st preceding entrance.

Entrance Age for First Grade

To be admitted to first grade a student must be six (6) years old before August 1st preceding entrance. However, students who have completed an accredited kindergarten program will be considered for enrollment in the first grade regardless of the August 1st cut-off date.

A birth certificate will be required as proof of age.

Military Dependents

Military dependents who have completed an accredited pre-kindergarten or kindergarten program in another state may enter kindergarten or first grade regardless of age. The District will facilitate the timely enrollment of children of military families and will ensure that they are not placed at a disadvantage due to difficulty in their transfer of education records from the previous school district(s) or variations in entrance legal requirements.

STUDENTS

Policy 2220

Admission and Withdrawal

Compulsory Attendance Ages

The Board of Education shall abide by the compulsory attendance laws of the state by requiring District resident students between the ages of seven and either seventeen years or successful completion of sixteen credits toward high school graduation, to attend school full time, with the exception of those students who may be excused from full-time attendance by the Superintendent. Individual petitions for any deviation from full-time attendance shall be considered by the Superintendent on the merits of the individual student's application and in compliance with state law and regulations. For purposes of this Policy, a completed credit toward high school graduation is defined as one hundred hours of instruction or more in a course.

Any student age seventeen years or older who drops out of school for any reason other than to attend another school, college or university, or to enlist in the armed services, shall be reported to the state literacy hotline office by the School District.

STUDENTS

Policy 2230
(Regulation 2230)
(Form 2230, 2230.1
2230.2)

Admission and Withdrawal

Admission of Non-Tuition Students

Resident Students

Resident students of the District, five to twenty-one (5-21) years of age, who have not graduated from high school or received any document evidencing completion of the equivalent of a secondary curriculum (G.E.D.), and are not barred from enrollment by provisions of the Safe Schools Act (See Policy and Regulation 2664) may attend District schools tuition free. Resident students must provide proof of residency in the District at the time of enrollment. To be a resident of the District, a student must both physically reside and be domiciled within District boundaries. The domicile of a minor child is the domicile of a parent, military guardian pursuant to a military issued guardianship, or court-appointed legal guardian. Where due to military stationing or deployment out-of-state of one or both of a child's parent(s), the child, a resident of Missouri, relocates to live with other family members that live in the District or lives in a military support community located in the District, the child may attend District schools. If the parents' active duty orders expire during the school year, the student will be permitted to finish the current school year at the District.

In addition, the District will provide tuition-free special education services to resident students who qualify for special education services between the ages of 3 and 21 as required by law.

Students Entitled to Enroll Without Proof of Residency

The residency provisions of this policy are not applicable to homeless students, inter-District court-ordered desegregation students, wards of the state placed in residential care facilities, students placed in a residential care facility due to a mental illness or developmental disability, students placed in a residential facility by a juvenile court, students with a disability identified under state eligibility criteria if the student is in the district for reasons other than accessing the district's educational program, students attending regional or cooperative alternative education programs, students attending an alternative education program on a contractual basis, or students attending a school pursuant to R.S.Mo.§ 167.151(2) or (4). The exemptions to the residency requirement are expressly established by state law and entitle such students to tuition-free school attendance. Additionally, a student may be partially exempt from the payment of tuition as set forth in Policy and Regulation 2240 and state law. For purposes of IDEA special education evaluation and provision of special education services a student attending a private school located within the District will be evaluated as a resident student.

Requests for Waiver of Proof of Residency Requirements

Those students who are unable to satisfy the proof of residency requirements and who are not entitled to enroll as provided in the previous section of this Policy and state law may request a waiver of the proof of residency requirements. Upon filing a Request for Waiver of Proof of

Residency (Form 2230.1) and satisfaction of all other enrollment requirements, the student will be conditionally enrolled and allowed to attend school pending a Board of Education hearing on the student's request unless there is reason to suspect that the admission of the pupil will create an immediate danger to the safety of other students or employees of the District. If there is reason to suspect that the student poses an immediate danger, the Superintendent/Designee may convene a hearing within five working days of the request to register and determine whether or not the pupil may register. (See Policy and Regulation 2200, Regulation 2230 and Policy and Regulation 2664).

Students of Nonresident Teachers and Regular Employees

Nonresident students of District teachers or regular District employees may be permitted to attend school without payment of tuition. Such students will be considered a "resident" student for purposes of state aid.

STUDENTS

Regulation 2230
(Form 2230, 2230.1,
2230.2)

Admission and Withdrawal

Admission of Resident Students

The Superintendent/Designee is responsible for ensuring that all pre-registration residency, waiver requests, and prior discipline forms are completed and maintained as District records.

A student may only register in the District if the student provides proof of residency or if the student or parent/guardian requests a waiver from the Board of Education on the basis of hardship or good cause. A Residency Enrollment Checklist (Form 2230) and Affidavit Regarding Prior Discipline (Form 2230.2) will be completed at the time of enrollment. If the Superintendent/Designee has reason to suspect that the admission of a student will create an immediate danger to the safety of others, a hearing will be convened within five (5) working days of the request to register. At the hearing, the District will determine whether the student may enroll. (See Regulation 2664 – Enrollment or Return Following Suspension and/or Expulsion.)

Waiver

Students or parents/guardians seeking a waiver of the District's residency requirement must complete and submit to the Superintendent a Request for Waiver of Proof of Residency (Form 2230.1) stating the reasons for which the waiver is requested. If a waiver is requested, the Board of Education, or a committee of the Board appointed by the Board President, must convene a hearing no later than forty-five (45) days after the request for waiver is filed with the Superintendent. Once a waiver of proof of residency has been requested, the student may be permitted to conditionally enroll and attend school pending a hearing before the Board on the request unless there is reason to suspect that the student's admission will create an immediate danger to the safety of other students or employees of the District. If there is reason to suspect that a student poses an immediate danger, the Superintendent/Designee may hold a hearing within five working days of the request to register and determine whether or not the pupil may register.

If the District fails to convene a timely hearing, the request for waiver is automatically granted. Following the hearing, the Board will provide written notice of its decision and the reasons for its approval or denial of the waiver request. If the Board grants the waiver request, the student will be allowed to continue attending school in the District and will be deemed fully enrolled. If the Board denies the waiver request, the student's conditional enrollment will automatically be revoked and the student shall not be allowed to continue attending school in the District.

In considering whether a waiver to residency should be granted, the presumption that a student's domicile is in the home of the student's parent/guardian is not conclusive. Students residing within the District, but not within the domicile of their parent/guardian, will be considered residents of the District if they reside within the District for reasons other than solely to attend District schools or athletic reasons.

Students Entitled to Enroll Without Proof of Residency or Payment of Tuition

The following students may enroll without payment of tuition or request for a waiver of the proof of residency requirements:

1. Orphaned children or children with only one living parent.
2. Children between the ages of six (6) and twenty (20) who are unable to pay tuition and whose parents/guardians do not contribute to their support.
3. Children who participate in an American Field Service or similar foreign exchange program subject to District approval and provided that the student resides in the home of a District resident.
4. Children whose parents/guardians own and reside upon property at least eighty (80) acres of which are used for agricultural purpose, provided at least thirty-five percent (35%) of the property is within the District.
5. Inter-district court-ordered desegregation students.
6. Students of District teachers or regular District employees.
7. Homeless students.
8. Wards of the state placed in a residential care facility by state officials.
9. Students placed in a residential care facility by a juvenile court or due to a mental illness or developmental disability.
10. Students with a disability identified under state eligibility criteria if the student is in the District for reasons other than accessing the District's educational programs.
11. Students attending regional or cooperative alternative education programs.
12. Students attending an alternative education program on a contractual basis.

The administration may investigate the eligibility of children attending schools under the provisions of this regulation. If a determination is made by the Superintendent/Designee that the student does not meet the criteria to be entitled to a free public education by the District, the student may be administratively removed from the enrollment as set forth in Policy 2290.

STUDENTS

Policy 2240
(Regulation 2240)
(Form 2240)

Admission and Withdrawal

Admission and Tuition – Nonresident Students

A nonresident student shall be defined as a student who does not meet the requirements to be a resident student of the District as defined in Board policies, rules and regulations. Nonresident students may be permitted to attend the District schools upon payment of tuition as established by the Board. Tuition rates shall be determined annually on the basis of the per pupil cost for the preceding year for the operation, maintenance, and debt service of the schools, as prescribed by state law.

Within two (2) business days of enrollment in the District by state officials of a nonresident student pursuant to state statute, the Superintendent/designee will request the student's transfer and discipline records from all schools or facilities previously attended and from other state agencies and entities involved in the placement of the student within the twenty-four (24) month period preceding enrollment. The Superintendent/designee is authorized to share relevant portions of such student's transfer and discipline records with District employees who, based upon their duties, have a need to know such information. Such records will be maintained in confidence for purposes of maintaining discipline and for assistance to the student. The student's transfer and discipline records will not be a part of the student's permanent record nor used as the sole basis for denying educational services to a pupil.

STUDENTS

Regulation 2240
(Form 2240)

Admission and Withdrawal

Admission and Tuition - Non-Resident Students

The following students who are not residents of the District may enroll without payment of tuition:

1. Orphaned children or children with only one living parent.
2. Children whose parents/guardians do not contribute to the support of the child.
3. Children who participate in an American Field Service or similar foreign exchange program subject to District approval and provided that the student resides in the home of a District resident.
4. Children whose parent/guardian owns real property within the District, but who reside outside of District boundaries. Such children may attend school upon payment of tuition which will be reduced by the amount of real estate tax paid by the child's parent/guardian for School District purposes.
5. Children whose parents/guardians own and reside upon property at least eighty (80) acres of which are used for agricultural purpose, provided at least thirty-five percent (35%) of the property is within the District.
6. Inter-district desegregation students.
7. Students of District teachers or regular District employees.
8. Homeless students.
9. Wards of the state.
10. Students placed in a residential care facility.
11. Students attending regional or cooperative alternative education programs.

The administration may investigate the eligibility of children attending schools under the provisions of this policy.

July 2014

STUDENTS

Policy 2250
(Regulation 2250)

Admission and Withdrawal

Admission of Exchange Students

Resident foreign exchange students under the auspices of an organization or association accredited by the state and/or federal governments for that purpose may enroll in the School District, and shall have all the rights and privileges of a resident student during the period of enrollment. Those sponsoring agencies which comply with the standards for foreign student exchange programs as established by the U.S. Department of State are those which will be recognized by the District.

STUDENTS

Regulation 2250

Admission and Withdrawal

Admission of Exchange Students

This regulation sets forth the procedural requirements for admission of foreign exchange visitor students to the District.

1. The sponsoring organization shall not place a student in the high school without first contacting the principal and obtaining his/her approval for the admission of the student.
2. Students will be accepted on a space-available basis. No more than four foreign students from a given program and no more than two of the same nationality may be placed in the high school at one time.
3. Representatives of the foreign exchange program must provide active supervision and support to their participating students including responsibility for resolving problems including, if necessary, the changing of host families and the early return home of the exchange student because of personal or family difficulties.
4. Placement of the student in the high school should be arranged at least five weeks in advance of the student's departure from the student's native country. In any event, such placement must be made before the student's arrival in the United States.
5. The host family should be familiar with, and transmit to the school, information about the student's interests and general behavior, and provide the student's school record in English or translatable form.
6. The foreign exchange student must abide by the rules and regulations of the high school regarding attendance, discipline, school work, etc.
7. The principal will check to see whether:
 - a. Orientation, both pre-departure and upon arrival in the United States, has been provided to the exchange students. The orientation is to be designed to give the students basic information about the United States, its people, family and school life, and the nature of the program in which they are participating.
 - b. Orientation has been provided to host families at least five weeks prior to the student's arrival in the United States.
 - c. Each visiting student and host family has been provided with a copy of the Department of State's Criteria for Exchange Visitor Programs.

- d. The representative has made sure the student has appropriate health, accident and liability insurance.
 - e. Students are provided with an identification card with address and telephone numbers of the sponsoring organization and the Facilitative Services Staff, Bureau of Educational and Cultural Affairs, and Department of State.
8. Diplomas may be issued to exchange students when both the District graduation requirements and the student's home school requirements have been met. Students are entitled to participate in all senior activities, including the graduation ceremony, with or without the diploma.
9. District students should be recommended by the local units of exchange visitor programs for reciprocal privileges and responsibilities.

STUDENT

Policy 2255

Admission and Withdrawal

Disabled Students

The District will follow all state and federal laws, rules and regulations with regard to implementing its responsibilities to students who enroll in the District that have been previously identified as disabled under the Individuals with Disabilities Education Act, or Section 504 of the Rehabilitation Act.

July 2010

STUDENTS

Policy 2260
(Regulation 2260)

Admission and Withdrawal

Homeless Students

The Board of Education is committed to providing equal access for all eligible homeless students to a free, appropriate education in the same manner as is provided to other District students. In carrying out this commitment, the District will identify and assess the needs of the District's homeless students; provide for the placement of its homeless students in the school of best interest; provide access to the District's programs; and appoint a homeless liaison. The Superintendent will review all District policies to determine whether they act as barriers to the enrollment of homeless students. Special attention will be given to policies regarding transportation, immunization, residency, birth certificates, school records and guardianship.

February 26, 2018

STUDENTS

Regulation 2260

Admission and Withdrawal

Admission of Homeless Students

Identification

For purposes of Board policies and regulations *homeless students* include students under age twenty- one (21) who lack a fixed, regular and adequate nighttime residence and include students who:

1. are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in hotels, motels, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
2. have a primary night time residence that is a public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings;
3. are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Are a migratory child or youth who qualifies as homeless because they are living in circumstances described above.

School Selection

Parents, guardians, or unaccompanied youth will be informed of the homeless student's right to remain in the school of origin. For purposes of this policy, the school of origin means the school that the student last attended when permanently housed, or the school where the student was last enrolled including preschool. In determining the best interest of the student, the Board will consider:

1. Keeping the student in the school of origin unless contrary to wishes of parent or guardian;
2. Impact of mobility on admission;
3. Education, health, safety of the student;
4. Consider the views of an unaccompanied student;
5. Irrespective of whether the student lives with homeless parents or has been temporarily placed elsewhere.

The District will provide a written explanation, including the right to appeal to the student or parent/guardian if, the Board sends the student to a school other than the school of origin or the school requested by the parent/guardian.

Enrollment

A homeless student will be enrolled without undue or unreasonable delay. A homeless student will be enrolled even if their previous academic records, immunization records, proof of residence, or other documents are not immediately available. The District will ensure that homeless students, meeting eligibility standards, do not face barriers in accessing academic and extracurricular activities.

Transportation

The District will, upon parent/guardian request, provide transportation to and from the school of origin as follows:

1. If the student continues to live in the District, transportation will be arranged to the school of origin.
2. If the student continues in their school of origin, but moves into another district, transportation will be arranged upon by the District of origin and the new District of residence.
3. Parents, guardians and unaccompanied youth will be fully informed of all transportation services, including transportation to and from the school of origin, and are assisted in accessing transportation services.

Homeless Liaison

The Board of Education has appointed an Assistant Superintendent as liaison for homeless students. The responsibilities of the liaison will include but not be limited to:

1. Ensure that homeless children and youth are identified by school personnel through outreach and coordination activities with other entities and agencies.
2. Establish practices designed to ensure the school enrollment and success of homeless students;
3. Assist with the enrollment of homeless students and provide assistance with obtaining academic and medical records;
4. Make school placement decisions based on the best interest of the child and wishes of the parent, guardian, or unaccompanied youth;
5. Inform parents, guardians, or unaccompanied homeless students of the educational and related opportunities available to them;

6. Ensure that homeless students and their families have access to educational services including Head Start, Even Start and other preschool programs administered by the District;
7. Ensure that referrals are made to health care, dental, mental health and other appropriate services;
8. Ensure that homeless students are not isolated or stigmatized because of their status as homeless;
9. Handle enrollment disputes and ensure that disputes over the placement of homeless students are resolved in a timely manner consistent with the requirements of the McKinney Vento Act;
10. Provide/arrange transportation and inform the parent, guardian, or unaccompanied homeless youth of the transportation services the school district must make available and assist homeless students in accessing transportation to and from school; and
11. Disseminate public notice of the educational rights of homeless students in places where homeless students receive services.
12. Ensure school personnel receives professional development and other support.
13. Ensure that unaccompanied youth are enrolled in school, have the opportunity to meet the same challenging state academic standards, are informed of their status as independent students under Section 480 of the Higher Education Act and their right to receive verification of this status.

All school personnel, District service providers and locally known advocates working with homeless families will be informed of the identity of the Homeless Liaison and the Homeless Liaison duties.

Disputes Over School Selection or Enrollment in a School

If a dispute arises over school selection or enrollment in a school the following protocols will apply:

1. The homeless student will be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute;
2. The parent, guardian or unaccompanied youth will be provided with a written explanation of the District's decision regarding school selection, enrollment, and related decisions concerning education services, including the rights of the parent, guardian, or student to appeal the decision; and
3. The homeless student, parent, or guardian will be referred to the Homeless Liaison, who will carry out the complaint resolution process described in the next section of this Regulation as expeditiously as possible after receiving notice of the dispute.
4. At the request of the parent, guardian or unaccompanied youth, the District will provide for or arrange adequate or appropriate transportation to and from the school selected by the parent, guardian or unaccompanied youth. Inter-district transportation disputes will be resolved by DESE.

Dispute Resolution

Level I - A complaint regarding eligibility, school selection, enrollment or barriers to attending classes and participating in school activities of a homeless child shall first be presented orally and informally to the District's educational liaison for homeless children. If the complaint is not promptly resolved, the complainant may present a formal written complaint (grievance) to the educational liaison. The written charge must include the following: date of filing, description of alleged grievances, the name of the person or persons involved and a recap of the action taken during the informal charge stage. Within five (5) working days after receiving the complaint, the liaison shall state a decision in writing to the complainant, with supporting evidence and reasons. In addition, the liaison will inform the Superintendent of the formal complaint and the disposition.

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

Level III - If resolution is not reached in Level II, a similar written appeals package shall be directed through the Superintendent to the Board of Education requesting a hearing before the Board at the next regularly scheduled or specially called meeting. The hearing before the Board may be conducted in closed session upon the request of either the Board or the complainant. Within thirty (30) working days after receiving the appeals package, the Board shall state its decision and reply in writing to the parties involved. For District purposes, the decision of the Board of Education is final.

Level IV – If the complainant is dissatisfied with the action taken at Level III, the Complainant may appeal the decision to the State Education Agency point of contact. Such appeal must be in writing and filed within five (5) days of Level III decision, and including:

1. School in which enrollment is sought and the basis for seeking enrollment;
2. Name and contact information for the parent or education decision-maker;
3. Best Interest notes and reports;
4. Copy of the previous appeal letter;
5. Copy of the decision recommended at Level III.

The appeal letter must be submitted to the State point of contact as well as the District's Superintendent.

Policy Dissemination

Copies of the Board of Education's Policy on Homeless Students will be presented to the County Welfare Office, County Office of the Division of Employment Security, the Juvenile Officer and to local law enforcement authorities.

Identification

Homeless students will be identified by referrals from community organizations and District personnel and by review of the District's enrollment forms.

STUDENTS

Policy 2270
(Regulation 2270)

Admission and Withdrawal

Migrant Students

The Board of Education is committed to the identification, needs assessment and enrollment of migrant students living within the District. The District's Coordinator of Programs for Homeless Students is also responsible for implementation and maintenance of the District's program for migrant students. (See also Policy 6274 – Instruction for Migrant Students.)

The Board of Education directs the administration to screen students, as required by law, to assist the state in identifying migratory children. If the District becomes aware of any student who might be a migrant student, the superintendent or designee will notify the state director of migrant education, as designated by the Department of Elementary and Secondary Education (DESE), so that the student may be formally recognized as a migrant student.

The administration will develop written administrative procedures for ensuring that migrant students, once identified, receive services for which they are eligible. In developing and implementing a program to address the needs of migratory children, the District will:

1. Screen students and assess the educational and related health and social needs of each student identified as migrant.
2. Provide a full range of services to migrant students, including applicable Title I programs, special education, gifted education, career or technical education, language programs, counseling programs, elective classes, fine arts classes, etc.
3. Provide migratory children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. To the extent feasible, provide advocacy and outreach programs to migratory children and their families and professional development for district staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

STUDENTS

Regulation 2270

Admission and Withdrawal

Migrant Students

Identification

For purposes of Board policies and regulations, the phrase *migratory students* shall mean students aged three (3) through twenty-one (21) who are or whose parents/guardians or spouses are migratory agricultural workers, including migratory dairy workers or migratory fishers; and who in the preceding thirty-six (36) months, in order to obtain or accompany such parents/guardians or spouses in obtaining temporary or seasonal employment in agriculture or fishing work, have moved from one school district to another.

The District will identify migrant students by including questions on the District's enrollment form. If it is indicated that a migrant student is enrolling, the parents will then be asked to complete a parent survey/family interview form provided by the State Office for Migrant-English Language Learner (MELL) Program. The Regional Migrant Center or the State Director for Migrant Education will be notified of any migrant students who are enrolled in the District. The Regional Migrant Center will be contacted for any assistance needed for the migrant student(s).

Services

School District personnel including secretaries, nurses, counselors, teachers and principals will be advised of the presence of eligible migrant students in their assigned schools to ensure that equal access to all school programs is provided. Complaints concerning the placement of migrant students will be resolved by means of the District's complaint resolution procedure for homeless students.

STUDENTS

Policy 2280

Admission and Withdrawal

Admission of Home Schooled Students

Students who enroll in the District from a home-schooled status must meet residency requirements as stipulated in Policy 2230.

Grade placement will be determined by an administrative evaluation of records from the home-school setting and assessment of student's age, total educational experience, achievement tests administered at the time of District registration, and consultation with parents/guardians.

STUDENTS

Policy 2290

Admission and Withdrawal

Denial of Admission and Student Withdrawal from School

Denial of Admission

A student who is conditionally enrolled pending a Waiver of the Proof of Residency Requirement hearing may be denied admission and barred from attending school after denial of the student's waiver request as provided in Regulation 2230 and state law.

A student may be denied admission based upon a previous disciplinary expulsion that would result in expulsion in the District or criminal conduct as provide in Policy and Regulation 2664 and state law.

A nonresident student who is not otherwise entitle to a free public education in the District, may be denied admission for any nondiscriminatory reason in accordance with District policies, regulations and rules and state and federal law.

Administrative Removal of Student from Enrollment Not Resulting from Student Disciplinary Action

Upon information that calls into question a student's entitlement to a free public education in the District, the Superintendent/Designee will attempt to contact the student's parent(s) or guardian and give him/her the opportunity to respond. If the Superintendent/Designee determines after this communication or attempted communication that the student is not entitled to a free public education in the District, the Superintendent/Designee will provide written notification of this determination to the parent(s)/guardian and will notify the parent(s)/guardian of the right to appeal this determination to the Board of Education. The student will not be removed from the District's enrollment and barred from school attendance until after the time period to appeal to the Board has expired or if the Superintendent/Designee's Determination is appealed, the Board has upheld the Superintendent/Designee's determination.

Voluntary Student Withdrawal

Students who voluntarily withdraw from school for any reason are required to notify the building principal and provide a specific reason for withdrawal.

Each building principal will submit a monthly report to the Superintendent concerning the identity and reason of each student withdrawing from school.

Requests to Transfer Student's Records to Another Public, Private or Charter School

Building principals will respond within five (5) business days to requests by other schools for the records of students transferring from District schools. Records transferred pursuant to such requests will include the written notification of criminal charges/adjudications by law enforcement officials for criminal acts listed in Regulation 2673.

STUDENTS

Policy 2310 **(Regulation 2310)**

Attendance

Student Attendance

The Board of Education believes that regular attendance is essential to achieving success in school. Education is a total process based upon continual communication and shared responsibilities among parents, students, teachers and school. As students mature and progress through the educational system, they should increasingly assume responsibility for regular attendance. However, parents have a legal and moral responsibility to require regular attendance at school.

Rationale

1. Regular and punctual patterns of attendance will be expected of each student. The secondary student is of an age when he/she needs to learn the valuable concepts of attendance and punctuality. The lesson is important for the student's maturation and acceptance of the responsibility for his/her actions. Good attendance helps prepare the teenager for attendance requirements placed upon an individual as an adult.
2. Students should strive to maintain a good attendance record because there is a direct relationship between school attendance and grades, citizenship, and success in school.
3. Frequent absence of students from regular classroom learning experiences disrupts the continuity of the instructional process. The school cannot teach students who are not present. The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences, and study in order to reach the goal of maximum educational benefits for each individual student. The regular contact of the students with one another in the classroom and their participation in well planned instructional activities under the supervision of a competent teacher are vital to this purpose.
4. The attendance policy exists with only the intent to help students and to maintain the rationale for which it exists. It is recognized that absence from school may be necessary under certain conditions. However, every effort should be made by students, parents/guardians, teachers, and administrators to keep absences and tardiness to a minimum.

STUDENTS

Regulation 2310

Attendance

Student Attendance

Attendance count starts immediately. If a student is to be absent or late, please call the elementary school by 9:00 a.m. and/or the middle school by 8:00 a.m. if possible. If a student arrives at school late, he/she must check in through the office before going to class. If a student is to be picked up early, a note must be sent to the front office. Students leaving early must be signed out. A student arriving at school late or taken out of school early will be counted absent for the part of the day missed. Any absence will prevent a student from receiving a perfect attendance award.

Responsibility

Every school day, absences for each student will be carefully checked, recorded, and reported by each teacher to the office.

The documentation of an absence so that it may be properly recorded is the responsibility of the student and parent/legal guardian. Professional documentation may include, but not be limited to: doctor, dentist, legal appointments and funerals. The absence of any student sent home ill from school by the school nurse or by the building principal will be considered documented.

The eight (8) days per semester as allowed by this regulation are to take care of such things as minor medical problems not requiring a doctor's attention but which may necessitate being out of class for a short period of time (i.e., flu, colds, sinus problems, minor injuries, etc). The exceptions to this are truancy and out-of-school suspension.

ELEMENTARY SCHOOL (K-4)

Make-up work will be allowed for all absences (with the exception of truancy and suspension) until the policy has been violated. After the time, make-up work will be allowed for absences based on professional documentation or acceptance by the Appeals Committee. It is the responsibility of the student to acquire, perform and return all make-up work to each teacher. One (1) day for make-up work will be allowed for each day of absence plus one (1) (i.e., for three [3] days of absence, the student will have four [4] days to make up the work). All make-up work must be turned in to each teacher by the morning after the last allowable make-up day.

MIDDLE SCHOOL (5) JUNIOR HIGH (6-8)

Make-up work will be allowed for all absences (with the exception of truancy and suspension) until the policy has been violated. After the time, make-up work will be allowed for absences

based on professional documentation or acceptance by the Appeals Committee. It is the responsibility of the student to acquire, perform and return all make-up work to each teacher. One (1) day for make-up work will be allowed for each day of absence up to five (5) days of absenteeism; a student will have a maximum of five (5) days to make up his/her work. All make-up work must be turned in to each teacher by the morning after the last allowable make-up day.

Violation

Student absences exceeding eight (8) days in one (1) semester will be in violation of the District attendance policy, which may result in a parent/guardian contact, parent/guardian-principal conference, grade level retention, suspension (either in-school or out-of-school), referral to Juvenile Court, or to Missouri Division of Family Services for parental educational neglect. The building administrator and/or committee may make an attendance contact with parent/guardian and student to remediate attendance problems.

Procedures

The parent or legal guardian should receive notification by telephone or regular mail from the office communicating the student's number of absences at the following times:

Fourth (4th) time in one (1) semester

Fifth-Seventh (7th) time in one (1) semester – Juvenile Referral

Eighth (8th) unexcused absence per semester – parent prosecution

A student and parent/legal guardian may request a conference at any time with the principal or other designated school official to discuss the absences of the student or the attendance policy. Only professional documentation will excuse absences from school.

In the event that a student's absences exceed the eight (8) day policy limit, the student and parent/guardian may file an appeal in writing within five (5) days of the notice of violation of the attendance policy. This appeal must be filed in the principal's office. The applicant shall be required to present valid evidence to substantiate the appeal at the hearing. The appeal committee shall be composed of one (1) teacher selected by the student or their parent/guardian, two (2) teachers selected by the teaching staff and a school counselor.

Absences that may be excused by this policy and/or the Appeal Committee are:

1. Illness of the student.
2. Critical illness or death in the immediate family.

3. Time necessary for attending a funeral service of a person whose relationship to the student or family warrants such attendance. Such absence may be excused provided prior arrangements have been made with the principal.
4. Pre-arranged absences made only through the principal.
5. Special circumstances as determined by the school.

Suspension/Truancy/Tardies

A student who is suspended out-of-school for a disciplinary problem for any number of days will have that number of days charged against the total of eight (8) days as permitted by this policy. All days suspended are unexcused and no make-up work is allowed.

A student who is truant for any number of days will have that number of days charged against the total of eight (8) days as permitted by this policy. All days truant are unexcused and no make-up work is allowed.

ELEMENTARY SCHOOL (K-4)

Any student who is tardy more than eight (8) times per semester will follow the same procedures as prior listed in attendance procedure.

MIDDLE SCHOOL (5-6) JUNIOR HIGH (7-8)

Unexcused tardies will be accumulated based upon the amount of time a student is late to school. (i.e., A student who is two (2) hours late to school four (4) times will be counted as one (1) day absent.)

Nine Percent (9%) Rule

The eight (8) days of absence per semester as allowed by this policy are nine percent (9%) of the total classroom days in our school calendar. Therefore, any student entering after the opening day of school as a new student or as a transfer student will be allowed nine percent (9%) of the remaining days in the semester as his/her number of allowable absences. Attendance policies from previous schools will be honored.

Ten (10) Consecutive Day Rule

Any student who has been absent for ten (10) consecutive days will be dismissed from the attendance rolls. The parent/guardian will be required to establish an appointment with the principal prior to re-enrolling the student unless previous arrangements have been made.

Administrative Authority

Building administrators will have the authority to use their discretion in determining all cases regarding attendance.

HIGH SCHOOL (9-12)

Daily Absence Reporting and Make-Up Privileges

1. The parent/guardian of the student should notify the attendance office (851-5300) between 8:15 a.m. and noon for EACH DAY of the student's absence.
2. Students whose parent/guardian have not contacted the school on the day of their absence will need to provide a written excuse from a parent/guardian when they return to school.
3. The student will be considered TRUANT if the parent/guardian fails to notify the school at the time of absence. Truancy is defined as an avoidable absence without the knowledge and consent of the student's parent/guardian, or the school administration.
4. Students who have excused absences from school will have the number of school days they were absent to complete make-up work, except by special arrangement with the teacher.
5. Assignments or tests which were announced prior to the student's absence will be due the day the student returns. Students who know in advance that they will be absent (for family vacation or school activity, for example) may be required to complete assigned work before the absence. All make-up work not completed within the allotted time will be recorded as zero.
6. Make-up for final exams requires administrative approval.

Check Out Procedure During School Days

1. Students who have to leave the building during the school day **MUST** have their parent/guardian permission and **MUST** check out through the office. Failure to check out through the office will be considered a truancy.
2. Parents/guardians may not excuse students who leave during the school day after the absence has occurred. All excuses must be cleared through the office prior to the student leaving campus.

3. Students who become ill or have an accident during school hours should report to the nurse's office. The parent/guardian will be contacted by the school nurse. No student who checks out during the school day for illness will be eligible to participate in any extracurricular activity that day.

Tardies

1. Each student has the responsibility to arrive at school and to each class on time.
2. Students who arrive at school after 7:45 a.m. (9) and 8:45 a.m. (10-12) MUST check in through the attendance office. Students who arrive in class twenty-five (25) minutes or more after the class starts will be counted absent for the entire period.
3. Tardies will be monitored by the classroom teacher, who can require a student to serve a detention in their classroom.
4. Excessive tardies to class will be referred to the assistant principals for disciplinary action and parent/guardian notification.

Excessive Absenteeism/Truancy

1. Any student who is absent from any class more than six (6) times during a semester, or who is truant from a class more than four (4) times during a semester, is subject to loss of credit in that class for the semester in which the absences or trancies occur. A warning letter will be sent to parent/guardian after four (4) absences in any one class.
2. Student attendance will be checked periodically by a building administrator and parent/guardian will be notified of the student's attendance record after three (3) absences.
3. When a student has exceeded the absence or truancy limit in a class:
 - a. Parent/guardian will be notified by the administration that the student may lose credit in that class.
 - b. The student may be assigned to a study hall for that class for the remainder of the semester. Students who are assigned to four (4) or more study halls will be referred to the Superintendent for review of their academic progress and possible suspension for a maximum of ninety (90) days.
 - c. A student maybe referred to the Juvenile Office for excessive unexcused absence before the eighth (8th) absence in any one semester.

- a. If the student or his/her parent/guardian feel that the absences were unavoidable, they may file a written request to present their information to the Appeals Committee, in which case the student will remain in the class pending the decision of the committee.
4. The Appeals Committee will be composed of an administrator, counselor, the school nurse, and special education coordinator.

Appeals will be considered only on the basis of medical records, emergencies, or unusual circumstances. Loss of credit due to truancy is not a valid basis for appeal. An appeal must be filed no later than thirty (30) days after the semester ends.

5. Truancy will also result in:
 - a. No make-up privileges.
 - b. Administrative action which may include detention, suspension, removal from class or recommendation for expulsion for the semester.
 - c. Parent/guardian notification or conference by letter, phone, or in person.

Attendance**Student Attendance - Excused Absences**

In accordance with Missouri state law, the District recognizes that the Future Farmers of America Organization (FFA), Family, Career, and Community Leaders of America (FCCLA), 4-H programs, and organized competitions held as part of the Missouri state fair involve important education and learning processes and are beneficial to District students. Due to the nature of these organizations, students will occasionally need to miss school time in order to fully participate and benefit from the programs sponsored by these organizations. Accordingly, students who miss school time during the regular school day due to participation in officially sanctioned activities of the Future Farmers of America Organization (FFA), Family, Career, and Community Leaders of America (FCCLA), 4-H, and competitions held as part of the Missouri state fair, shall receive an excused absence and shall be considered to be attending regularly scheduled instruction during such times of absence. Up to 8 days of school days for participation in such activities will be excused by the District per school year for each student.

If a leader of one of the above referenced organizations or the parent of a student participating in the Missouri state fair anticipates that a student will miss school time due to participation in an activity for such organization, the leader/parent shall let the building principal know with as much notice as possible prior to the event and receive his/her approval of the activity and for missed school time. Time missed by students participating in an activity of such programs shall be included in the district's calculation of average daily attendance as defined by Missouri law. Students who miss school time due to participation in an approved activity as set forth in this policy, will be expected to make up all school work missed during their absence.

STUDENTS

Policy 2320
(Regulation 2320)

Attendance

Part-Time Attendance

Students may attend District schools on a part-time basis as provided by state law and regulations of the Board of Education.

Sept. 04

STUDENTS

Regulation 2320

Attendance

Part-time Attendance

The District recognizes the need of some students to attend school on a part-time basis. The Board has established the following regulations regarding part-time attendance. It is the intent of this regulation to meet the individual needs of each student and at the same time establish rules and regulations which will preserve the discipline, health, and academic standards of the school.

Eligibility Requirements

1. The student must have parent/guardian approval if under 18 years of age.
2. The student must demonstrate a definite need to attend school on a part-time basis. Examples are: a) financial needs of student or family, b) health problems of self or family, c) vocational training in school or on the job, d) enrollment in a school of higher education, and e) unique curriculum offerings.

Application Procedure

The student must secure an appointment with the guidance counselor or school principal prior to classification as a part-time student. The student must complete a part-time attendance request form at the conference. Before any decision is given concerning the request, a conference must be held with the student's parent/guardian if the student is under 18 years of age. All applications and conferences must be completed during the time preceding the semester in which the student is to be enrolled on a part-time basis.

After an application has been submitted, the principal shall rule on the request and report to the Superintendent the names of all students who are to be enrolled on a part-time basis. This same report shall be transmitted to the Board of Education. In the event the principal denies the request, the student may appeal to the Superintendent who must respond in a reasonable time. If the student is not satisfied with the decision of the Superintendent, an appeal may be made to the Board of Education with the appeal to be heard at the next meeting of the Board.

The student must renew the request for part-time attendance status each semester. Parental conference will not be required for renewal; however, the parent/guardian will be notified of the student's continued part-time enrollment status.

Part-time students are governed by the same rules and regulations that apply to regularly enrolled students.

Sept. 04

STUDENTS

Policy 2321

Attendance

A+ Military Exemption

On July 1, 2002, Governor Holden signed into Senate Bill #859 which provides an exemption to military dependents in regard to the A+ School Program's three-year rule of attendance at a designated A+ high school immediately prior to graduation.

Any student whose family is transferred to Whiteman Air Force Base (WAFB) will be eligible to join Smith-Cotton's A+ School Program upon enrollment at Smith-Cotton High School. Students wishing to use this exemption must meet all other eligibility requirements. These requirements include cumulative un-weighted grade point average (GPA), attendance, citizenship, tutoring hours and community service hours (the community service hour component begins with the graduating class of 2006 and beyond).

The transfer of the student to Smith-Cotton High School must coincide with the parent(s) transfer orders to WAFB. Furthermore, initial enrollment must be at a designated school for this exemption to be utilized by the student. Any enrollment in a non-A+ designated school will make the student ineligible for the A+ Schools Program.

Military families wishing to participate in Smith-Cotton High School's A+ Schools Program must provide the A+ Office with a copy of their transfer orders to be included in the student's A+ file. All other data required for participation will be gained from the student's transcript and enrollment forms requested by Smith-Cotton High School.

This law became effective August 28, 2002. There are no "grandfather" provisions.

STUDENTS

Policy 2330
(Regulation 2330)

Attendance

Student Early Dismissal Precautions

Students are to be released from school during school hours only with permission of the building principal/designee.

Early dismissal of a student may be approved only by the principal/designee. Normally requests for early dismissal must be in writing, signed and dated by a parent/guardian.

STUDENTS

Regulation 2330

Attendance

Student Early Dismissal Procedures

The following procedures apply:

1. The building principal or designee shall not excuse a student before the end of the school day without a request for early dismissal by the student's parent/guardian.
2. Requests shall be in writing. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent/guardian.
3. Children of single-parent families will be released only upon the request of the custodial parent; i.e., the parent whom the court holds directly responsible for the child, and who is identified as such on the school record.

Additional precautions may be taken by the school administration, appropriate to the age of students, and as needs arise.

Parents/guardians have the obligation to advise and provide up-to-date documentation to the building principal regarding any change in the legal and/or physical custody of the student. The building principal, at all times, has the authority to investigate and confirm the custodial status of a parent/guardian if the principal has inadequate information or reason to suspect that false or incomplete information has been provided to the School District.

Students shall not be permitted to answer any personal phone calls, except those from the parent/guardian or other persons having legal custody of said pupils. Emergency messages will be delivered to the students.

STUDENTS

Policy 2340 **(Regulation 2340)**

Attendance

Truancy and Educational Neglect

The Board of Education believes regular attendance is important to academic success. Therefore, the Board directs that problems with attendance on the part of any student be investigated and acted upon promptly.

Truancy is defined as deliberate absence from school on the part of the pupil with or without the knowledge of the parent/guardian and for which no justifiable excuse is given. When a pattern of truancy becomes evident, the principal will investigate and take such action as circumstances dictate.

Section 210.115 R.S.Mo. mandates reporting to the Division of Family Services when there is reasonable cause to suspect that a student's nonattendance is due to the educational neglect of the parents/guardians.

Any school official or employee who knows or has reasonable cause to suspect that a student is being subjected to home conditions or circumstances which would reasonably result in truancy will immediately report or cause a report to be made to the building principal, or his/her designee, who will then become responsible for making a report via the Student Abuse Hotline to the Missouri Division of Family Services (DFS). The building principal shall inform the Superintendent/designee that a report has been made, and keep the Superintendent apprised of the status of the case.

STUDENTS

Regulation 2340

Attendance

Truancy and Educational Neglect Procedures

1. Section 210.1 15.R.S.Mo. mandates certain professionals to report to the Division of Family Services when they have reasonable cause to suspect that a child is being subjected to home conditions which contribute to school nonattendance.

Along with other professionals mentioned, the law specifically mentions "teacher, principal or other school official" as well as "nurse" and "social worker."

2. School employees who suspect that a child is subject to educational neglect shall report this as soon as possible to the principal/designee.
3. The principal/designee shall review the report and confer with the parent/guardian to resolve the situation. When appropriate, a school counselor, social worker, or nurse may be instructed to offer appropriate social or health services which may be needed to intervene in the family circumstances.
4. If appropriate school intervention does not correct the student's truancy, and reasonable cause for educational neglect has been determined, the principal/designee shall call the Student Abuse Hotline of the Division of Family Services and report the alleged child educational neglect.
5. A report of this call shall be forwarded to the Superintendent or Central Office Student Services Administrator.

STUDENTS

Student Educational Records

Policy 2400
(Regulation 2400)
(Form 2400, 2400.1
2400.2)

A cumulative educational record shall be maintained for each student from his/her entrance into school through the last date of attendance or through graduation, whichever occurs first.

Each student's educational record will include information required by state and federal statutes, regulations or agencies and shall include other information considered necessary by school officials.

The District will comply with the mandates of the Family Educational Rights and Privacy Act (FERPA) and the Safe Schools Act regarding confidentiality of student records and disclosure of personally identifiable information.

The parents/guardians of students who are attending or have attended the District's schools have the right to inspect and review the educational records of their student and to request amendment of their students' educational records. The District has adopted procedures (Regulation 2400) for the granting of parental requests for access to the educational records of their students within a reasonable period of time, but in no case more than forty-five (45) days after the request is made.

All information contained in a student's educational record, except information designated as directory information by the District, shall be confidential and shall be directly accessible only to school officials who demonstrate a legitimate educational interest in the student's records and to parents/guardians or eligible students.

Upon request by military recruiters or an institution of higher learning, the District will provide students' names, addresses and telephone listings. Parents will be notified annually of their right to individually request that such information not be released without prior parental consent. Military recruiters will be provided the same access to students as is given to institutions of higher learning.

June 22, 2009

STUDENTS

Regulation 2400
(Form 2400, 2400.1
2400.2)

Student Educational Records

Definitions

Directory information means information contained in the educational record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. In the Sedalia School District, directory information includes the following: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous school attended, and photographs.

1. *Educational record* means those records that are directly related to a student and are maintained by the District.
2. *Disclosure* means to permit access to or the release, transfer, or other communication of educational records, or the personally identifiable information contained in those records, to any party, by any means, including oral, written or electronic means.
3. *Eligible student* means a student who has reached 18 years of age or attends an institution of post-secondary education.
4. *Parent* means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent/guardian in the absence of a parent/guardian.
5. *Personally identifiable information* includes, but is not limited to the student's name; the name of the student's parent/guardian or other family member; the address of the student or student's family; a personal identifier, such as the student's social security number or student number; a list of personal characteristics that would make the student's identity easily traceable, or other information that would make the student's identity easily traceable.
6. *Student* means any individual who is or has been in attendance in the District and about whom the District maintains educational records.

General Guidelines

1. The District shall give full rights under this regulation to either parent/guardian of a student, unless the District is provided with a court order, state law or other legally binding document that specifically revokes the parent/guardian's rights to access under this regulation.

2. When a student reaches the age of 18, or attends a post-secondary institution of education the parent/guardian rights under this policy will transfer from the parent/guardian to the student.
3. The District will annually disseminate a notice of the rights available under this regulation to parent/guardian and eligible students. The annual notification will include a statement that the parent/guardian or eligible student is entitled:
 - a. To inspect and review the student's educational records.
 - b. To request changes to the educational records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
 - c. To consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that federal and state law authorize disclosure without such consent; and
 - d. To obtain a copy of this policy and guidelines.

The annual notification will also inform parents/guardians and eligible students where copies of the policy and guidelines are located.

4. Prior to making directory information public, the District will notify the parent/guardian regarding the categories of information that it has designated as directory. In addition, the District will allow a reasonable period of time after such notice for the parent/guardian or eligible student to inform the District that any or all of the designated directory information should not be released without the parent's/guardian's or eligible student's consent.

Procedures for Inspection and Review of Educational Records

1. The District's regulation permits parents/guardians and eligible students to inspect and review the educational records of the student.
2. After a request for access to records, the District will allow access within a reasonable period of time, but in no case more than forty-five (45) days after receipt of the request. All requests for access should be directed to the principal of the school where student attends.

3. After the parent/guardian or eligible student has had an opportunity to inspect and review the student's educational records, the parent/guardian may make a request for explanations and interpretations of the records to the principal of the school where student attends. The District's designee shall respond to all reasonable requests for explanation or interpretation.
4. The District will not destroy any educational record if there is an outstanding request to inspect and review that record.
5. If a student's educational records contain information on more than one student, the parent/guardian or adult student may inspect, review or be informed of only the specific information about that student. That is, all information pertaining to another student will be redacted.
6. The District may employ the use of security videos in its hallways, classrooms and/or buses. Security videos maintained by the District's law enforcement unit (if any) or not maintained at all (recycled) are not considered educational records and therefore may not be inspected and reviewed under FERPA. If security videos are maintained by the District, such videos are protected educational records under FERPA and may be viewed by parents or patrons with a court order or written permission from the parent(s) of each student to whom the video is directly related.
7. The District may disclose personally identifiable information from an educational record only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior consent of the parent/guardian or eligible student. Each party to whom disclosure may be made under this policy must first sign a statement in which he/she agrees to abide by this provision and agrees to use the information disclosed only for the purposes for which the disclosure was made. This does not apply to disclosures of directory information or to any information that the District is required to disclose under Missouri law.

Copies of Educational Records

1. The District has no obligation to provide copies of educational records to parents, their representatives or adult students under FERPA unless failure to provide copies prevents a parent or adult student from exercising the right to inspect or review the records, or is otherwise required by law. For example, if a parent does not live within driving distance of the school district, is hospitalized, or incarcerated, he or she may have a right to copies.

Procedures to Request Amendment of a Student's Educational Records

1. If a parent/guardian or eligible student believes the educational records for that student contain information that is inaccurate, misleading, or in violation of the student's rights of privacy or other rights, he/she may ask the District to amend the record. All such requests should be directed to the principal of the school the student attends.
2. The District's designee, in consultation with the administration or Board of Education as needed, shall decide whether to amend the record as requested within a reasonable time after the request.
3. If the District's designee decides not to amend the record, he/she shall inform the parent/guardian or eligible student of that decision and of their right to request a hearing on the request.
4. If a hearing is requested, the District will hold the hearing within a reasonable time after it has received the request and will give the parent/guardian or eligible student reasonable advance notice of the date, time and place of the hearing. The hearing may be conducted by any individual, including an employee of the District, who does not have a direct interest in the outcome of the hearing. The District will give the parent/guardian or eligible student a full and fair opportunity to present evidence relevant to the issue(s) raised by the parent/guardian or eligible student's request. The parent/guardian or eligible student may, at their own expense, be assisted or represented at the hearing by any individual of their choice, including an attorney.
5. The District will make its decision in writing within a reasonable period of time after the hearing. The decision will be based solely on the evidence presented at the hearing, and will include a summary of the evidence and the reasons for the decision.
 - a. If the District decides, as a result of the hearing, that the information is inaccurate, misleading or violates the student's rights, the District shall amend the record and inform the parent/guardian or eligible student of the amendment in writing.
 - b. If the District decides, as a result of the hearing, that the information is not inaccurate, misleading, or otherwise in violation of the student's rights, the District shall inform the parent/guardian or eligible student of that decision and shall inform the parent/guardian or student of his/her right to place a statement in the record commenting on the contested information or stating why he/she disagrees with the

District's decision or both. If the parent/guardian or eligible student submits such a statement, the District will maintain that statement with the student's educational records as long as the record is maintained and will disclose the statement whenever it discloses the portion of the record to which the statement relates.

Procedures Regarding Disclosure of Personally Identifiable Information Where Consent is Required

1. Before the District discloses personally identifiable information from a student's records (other than directory information), the District will obtain a signed and dated written consent from the parent/guardian or eligible student. The written consent will specify the records that may be disclosed; state the purpose of the disclosure; and identify the party or parties to whom disclosure may be made.
2. If the parent/guardian or eligible student so requests, the District will provide him/her with a copy of the records disclosed.

Disclosure of Personally Identifiable Information Where Consent is Not Required

The District may disclose personally identifiable information from a student's educational records without the written consent of the parent/guardian or eligible student in the following circumstances:

1. Disclosure may be made to other school officials, including teachers, within the District whom the District has determined to have legitimate educational interests. In addition, the school official or his/her assistants who are responsible for the custody of the records and those parties authorized to audit the record keeping procedures of the District may inspect the records relating to each student without the consent of the parent/guardian or eligible student.

The District designates the principal of the school where the student attends to make the determination as to whether a particular school official has a legitimate educational interest in accessing a student's educational records. Before accessing any student's educational records, the school official seeking access must submit a written request the principal of the school where the student attends. The request must include the student's name, the reason for the request, the school official's name and the date of the request. The District's designee must provide in writing whether the request was granted or denied and the reason for the decision. If the request is granted, the request and the designee's decision must be maintained with the student's educational records.

2. Disclosure may be made to officials of another school district or post secondary educational institution where the student seeks or intends to enroll.
3. Disclosure may be made to authorized federal and state agencies and authorities.
4. Disclosure of acts of school violence, as set forth in Policy and Regulation 2673, may be made to District employees who are directly responsible for the student's education or who interact with the student in the performance of the employee's duties.
5. Disclosure related to past or potentially future violent behavior may be made to appropriate staff members of portions of any student's individualized education program team.
6. Disclosure may be made to law enforcement officials, as soon as is reasonably practicable, of the commission of the criminal acts listed in Regulation 2673.
7. In appropriate circumstances, District administrators may disclose student educational records to law enforcement and/or juvenile authorities where necessary to serve students prior to adjudication. Officials to whom such educational records are disclosed are required to comply with federal law governing students' educational records.
8. Disclosure may be made to the appropriate division of the Juvenile Court of the suspension of more than ten (10) days of any student under court jurisdiction.
9. Disclosure of discipline records may be made within five (5) days to any requesting school district where the student seeks to enroll.
10. Disclosure may be made if such disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility, amount of aid, condition for the aid, or to enforce the terms and conditions of the aid.
11. Disclosure may be made to organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate or administer predictive tests; administer student aid programs; or improve instruction, if the study is conducted in a way that does not permit personal identification of parent/guardian and students, and the information is destroyed when no longer needed for the purposes for which the study was conducted.
12. Disclosure may be made to accrediting organizations to carry out their accrediting functions.

13. Disclosure may be made to comply with a judicial order or lawfully issued subpoena and only after the District makes a reasonable effort to notify the parent/guardian or eligible student of the order or subpoena in advance of the compliance.
14. Disclosure may be made to appropriate parties where the disclosure is in connection with a health or safety emergency and the information is necessary to protect the health or safety of the student or other individuals.
15. Disclosure may be made where the disclosure is of information the District has designated to be directory information.
16. Disclosure may be made to the parent/guardian of a noneligible student or to an eligible student.
17. Disclosure may be made without the written consent of the parent/guardian or eligible student as otherwise may be specified by federal or state law.

Record Keeping Procedures

1. The District will maintain a record of each request for access to and each disclosure of personally identifiable information from the educational records of each student. The principal of the school where the student attends will be responsible for keeping such records of requests and disclosures.
2. The District will maintain the record of each request and disclosure with the educational records of the student as long as the records are maintained by the District.
3. For each request or disclosure, the District's record will include the parties who have requested or received personally identifiable information from educational records and the legitimate interests the parties had in requesting or obtaining the information.
4. If the District discloses personally identifiable information from an educational record under the exceptions enumerated in the section above, the District will record the names of those persons to whom that party may disclose the information on behalf of the District and the legitimate interests which each of the additional parties has in requesting or obtaining the information.
5. If the District discloses information pursuant to a health or safety emergency, the District, within a reasonable time period, will record in the student's educational records the significant threat that formed the basis for the disclosure and the parties to whom the information was disclosed.

STUDENTS

Policy 2410
(Regulation 2410)

Student Educational Records

Health Information Records

Except as otherwise required to comply with the Individuals with Disabilities Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504), records containing student health information will be stored separately from other student records in a locked file cabinet or in a secure computer file.

Aug 02

STUDENTS

Regulation 2410

Student Educational Records

Health Information Records

Student health information includes information required by state law including but not limited to:

1. Mandated immunizations;
2. Health and physical assessment data;
3. Health screenings for vision, hearing, scoliosis or cholesterol;
4. Injury reports;
5. Incident reports of alcohol or drug use in school;
6. Health assessments and other evaluation reports related to eligibility for services under the IDEA and Section 504; and
7. Referrals for suspected child abuse.

Student health information may also include:

1. Records of student-initiated visits to the school health office, including assessments, interventions, and referrals;
2. Records of meetings between education and health professionals for planning or identifying assessment measures, recommended interventions, and student outcomes;
3. Records for in-school medication, including original signed orders from a physician, written consent from parent and/or guardian to administer a drug, medication logs for both routine and as-needed medications;
4. Physicians' orders, correspondence, evaluation reports, copies of treatment records, institutional or agency records, discharge summaries from outside health care providers or hospitals that have been released by parents to assist in planning individualized school health care or programs;
5. Evaluation reports or specialized assessments such as neurological tests;
6. Individualized emergency care plans for students with special health care needs, including routine and emergency interventions and methods for evaluating student outcomes;
7. An Individualized Healthcare Plan or part of a student's Individualized Education Program (IEP) for students whose health conditions adversely affect their education;
8. Psychologists' or guidance counselors' records of psychological test results, student interviews and counseling, consultations with school staff or parents, and referrals and consultation with outside counselors, therapists, psychologists or psychiatrists, all of which might be considered "mental health" records;
9. School social workers' case histories, counseling notes and interviews, or their records of consultations with school staff, parents, outside counselors, therapists, psychologists or psychiatrists; and
10. Case notes, evaluations, and interventions by other pupil services personnel.

Regulation 2410
Page 2

All information contained in a student's health information records, except information designated as directory information by the District, shall be confidential and shall be directly accessible only to school officials who demonstrate a legitimate educational interest in the student health information and to parents/guardians or eligible students.

Interviews with students, parents or staff members concerning student health information should take place in private offices. When student health information is discussed over the telephone, calls should be made from private offices, not in the presence of other students or staff members. Discussion of confidential information related to a specific student should end whenever a third party enters the room. Records containing student health information should never be left on top of a desk, nor should confidential health information be left as a message with a secretary, on voice mail or answering machines. When records are being typed, entered into a computer, copied or faxed, they should be protected from casual observers.

The District will comply with all state and federal law pertaining to the confidentiality of student health information.

STUDENTS

Policy 2420

Student Educational Records

Recording of Meetings

The District prohibits the use of audio, video or other recording devices in any meetings between District employees and parents/guardians, including but not limited to meetings held pursuant to the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. Exceptions to this prohibition will be made on a case-by-case basis and in accordance with federal and state laws. If a parent or guardian wishes to request an exception to this general prohibition, he or she must make a written request to the organizer of the meeting no later than one week prior to the meeting. The request must state the reasons why the parent or guardian believes the District should make an exception and/or why he or she believes that the use of a recording device is necessary to comply with any applicable federal or state laws. The District will provide a written response to the request prior to the scheduled meeting.

STUDENTS

Policy 2510 **(Regulation 2510)**

Student Academic Achievement

Grade Placement/Assignment for Transfer Students

The Board believes that the grade placement and class assignment for a student transferring from another school should reflect the grade level and/or program of study which is appropriate to academic, social, and emotional needs.

Students entering the District by transfer from other public schools outside the District or from private or parochial schools shall submit evidence of achievement in the grade last attended as a prerequisite to enrollment. Grade placement of a student may be adjusted on the basis of achievement tests administered by District personnel, or on the basis of other factors which the principal and the staff of the school concerned believe make such adjustments desirable. In the junior and senior high schools, a transcript of an entering student's record shall be obtained from the school last attended.

Transfers from Accredited School

The grade level achieved or the units of credit completed in the previous school(s) that the student has attended shall be accepted provided these schools are accredited schools. Units of credit shall be determined on the basis of the Carnegie Unit or credit given for the successful completion of a year's study of one subject in a secondary school. Accredited schools shall be those schools classified by the Missouri Department of Elementary and Secondary Education or the equivalent. If the school is located out of state and is a member of the North Central Association of Colleges and Schools or other regional accrediting associations, or is listed as an approved school by the Committee on Accreditation of Schools, nonpublic, it shall be considered accredited. A student who transfers to the District from these accredited schools shall be enrolled in the appropriate grade level, continuing at the current grade placement. If transfer is effected at the beginning of the school year, the students shall be placed in the grade to which previously promoted. After careful observation and evaluation of the student's progress, chronological age, previous educational experience, achievement tests and consultation with parents/guardian, a student may be reassigned to a program that more adequately meets the needs of the student.

Transfers from Unaccredited Schools

Should a student present records and/or credit from an unaccredited school, or home instructional program, the building principal shall place the student according to an evaluation based upon the student's chronological age, previous educational records, current psychological and achievement tests, criterion referenced tests, and other educational

Data pertinent to the assignment of the student. The principal will also consult with the student's parent/guardian. A student received as a transfer from any unaccredited school or home instructional program shall not be placed permanently in a grade or program of study until the student can be evaluated by the building principal and other appropriate professional staff members.

Furthermore, a student transferring from a school that is not accredited must be enrolled for two (2) complete semesters and earn at least five (5) units of credit to provide adequate time for evaluation, before credits earned from the unaccredited school may be accepted to meet graduation requirements.

Transcript credits from an unaccredited school will be evaluated by the building principal and counselor(s). When approved by the building principal and counselor(s), only transcript credits which correspond to course offerings accepted by the Missouri Department of Elementary and Secondary Education or which correspond to course offerings of the District may be accepted to meet graduation requirements. A maximum of seven (7) units of credit may be accepted from unaccredited schools for any academic year including summer school and correspondence courses.

The decision of the building principal regarding student placement and acceptance of credit may be appealed to the Superintendent with a final hearing before the Board.

STUDENTS

Regulation 2510

Student Academic Achievement

Grade Placement/Assignment for Transfer Students

Special Placement – Special promotion or assignment to any grade level above normal progression may be made within a school if the student meets the following criteria:

1. an IQ level of 125 or above
2. must be going into 2nd grade or above
3. grade equivalencies two levels above the grade they should be going in to (for example a 2nd grader wanting to skip 3rd grade would need to have grade equivalencies of 4th grade or above) on the following:
 - a. district assessments
 - b. state assessments
 - c. individual assessment
 - d. social/emotional assessment

A special placement team consisting of teachers, counselor, and principal will review the data to determine what grade level the student will be placed.

STUDENTS

Policy 2520
(Regulation 2520)

Student Academic Achievement

Promotion and Retention

The purpose of promotions and retentions is to provide maximum consideration for the long range welfare of the student and to provide an opportunity for each student to progress through school according to his/her own needs and abilities.

It is expected that most students in the schools will be promoted annually from one grade level to another upon completion of satisfactory work, however, a student may be retained when his/her standards of achievement or social, emotional, mental, or physical development would not allow satisfactory progress in the next higher grade. Retention normally occurs before the student leaves the primary grades.

Parents/guardians who wish to appeal the decision for retention must first contact the building principal. If parents/guardians do not accept the decision at the building level, an appeal may be made in writing to the Superintendent. All appeals must be requested within two (2) weeks after the close of school.

However, consistent with state law, students with reading ability levels more than one grade level below their current grade level will not be promoted to a higher grade level until this deficiency is removed. This limitation on promotion will not apply to students receiving special education services pursuant to state law.

In compliance with state law, students who do not meet the District's objectives in reading or any other subject area are eligible for academic improvement instruction in the subject area(s) identified at risk of failure outside the regular school day. Students in grade 3 and students in grades 4-6 who transfer in during the year must be assessed and a grade level reading ability must be determined. This determination must be made within 45 days of the end of the school year. This assessment is NOT required for students who have already been determined to be reading at or above grade level.

Students with disabilities or limited English proficiency may be exempted from the mandatory reading assessment. In addition, assessment is not required for students who have determined "prior to the beginning of any school year, to have a cognitive ability insufficient to meet the reading requirement."

STUDENTS

Regulation 2520

Student Academic Achievement

Promotion and Retention

SMITH-COTTON HIGH SCHOOL

Students will be classified according to number of years of attendance at Smith-Cotton High School. In order to make normal progress toward graduation, students must acquire five (5) credits after the first year, ten (10) credits after the second year, and seventeen (17) credits after the third year. Counselors will be responsible for monitoring credits and for keeping students and parents informed of progress toward graduation.

JUNIOR HIGH SCHOOL

Nine (9) total units of credit at the seventh and eighth grade level in specified subject areas are required for promotion to the ninth grade at Smith-Cotton Junior High School. One-half credit is awarded for each semester of work in which a student receives a passing grade. Students in eighth grade may receive units of High School credit by taking a course for which an EOC is required and scoring proficient on the EOC test for that course. A student will be classified as a seventh grader automatically upon promotion from the sixth grade. If a student fails two (2) semesters of any required course during the seventh grade year, attendance and successful completion of that course or courses in summer school is required before the student can be classified as an eighth grader. The administration may place a student in some eighth grade classes while the student makes up seventh grade requirements failed the previous year. Promotion to the ninth grade is based upon the following:

Required Subjects

Six units of credit are needed from those listed below:

Credits Offered		Minimum Credits
Language Skills	2	1 ½ credits
Social Studies	2	1 ½ credits
Mathematics	2	1 ½ credits
Science	2	1 ½ credits
Total	8	6 credits

Elective Subjects

All additional three (3) units of credit must be earned from the elective courses offered.

Assignment to the ninth grade at Smith-Cotton Junior High School, for all students, will be at the discretion of the administration. Normally, students who fail to acquire the nine (9) credits at the Junior High School necessary for promotion to the ninth grade may be retained at the Junior High School at least one (1) year and possibly two (2).

ELEMENTARY SCHOOL

Promotion – The general policy of the District is to promote pupils one (1) grade each year in the elementary schools when their educational progress is consistent with the student goals and objectives at their grade level.

Retention – Students who do not make satisfactory educational progress may be retained at grade level by the principal after consultation with the teacher and parent/guardian.

Assignment – Students who are not making satisfactory educational progress at grade level may be assigned to the next higher grade by the building principal after considering student maturity and intellectual capabilities. All students requiring special education services will be assigned to special programming through District Special Education placement procedures.

Special Placement – Special promotion or assignment to any grade level above normal progression may be made within an elementary school by a building principal after securing the approval of the Assistant Superintendent in charge of Personnel and Curriculum.

Special Placement Involving Assignment to Middle School – Special placement involving assignment to the Middle School before completion of all five (5) elementary grades must be approved in a staffing session involving:

1. The elementary principal involved.
2. Assistant Superintendent in charge of Personnel and Curriculum.
3. Middle School Principal.
4. Elementary Counselor.
5. Middle School Counselor.

Parental conferences with the elementary principal will precede the staffing conference.

Retention Based Upon Reading Performance Through Grade 6:

Individualized “Reading Improvement Plans” MUST be developed for any third-grader who was determined to be reading below second grade level, to be implemented during the fourth grade year.

Regulation 2520
Page 3

Beginning with the 2002-2003 school year each reading plan MUST include a minimum of 30 hours of additional reading instruction or practice outside the regular school day during the fourth grade year. Such instruction may be provided during the summer before grade 4 or during the regular school term.

Students in grade 3 who are reading below second grade level MAY be required to attend summer school as a condition for promotion to fourth grade. Students in grade 4 who are reading below third grade will be required to have summer reading instruction and will be assessed again at the end of summer school.

Beginning with the 2002-2003 school year Reading Improvement Plans must be implemented for identified students in grades 4-6.

Beginning with the 2003-2004 school year mandatory retention in grade 4 will apply for the first time for students who are still reading below third grade level at the end of summer school and who do not qualify for an exemption.

Students in grade 4 with Reading Improvement Plans must be assessed again within 45 days of the end of the school year. Those who are still reading **below third grade level shall be required** to attend summer school to receive reading instruction. The reading level of these students must be assessed again at the end of summer school. At this point, if a child is still reading below third grade level, the district must notify the parents or guardians, and the child **shall not be promoted to fifth grade.**

Mandatory retention may only be imposed once. The law states: “No student shall be denied promotion more than once solely for inability to meet the reading standards set out in this law.” The assessment procedures MUST be repeated to monitor children’s reading progress during grades 4-6, and summer school attendance may continue to be mandatory.

Students who have Reading Improvement Plans at the end of grades 5 and 6 must be reassessed. A notation MUST be made on the permanent record of any student determined to be reading below fifth grade level by the end of grade 6. This notation may be removed at any time the child reaches his/her appropriate reading level. A comprehensive assessment plan will be put into place to monitor the reading progress of all students.

Retention/Promotion Checklist

Question:	Consider Retention	Promotion Recommended	Reason
Do you suspect that this student may be slow learner (70-89) IQ		X	Retaining slow learners usually produces disappointing results (larger, older kid surrounded by out-performing younger kids)
Does the student display low motivation, seldom making an effort to do work, lacks self-determination?		X	Retention is not an effective strategy to inspire an unmotivated student and may actually put them at additional risk
Has this student been identified as learning disabled?		X	
Is the student chronologically young or developmentally immature?	X		Retention can be a good intervention to equalize education for developmentally immature students, particularly boys.
Has the student been retained before?		X	Being retained in two grades increases the risk of the student dropping out.
Has the student had a high absenteeism due to a long-term illness or accident?	X		This student may be a good candidate for retention so they can gain an additional year of learning time.
Is the student chronically absent or truant?		X	These students are already at risk for dropping out of school. Retaining the student will not change the parents attitudes, nor will it help the students.
Is the student's family highly transient (moved 3 times in 5 years)?		X	This requires a different intervention. Transiency cannot be solved by retention. They need to be promoted and need full range of support.
Does the student speak English as a second language?		X	A better solution is to promote with strong ELL support. Retention is recommended only if the child is chronologically young.
Does the child have a poor self-concept and is it directly related to the student's difficulty in school?	If poor self-concept is a result of stress because of wrong grade placement	X	For a child with low self-esteem, retention will most likely have serious negative consequences.

Have a wide range of intervention programs been tried with the student?			Retention should be used as a last resort and only after a wide range of interventions and services have been tried.
Is the student physical small or large for their age?	If a student is small for their age, retaining the student is easier. They are expected to act younger and blend in.	If the student is larger for their age, retention can make the student stand out, so be cautious when considering retention.	
Does the student's family live at or below the poverty level?	Retention may help if child is chronologically or developmentally young	Student in poverty benefit more from direct language instruction, tutoring, and looping	
Was the child born with a low birth weight or premature?	X		An additional learning year might prove beneficial.
Is the child displaying signs of emotional/behavioral problems?	If the emotional stress is caused by wrong grade placement	X	In most cases retention will undoubtedly add to the emotional difficulty.
Does the student exhibit signs of social problems?	If the child is developmentally young, retention may help catch them up with peers.	If the child's social difficulty is a reflection of their personality and temperament, retention will not help.	
The student and/or the parents are adamantly opposed to retention.		X	Forced retention will not produce desired results. The student and parents are likely to work against retention to prove it doesn't work.

STUDENTS

Policy 2525

Student Academic Achievement

Graduation Requirements

One general diploma will be offered for graduation from Smith-Cotton High School.

Minimum Graduation Requirements

Graduation requirements for the District shall be a minimum of twenty-four (24) units of credit, completed during grade nine and above.

REQUIREMENTS FOR GRADUATION

Communication Arts	4.0
Social Studies	3.0
Mathematics	3.0
Science	3.0
Practical Art	1.0
Fine Arts	1.0
PE	1.0
Health	.5
Personal Finance	.5
Required Units	19.5
Elective Units	4.5
Total Units	24.0

The District will accept courses through Missouri's K-12 Virtual Instruction Program (MoVIP) as units of credit meeting state and local graduation requirements provided however the quantity and quality of completed student works meets standards applicable to the District's traditional program. (See Policy Virtual Instruction Program.)

Students may earn advanced-standing credit by successfully completing the high school-level course prior to entering the ninth grade. For students in the graduating class of 2014 and beyond, this advanced-standing credit may be counted toward meeting all graduation requirements including state minimum requirements.

In addition to the program of study for graduation, a student must pass proficiency exams concerning the Missouri and the United States Constitutions to qualify for graduation from the District.

Methods of Earning Credit to Apply Toward the Graduation Requirements

1. Transfer credit from an accredited high school.
2. Successful completion of course work at Smith-Cotton.
3. A maximum of two (2) units of Special Learning Project credit or correspondence work may be applied toward graduation.
4. Transfer credit from non-accredited schools will be granted in accordance with Board policy.

Provisions for Transfer Students

When transfer students are unable to meet state or local high school graduation requirements, the Board may make necessary exceptions in specific requirements which will permit them to graduate if:

1. They have done satisfactory work since the date of transfer.
2. They have been unable to meet the specific requirements due to conditions beyond their control.
3. They would have graduated from their former school if they had not transferred.

Transfer students, without a minimum of six (6) semesters of residency at Smith-Cotton, will not be considered eligible for ranking as Salutatorian or Valedictorian.

Student Academic Achievement

Constitution and American Civics Tests

As a condition of graduation, student must satisfactorily pass an examination on the principles and provisions of the United States and Missouri Constitutions, American History, American Institutions and American Civics. This requirement may be waived for any student transferring from a school outside the state if the student furnishes acceptable documentation of the student's successful completion of a course over comparable material.

The Civics examination will consist of one hundred questions similar to the one hundred question examination used by the United States for applicants for citizenship.

All students entering 9th grade after July 1, 2017 must pass an American Civics Test similar to the civics portion of the United States Naturalization Test, produced by the United States Citizenship and Immigration Services. The American Civics Test may be administered in conjunction with testing on the provisions and principles of the United States and Missouri Constitutions, American History and American Institutions.

STUDENTS

Policy 2530

Student Academic Achievement

Graduation Requirements – Students with Disabilities

The District must provide a free appropriate public education (FAPE) for students with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) until they graduate or until the student reaches twenty-one (21) years of age.

Students with disabilities pursuant to the IDEA who have completed four years of high school shall be allowed to participate in the graduation ceremony of the student's high school graduating class and all related activities if the student's individualized education program (IEP) prescribes special education, transition planning, transition services, or related services beyond the student's four years of high school, and the student's individualized education program team determines the student is making satisfactory progress toward the completion of the individual education program and participation in the graduation ceremony is determined appropriate.

The District shall provide timely and meaningful written notice to children with disabilities and their parents or guardians about the instant policy. [Notice of the District's policy shall be provided at the annual IEP meeting that occurs prior to the student's fourth year of high school.] The purpose of the notice is to inform parents and students about the policy and should not be confused with IDEA notices of action relating to the identification, evaluation, placement, or provision of FAPE.

This policy does not apply to non-IDEA students.

STUDENTS

Policy 2540

Student Academic Achievement

Early Graduation

Students may graduate prior to eight (8) semesters of regular attendance by achieving twenty-four (24) units of approved credit including the required subjects for graduation.

Oct. 99

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STUDENTS

Policy 2550

Student Academic Achievement

Dual Credit Scholarships

The District may provide “dual credit” courses in conjunction with an accredited Missouri higher education institution. Such courses would be taught in a district high school by instructors possessing appropriate academic credentials. Eligible students participating in the program would be eligible to earn high school and college credit simultaneously.

Subject to state appropriation of funds, dual credit students may be eligible for a dual credit scholarship. Dual credit students would be eligible to receive up to fifty (50%) percent of the tuition cost paid by the student to enroll in a course offered by an approved dual credit provider. However, no student shall receive more than five hundred dollars (\$500.00) annually for all dual credit courses taken.

In order to be eligible to receive a dual credit scholarship a student must:

1. Be a United States citizen or permanent resident;
2. Be a Missouri resident;
3. Have a cumulative high school GPA of at least 2.5 on a four point scale.
4. Meet one or more of the following indicators of economic need:
 - a. Be eligible to be enrolled in a federal free or reduced lunch program; or
 - b. Reside in a foster home; be a ward of the State; or be homeless; or
 - c. Receive low income public assistance or live in federally subsidized public housing.

STUDENTS

Policy 2600

Discipline

The District has the authority to discipline for student conduct that is prejudicial to good order and discipline in the schools as provided by state law. School officials are authorized to hold students accountable for misconduct in school, on school property, and during school-sponsored activities. Students who engage in significant acts of misconduct off campus which materially and adversely impact the education of District students will be subject to discipline up to and including expulsion. However, no student will be confined in an unattended locked space except for emergency situations while awaiting the arrival of law enforcement officials.

Students forfeit their right to a public school education by engaging in conduct prohibited in Regulation 2610, the code of student conduct, and/or state or federal law. Disciplinary consequences include, but are not limited to, withdrawal of school privileges (athletics, intramurals, student clubs and activities and school social events); the reassignment of the student to another school; removal for up to ten (10) school days by building principals; extension of suspensions for a total of 180 days by the Superintendent; and longer term suspension and expulsion from school by the Board of Education. See also Policies 2610, 2662, and 2663.

Removal of any student who is a student with a disability under Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act is subject to state and federal procedural due process rights. See policy 2672 and its corresponding regulation.

The District will provide annual in-service training to all employees concerning the District's discipline regulations and their implementation. Annual training will also include, but will not be limited to, approved methods of dealing with school violence, discipline of students with disabilities, and the requirements of student confidentiality.

STUDENTS

Policy 2610
(Regulation
2610-JH, 2610-HS)

Discipline

Misconduct and Disciplinary Consequences

All students attending school in District schools will be expected to accept the obligation and responsibility to attend school on a regular basis and to comply with the District's discipline code set forth in Regulation 2610. Those students who choose not to fulfill their responsibilities at school will be held accountable for their conduct. Consequences for individual acts of misconduct are calculated to discipline the student, to deter future misconduct, and to provide a safe and positive environment in which students can learn. Students who engage in significant acts of misconduct off campus which materially and adversely impact the educational environment of district students to the extent allowed by law will be subject to discipline up to and including expulsion.

October 2010

STUDENTS

Regulation 2610 - JH

Discipline

Behavioral Expectations: Smith-Cotton Junior High

The discipline code set out in this regulation is intended to be illustrative but not an exclusive listing of acts of misconduct and the consequences for each. Misconduct which is not specifically listed in this regulation may be deemed to warrant discipline up to and including expulsion following provision of all due process procedures. In addition, the disciplinary consequence listed for each offense may be increased or decreased by the Administration or the Board of Education due to mitigating or aggravating circumstances.

Copies of this regulation will be provided to each student at the beginning of each school year. Copies of these documents will also be available for public inspection during normal business hours in the Superintendent's office.

In all cases where disciplinary action is to be instituted, reasonable efforts will be made to contact a parent/guardian. In all incidents where there is criminal activity taking place, the Police Department will be notified. Infractions that occur at school activities or on school grounds are subject to these consequences.

In order for a student violation to be subject to any penalty for any infraction or misconduct that may be construed to impose any un-permitted constitutional restraint upon that student, the infraction or misconduct must have the effect of substantially and materially interfering with the educational process, adversely affecting the health, safety, or well-being of others, or constituting a crime if committed by an adult.

Students under suspension from school are not to attend school activities nor be on school grounds.

Misconduct not listed will be subject to administrative review and discipline as deemed appropriate.

Note: Offenses indicated by an asterisk are considered serious offenses by state law or offenses designated by the Board as being of a serious nature requiring special handling of the student's record of behavior.

*** Alcohol, Controlled Substances**

- a. Possession of or attending under the influence of any
- b. Sale, purchase or distribution of any prescription drug, alcohol, narcotic substance, counterfeit drugs and/or drug-related paraphernalia

Note: For the purposes of this policy “under the influence” shall mean engaging in the use of any unauthorized prescription drug, alcohol, narcotic substance, counterfeit drugs, or drug-related paraphernalia.

Consequence –

- 1st Offense – Parent contact, counselor, out of school suspension, legal authority, long term
- 2nd Offense – Parent contact, counselor, out of school suspension, legal authority, long term
- 3rd Offense – Parent contact, counselor, out of school suspension, legal authority, long term

*** Arson**

Starting a fire, or attempting to start a fire, or causing an explosion with the intention to damage property or buildings of the Sedalia School District #200 or other persons.

Consequence –

- 1st Offense – Parent contact, out of school suspension, legal authority, long term
- Subsequent Offense – Parent contact, legal authority, recommendation for expulsion

*** Assault**

Safe Schools Act: Prohibitions and reporting of student possession of weapons or controlled substances shall apply to the school playground or parking lot, school bus, or school activity whether on or off school property. The school district may recognize disciplinary actions of another school district whether in-state, or out-of-state, in a public, private, or charter school.

- a. Attempting to cause injury to another person; intentionally placing a person in reasonable apprehension of imminent physical injury
- b. Attempting to kill or cause serious physical injury to another

Consequence –

The school board shall not re-admit or enroll a pupil suspended for more than 10 days for school violence, regardless of whether the act was committed at a public or private school, provided that the act was the cause of the suspension or expulsion in the case of a private school, without first holding a conference with the appropriate school officials.

- 1st Offense – Parent contact, in school suspension, out of school suspension, legal authority, long term
- 2nd Offense – Parent contact, out of school suspension, legal authority, long term
- 3rd Offense – Parent contact, out of school suspension, legal authority, long term

Bullying

Intentional intimidation or infliction of physical, emotional, or mental harm (see Policy 2655.)

“Bullying” means intimidation, unwanted aggressive behavior, or harassment that is repetitive, or is substantially likely to be repeated, and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. May consist of physical actions, including gestures, or oral, cyberbullying, electronic, or written communication, and any threat of retaliation for reporting of such acts. Bullying of students is prohibited on school property, at any school function, or on a school bus.

“Cyberbullying” means bullying as defined in this subsection through the transmission of communication including, but not limited to a message, text, sound or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer or pager.

Consequence –

- 1st Offense – Conference with student, parent contact, out of school suspension, up to 10 days
- 2nd Offense – Conference with student, parent contact, out of school suspension, up to 180 days
- 3rd Offense – Conference with student, parent contact, out of school suspension, recommendation for expulsion

Bus Misconduct

Any offense committed by a student on a district-owned or contracted bus shall be punished in the same manner as if the offense had been committed at the student’s assigned school. In addition, bus-riding privileges may be suspended or revoked.

Consequence –

- 1st Offense – Conference with student, parent contact, warning
- 2nd Offense – Parent contact, 1-day off bus
- 3rd Offense – Parent contact, 3-days off bus
- 4th Offense – Parent contact, 5-days off bus
- 5th Offense – Parent contact, loss of riding privileges

Cheating

Dishonesty while completing schoolwork plagiarism, and/or falsifying or altering records. Cheating offenses will be counted across all classes. This will restart each semester.

Consequence –

- 1st Offense – Parent contact, no credit
- 2nd Offense – Parent contact, no credit, mandatory 25% drop in quarter grade
- 3rd Offense – Parent contact, mandatory “F” for the semester

Chronic Misbehaving Students

Chronic misbehaving is defined as any one or more of the following:

- More than 5 office referrals resulting in detentions
- More than 2 office referrals resulting in suspension
- Any combination of these

Consequence –

- 1st Offense – Parent contact, in school suspension, out of school suspension, long term, behavior plan
- 2nd Offense – Parent contact, in school suspension, out of school suspension, long term, behavior plan
- 3rd Offense – Parent contact, in school suspension, out of school suspension, long term, behavior plan

Computer Misuse

Inappropriate use of a computer (Internet included) is any action by a student to view, print, or distribute pornographic materials, access private files, harassing, insulting or attacking others, damaging computer systems and/or computer networks, unauthorized tampering of hardware and/or software, violating copyright laws, and employing the network for commercial purposes.

Consequence –

- 1st Offense – Conference with student, parent contact, loss of privileges, restitution, in school suspension, out of school suspension
- 2nd Offense – Conference with student, parent contact, restitution, detention, in school suspension, out of school suspension
- 3rd Offense – Conference with student, parent contact, loss of privileges, restitution, detention, in school suspension, out of school suspension

Discriminatory Acts/Disparaging or Demeaning Language

Use of words or actions, verbal, written or symbolic, meant to harass or injure another person; i.e., threats of violence or defamation of a person's race, religion, gender, or ethnic origin.

Consequence –

- 1st Offense – Parent contact, detention, in school suspension, out of school suspension, long term
- 2nd Offense – Parent contact, in school suspension, out of school suspension, long term
- 3rd Offense – Parent contact, out of school suspension, long term

Disorderly Conduct

Engaging in violent, abusive, indecent, profane, boisterous, unreasonably loud, or other conduct which tends to cause or provoke a disturbance.

Consequence –

- 1st Offense – Parent contact, detention, in school suspension, out of school suspension
- 2nd Offense – Parent contact, in school suspension, out of school suspension
- Repeat Offense – Parent contact, in school suspension, out of school suspension

Disrespectful Conduct or Speech

- a. Disrespectful verbal, written, or symbolic language or gesture, which is inappropriate to public settings, directed to a staff member or another student
- b. Conduct or verbal, written, or symbolic language which materially and substantially disrupts classroom work, school activities, or school functions

Consequence –

- 1st Offense – Parent contact, detention, in school suspension, out of school suspension
- 2nd Offense – Parent contact, in school suspension, out of school suspension
- 3rd Offense – Parent contact, out of school suspension

Failure to Serve a Detention

Knowingly and willfully refusing to serve an assigned detention.

Consequence –

- 1st Offense – Parent contact, detention
- 2nd Offense – Parent contact, detention, in school suspension, out of school suspension
- Repeat Offense – Parent contact, in school suspension, out of school suspension

False Alarms

- a. The act of initiating a false fire alarm or initiating a false report warning of a fire or an impending catastrophe
- b. Tampering with emergency equipment

Consequence –

Any Offense – Parent contact, in school suspension, out of school suspension, legal authority

2nd Offense– Parent contact, in school suspension, out of school suspension, legal authority

3rd Offense – Parent contact, out of school suspension, legal authority

False Reports

The act of falsely reporting incidents, or making false accusations, or giving false information to school personnel which would affect the welfare of others.

Consequences –

1st Offense – Parent contact, detention, in school suspension, out of school suspension

2nd Offense – Parent contact, in school suspension, out of school suspension

Subsequent Offense – Parent contact, out of school suspension

Fighting

Occurs when two or more persons voluntarily or by agreement, engage in any fight, or use any blows or violence towards each other in any angry or quarrelsome manner, or do each other willful mischief, or if any persons shall assault another and strike him in any public place to the terror or disturbance of others, the person, or persons, shall be deemed guilty of a misdemeanor.

Consequence –

1st Offense – Parent contact, in school suspension, out of school suspension, legal authority

2nd Offense – Parent contact, out of school suspension, legal authority, long term

3rd Offense – Parent contact, out of school suspension, legal authority, long term

Firearm

Safe Schools Act: Prohibitions and reporting of student possession of weapons or controlled substances shall apply to the school playground or parking lot, school bus, or school activity, whether on or off school property. The school district may recognize disciplinary actions of another school district whether in-state, or out-of state, in a public, private, or charter school.

In this policy, the term “firearm” is defined pursuant to federal law as set out in the most recent version of 18 United States Code Section 921. The term “firearm” includes, but is not limited to, such items as:

- a. Any item which is a loaded or unloaded weapon, weapon frame, or weapon barrel and which is designed to, or may, or may not, be readily converted to expel a projectile by action of an explosive, or
- b. Any item which will, or which may be, readily converted to expel a projectile by the action of an explosive or other propellant, and which has a barrel with a bore of at least one-half inch in diameter, or
- c. Any explosive, incendiary or poison gas, such as: bombs, grenades, rockets with a propellant charge of greater than four ounces, and other similar devices as recognized under federal law, or
- d. Any combination of parts, either designed to, or intended for, use in converting any device into a device as described in paragraphs b or c.

Consequence –

The school board shall not re-admit or enroll a pupil suspended for more than 10 days for school violence regardless of whether the act was committed at a public or private school, provided that the act was the cause of the suspension, or expulsion, in the case of a private school, without first holding a conference with the appropriate school officials.

1st Offense – Parent contact, out of school suspension, legal authority, alternative placement

2nd Offense - Parent contact, out of school suspension, legal authority, long term, alternative placement

3rd Offense – Parent contact, out of school suspension, legal authority, long term, alternative placement

Fireworks

Anything manufactured, processed, or packaged for exploding, emitting sparks or combustion, which does not have another common use.

Consequence –

Any Offense – Parent contact, in school suspension, out of school suspension, long term

2nd Offense – Parent contact, in school suspension, out of school suspension, legal authority

3rd Offense – Parent contact, in school suspension, out of school suspension, legal authority, long term, recommendation for expulsion

Forgery

The act of falsely using, in writing, the name of another person, or falsifying time, dates, grades, addresses, or other data on school forms.

Consequence –

1st Offense – Parent contact, no credit, detention, in school suspension

Repeat Offense – Parent conference, no credit, detention, in school suspension, out of school suspension

Subsequent Offense – Parent conference, no credit, detention, in school suspension, out of school suspension

Gambling

Making a bet as defined by Section 572.020 (4) RSMo, or engaging in conduct prohibited under Chapter 572,000 RSMo, possession and/or use of any gaming devices, including but not limited to playing cards or dice. Also any actions normally associated with gambling, such as pitching or matching coins, wagering or betting on sports events, or participation in pools.

Consequence –

1st Offense – Parent contact, detention, in school suspension, out of school suspension, confiscation

2nd Offense – Parent contact, detention, in school suspension, out of school suspension, confiscation

Subsequent Offense – Parent contact, detention, in school suspension, out of school suspension, confiscation

Hazing

Harassment, abuse, or humiliation by way of initiation. It can be physical, mental, or emotional.

Consequence –

1st Offense – Conference with student, parent contact, loss of privileges, in school suspension, out of school suspension

2nd Offense – Conference with student, parent contact, loss of privileges, in school suspension, out of school suspension

3rd Offense – Conference with student, parent contact, loss of privileges, out of school suspension

Inappropriate Display of Affection

Embracing, kissing, or caressing another in a situation or under circumstances deemed inappropriate.

Consequence –

1st Offense – Conference with student, parent contact, counselor, detention

2nd Offense – Conference with student, parent contact, counselor, detention, in school suspension

Subsequent Offense – Conference with student, parent contact, in school suspension, out of school suspension

Inciting Others to Violence or Disobedience

By words, acts, or deeds, giving encouragement to demonstrations or protests, which disrupt the normal educational process of the school.

Consequence –

1st Offense – Parent contact, detention, in school suspension, out of school suspension

2nd Offense – Parent contact, in school suspension, out of school suspension

Subsequence Offense – Parent contact, out of school suspension

Insubordination

The willful failure to respond or carry out a reasonable directive by authorized school personnel.

Consequence –

1st Offense – Parent contact, detention, in school suspension, out of school suspension

2nd Offense – Parent contact, in school suspension, out of school suspension

Subsequent Offense – Parent contact, in school suspension, out of school suspension

Interference with the Educational Process

Conduct, behavior, sleeping, cell phones/communication devices, electronic devices, social media, and attire, which interfere with the educational process including the use of obscene, suggestive, profane language, or gestures advocating disruptive or illegal activity. Tampering with others property and/or school district property.

Consequence –

1st Offense – Parent contact, detention, in school suspension, out of school suspension

2nd Offense – Parent contact, in school suspension, out of school suspension, legal authority

Subsequent Offense – Parent contact, in school suspension, out of school suspension, legal authority

Laser Beam Light Brought To School

Laser beam lights have been determined to be harmful to the health of others if used in an improper manner. Laser beam lights are not to be in the possession, or used by a student on school grounds, school buses, or at school functions. Possession and /or use of laser lights will result in the following actions, in addition to notification of parents.

Consequence –

1st Offense – Confiscation, parent contact, in school suspension

2nd Offense – Confiscation, parent contact, in school suspension, out of school suspension

3rd Offense – Confiscation, parent contact, out of school suspension

Littering

Throwing or leaving waste, debris, or other litter on school property other than in an authorized and customary waste receptacle.

Consequence –

- 1st Offense – Conference with student, parent contact, detention, school service work, in school suspension
- 2nd Offense – Parent contact, detention, school service work, in school suspension
- Subsequent Offense – Parent contact, school service work, in school suspension

Obscenities

Possession of sexually explicit materials or illustrations, or use of profane and obscene language or **physical gestures**. This includes sexting.

Consequence –

- 1st Offense – Conference with student, counselor, detention, in school suspension, out of school suspension, legal authority
- 2nd Offense – Parent contact, detention, in school suspension, out of school suspension, legal authority
- Subsequent Offense – Parent contact, in school suspension, out of school suspension, legal authority

*** Physical Attack on Staff Member**

The act of intentionally pushing, striking, or biting a staff member.

Consequence –

- 1st Offense – Parent contact, out of school suspension, legal authority, recommendation for expulsion
- Subsequent Offense – Out of school suspension, legal authority, long term, recommendation for expulsion
- Subsequent Offense – Out of school suspension, legal authority, long-term, recommendation for expulsion

Possession of Stolen Property

Possession of items that belong to another person, organization, or school system, without the consent of the rightful owner.

Consequence –

1st Offense – Parent contact, restitution, detention, school service work, in school suspension, out of school suspension, legal authority

2nd Offense – Parent contact, restitution, in school suspension, out of school suspension, legal authority

3rd Offense – Parent contact, restitution, in school suspension, out of school suspension, legal authority

*** Sexual Assault**

Intentional touching of clothed, or unclothed, intimate part(s) of another person with any part(s) of the body, or with any object or device thereby causing offense or alarm, and acts prohibited or defined in Chapter 566.010 RSMo.

Consequence –

1st Offense – Parent contact, in school suspension, out of school suspension, legal authority, long term

Repeat Offense – Parent contact, out of school suspension, legal authority, long term, up to 180 days

Subsequent Offense – Parent contact, out of school suspension, legal authority, long term, recommendation for expulsion

Sexual Harassment

a. Unwelcomed sexual advances, request for sexual favors, and other verbal or physical conduct or communication

b. Use of verbal, written, or symbolic language that is sexually harassing

Consequence –

1st Offense – Parent contact, counselor, detention, in school suspension, out of school suspension, legal authority, long term

Repeat Offense – Parent contact, in school suspension, out of school suspension, legal authority, long term

Subsequent Offense – Parent contact, in school suspension, out of school suspension, legal authority, long term

Shakedown or Strong-Arm/Extortion

The act of extortion, or borrowing, or attempting to borrow any money or items of value from a person, unless both parties enter into the agreement freely and without the presence of either an implied or expressed threat.

Consequence –

1st Offense – Parent contact, restitution, school service work, in school suspension, out of school suspension, legal authority

2nd Offense – Parent contact, restitution, in school suspension, out of school suspension, legal authority

Repeat Offense – Parent contact, restitution, in school suspension, out of school suspension, legal authority

Tardiness

The act of unexcused lateness to school, class, homeroom, or any other part of the student's schedule.

Consequence –

4th Time in 1 semester – Parent contact, detention

7th Time in 1 semester – Parent contact, detention, in school suspension

9th Time in 1 semester – Parent contact, detention, in school suspension, legal authority

Repeat Offense – Parent contact, in school suspension, legal authority

Theft

The act of taking, possessing, or concealing the property of another without owner's consent.

Consequence –

1st Offense – Counselor, restitution, school service work, in school suspension, out of school suspension, legal authority, long term

Repeat Offense – Counselor, restitution, school service work, in school suspension, out of school suspension, legal authority, long term

Subsequent Offense – Restitution, out of school suspension, legal authority, long term

Threatening or Intimidating Acts

The act of verbally, or by gesture, threatening the well-being, health or safety, of any person on school property or in route to or from school.

Consequence –

1st Offense – Conference with student, parent contact, counselor, in school suspension, out of school suspension, legal authority

2nd Offense – Parent contact, in school suspension, out of school suspension, legal authority

Repeat Offense – Parent contact, out of school suspension, legal authority

Tobacco (Use Of or Possession)

Use or possession of leaves of cultivated tobacco plants prepared for use in smoking, chewing, or as snuff on school property, bus, or at school activities. HB381 Section 407.933

1. No person less than eighteen years of age shall purchase, attempt to purchase, or possess cigarettes or other tobacco products (electronic cigarettes/vapor pen) unless such person is an employee of a seller of cigarettes or tobacco products and is in such possession to effect a sale in the course of employment; or an employee of the division of liquor control for enforcement purposes pursuant to subsection 5 of section 407.934.
2. Any person less than eighteen years of age shall not misrepresent his or her age to purchase cigarettes or tobacco products.
3. Any person who violates the provisions of this section shall be penalized as follows:
 - (1) For the first violation, the person is guilty of an infraction and shall have any cigarettes or tobacco products confiscated.
 - (2) For a second violation, and any subsequent violations, the person is guilty of an infraction, shall have any cigarettes or tobacco products confiscated and shall complete a tobacco education or smoking cessation program, if available.

Consequence –

1st Offense – Confiscation; *Use*: out of school suspension, legal authority; *Possession*: in school suspension, out of school suspension, legal authority

2nd Offense – Confiscation; *Use*: out of school suspension, in school suspension, legal authority; *Possession*: out of school suspension, legal authority

Repeat Offense – Confiscation; *Use*: legal authority, long term; *Possession*: out of school suspension, legal authority, long term

Truancy

A willful absence from school or class without the principal's permission/knowledge.

Consequence –

1st Offense – Parent contact, detention, in school suspension

2nd Offense – Parent contact, in school suspension, legal authority

Repeat Offense – Parent contact, in school suspension, out of school suspension, legal authority

*** Vandalism/Criminal Damage**

The act of intentional destruction of property belonging to the Sedalia School District #200 or others. This shall also include tampering with, or causing the discharge, of any sprinkler system or other apparatus installed in a school building for the prevention of fire, or for the safety of the school population or school property.

Consequence –

1st Offense – Parent contact, restitution, school service work, in school suspension, out of school suspension, legal authority, long term

Repeat Offense – Parent contact, restitution, school service work, in school suspension, out of school suspension, legal authority, long term

Subsequent Offense – Parent contact, restitution, school service work, in school suspension, out of school suspension, legal authority, long term

*** Weapons**

The Safe School Act of 1996 states: “**WEAPON**” shall mean a “**FIREARM**” as defined under 18 U.S.C.921, and the following items are defined in section 571.010, RSMo are considered by the Sedalia School District #200 as **CATEGORY I WEAPONS**: a blackjack, a concealable firearm, an explosive weapon, a firearm, a firearm silencer, a gas gun, a knife, knuckles, a machine gun, a projectile weapon (including bows, arrows, pellet guns, sling shots, paint ball guns), a rifle, a shotgun, a spring gun, a switchblade knife or bullets.

In addition other items considered by the District to be weapons, classified as **CATEGORY II WEAPONS**: poisons, nunchucks, chains, throwing stars or other devices that could be used as a weapon to threaten others.

Other items which will be viewed as weapons and designated **CATEGORY III WEAPONS** include: fireworks, firecrackers and smoke bombs, throwing darts, laser pointers, nuisance items and toys, unauthorized tools, mace, etc.

NOTE: Any knife is classified as a Category I Weapon regardless of blade length.

Policy – All weapons or instruments that have the appearance of a weapon are prohibited within all school environments and the school zone, except for educational purposes as authorized in advance by the building principal or designee. These environments include, but are not limited to district-owned buildings, leased or rented facilities; school sponsored activities; field trips; school vehicles and buses; and any school bus stops. This policy is in effect before, during, and after school.

Student Reporting – Students who see, or become aware of, a weapon in school must not touch it or remain in its presence. Notify an adult immediately.

Exceptions – Pursuant to Missouri Statutes exemptions are granted to licensed peace officers, military personnel, or students participating in military training while performing official duties; school district approved firearm safety courses; school district approved possession and use of dangerous weapons by a ceremonial color guard; school district approved gun or knife shows; school district approved possession and use of starter guns for athletic contests.

Development of Plan – In certain instances, indicated by “Dev plan” in the consequences section below, a parent contact and student must occur to establish a written plan for the student’s continuation in school. Some modification of the terms of the suspension may also be warranted at this time.

Consequence –

Any Offense – 1-365 days out of school suspension, out of school suspension, legal authority, long term

July 2016

STUDENTS

Regulation 2610 - HS

Discipline

Behavioral Expectations: Smith-Cotton High School

The discipline code set out in this regulation is intended to be illustrative but not an exclusive listing of acts of misconduct and the consequences for each. Misconduct which is not specifically listed in this regulation may be deemed to warrant discipline up to and including expulsion following provision of all due process procedures. In addition, the disciplinary consequence listed for each offense may be increased or decreased by the Administration or the Board of Education due to mitigating or aggravating circumstances.

Copies of this regulation will be provided to each student at the beginning of each school year. Copies of these documents will also be available for public inspection during normal business hours in the Superintendent's office.

In all cases where disciplinary action is to be instituted, reasonable efforts will be made to contact a parent/guardian. In all incidents where there is criminal activity taking place, the Police Department will be notified. Infractions that occur at school activities or on school grounds are subject to these consequences.

Students under suspension from school are not to attend school activities nor be on school grounds.

Misconduct not listed will be subject to administrative review and discipline as deemed appropriate.

Note: Offenses indicated by an asterisk are considered serious offenses by state law or offenses designated by the Board as being of a serious nature requiring special handling of the student's record of behavior.

*** Alcohol, Controlled Substances**

- a. Possession of or attending under the influence of any
- b. Sale, purchase or distribution of any prescription drug, alcohol, narcotic substance, counterfeit drugs and/or drug-related paraphernalia

Note: For the purposes of this policy "under the influence" shall mean engaging in the use of any unauthorized prescription drug, alcohol, narcotic substance, counterfeit drugs, or drug-related paraphernalia.

Consequence –

- 1st Offense – Parent contact, counselor, out of school suspension, long term, legal authority
- 2nd Offense – Parent contact, counselor, out of school suspension, long term, legal authority
- 3rd Offense – Parent contact, counselor, out of school suspension, long term, legal authority

*** Arson**

Starting a fire, or attempting to start a fire, or causing an explosion with the intention to damage property or buildings of the Sedalia School District #200 or other persons.

Consequence –

- 1st Offense – Parent contact, out of school suspension, legal authority, long term
- Subsequent Offense – Parent contact, out of school suspension, legal authority, long term, recommendation for expulsion

*** Assault**

Safe Schools Act: Prohibitions and reporting of student possession of weapons or controlled substances shall apply to the school playground or parking lot, school bus, or school activity whether on or off school property. The school district may recognize disciplinary actions of another school district whether in-state, or out-of-state, in a public, private, or charter school.

- a. Attempting to cause injury to another person; intentionally placing a person in reasonable apprehension of imminent physical injury
- b. Attempting to kill or cause serious physical injury to another

Consequence –

The school board shall not re-admit or enroll a pupil suspended for more than 10 days for school violence, regardless of whether the act was committed at a public or private school, provided that the act was the cause of the suspension or expulsion in the case of a private school, without first holding a conference with the appropriate school officials.

- 1st Offense – Parent contact, counselor, out of school suspension, legal authority, long term
- 2nd Offense – Parent contact, counselor, out of school suspension, legal authority, long term
- 3rd Offense – Parent contact, counselor, out of school suspension, legal authority, long term

Bullying

Intentional intimidation or infliction of physical, emotional, or mental harm (see Policy 2655.)

“Bullying” means intimidation, unwanted aggressive behavior, or harassment that is repetitive, or is substantially likely to be repeated, and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. May consist of physical actions, including gestures, or oral, cyberbullying, electronic, or written communication, and any threat of retaliation for reporting of such acts. Bullying of students is prohibited on school property, at any school function, or on a school bus.

“Cyberbullying” means bullying as defined in this subsection through the transmission of communication including, but not limited to a message, text, sound or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer or pager.

Consequence –

- 1st Offense – Conference with student, parent contact, out of school suspension up to 10 days
- 2nd Offense – Conference with student, parent contact, out of school suspension up to 180 days
- 3rd Offense – Conference with student, parent contact, out of school suspension, recommendation for expulsion

Bus Misconduct

Any offense committed by a student on a district-owned or contracted bus shall be punished in the same manner as if the offense had been committed at the student’s assigned school. In addition, bus-riding privileges may be suspended or revoked.

Consequence –

- 1st Offense – Conference with student, parent contact, warning
- 2nd Offense – Parent contact, 1-day off bus
- 3rd Offense – Parent contact, 3-days off bus
- 4th Offense – Parent contact, 5-days off bus
- 5th Offense – Parent contact, loss of riding privileges

Careless Driving

Driving on school property carelessly or without due caution so as to endanger persons or property.

Consequence –

1st Offense – Conference with student, loss of privileges – 2 weeks

2nd Offense – Conference with student, parent contact, loss of privileges – 4 weeks or remainder of semester, whichever is greater

Subsequent Offense – Parent conference, loss of privileges, in school suspension, legal authority

Cheating

Dishonesty while completing schoolwork plagiarism, and/or falsifying or altering records.

Cheating offenses will be counted across all classes. This will restart each semester.

Consequence –

1st Offense – Parent contact, no credit, detention

2nd Offense – Parent contact, no credit, in school suspension

3rd Offense – Parent contact, no credit, in school suspension, mandatory “F” for the semester if all offenses occur in the same course

Chronic Misbehaving Students

Chronic misbehaving is defined as any one or more of the following:

- More than 5 office referrals resulting in detentions
- More than 2 office referrals resulting in suspension
- Any combination of these

Consequence –

1st Offense – Parent contact, counselor, loss of privileges, in school suspension, out of school suspension, long term

2nd Offense – Parent contact, counselor, loss of privileges, in school suspension, out of school suspension, long term

3rd Offense – Parent contact, counselor, loss of privileges, in school suspension, out of school suspension, long term

Computer Misuse

Inappropriate use of a computer (Internet included) is any action by a student to view, print, or distribute, pornographic materials, access private files, harassing, insulting or attacking others, damaging computer systems and/or computer networks, unauthorized tampering of hardware and/or software, violating copyright laws, and employing the network for commercial purposes.

Consequence –

1st Offense – Conference with student, parent contact, loss of privileges, restitution, detention, in school suspension, out of school suspension

2nd Offense – Conference with student, parent contact, loss of privileges, restitution, detention, in school suspension, out of school suspension

3rd Offense – Conference with student, parent contact, loss of privileges, restitution, in school suspension, out of school suspension

Discriminatory Acts/Disparaging or Demeaning Language

Use of words or actions, verbal, written or symbolic, meant to harass or injure another person; i.e., threats of violence or defamation of a person's race, religion, gender, or ethnic origin.

Consequence –

1st Offense – Parent contact, counselor, detention, in school suspension, out of school suspension, long term

2nd Offense – Parent contact, counselor, in school suspension, out of school suspension, long term

3rd Offense – Parent contact, counselor, out of school suspension, long term

Disorderly Conduct

Engaging in violent, abusive, indecent, profane, boisterous, unreasonably loud, or other conduct which tends to cause or provoke a disturbance.

Consequence –

1st Offense – Parent contact, counselor, detention, in school suspension, out of school suspension

2nd Offense – Parent contact, counselor, in school suspension, out of school suspension

Repeat Offense – Parent contact, counselor, out of school suspension

Disrespectful Conduct or Speech

- a. Disrespectful verbal, written, or symbolic language or gesture, which is inappropriate to public settings, directed to a staff member or another student
- b. Conduct or verbal, written, or symbolic language which materially and substantially disrupts classroom work, school activities, or school functions

Consequence –

- 1st Offense – Parent contact, detention, in school suspension, out of school suspension
- 2nd Offense – Parent contact, in school suspension, out of school suspension
- 3rd Offense – Parent contact, in school suspension, out of school suspension

Failure to Serve a Detention

Knowingly and willfully refusing to serve an assigned detention.

Consequence –

- 1st Offense – Parent contact, detention, in school suspension, out of school suspension
- 2nd Offense – Parent contact, in school suspension, out of school suspension
- Repeat Offense – Parent contact, in school suspension, out of school suspension

False Alarms

- a. The act of initiating a false fire alarm or initiating a false report warning of a fire or an impending catastrophe
- b. Tampering with emergency equipment

Consequence –

- Any Offense – Parent contact, in school suspension, out of school suspension, legal authority
- 2nd Offense – Parent contact, in school suspension, out of school suspension, legal authority
- 3rd Offense – Parent contact, in school suspension, out of school suspension, legal authority

False Reports

The act of falsely reporting incidents, or making false accusations, or giving false information to school personnel which would affect the welfare of others.

Consequences –

- 1st Offense – Parent contact, detention, in school suspension
- 2nd Offense – Parent contact, detention, in school suspension, out of school suspension
- Subsequent Offense – Parent contact, out of school suspension

Fighting

Occurs when two or more persons voluntarily or by agreement, engage in any fight, or use any blows or violence towards each other in any angry or quarrelsome manner, or do each other willful mischief, or if any persons shall assault another and strike him in any public place to the terror or disturbance of others, the person, or persons, shall be deemed guilty of a misdemeanor.

Consequence –

1st Offense – Parent contact, out of school suspension, legal authority

2nd Offense – Parent contact, out of school suspension, legal authority, long term, recommendation for expulsion

3rd Offense – Parent contact, out of school suspension, legal authority, long term, recommendation for expulsion

Firearm

Safe Schools Act: Prohibitions and reporting of student possession of weapons or controlled substances shall apply to the school playground or parking lot, school bus, or school activity, whether on or off school property. The school district may recognize disciplinary actions of another school district whether in-state, or out-of state, in a public, private, or charter school.

In this policy, the term “firearm” is defined pursuant to federal law as set out in the most recent version of 18 United States Code Section 921. The term “firearm” includes, but is not limited to, such items as:

- a. Any item which is a loaded or unloaded weapon, weapon frame, or weapon barrel and which is designed to, or may, or may not, be readily converted to expel a projectile by action of an explosive, or
- b. Any item which will, or which may be, readily converted to expel a projectile by the action of an explosive or other propellant, and which has a barrel with a bore of at least one-half inch in diameter, or
- c. Any explosive, incendiary or poison gas, such as: bombs, grenades, rockets with a propellant charge of greater than four ounces, and other similar devices as recognized under federal law, or
- d. Any combination of parts, either designed to, or intended for, use in converting any device into a device as described in paragraphs b or c.

Consequence –

The school board shall not re-admit or enroll a pupil suspended for more than 10 days for school violence regardless of whether the act was committed at a public or private school, provided that the act was the cause of the suspension, or expulsion, in the case of a private school, without first holding a conference with the appropriate school officials.

1st Offense – Parent contact, out of school suspension, legal authority, long term, alternative placement

2nd Offense – Parent contact, out of school suspension, legal authority, long term, alternative placement

3rd Offense – Parent contact, out of school suspension, legal authority, long term, alternative placement

Fireworks

Anything manufactured, processed, or packaged for exploding, emitting sparks or combustion, which does not have another common use.

Consequence –

Any Offense – Parent contact, in school suspension, out of school suspension, long term

2nd Offense – Parent contact, in school suspension, out of school suspension, long term

3rd Offense – Parent contact, in school suspension, out of school suspension, long term, recommendation for expulsion

Forgery

The act of falsely using, in writing, the name of another person, or falsifying time, dates, grades, addresses, or other data on school forms.

Consequence –

1st Offense – Parent contact, no credit, detention

Repeat Offense – Parent conference, no credit, in school suspension

Subsequent Offense – Parent contact, no credit, in school suspension, out of school suspension

Gambling

Making a bet as defined by Section 572.020 (4) RSMo, or engaging in conduct prohibited under Chapter 572,000 RSMo, possession and/or use of any gaming devices, including but not limited to playing cards or dice. Also any actions normally associated with gambling, such as pitching or matching coins, wagering or betting on sports events, or participation in pools.

Consequence –

1st Offense – Conference with student, parent contact, detention, in school suspension, confiscation

2nd Offense – Parent contact, detention, in school suspension, out of school suspension, confiscation

Subsequent Offense – Confiscation, recommendation for expulsion

Hazing

Harassment, abuse, or humiliation by way of initiation. It can be physical, mental, or emotional.

Consequence –

1st Offense – Conference with student, parent contact, counselor, loss of privileges, in school suspension, out of school suspension

2nd Offense – Conference with student, parent contact, counselor, loss of privileges, in school suspension, out of school suspension

3rd Offense – Conference with student, parent contact, counselor, loss of privileges, out of school suspension, long term

Inappropriate Display of Affection

Embracing, kissing, or caressing another in a situation or under circumstances deemed inappropriate.

Consequence –

1st Offense – Conference with student, parent contact, detention, in school suspension

2nd Offense – Conference with student, parent contact, detention, in school suspension

Subsequent Offense – Conference with student, parent contact, in school suspension, out of school suspension

Inciting Others to Violence or Disobedience

By words, acts, or deeds, giving encouragement to demonstrations or protests, which disrupt the normal educational process of the school.

Consequence –

- 1st Offense – Conference with student, detention, in school suspension, out of school suspension
- 2nd Offense – Parent contact, detention, in school suspension, out of school suspension
- Subsequence Offense – Parent contact, out of school suspension, in school suspension, long term

Insubordination

The willful failure to respond or carry out a reasonable directive by authorized school personnel.

Consequence –

- 1st Offense – Conference with student, parent contact, detention, in school suspension, out of school suspension
- 2nd Offense – Parent contact, school service work, in school suspension, out of school suspension
- Subsequent Offense – School service work, in school suspension, out of school suspension

Interference with the Educational Process

Conduct, behavior, sleeping, cell phones/communication devices, electronic devices, social media and attire, which interfere with the educational process including the use of obscene, suggestive, profane language, or gestures advocating disruptive or illegal activity. Tampering with others property and/or school district property.

Consequence –

- 1st Offense – Confiscation, conference with student, parent contact, detention, in school suspension, out of school suspension
- 2nd Offense – Confiscation, parent contact, in school suspension, out of school suspension
- Subsequent Offense – Confiscation, parent contact, in school suspension, out of school suspension

Laser Beam Light Brought To School

Laser beam lights have been determined to be harmful to the health of others if used in an improper manner. Laser beam lights are not to be in the possession, or used by a student on school grounds, school buses, or at school functions. Possession and /or use of laser lights will result in the following actions, in addition to notification of parents:

Consequence –

- 1st Offense – Confiscation, parent contact, in school suspension
- 2nd Offense – Confiscation, parent contact, in school suspension, out of school suspension
- 3rd Offense – Confiscation, parent contact, out of school suspension

Littering

Throwing or leaving waste, debris, or other litter on school property other than in an authorized and customary waste receptacle.

Consequence –

- 1st Offense – Conference with student, detention, school service work, in school suspension
- 2nd Offense – Parent contact, detention, school service work, in school suspension
- Subsequent Offense – Parent contact, school service work, in school suspension

Obscenities

Possession of sexually explicit materials or illustrations, or use of profane and obscene language or **physical gestures**. This includes sexting.

Consequence –

- 1st Offense – Conference with student, parent contact, detention, in school suspension, out of school suspension, legal authority
- 2nd Offense – Parent contact, detention, in school suspension, out of school suspension, legal authority
- Subsequent Offense – Parent contact, in school suspension, out of school suspension, legal authority

Parking Violation

Parking lot violations may include, but are not limited to the following: parking out of assigned area, failure to display proper permit, etc. In addition, vehicle may be towed at owner's expense.

Consequence –

- 1st Offense – Parent contact, conference with student, ticket
- 2nd Offense – Parent contact, conference with student, loss of privileges, ticket
- 3rd Offense – Parent contact, conference with student, loss of privileges, long term

*** Physical Attack on Staff Member**

The act of intentionally pushing, striking, or biting a staff member.

Consequence –

1st Offense – Parent contact, out of school suspension, legal authority, recommendation for expulsion

Subsequent Offense – Parent contact, out of school suspension, legal authority, long term, recommendation for expulsion

Subsequent Offense – Parent conference, out of school suspension, legal authority, long term, recommendation for expulsion

Possession of Stolen Property

Possession of items that belong to another person, organization, or school system, without the consent of the rightful owner.

Consequence –

1st Offense – Parent contact, restitution, detention, in school suspension, legal authority, long term

2nd Offense – Parent contact, restitution, in school suspension, out of school suspension, legal authority, recommendation for expulsion

3rd Offense – Parent contact, restitution, in school suspension, out of school suspension, legal authority, recommendation for expulsion

*** Sexual Assault**

Intentional touching of clothed, or unclothed, intimate part(s) of another person with any part(s) of the body, or with any object or device thereby causing offense or alarm, and acts prohibited or defined in Chapter 566.010 RSMo.

Consequence –

1st Offense – Parent contact, counselor, in school suspension, out of school suspension, legal authority, long term

Repeat Offense – Parent contact, counselor, out of school suspension, legal authority, long term, up to 180 days

Subsequent Offense – Parent contact, counselor, out of school suspension, legal authority, long term, recommendation for expulsion

Sexual Harassment

- a. Unwelcomed sexual advances, request for sexual favors, and other verbal or physical conduct or communication
- b. Use of verbal, written, or symbolic language that is sexually harassing

Consequence –

- 1st Offense – Parent contact, counselor, in school suspension, out of school suspension, legal authority, long term
- Repeat Offense – Parent contact, counselor, out of school suspension, legal authority, long term
- Subsequent Offense – Parent contact, counselor, out of school suspension, legal authority, long term

Shakedown or Strong-Arm/Extortion

The act of extortion, or borrowing, or attempting to borrow any money or items of value from a person, unless both parties enter into the agreement freely and without the presence of either an implied or expressed threat.

Consequence –

- 1st Offense – Parent contact, restitution, detention, in school suspension, out of school suspension, legal authority
- 2nd Offense – Parent contact, restitution, in school suspension, out of school suspension, legal authority
- Repeat Offense – Parent contact, restitution, out of school suspension, legal authority

Tardiness

The act of unexcused lateness to school, class, homeroom, or any other part of the student's schedule.

Consequence –

- 1st Offense – Parent contact, detention, in school suspension
- 2nd Offense – Parent contact, detention, in school suspension
- 3rd Offense – Parent contact, detention, in school suspension, legal authority
- Repeat Offense – Parent contact, loss of privileges, in school suspension, legal authority

Theft

The act of taking, possessing, or concealing the property of another without owner's consent.

Consequence –

1st Offense – Parent contact, restitution, in school suspension, out of school suspension, legal authority, long term

Repeat Offense – Parent contact, restitution, out of school suspension, legal authority, long term

Subsequent Offense – Parent contact, restitution, out of school suspension, legal authority, long term

Threatening or Intimidating Acts

The act of verbally, or by gesture, threatening the well-being, health or safety, of any person on school property or in route to or from school.

Consequence –

1st Offense – Parent contact, detention, in school suspension, out of school suspension, legal authority

2nd Offense – Parent contact, in school suspension, legal authority

Repeat Offense – Parent contact, out of school suspension, legal authority, long term

Tobacco (Use Of or Possession)

Use or possession of leaves of cultivated tobacco plants prepared for use in smoking, chewing, or as snuff on school property, bus, or at school activities. HB381 Section 407.933

1. No person less than eighteen years of age shall purchase, attempt to purchase, or possess cigarettes or other tobacco products (electronic cigarettes/vapor pen) unless such person is an employee of a seller of cigarettes or tobacco products and is in such possession to effect a sale in the course of employment; or an employee of the division of liquor control for enforcement purposes pursuant to subsection 5 of section 407.934.
2. Any person less than eighteen years of age shall not misrepresent his or her age to purchase cigarettes or tobacco products.
3. Any person who violates the provisions of this section shall be penalized as follows:
 - (1) For the first violation, the person is guilty of an infraction and shall have any cigarettes or tobacco products confiscated.
 - (2) For a second violation, and any subsequent violations, the person is guilty of an infraction, shall have any cigarettes or tobacco products confiscated and shall complete a tobacco education or smoking cessation program, if available.

Consequence –

1st Offense – Confiscation, parent contact, detention, in school suspension, legal authority

2nd Offense – Confiscation, parent contact, in school suspension, out of school suspension, legal authority

Repeat Offense – Confiscation, parent contact, in school suspension, out of school suspension, legal authority

Truancy

A willful absence from school or class without the principal's permission/knowledge.

Consequence –

1st Offense – Parent contact, detention, in school suspension

2nd Offense – Parent contact, in school suspension

Repeat Offense – Parent contact, in school suspension, out of school suspension, legal authority

*** Vandalism/Criminal Damage**

The act of intentional destruction of property belonging to the Sedalia School District #200 or others. This shall also include tampering with, or causing the discharge, of any sprinkler system or other apparatus installed in a school building for the prevention of fire, or for the safety of the school population or school property.

Consequence –

1st Offense – Parent contact, restitution, detention, in school suspension, out of school suspension, legal authority, long term

Repeat Offense – Parent contact, restitution, in school suspension, out of school suspension, legal authority, long term

Subsequent Offense – Parent contact, restitution, in school suspension, out of school suspension, legal authority, long term

*** Weapons**

The Safe School Act of 1996 states: “**WEAPON**” shall mean a “**FIREARM**” as defined under 18 U.S.C.921, and the following items are defined in section 571.010, RSMo are considered by the Sedalia School District #200 as **CATEGORY I WEAPONS**: a blackjack, a concealable firearm, an explosive weapon, a firearm, a firearm silencer, a gas gun, a knife, knuckles, a machine gun, a projectile weapon (including bows, arrows, pellet guns, sling shots, paint ball guns), a rifle, a shotgun, a spring gun, a switchblade knife or bullets.

In addition other items considered by the District to be weapons, classified as **CATEGORY II WEAPONS**: poisons, nunchucks, chains, throwing stars or other devices that could be used as a weapon to threaten others.

Other items which will be viewed as weapons and designated **CATEGORY III WEAPONS** include: fireworks, firecrackers and smoke bombs, throwing darts, laser pointers, nuisance items and toys, unauthorized tools, mace, etc.

NOTE: Any knife is classified as a Category I Weapon regardless of blade length.

Policy – All weapons or instruments that have the appearance of a weapon are prohibited within all school environments and the school zone, except for educational purposes as authorized in advance by the building principal or designee. These environments include, but are not limited to district-owned buildings, leased or rented facilities; school sponsored activities; field trips; school vehicles and buses; and any school bus stops. This policy is in effect before, during, and after school.

Student Reporting – Students who see, or become aware of, a weapon in school must not touch it or remain in its presence. Notify an adult immediately.

Exceptions – Pursuant to Missouri Statutes exemptions are granted to licensed peace officers, military personnel, or students participating in military training while performing official duties; school district approved firearm safety courses; school district approved possession and use of dangerous weapons by a ceremonial color guard; school district approved gun or knife shows; school district approved possession and use of starter guns for athletic contests.

Development of Plan – In certain instances, indicated by “Dev plan” in the consequences section below, a parent contact and student must occur to establish a written plan for the student’s continuation in school. Some modification of the terms of the suspension may also be warranted at this time.

Consequence –

Any Offense – Parent contact, out of school suspension, legal authority, long term

STUDENTS

Discipline

Firearms and Weapons in School

The District recognizes firearm and weapon possession as a potential threat to the health, safety and security of students, employees, and other persons. The District will not tolerate the presence of firearms or weapons on the premises of our schools. This prohibition includes possession of firearms and weapons on school playgrounds, school parking lots, school buses, and at school activities, whether on or off school property. The District complies with the provisions of the Improving America's Schools Act of 1994 and other applicable federal and state law.

Nothing in this policy shall prohibit the District from permitting a Civil War re-enactor to bring a Civil War era weapon to school for educational purposes so long as the weapon is not loaded.

Students who violate this policy will be suspended for no less than one (1) year and are subject to permanent expulsion. However, the Superintendent may recommend to the Board a modification of the suspension on a case-by-case basis. Students with disabilities under the Individuals with Disabilities Act and/or Section 504 of the Rehabilitation Act are entitled to the protections of those laws.

This policy will be annually submitted to the Department of Elementary and Secondary Education together with a report of disciplinary action taken for possession of a "firearm" or "weapon" as defined in Regulation 2620.

STUDENTS

Regulation 2620

Discipline

Firearms and Weapons in School

Definition of Firearm

The term *firearm* includes, but is not limited to, such items as:

1. Any item which is a loaded or unloaded weapon, weapon frame, or weapon barrel and which is designed to, or may be readily converted to, expel a projectile by action of an explosive, or
2. Any item which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has a barrel with a bore of at least one-half inch in diameter, or
3. Any explosive, incendiary, or poison gas, such as: bombs; grenades; rockets with a propellant charge of greater than four ounces; and other similar devices as recognized under federal law, or
4. Any combination of parts either designed to or intended for use in converting any device into a device as described in paragraphs above.

Definition of Weapons

The term *weapon* shall mean a "firearm" as defined above, and shall also include the items listed below, which are defined as "weapons" in section 571.010, RSMo.

1. Blackjack
2. Concealable firearm
3. Explosive weapon
4. Firearm
5. Firearm silencer
6. Gas gun
7. Knife
8. Machine gun
9. Knuckles
10. Projectile weapon
11. Rifle
12. Shotgun
13. Spring gun
14. Switchblade knife

Other weapons:

1. Mace spray
2. Any knife, regardless of blade length (optional)
3. Items customarily used, or which can be used, to inflict injury upon another person or property.

Students Who Bring Firearms or Weapons to School

The District will take the following action upon determining that a student has brought a firearm or weapon to school:

1. The District will refer the student to the appropriate criminal justice or juvenile delinquency system, and
2. The District will suspend the student from school for a period of not less than one year (365 days) from the date of the infraction, and may, at its discretion, expel the student from school permanently. This suspension provision may be modified on a case-by-case basis upon recommendation of the District Superintendent if the Superintendent determines that circumstances justify such a modification.
3. The District may, at its discretion, provide a student suspended under this Regulation with educational services in an alternative setting.

Applicability of Regulation to Students with Disabilities

If the student with a disability under the Individuals with Disabilities Education Act carries or possesses a weapon, as defined by 18 U.S.C. § 930(g)(2), to or at school, on school premises, or to or at a school function under the District's authority, school administrators may remove that student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability. If a school administrator removes a student with an IDEA disability to an interim alternative educational placement, the District must convene the student's multidisciplinary and/or IEP team to conduct a manifestation determination within the statutory time frame and the student's IEP team must determine the interim alternative educational placement and the services that the student will be provided in order to receive a free appropriate public education and access to the general curriculum.

STUDENTS

Policy 2630

Discipline

Closed Campus

With the safety and welfare of the students in mind, the Board of Education has closed all campuses during the school day. Permission to leave school will be granted only for valid reasons, and only with a written request signed by a parent/guardian. In emergency situations, a telephone call from a parent/guardian may suffice, with approval of the building principal.

Discipline**Student Use of Tobacco, Alcohol and Drugs****Smoking**

The Board of Education believes that smoking; the use of any tobacco products; and substances appearing to be tobacco products are detrimental to the health and well-being of staff and students. Therefore the Board prohibits the use, sale, transfer and possession of tobacco products and substances appearing to be tobacco products, i.e. e-cigarettes, at school and at school activities.

Alcohol and Drug Use

The improper use of controlled substances, alcohol and substances represented to be such is detrimental to the health and welfare of students and is detrimental to discipline in school. Such conduct, as well as the possession of drug paraphernalia, is prohibited and is subject to disciplinary action as set forth in Regulation 2610.

Pursuant to 29 U.S.C. 705(20)(c)(iv), a student with a 504/ADA disability who is currently engaging in the illegal use of alcohol or drugs is not considered a student with a disability under those laws and the District, may take disciplinary action – to the same extent that disciplinary action is taken against nondisabled students – in relation to that use or possession of alcohol or drugs. In such cases, the due process procedures contained in the Section 504 regulations will not apply to protect those students. This provision does not apply to students who are identified as disabled under the Individuals with Disabilities Education Act. However, school personnel may remove an IDEA disabled student to an interim alternative educational setting for not more than 45 school days without regard to whether that student’s behavior is a manifestation of his/her disability where that student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the District’s jurisdiction. “Illegal drug,” as it pertains to the discipline of IDEA students, means a controlled substance but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or under any other authority.

The determination of whether or not a student is under the influence of alcohol or a controlled substance is based upon a variety of information including but not limited to, physical appearances, speech patterns, and witnesses statements. While not required, District administrators may request a student suspected of alcohol use to submit to a Breathalyzer. Conduct that includes possession of or use of alcohol or controlled substances as well as the possession of drug paraphernalia is prohibited and is subject to disciplinary action as set forth in Regulation 2610.

STUDENTS

Policy 2641

Discipline

Drug-Free Schools

Pursuant to requirements of the 1989 amendments of the Drug-Free Schools and Communities Act, pursuant to the requirements of the Safe Schools Act, and for the purpose of preventing the use of illicit drugs and alcohol by students, the District shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs to all students in all grades from early childhood level through grade twelve (12).

Such programs address the legal, social and health consequences of drug and alcohol use, and provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol.

The District shall provide information about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to students. Students may be required to participate in such programs in order to avoid suspension or expulsion if they are found to be in violation of this policy. All parents/guardians and students shall annually be provided with a copy of this policy.

The District certifies that it has adopted and implemented the drug prevention program described in this policy in the form required by the Department of Elementary and Secondary Education or the United States Department of Education. The District conducts a biennial review of such program to determine its effectiveness, to implement necessary changes and to ensure that the disciplinary sanctions are consistently enforced.

STUDENTS

Policy 2650
(Form 2650)

Discipline

Student Vehicle Use

Building principals have the authority to regulate student use of automobiles at school. Use of school property for student parking purposes is a privilege that may be denied due to violation of District regulations and school policies. Student vehicles parked on District property are subject to search by school officials where there is reason to believe a vehicle contains materials prohibited by District regulations.

STUDENTS

Policy 2651

Discipline

Student Dress

The Board of Education expects student dress and grooming to be neat, clean and in keeping with community standards, so that each student may share in promoting a positive, healthy and safe atmosphere within the School District. This expectation includes the school day and school sponsored extracurricular activities. The Board may require students to wear a school uniform.

Students shall observe modes of dress and standards of personal grooming that are in conformity with the educational environment and necessary to maintain an orderly and safe atmosphere for all students. Apparel is expected to conform to reasonable student standards of modesty, and as such, no excessive or inappropriate areas of skin or undergarments may be exposed. No apparel or grooming which presents a safety concern is permitted. No apparel displaying messages that are gang-related, sexually explicit, vulgar, violent, or advocating illegal activities is permitted. Further, no clothing or personal grooming that disrupts, or can be forecasted to disrupt, the educational environment is permitted.

STUDENTS

Policy 2652

Discipline

Student Conduct on Buses

The safety of students during their transportation to and from school is a responsibility which they and their parents/guardians share with the bus drivers and school officials. Therefore, the rules of student conduct will be issued to all students at the beginning of the school year, and to new students upon enrollment.

STUDENTS

Policy 2653 **(Regulation 2653)**

Discipline

Student Participation in Secret Organizations and Gangs

The Board of Education prohibits membership in secret fraternities or sororities, or in other clubs or gangs not sponsored by established agencies or organizations recognized by the School District.

The Board of Education feels that the presence of gangs and gang activities can cause a substantial disruption of or material interference with school and school activities. A “gang” as defined in this policy is any group of two or more persons whose purposes include the commission of illegal acts. By this policy, the Board of Education acts to prohibit existence of gangs and gang activities as follows:

No student on or about school property or at any school activity:

1. Shall wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign, or other things which are evidence of membership or affiliation in any gang.
2. Shall commit any act or omission or use any speech either verbal or non-verbal (gestures, hand-shakes, etc.) showing membership or affiliation in a gang.
3. Shall use any speech or commit any act or omission in furtherance of the interests of any gang or gang activity, including but not limited to:
 - a. Soliciting others for membership in any gangs.
 - b. Requesting any person to pay protection or otherwise intimidating or threatening any person.
 - c. Committing any other illegal act or other violation of school District policies.
 - d. Inciting other students to act with physical violence upon any other person.

Discipline

Student Participation in Secret Organizations and Gangs

The principal will establish procedures and regulations to ensure that any student wearing, carrying or displaying gang paraphernalia; exhibiting behavior or gestures which symbolize gang membership; or causing and/or participating in activities which intimidate or affect the attendance of another student, shall be subject to disciplinary action.

Consequences for such actions and/or behaviors may result in suspension or expulsion.

To further discourage the influence of gangs, District administrators shall:

1. Provide inservice for staff in gang recognition and special workshops for counselors.
2. Ensure that all students have access to counselors.
3. Work closely with the local law enforcement authorities and county juvenile officers who work with students and parents/guardians involved in gang activity.
4. Provide classroom or after-school programs designed to enhance individual self-esteem and foster interest in a variety of wholesome activities.

STUDENTS

Policy 2654

Discipline

Student Use and Care of School Property

The Board of Education recognizes that acts of destruction, defacing, trespassing, burglary and theft of District property are contrary to the interests of students, staff and tax payers. The District officials will cooperate fully with all law enforcement agencies in the prevention of crimes against District property as well as in the prosecution of persons involved in such conduct.

The District will seek restitution from students and other persons who have damaged or destroyed District property. As permitted by law, the District will also seek restitution from the parent/guardian of children involved in such misconduct.

STUDENTS

Policy 2655

Discipline

Bullying

The District is committed to maintaining a learning and working environment free of any form of bullying or intimidation. Bullying is strictly prohibited on school grounds, or school time, at a school sponsored activity or in a school related context. Bullying is the intentional action by an individual or group of individuals to inflict intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. Bullying may consist of physical actions, including gestures, or oral, cyberbullying, electronic, or written communication, and any threat of retaliation for reporting acts of bullying.

Cyberbullying means bullying as defined above through the transmission of a communication including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. The District may prohibit and discipline for cyberbullying that originates on any District campus or at a District activity if the electronic communication was made using the school's technological resources, if there is a sufficient nexus to the educational environment, or if the electronic communication was made on the District's campus or at a District activity using the student's own personal technological resources. Further, students who engage in significant acts of misconduct off campus which materially and adversely impact the education of District students will be subject to discipline.

Bullying, as defined in this policy, is strictly prohibited. Students are encouraged to report any incident of bullying which they have witnessed or incurred, by contacting their building principal. District employees are required to report any instance of bullying of which the employee has witnessed within two (2) school days of the occurrence. Employees shall report the occurrence to the building principal, who is the person the District designates to receive reports of incidents of bullying. A principal who receives a report of an incident of bullying shall initiate an investigation into the allegations within two (2) school days of receipt of the report. The principal may assign other employees to assist in the investigation, or request that the superintendent assign an outside investigator. The investigation shall be completed within ten school days from the date of the written report of bullying unless good cause exists to extend the investigation. No employee or student who reports an act of bullying shall be subject to reprisal or retaliation for making such a report. Any person who engages in reprisal or retaliation against an employee or student who reports an act of bullying shall be subject to disciplinary action.

Students who are found to have violated this policy will be subject to consequences depending on factors such as: age of student(s), degree of harm, severity of behavior, number of incidences, etc. Possible consequences to a student for a violation of this policy include: loss of privileges, classroom detention, conference with teacher, parents contacted, conference with principal, in-school suspension, out-of-school suspension, expulsion and law enforcement contacted.

The District shall give annual notice of the policy to students, parents or guardians, and staff. This policy shall be included in all student handbooks. This policy shall also be posted on the District's web page (as a Board policy) and a copy shall be placed in the District Administrative Office.

The District shall provide information and appropriate training to District staff who have significant contact with students regarding the policy. All staff with significant student contact shall be trained on the requirements of this policy on an annual basis.

The District shall provide education and information to students regarding bullying, including information regarding this policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to address bullying, including student peer-to-peer initiatives to provide accountability and policy enforcement for those found to have engaged in bullying, reprisal, or retaliation against any person who reports an act of bullying. The District shall instruct its school counselors, school social workers, licensed social workers, mental health professionals, and school psychologists to educate students who are victims of bullying on techniques for students to overcome bullying's negative effects. Such techniques include but are not limited to, cultivating the student's self-worth and self-esteem; teaching the student to defend himself or herself assertively and effectively; helping the student develop social skills or encouraging the student to develop an internal locus of control. District administrators will implement programs and other initiatives to address bullying, to respond to such conduct in a manner that does not stigmatize the victim, and to make resources or referrals available to victims of bullying.

STUDENTS

Policy 2656

Discipline

Student Cell Phone Usage

Developments in cell phone technology in recent years have resulted in enhanced educational opportunities. Beginning with the 2013-2014 school year, student cell phone, digital cameras, and similar electronic devices will be permitted during the instructional day. This policy grants permission as long as the device is being used to enhance the educational process. Electronic devices will continue to be banded in dressing room areas and bathroom facilities. Telephones will continue to be available in the school office for student and parent contact.

July 2013

STUDENTS

Policy 2660 **(Regulation 2660)**

Discipline

Detention

The provisions of a detention program for student violations of policies, rules and regulations shall provide principals with an additional alternative for dealing with disciplinary problems that occur in the schools. Detention is an assigned before-school and/or after-school period, during which student activity is closely monitored and severely restricted. Students are expected to be quiet during the entire detention period and to work exclusively on assigned tasks.

STUDENTS

Regulation 2660

Discipline

Detention

Certificated staff members may detain students after normal school hours for a reasonable time provided the following conditions are observed:

1. Students must have an opportunity to make arrangements for transportation home. Therefore, the detention may take place on any day after the day of notification to detain.
2. The detention may be for disciplinary or academic reasons.
3. The names of all students detained must be reported to the building principal.
4. All students detained must be supervised by a certificated staff member.

STUDENTS

Policy 2661

Discipline

In-School Suspension

In-school suspension is a structured disciplinary action in which a student is isolated or removed from regular classroom activities, but is not dismissed from the school setting. The principal/designee may assign students to the in-school suspension program for a reasonable and specified period of time.

STUDENTS

Discipline

Policy 2662
(Regulation 2662)
(Form 2662, 2662.1,
2662.2)

Suspension

Suspension refers to an exclusion from school for a specific period of time short of permanent exclusion. Building principals are authorized to suspend students for periods of time not to exceed ten (10) consecutive school days for violation of District regulations, and are authorized to impose additional suspensions of not more than 10 consecutive school days in the same school year for separate acts of misconduct. Building principals may also recommend extensions of suspension for periods of time up to 180 consecutive school days by the Superintendent. The Superintendent of schools may suspend students for periods up to 180 consecutive school days and recommend longer suspensions and expulsions to the Board of Education. Only the Board may impose suspensions in excess of 180 consecutive school days.

STUDENTS

Regulation 2662
(Form 2662, 2662.1
2662.2)

Discipline

Suspension

Students are expected to conduct themselves in accordance with Board Policy 2600. Failure to do so may result in a student's suspension or expulsion from school.

A building principal may suspend a student for a period not to exceed ten (10) consecutive school days. Any suspension shall be reported immediately, in writing, to the student and the student's parent/guardian or others having custodial care of the student. A copy will be forwarded to the Superintendent. The Superintendent may revoke or reduce the suspension if the Superintendent concludes that circumstances warrant such action.

When a student is suspended, the principal/designee shall attempt to reach the student's parent/guardian to inform them of the school's action and to request that they pick up their child. If the parent/guardian is unable to pick up their child, the principal/designee may ask the parent/guardian for permission to send the student home. If the parent/guardian cannot be reached or if the above request is refused, the student must remain on school property until the close of the school day.

If the principal decides that a suspension in excess of ten (10) consecutive school days is warranted, the principal may petition the Superintendent for such suspension.

The Superintendent of Schools may suspend a student for a period not to exceed 180 consecutive school days.

No student shall be suspended by a principal or by the Superintendent unless:

1. The student shall be informed, orally or in writing, of the charge against him/her, and
2. If the student denies the charge, he/she shall be given an oral or written explanation of the facts which form the basis of the proposed suspension, and
3. The student shall be given an opportunity to present his/her version of the incident to the principal or Superintendent.

A student who is on suspension may not be within 1,000 feet of any school property unless he/she lives within 1,000 feet of the school, has a parent with him/her, or has been requested by the administration to attend a meeting at the school, or any activity of the District, regardless of whether or not the activity takes place on school property, unless the Superintendent/designee has authorized the student to be on school property. This restriction does not apply to suspended students enrolled and attending an alternative school which is within 1,000 feet of a District school.

If a suspension is ordered by the Superintendent for more than ten (10) consecutive school days, the Superintendent's order may be appealed to the Board of Education if written notice of appeal is delivered to the office of the Board of Education within five (5) days of receipt of the Superintendent's suspension letter. If such suspension is appealed, the Superintendent shall promptly provide the Board with a report of the facts involved in the suspension, the action taken by the Superintendent, and the reasons for the Superintendent's decision.

In such event, the suspension shall be stayed until the Board renders its decision, unless in the judgment of the Superintendent the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, in which case the student may be immediately removed from school, and the notice and hearing shall follow as soon as practicable.

Any appeal to the Board of Education of the Superintendent's decision to suspend a student for more than ten (10) consecutive days may be heard and determined by the full Board or by a quorum thereof, or by a committee of three Board members appointed by the President of the Board. Such committee shall have full authority to act in lieu of the Board.

Students will be readmitted or enrolled after expiration of their suspension from the District or from any other district only after a conference has been held to consider prior misconduct and remedial steps necessary to minimize future acts of similar misconduct. (See Policy and Regulation 2664 – Enrollment or Return Following Suspension and/or Expulsion.) Participants in such pre-admission conferences will include:

1. Any teacher directly involved in the suspension offense.
2. The student.
3. The parent/guardian.
4. The representative of any agency having legal jurisdiction, care, custody, or control of the student.
5. District staff members designated by the Superintendent/designee.

<p><u>Note:</u> For suspensions involving disabled students under Section 504 or the IDEA, see also Policy and Regulation 2672.</p>
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STUDENTS

Discipline

Expulsion

Policy 2663
(Regulation 2663)
(Form 2663)

The term "expulsion" refers to permanent exclusion from school.

If a student consistently or grossly refuses to conform to school policies, rules and/or regulations, Superintendent may recommend to the Board of Education that the student be expelled from school. Parent(s) (guardians[s]) may waive the right to a hearing for their student provided the student is under the age of eighteen (18) and provided the waiver is in writing.

June 22, 2009

STUDENTS

Regulation 2663 **(Form 2663)**

Discipline

Expulsion

Unless a parent, custodian or the student, if at least eighteen years of age, waives in writing any right to a hearing before the board of education as provided under RSMo 167.161(1), no student may be permanently expelled from school without a prior hearing before the full Board or, at least, a quorum of the Board. Such a hearing shall generally be considered a contested case pursuant to Chapter 536 of the Missouri Administrative Procedures Act and therefore not subject to *de novo* review. A decision to expel a student requires the vote of a majority of those Board members present.

Due process for expulsion of students shall include the following:

1. Board action shall begin with a written notification of the charges against the student, which shall be delivered by certified mail to the student, his/her parent/guardian, or others having his/her custodial care. Such notification will include charges, contemplated action, and time and place of a hearing on such charges and that the student, parent/guardian, or others having custodial care shall have the right to attend the hearing and to be represented by counsel.
2. The hearing will be closed. At said hearing, the Board of Education or counsel shall present the charges, testimony, and evidence deemed necessary to support the charges. The Board will expect the principal in each case to be present and make oral and written reports and statements concerning the student's misconduct. The student, parent/guardian or others having custodial care, or counsel, shall have the right to cross-examine witnesses presented in behalf of the charges and to present testimony in defense thereagainst.
3. At the conclusion of the hearing or in an adjourned meeting, the Board of Education shall render its decision to dismiss the charges, suspend the student for a specified time, or expel the student from the schools of the District. Prompt written notice of the decision shall be given to the student, parent/guardian or others having custodial care, and counsel, if applicable.

STUDENTS

Policy 2664
(Regulation 2664)

Discipline

Enrollment or Return Following Suspension and/or Expulsion

No student shall be readmitted, or permitted to enroll or otherwise attend school (except as may otherwise be required by law), following a suspension or expulsion from this or any other school until the District has conducted a conference to review the conduct that resulted in the expulsion or suspension, and any remedial actions needed to prevent any future occurrences of such or related conduct.

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STUDENTS

Regulation 2664

Discipline

Enrollment or Return Following Suspension and/or Expulsion

Conference Required

The conference shall include the appropriate school officials, including (1) any teacher employed in the District or directly involved with the conduct that resulted in the suspension or expulsion, (2) the student, (3) the parent/guardian of the pupil, and (4) any agency having legal jurisdiction, care, custody or control of the student.

The District shall notify in writing the parent/guardian and all other parties of the time, place, and agenda of any such conference. However, failure of any party to attend this conference shall not preclude holding the conference.

Notwithstanding any provision of this regulation to the contrary, no student shall be readmitted or enrolled in a regular program of instruction if:

1. The student has been convicted of one of the offenses listed below.
2. The student been charged with one of the offenses and there has been no final judgment.
3. A juvenile petition has been filed alleging that the student committed an act, which if committed by an adult, would be one of the offenses listed below, and there has been no final judgment; or
4. The student has been adjudicated to have committed an act, which if committed by an adult, would be one of the offenses listed below.

Offenses to Which this Policy Applies

1. First degree murder under Mo. Rev. Stat. § 565.020
2. Second degree murder under Mo. Rev. Stat. § 565.021
3. First degree assault under Mo. Rev. Stat. § 565.050
4. Forcible rape under Mo. Rev. Stat. § 566.030
5. Forcible sodomy under Mo. Rev. Stat. § 566.060
6. Robbery in the first degree under Mo. Rev. Stat. § 569.020

Regulation 2664

7. Distribution of drugs to a minor under Mo. Rev. Stat. § 195.212
8. Arson in the first degree under Mo. Rev. Stat. § 569.040
9. Kidnapping, when classified as a Class A felony under Mo. Rev. Stat. § 565.110
10. Statutory rape under Mo. Rev. Stat. § 566.032
11. Statutory sodomy under Mo. Rev. Stat. § 566.062

Nothing in this regulation shall be construed to prevent the District from imposing discipline under the Student Code of Conduct for conduct underlying the above-listed offenses, even if the adult charge or juvenile petition has been dismissed, or the student has been acquitted or adjudicated not to have committed such acts in a criminal or juvenile court - if by a preponderance of the evidence, it can be established that the student engaged in the underlying conduct. The District may enroll a student, otherwise excluded under this regulation, in an alternative education program if the District determines that such enrollment is appropriate.

This policy shall not apply to a student with a disability, as identified under state eligibility criteria, who is convicted or adjudicated guilty as a result of an action related to the student's disability.

Students denied enrollment because of conviction of one of the acts set out in this regulation or due to an existing suspension or expulsion from another school district will be advised of the reasons for denial of enrollment and will be given an opportunity to respond to those reasons.

Suspension or Expulsion from Other Schools

Prior to enrollment, a student who is under suspension or expulsion from any other in-state or out-of-state public or private school and who is seeking admission will be evaluated by the Superintendent or Superintendent's designee. However, upon request, the Superintendent/designee will confer with the pupil, parent/guardian or person acting as parent of a special education student to consider imposition of the other school's suspension or expulsion. If the Superintendent/designee determines that such conduct would have resulted in a suspension or expulsion had the conduct been committed in District schools, the suspension or expulsion will be implemented.

- **STUDENTS**

Policy 2670

Discipline

Corporal Punishment: Prohibited

No person employed by or volunteering for the School District shall administer or cause to be administered corporal punishment upon a student attending District schools.

A District employee may, however, use reasonable restraint against a student without advance notice to the principal, if it is essential for self-defense, the preservation of order, or for the protection of other persons or the property of the School District.

Although corporal punishment is prohibited the use of reasonable force for a District employee to protect persons or property is not abuse within the meaning of Chapter 210, RSMo.

STUDENTS

Discipline

Student Discipline Hearings

Policy 2671
(Regulation 2671)
(Form 2671, 2671.1
2671.2)

Parents/guardians of students suspended for more than ten (10) school days may make a written request for a hearing before the Board of Education. This request will be addressed to the Superintendent who will review all matters concerning the suspension and refer the request for a Board hearing.

In conducting a discipline hearing the Board will carefully consider the information presented by the Administration and by the parent/guardian. In making its decision concerning guilt and innocence as well as punishment, the Board will be mindful of Board Discipline Policies in place, the effect of its decision upon the individual student, and the safety and welfare of District students and staff.

STUDENTS

Regulation 2671
(Form 2671, 2671.1
2671.2)

Discipline

Student Discipline Hearings

Rules of Procedure in Hearings Before the Board of Education on Suspension and Expulsion Matters

1. Students or students' parents/guardians may request a hearing before the Board to contest any suspension in excess of ten (10) school days. The request will be addressed to the Superintendent who will review all matters concerning the suspension.
2. No student may be expelled until this matter is reviewed in a hearing before the Board of Education.
3. The parent/guardian may represent their student or may retain an attorney to act as a representative in the defense of the student. The representative will have the right to present witnesses, question any and all witnesses as herein provided, and make a statement and offer exhibits on the nature of the evidence and disposition of the case. If the parent/guardian elects to have the student represented by an attorney at the hearing, the parent/guardian shall notify the Superintendent of such representation at least twenty-four hours prior to the scheduled time of the hearing.
4. Prior to the hearing, the parties, or their attorneys, may examine at the Board Office the discipline report and all related records.
5. Upon the request of any party, the Superintendent shall submit for review at the hearing the student's behavioral and academic record. If necessary, the information contained in such record may be explained and interpreted by a person trained in its use and interpretation. All parties shall be instructed to respect the confidentiality of all such records and information.
6. At the hearing, the Board may consider a student's record of past disciplinary actions, criminal court records, juvenile court records, and any actions of the student which would be criminal offenses.
7. The parties may present evidence concerning the charges and make such showing by way of affidavits, exhibits, and witnesses as they may desire. Before testifying, witnesses shall be sworn.

8. The President of the Board of Education, or the Chairman of the designated committee of the Board, shall have full charge of the hearing and shall have the authority to direct its proceedings and to control the conduct of all persons present in accordance herewith. Such authority shall include the limitation of questioning that is unproductive, lengthy, or irrelevant. The Board may invoke reasonable limitations on the number of witnesses.
9. The hearing shall not be open to the public. In addition, the Board may set reasonable limitations on the number of people present during the hearing.

The Board shall also have the right to exclude any person or persons if it shall determine that the hearing is being disrupted by any such person.

Hearings may be attended only by members of the Board of Education, the Superintendent of Schools, the School Board attorney, the principal, the student, the parent/guardian and their representatives. Witnesses may be present only when giving information at the hearing. With parent/guardian permission, the student may be excluded at times when the student's psychological or emotional problems are being discussed.

10. A record shall be made of any information presented at the hearing. Statements and other written matter presented shall be kept on file by the District.
11. As soon as practicable after the hearing, the Board shall make its decision and transmit the same in writing to the parties and the Superintendent.

The Board or its committee shall decide by majority vote whether the student has engaged in the misconduct charged by District Administrators. The decision will be based solely on the evidence presented at the hearing and must include findings of fact on which the decision rests.

STUDENTS

Policy 2672
(Regulation 2672)

Discipline

Discipline of Students with Disabilities

The obligation and the responsibility to attend school regularly and to comply with the District's discipline policies applies to all students. The District may discipline a student with a disability who has not complied with the District's discipline policies in a manner that is consistent with the District's policies and applicable law. Special education services will be provided to a disabled student if the student has been removed from school for more than ten (10) school days. If a student with a disability is removed for less than ten (10) cumulative days, educational services will be provided only if such services are provided to students without disabilities who have been similarly removed in accordance with applicable federal and state law and Board policy.

STUDENTS

Regulation 2672

Discipline

Discipline of Students with Disabilities

Removal from Current Educational Placement for Not More Than Ten Consecutive School Days; Not More Than Ten Cumulative Days Removal for the Current School Year

A student with a disability who violates the District's discipline policy who has not been removed from the current educational placement for more than ten (10) cumulative days for the current school year may be disciplined for not more than ten (10) consecutive school days in the same manner as other students.

Services will not be provided to the student when the total number of days the students has been removed from the current educational placement is not more than ten (10) days, unless services are provided to children without disabilities who have been similarly removed.

Removal from Current Educational Placement for More than Ten Cumulative School Days

A student with a disability who violates the District's discipline policy who has been removed from the current educational placement for more than ten (10) cumulative days in the current school year may be disciplined for not more than ten (10) consecutive school days in the same manner as other students, if the pattern of short term exclusions totaling more than ten (10) cumulative days does not constitute a change of placement.

On the eleventh day of removal in a school year, the District will provide educational services. If the cumulative removals do not constitute a change of placement, the services to be provided will be determined by school personnel in consultation with the student's special education teacher.

A series of removals from the current educational placement for more than ten (10) days may amount to a pattern of exclusion that constitutes a change of placement. If a student with a disability has been removed for more than ten (10) cumulative school days and the removals constitute a change of placement, or if a school administrator determines that a removal for more than ten (10) consecutive school days is being considered, on the date a decision to make such a removal is made, the parents will be notified of the decision and provided a copy of the IDEA procedural safeguards.

Not later than ten (10) business days after commencing a cumulative removal that constitutes a change of placement or when considering a removal of greater than ten (10) consecutive school days, the District will convene an IEP meeting to develop a functional behavioral assessment plan if one has not previously been conducted. After completing the assessment, an IEP meeting will

be held to develop a behavioral intervention plan if appropriate and necessary. If a behavior plan already has been developed, the IEP team will meet to review the plan and its implementation. The plan and its implementation will be modified as necessary.

In addition, not later than ten (10) days after the date of the decision to remove a student for more than ten (10) cumulative days constituting a change of placement, the IEP team and other qualified personnel will meet to review the relationship between the student's disability and the behavior subject to disciplinary action.

If a determination is made that the student's behavior was not a manifestation of the student's disability, disciplinary rules will be applied to the student in the same manner they would be applied to a student without a disability, except that a free appropriate public education will be provided to the student as determined by the IEP team.

Long-Term Changes in Placement (Drugs, Weapons, Serious Injury)

In addition to any other actions consistent with this regulation, District administrators may assign a student to an interim alternative educational setting for a period of time not to exceed forty-five (45) calendar days, when a student with a disability:

1. Possesses a weapon at school or at a school function; or
2. Possession or use of illegal drugs or sale or solicitation for sale of a controlled substance while at school or at a school function; or
3. A serious bodily injury.

On the date a decision to make such a removal is made, the parents/guardians will be notified of the decision and provided a copy of the IDEA procedural safeguards.

Not later than ten (10) business days after commencing such a removal, the District will convene an IEP meeting to develop a functional behavioral assessment plan if one has not been previously conducted. After completing the assessment, an IEP meeting will be held to develop a behavioral intervention plan if appropriate and necessary. If a behavior plan already has been developed, the IEP team will meet to review the plan and its implementation. The plan and its implementation will be modified as needed.

Not later than ten (10) days after the date of the decision to place a student in an interim alternative educational setting, the IEP team and other qualified personnel will meet to review the relationship between the student's disability and the behavior subject to the disciplinary action and to determine the interim alternative educational placement.

The IEP team will decide on an interim alternative educational setting that will allow the student to continue to progress in the general curriculum, to receive the services and modifications that will enable the child to meet the goals set out in the student's IEP, and to receive services and modifications to attempt to prevent the student's behavior from recurring.

IDEA Disabled Students

Students who are disabled pursuant to the IDEA will be disciplined pursuant to the IDEA as amended and its implementing regulations, as well as applicable state statutes and the Missouri State Plan for Special Education Regulations Implementing Part B of the IDEA.

Section 504 Disabled Students

The following procedures apply to students who are disabled pursuant to Section 504 of the Rehabilitation Act alone (students who are not disabled pursuant to the IDEA). In general, most 504 students should be expected to follow the District's disciplinary policies, rules, regulations and procedures and this should be noted on the 504 Plan. When determining a student's 504 eligibility, the multidisciplinary team should consider whether the impairment that is substantially limiting has a direct impact on a student's behavior and, if so, the team may consider conducting a functional behavioral assessment as part of the student's evaluation. If the team concludes that the impairment has a direct and substantial relationship to the student's behavior, the team should address the behavior through the 504 Plan and should consider whether a behavior plan is necessary for the student to have an equal opportunity to participate.

Under Section 504, a disciplinary removal from a student's placement for more than 10 consecutive school days constitutes a change of placement and requires certain procedures be followed. When a student is suspended, out of school, for more than 10 consecutive school days or when a student's short term removals (10 days or less) constitute a pattern of exclusion as currently defined by the IDEA, the District will, within 10 school days of the date of the decision to change the student's placement through a disciplinary removal, convene a multidisciplinary team to determine if the student's act of misconduct is related to his or her disability. The multidisciplinary team will apply the IDEA manifestation standard that is in place at that time. Prior to, or as part of the manifestation determination, the team will conduct a reevaluation pursuant to Section 504. Such reevaluation may consist of a review of existing data alone or in conjunction with formal assessments. The parents will be invited to attend but are not required participants.

If the team concludes that the student's misconduct is related to his or her disability, the student can be suspended for up through 10 consecutive school days with no educational services provided or for any amount of cumulative school days, so long as a pattern of exclusion is not created. If deemed necessary, the team may need to convene to determine if a change of educational placement may be needed or if the student should be referred under the IDEA.

If the team concludes that the student's misconduct is unrelated to his or her disability, the student will be treated the same as nondisabled students and may be suspended or expelled according to District policy and the Student Code of Conduct. District administrators will determine the appropriate discipline including, but not limited to, a long-term suspension or expulsion. During the period of disciplinary removal, the District will not provide any educational services to the student unless it provides such services to its nondisabled students in similar circumstances.

A student is not considered to be disabled under Section 504 if he or she is currently engaged in the illegal use of drugs when the District is acting on the basis of that use. Therefore, when a 504 student is being disciplined for the current illegal use of a controlled substances (including alcohol), that student will lose his or her 504 protection and will be disciplined as if he or she was a regular education student. No manifestation determination will be held.

Definitions

Illegal Drug means a controlled substance not including drugs legally used or possessed under the supervision of a health care professional.

Weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.

Controlled substance means a drug or other substance identified under schedules I, II, III, IV or V in 21 U.S.C. § 812 (c).

STUDENTS

Policy 2673
(Regulation 2673)
(Form 2673)

Discipline

Reporting of Violent Behavior

The District requires school administrators to report acts of school violence to all teachers at the attendance area and other District employees who are directly responsible for the student's education or who interact with the student in the performance of the employee's duties, and who have a need to know. School administrators will also disclose to appropriate staff members portions of any student's individualized education program that is related to past or potentially future violent behavior. "Violent behavior" and the phrase "acts of school violence" are defined as the use of physical force by a student with the intent to do serious physical injury to another person while on school property, including a school bus, or while involved in school activities.

In addition, the Superintendent of Schools will report to law enforcement officials, as soon as is reasonably practicable, the commission of any of the acts or related juvenile offenses listed in Regulation 2673 which are committed on school property, including school buses, or while involved in school activities.

STUDENTS

Regulation 2673 **(Form 2673)**

Discipline

Reporting of Violent Behavior

All school employees are required to notify their immediate supervisor if they have reason to believe that a student or District employee has committed any of the offenses set out below, has physically or sexually abused any District student, or has possessed a controlled substance or weapon in violation of District policy. The principal will immediately report to the appropriate law enforcement agency and to the Superintendent/designee any instance where a student is found to be in possession, on their person or in their possession, of any weapon defined in Regulation 2620 or of controlled substances, or is found to have placed such substances elsewhere on school premises. For purposes of this regulation, “school premises” shall be defined to include school property, school playgrounds, school parking lots, school buses, or at school activities whether on or off school property.

Reportable Offenses

- 1 First degree murder under section 565.020
- 2 Second degree murder under section 565.021
- 3 Kidnapping under section 565.110 as it existed prior to January 1, 2017, or kidnapping in the first degree under section 565.110
4. First degree assault under section 565.050
5. Rape in the first degree under section 566.030
6. Sodomy in the first degree under section 566.060
7. Burglary in the first degree under section 569.160
8. Burglary in the second degree under section 569.170
9. Robbery in the first degree under section 569.020 as it existed prior to January 1, 2017, or robbery in the first degree under section 570.023
10. Distribution of drugs under section 195.211 as it existed prior to January 1, 2017, or manufacture of a controlled substance under section 579.055
11. Distribution of drugs to a minor under section 195.212 as it existed prior to January 1, 2017, or delivery of a controlled substance under section 579.020
12. Arson in the first degree under section 569.04.

13. Voluntary manslaughter under section 565.023
14. Involuntary manslaughter under section 565.024 as it existed prior to January 1, 2017, involuntary manslaughter in the first degree under section 565.024, or involuntary manslaughter in the second degree under section 565.027
15. Second degree assault under section 565.060 as it existed prior to January 1, 2017, or second degree assault under section 565.052
16. Assault (except as provided in the Agreement contained in Form 2673)
17. Rape in the second degree under section 566.031
18. Felonious restraint under section 565.120 as it existed prior to January 1, 2017, or kidnapping in the second degree under section 565.120
19. Property damage in the first degree under section 569.100
20. Possession of a weapon under chapter 571
21. Child molestation in the first degree pursuant to section 566.067 as it existed prior to January 1, 2017, or child molestation in the first, second or third degree pursuant to section 566.067, 566.068, 566.069
22. Sodomy in the second degree pursuant to section 566.061
23. Sexual misconduct involving a child pursuant to section 566.083
24. Sexual abuse in the first degree pursuant to section 566.100
25. Harassment under section 565.090 as it existed prior to January 1, 2017, or harassment in the first degree under section 565.090
26. Stalking under section 565.225 as it existed prior to January 1, 2017, or stalking in the first degree under section 565.225

Teachers and other authorized personnel who report violent acts or threats of violent acts to their supervisors in compliance with state law and in conformity with District policies have civil immunity. Teachers and other authorized personnel who act in conformity with the District's discipline policies and regulations also have civil immunity.

Records of Serious Violations

The Superintendent/designee will prepare and maintain records of serious violations of the District's discipline policy. Individual student records are available to school employees who are directly responsible for the student's education or who interact with the student in the performance of the employee's duties. In addition, such discipline records will be made available within five (5) days to any requesting school district where the student seeks to enroll.

The District will report, in compliance with the state regulations, the number, duration of and reasons for expulsions and suspensions of more than ten (10) days. The Superintendent will also notify the appropriate division of the Juvenile Court of the suspension for more than ten (10) days of any student under court jurisdiction.

STUDENTS

Policy 2680

Discipline

A+ Program Citizenship Policy

Participation in the A+ School Program is an honor and a unique privilege for Smith-Cotton students. Students pursuing the A+ incentive must maintain a record of good citizenship and avoid the unlawful use of drugs and/or alcohol including tobacco or tobacco products.

Certification of good citizenship will be based upon the official discipline record maintained in the high school office, through other school staff or through public records. Assignments of consequences for infractions of the discipline code are the responsibility of the school administration and they are responsible for certifying the accuracy of the student's discipline record.

Probation while a part of the A+ Program

Disciplinary probation within the A+ program is used with the understanding that even the best student makes mistakes. Probation is designed to recognize this characteristic in young people. However, receiving the A+ Incentive is an honor and should be treated as such. Students who are designated A+ should demonstrate distinctive qualities and be role models for other students. Their character and ethics should meet high standards.

A student will be placed on probation for the A+ program for the remainder of the semester upon receiving:

1. More than one In-School suspension
2. Any referral for an Out-of-School suspension

If no other further misdeeds occur, the student will be returned to full A+ status at the beginning of the following semester. If a student's behavior results in the above-mentioned consequences and the semester is more than one half over, the probationary status is continued to a second semester. A student who receives two or more semesters of probation during their high school career will have their disciplinary record reviewed by the Citizenship & Attendance Review Team for continued probation or possible dismissal from the program.

Removal from the A+ Program

A student will automatically be removed from the A+ Program when:

A student commits any offence involving drugs, alcohol, or tobacco that is documented through school discipline records, or is a matter of public record, or if the student has been convicted of such an offence and it is reportable through other law enforcement or juvenile officers.

A student may be removed from the A+ Program when:

Within the semester, while currently on probation, the student commits another offence that would result in probationary action.

After two semesters of probation, a review by the Citizenship & Attendance Review Team shows that earlier disciplinary consequences did not positively affect the student's behavior.

A student is convicted of a felony that is verifiable and either a matter of public record or communicated to school officials with the Safe Schools Act.

A student receives two or more misdemeanor convictions (other than for moving traffic violations not involving alcohol or illegal drugs) that are verifiable and a matter of public record.

A student commits an offence, which falls under the Safe Schools Act.

Unlawful use of Drugs and Alcohol

Any A+ student will not sell, possess or use any controlled substance or drug paraphernalia as defined by law and stated in the Sedalia School District #200 Student Discipline Code Handbook. The use of prescription medicine is allowed under Board Policy when administered by authorized school personnel. Students and parents are responsible for understand and following these guidelines:

The following offences reported to law enforcement authorities will result in immediate removal from the A+ program:

1. Possession, use, sale or transfer of alcohol, drugs or narcotics.
2. Possession of drug paraphernalia.
3. Criminal activity as defined by the Safe Schools Act:
 - a. First and second degree murder
 - b. First and second degree burglary
 - c. First and second degree assault
 - d. Distribution of drugs
 - e. Distribution of drugs to a minor
 - f. Voluntary/involuntary manslaughter
 - g. Property damage
 - h. Felonious restraint
 - i. Kidnapping
 - j. Robbery
 - k. First degree arson
 - l. Sexual assault
 - m. Forcible rape or sodomy
 - n. Possession of a weapon (under provision of Ch. 571 Mo Revised Statutes)
 - o. Assault on a student
 - p. Intimidation or physical threat of staff

- q. Vandalism/theft
- r. False fire alarm/bomb threats and misuse of emergency equipment
- s. Serious sexual misbehavior/exposure
- t. Possession of dangerous items
- u. Dangerous behavior

A+ Citizenship Probation Appeal Process

Students and parents or guardians may appeal an A+ citizenship disciplinary decision using the following process:

Once notified that the student is has been placed upon probation or that the student is no longer eligible to be in the A+ Program, students and parents/guardians will have 15 calendar days to appeal a decision that is made dealing with discipline or probation using the A+ Appeal of Citizenship form available from the A+ Coordinator. The appeal must be made in writing through the A+ Coordinator.

Within 10 days of receiving a written appeal, the A+ coordinator will convene the A+ Citizenship & Attendance Review Team. The Review Team will be composed of a guidance counselor, a principal, two teachers (one of the student's choosing) and one S-CHS advisory committee member. The parent/guardian and student must appear in person before the Review Team. The A+ Coordinator will act as facilitator and a non-voting member of the Citizenship & Attendance Committee. After the team reaches a decision, the A+ Coordinator will notify the parents/guardian by letter within 5 calendar days. If further appeal is necessary, due process guidelines as explained in the Sedalia School District #200 Student Discipline Code Handbook will be followed.

STUDENTS

Policy 2710 **(Regulation 2710)**

Student Welfare

Reporting Student Abuse

The Board of Education believes that school staff members are in a unique position to assist children, families, and the community in dealing with the issue of child abuse and neglect. Child abuse is defined as any physical injury, sexual abuse or emotional abuse inflicted on a child other than by accidental means. Neglect is defined as the failure to provide the proper or necessary support, education, nutrition or medical, surgical or other care necessary for the child's well-being. Employees making reports of allegations of sexual abuse of a student will be provided immediate unrestricted use of communication technology and will be temporarily released from their work duties to make an immediate report.

If a school employee has a reasonable belief including a report of abuse to believe that a student has been or maybe subjected to abuse or neglect, such employee and the Superintendent shall report the information immediately upon receiving the information to the Children's Division. Thereafter, the Superintendent will investigate the allegation for the purpose of making decisions about the accused person's employment. Depending upon the specific facts, the District may place the alleged abuser on paid leave of absence; place the employee in a non-student contact position; initiate dismissal proceedings, or continue the employee in their present position pending outcome of the investigation.

Any school district employee, acting in good faith, who reports alleged sexual misconduct on the part of a school employee will not be disciplined or discriminated against because of such reporting.

The District will annually provide employee training, which will include but not be limited to current information concerning identification of the signs of sexual abuse in children as well as the identification of the danger signals of potentially abusive relationships between children and adults. This training will emphasize the importance of mandatory child abuse reporting, including the obligation to report suspected abuse by other mandated reporters. Employees will receive training on the need for and methods to create an atmosphere of trust so that students believe their school and school employees are available to discuss matters concerning abusive behavior.

The District will post in each student restroom and in a clearly visible location in each school office, the toll free child abuse and neglect hotline number established by the Children's Division. These signs will be published in both English and Spanish. Such child abuse and neglect hotline numbers shall be depicted in large print on posters 11 inches by 17 inches and will be placed at eye level for easy viewing. The hotline number will be shown in bold print. The signs shall also contain instructions to call 911 for emergencies and contain directions for accessing the Children's Division's website for more information on reporting abuse and neglect.

October 2015

STUDENTS

Regulation 2710

Student Welfare

Reporting Student Abuse

Procedure for Reporting Abuse and Neglect

1. If notice of alleged child abuse or neglect is received. A report will be made to the Children's Division by telephoning the Abuse Hotline at 1-800-392-3738. The call will be logged with the date, time and nature of the report, if the Children's Division declines to accept the report, the name of the CD representative; the date and report made must be documented.
2. When CD representatives interview students on District property, a school staff member will be present. CD representatives may not meet with a child at any school or childcare facility where abuse of the child is alleged to have occurred.
3. When CD receives a report of suspected abuse involving a school employee, other than reports made under subsection (1), the CD is required to notify the Superintendent. If the alleged perpetrator is the Superintendent, CD will notify the Board President. However, if the report relates to spanking or the use of reasonable force to protect persons or property pursuant to Board policy, a report will be made to county law enforcement officials. The investigation into such report will be made by a law enforcement official in the county.
4. When the District and student involved request mediation of the child abuse situation in a school setting, the matter will be referred to the Office of Child Advocate.

STUDENTS

Policy 2720

Work Certificate

Employment of Students

The Superintendent of Schools will make provision for the issuance of work permits to students between the ages of fourteen (14) and sixteen (16). In addition, principals/designees and District employees holding a student service certificate and, who is authorized by the Superintendent, may issue work certificates to students who are attending their schools. Employees with authority to issue certificates may not issue a certificate to their own child.

Principals issuing work certificates will provide self-certification that the principal understands the legal requirements for issuing work certificates. The principal issuing a work certificate will submit a copy of each certificate and the certificate application to the Superintendent. The Superintendent may revoke a certificate issued by a principal if the Superintendent becomes aware of any grounds upon which the student may be ineligible for a work certificate.

STUDENTS

Policy 2730

Student Welfare

Supervision of Students

Students are to be under supervision of the professional staff at all times during school hours and at school sponsored activities.

It is the responsibility of principals to arrange for adequate supervision. It is the duty of teachers to perform assigned supervision. Students are not to be left unsupervised during the school day whether in instructional areas or on the playground.

STUDENTS

Policy 2740 **(Regulation 2740)**

Student Welfare

Student Safety

The District places a high priority on the safety of its students and employees. When a student or employee is the victim of a violent criminal offense, severe disciplinary consequences will be imposed. (See also Regulation 2610 – Behavioral Expectations.) In addition and pursuant to the Every Student Succeeds Act, student victims of a violent criminal offense that was committed on school premises will be offered transfer to another District school. To insure awareness of this policy, the parents of student victims will be notified in writing of their right to a school transfer.

For purposes of this policy, a victim is a student who has suffered personal injury or injuries to his or her property as a direct result of a violent criminal offense. This definition does not include bystanders or witnesses to the act unless they suffered personal or property injury as a direct result of a violent criminal offense while on school premises.

The District will notify the Department of Elementary and Secondary Education (DESE) of all violent criminal offenses committed on school premises when the victim is a student or employee. Reportable offenses are set out in Regulation 2740.

February 26, 2018

STUDENTS

Regulation 2740

Student Welfare

Student Safety

The administration is responsible for notifying DESE upon the occurrence of the commission of any of the following violent criminal offenses on school premises:

1. Murder 1st Degree under section 565.020, RSMo;
2. Murder 2nd Degree under section 565.021, RSMo;
3. Kidnapping under section 565.110, RSMo;
4. Assault 1st Degree under section 565.050, RSMo;
5. Forcible Rape under section 566.030, RSMo;
6. Forcible Sodomy under section 566.060, RSMo;
7. Burglary 1st Degree under section 569.160, RSMo;
8. Burglary 2nd Degree under section 569.170, RSMo;
9. Robbery 1st Degree under section 569.020, RSMo;
10. Distribution of Drugs under section 195.211, RSMo;
11. Distribution of Drugs to a Minor under section 195.212, RSMo;
12. Arson 1st Degree under section 569.040, RSMo;
13. Voluntary Manslaughter under section 565.023, RSMo;
14. Involuntary Manslaughter under section 565.024, RSMo;
15. Assault 2nd Degree under section 565.060, RSMo;
16. Sexual Assault under section 566.040, RSMo;
17. Felonious Restraint under section 565.120, RSMo;
18. Property Damage 1st Degree under section 569.100, RSMo;

19. Possession of a Weapon under section 571, RSMo;
20. Child Molestation 1st Degree under section 566.067, RSMo;
21. Deviate Sexual Assault under section 566.070, RSMo;
22. Sexual Misconduct Involving a Child under section 566.083, RSMo; and/or
23. Sexual Abuse under section 566.100, RSMo.

For purposes of this policy, any student who is the victim of any of the following violent criminal offenses on school premises is entitled to a transfer to another District school:

1. Kidnapping under section 565.110, RSMo;
 2. Assault 1st Degree under section 565.050, RSMo;
 3. Forcible Rape under section 566.030, RSMo;
 4. Forcible Sodomy under section 566.060, RSMo;
 5. Burglary 1st Degree under section 569.160, RSMo;
 6. Robbery 1st Degree under section 569.020, RSMo;
 7. Arson 1st Degree under section 569.040, RSMo;
 8. Assault 2nd Degree under section 565.060, RSMo;
 9. Sexual Assault under section 566.040, RSMo;
 10. Felonious Restraint under section 565.120, RSMo;
 11. Property Damage 1st Degree under section 569.100, RSMo;
 12. Child Molestation 1st Degree under section 566.067, RSMo;
 13. Deviate Sexual Assault under section 566.070, RSMo;
 14. Sexual Misconduct Involving a Child under section 566.083, RSMo; and/or
 15. Sexual Abuse under section 566.100, RSMo.
- Aug. 03

Student Welfare**Electronic Data Breach**

In the event of a breach of data that includes personal student information maintained in an electronic form, the District will send written notification of the breach to the student's parent/guardian. In addition, the District will also send notification of such breach to the Department of Elementary and Secondary Education and to the state auditor.

For purposes of this policy, student personal information shall mean:

1. Social Security Number
2. Credit Card Numbers
3. Driver's License Numbers
4. Medical Information
5. Health Insurance Information
6. Financial Account Information

Student personal information does not include information that is lawfully obtained from publically available sources or from federal state or local government records that are lawfully made available to the general public.

STUDENTS

Policy 2750 **(Regulation 2750)**

Student Welfare

Wellness

The District is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, there needs to exist a positive, safe and health-promoting learning environment at every level, in every setting, throughout the school year.

The District promotes healthy schools, by supporting wellness, good nutrition, and regular physical activity as part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. Schools contribute to the basic health status of children by facilitating learning through the support and promotion of good nutrition and physical activity. Improved health optimizes student performance potential.

February 2017

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STUDENTS

Regulation 2750

Student Welfare

Wellness

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This regulation outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

1. Students in the District have access to healthy foods throughout the school day, both through reimbursable school meals and other foods available throughout the school campus, in accordance with Federal and state nutrition standards.
2. Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
3. Students have opportunities to be physically active before, during and after school.
4. Schools engage in nutrition and physical activity promotion and other activities that promote student wellness.
5. School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
6. The community is encouraged to support the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits.
7. The District establishes and maintains an infrastructure for management, oversight, implementation and communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all District students, staff and schools. Specific measurable goals and outcomes are identified within each section below.

I. School Wellness Committee

A. Committee Role and Membership

A district-wide Wellness Committee (“Committee”) will be established and will meet at least (4) four times per year. Any existing School Health Advisory Council will serve as the nucleus for the Committee. The Committee will include members from all school levels as specified by law. Responsibility of the Committee may include, but not be limited to, oversight of the following:

1. Implementation of district nutrition and physical activity standards.
2. Integration of nutrition and physical activity in the overall curriculum.
3. Assurance that staff professional development includes nutrition and physical activity issues.
4. Assurance that students receive nutrition education and engage in vigorous physical activity.

The Committee will be responsible for, among other duties, preparing a report at a minimum that includes the following information:

1. Monthly district menus and meal counts.
2. Listing of all a la carte, vending, and competitive foods sold by school food service.
3. Listing of all other sales of foods throughout the district including vending machines, school stores, culinary, and special education programs, in-school and in-class fundraisers, etc.
4. Listing of physical activity programs and opportunities for students throughout the school year.
5. Outcomes of Committee activities.

Committee membership may include, but not be limited to, parents, caregivers, students, members of the school retention program, physical education, teachers, health education teachers, school health professionals, counselors, social workers, psychiatrists, school administrators, board members health professionals and District citizens.

II. Leadership

The Superintendent and/or designee(s) will convene the Committee and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy. The designated official for oversight is the Superintendent and/or designee(s).

The name(s), title(s), and contact information (email address is sufficient) of this/these individual(s) is(are):

Name	Title / Relationship to the School or District	Email address	Role on Committee

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

III. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

A. Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. The District will consider the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention’s School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found on the District’s Website.

B. Recordkeeping

Regulation 2750
Page 4

The District will retain records to document compliance with the requirements of the wellness policy at the District's Administrative Offices. Documentation maintained in this location will include, but will not be limited to:

1. The written wellness policy;
2. Documentation demonstrating that the policy has been made available to the public;
3. Documentation of efforts to review and update the District's Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the Committee;
4. Documentation to demonstrate compliance with the annual public notification requirements;
5. The most recent assessment on the implementation of the District's wellness policy;
6. Documentation demonstrating the most recent assessment on the implementation of the District's Wellness Policy has been made available to the public.

C. Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide information about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

D. Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

1. The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
2. The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
3. A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is the District's Superintendent/designee

The Committee, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will notify households/families of the availability of the triennial progress report.

E. Revisions and Updating the Policy

The Committee will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

F. Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of the Committee and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for the District. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will utilize that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will notify the public about the content of or any updates to the wellness policy annually. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

IV. Nutrition

A. School Meals

The District is committed to serving healthy meals to children, with fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to reasonably meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

District schools are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

1. Are accessible to all students;
2. Are appealing and attractive to children;
3. Are served in clean and pleasant settings;
4. Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations.
5. Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
 - a. Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
 - b. Sliced or cut fruit is available daily.
 - c. Daily fruit options are displayed in a location in the line of sight and reach of students.
 - d. All available vegetable options have been given creative or descriptive names.
 - e. Daily vegetable options are bundled into all grab-and-go meals available to students.
 - f. All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - g. White milk is placed in front of other beverages in all coolers.
 - h. Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
 - i. A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
 - j. Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
 - k. Student artwork is displayed in the service and/or dining areas.
 - l. Daily announcements are used to promote and market menu options.

B. Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet hiring and annual continuing education/training requirements in the [USDA Professional Standards for Child Nutrition Professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

C. Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The District will make drinking water available where school meals are served during mealtimes.

D. Competitive Foods and Beverages

The District is committed to providing foods and beverages to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

E. Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards, including through:

1. *Celebrations and parties.* The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. *Classroom snacks brought by parents.* The District will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards.
3. *Rewards and incentives.* The District will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

F. Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. The District will make available to parents and teachers a list of healthy fundraising ideas [*examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)*].

1. Schools will use only non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).
2. Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. These fundraisers may include but are not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc. (Meets Healthy Schools Program Gold-level criteria)

G. Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

1. Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
2. Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards.

H. Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

1. Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
2. Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;

3. Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
4. Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
5. Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
6. Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
7. Teaches media literacy with an emphasis on food and beverage marketing; and
8. Includes nutrition education training for teachers and other staff.

I. Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

1. Relationship between healthy eating and personal health and disease prevention
2. Food guidance from [MyPlate](#)
3. Reading and using FDA's nutrition fact labels
4. Eating a variety of foods every day
5. Balancing food intake and physical activity
6. Eating more fruits, vegetables and whole grain products
7. Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
8. Choosing foods and beverages with little added sugars
9. Eating more calcium-rich foods
10. Preparing healthy meals and snacks
11. Risks of unhealthy weight control practices
12. Accepting body size differences
13. Food safety
14. Importance of water consumption
15. Importance of eating breakfast
16. Making healthy choices when eating at restaurants
17. Eating disorders
18. [The Dietary Guidelines for Americans](#)
19. Reducing sodium intake
20. Social influences on healthy eating, including media, family, peers and culture
21. How to find valid information or services related to nutrition and dietary behavior
22. How to develop a plan and track progress toward achieving a personal goal to eat healthfully
23. Resisting peer pressure related to unhealthy dietary behavior
24. Influencing, supporting, or advocating for others' healthy dietary behavior

J. Food and Beverage Marketing in Schools

The District is committed to providing a school environment that provides opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

1. Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
2. Displays, such as on vending machine exteriors
3. Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)
4. Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
5. Advertisements in school publications or school mailings.
6. Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

V. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will provide that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in *Let's Move! Active Schools* (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason. The district will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

A. Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All secondary students are required to take the equivalent of one academic year of physical education.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

B. Essential Physical Activity Topics in Health Education

Health education will be required in all elementary grades and the district will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

1. The physical, psychological, or social benefits of physical activity
2. How physical activity can contribute to a healthy weight
3. How physical activity can contribute to the academic learning process
4. How an inactive lifestyle contributes to chronic disease
5. Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
6. Differences between physical activity, exercise and fitness
7. Phases of an exercise session, that is, warm up, workout and cool down
8. Overcoming barriers to physical activity
9. Decreasing sedentary activities, such as TV watching
10. Opportunities for physical activity in the community
11. Preventing injury during physical activity
12. Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
13. How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
14. Developing an individualized physical activity and fitness plan
15. Monitoring progress toward reaching goals in an individualized physical activity plan
16. Dangers of using performance-enhancing drugs, such as steroids
17. Social influences on physical activity, including media, family, peers and culture
18. How to find valid information or services related to physical activity and fitness
19. How to influence, support, or advocate for others to engage in physical activity
20. How to resist peer pressure that discourages physical activity.

C. Recess (Elementary)

All elementary schools will offer at least 20 minutes of recess on all days during the school year. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play.

In the event that the school or district must conduct indoor recess, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

D. Classroom Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom times at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

E. Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

F. Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by: *[District should choose appropriate and reasonable options such as physical activity clubs, physical activity in aftercare, intramurals or interscholastic sports].*

G. Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in six or more of the activities below; including but not limited to:

1. Designate safe or preferred routes to school
2. Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week
3. Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
4. Instruction on walking/bicycling safety provided to students
5. Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
6. Use crossing guards
7. Use crosswalks on streets leading to schools
8. Use walking school buses
9. Document the number of children walking and or biking to and from school
10. Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

VI. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

District schools are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum directors.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the Committee.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

A. Community Partnerships

The District will utilize where feasible relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

B. Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the “Community Involvement, Outreach, and Communications” subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the district’s website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

C. Staff Wellness and Health Promotion

The Committee will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff which will be coordinated by the District’s HR Director.

District schools will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

D. Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

STUDENTS

Policy 2755

Student Welfare

Cardiopulmonary/Heimlich Training

Beginning no later than the 2017-18 school year, students will receive thirty (30) minutes of cardiopulmonary resuscitation instruction and training in the performance of the Heimlich maneuver or other first aid for choking. Students will receive this training at least once during the student's four years of high school. Instruction will be included in the District's existing health or physical education curriculum. Students with disabilities may participate to the extent appropriate as determined by the student's IEP or §504 Plan.

October 2016

STUDENTS

Policy 2760
(Regulation 2760)
(Form 2760)

Student Welfare

Students in Foster Care

The District is committed to ensuring and facilitating the proper educational placement, enrollment in school and checkout from school for foster children.

In order to facilitate this process and to serve as the educational liaison for District foster children, the District will designate an Assistant Superintendent to oversee and assess the District's foster care program.

The Board recognizes students in foster care experience mobility in and out of the foster care system and from one home placement to another that may disrupt their education, and which may create barriers to academic success and on-time graduation. The District, in collaboration with state and local agencies, will work to minimize or eliminate educational barriers for students in foster care, particularly in enrollment, transfer of student records, and transportation to their school of origin, where appropriate. For purposes of this policy, "school of origin" is the school in which the student is enrolled at the time of placement in foster care. The District will, to the largest extent possible, ensure that a child in foster care enrolls or remains in his or her school of origin, unless a determination is made that remaining in the student's school of origin is not in the student's best interest.

In determining the student's best interest for purposes of this policy, the following factors will be considered:

1. Preference of the student;
2. Preference of the student's parent or educational decision making;
3. The student's attachment to the school, relationships with staff and peers;
4. Placement of the student's siblings;
5. Influence of the school climate on the student, including safety;
6. Availability and quality of the services in the school in meeting the student's educational and socioemotional needs;
7. History of school transfers and their impact;
8. Impact of the length of commute;
9. Whether the student has a disability under the IDEA or Section 504;
10. Whether student is an EL student receiving language services.

A foster care child whose home placement is changed may remain enrolled and attend their school of origin, or return to a previously attended school in an adjacent district. The District will accept for credit full or partial course work satisfactorily completed by a foster child while attending a public school, nonpublic school or non-sectarian school in compliance with District policies, regulations and practices.

If a child in foster care is absent from school due to a decision to change the placement of a pupil made by a court or child placing agency, or due to a verified court appearance or related court-ordered activity, the grades and credits of the pupil will be calculated as of the day the pupil left school and no reduction in grades will occur as a result of the pupil's absence under these circumstances.

If a foster care student transfers into the District prior to or during a school year, the District will initially honor the placement of the student in educational courses and programs based on the student's prior enrollment or educational assessments; will provide comparable services to transferring foster care students with disabilities based on the student's current IEP; and will make reasonable accommodations and modifications to address the needs of a student with disabilities, subject to an existing 504 or Title II Plan in order to provide equal access to education. The District will conduct evaluations, where necessary, to ensure proper placement and services.

The District will waive specific courses required for graduation if similar course work has been satisfactorily completed at another school. Similarly, the District may waive prerequisites for placement in a District course or program based upon courses taken at a prior school. If a waiver is denied for reasonable justifications, the District will provide an alternative means of acquiring the required course work so that graduation may occur on time. If foster care students who transfer at the beginning of their senior year or during their senior year are deemed ineligible to graduate after all alternatives have been considered, the sending District and this District will ensure that a qualified student who satisfied graduation requirements of the sending school, will receive a diploma from the sending school.

Students in foster care who have completed the graduation requirements of the District while under juvenile court jurisdiction will receive a diploma in the same manner as other District students.

Transportation

Some students in foster care who are residents of the District may need transportation to remain in their school of origin when it is in their best interest. To facilitate transportation for such students, the District will collaborate with the state and/or local child welfare agencies to ensure that transportation for such students is arranged, provided, and funded. If there are additional costs incurred in providing transportation to the school of origin, the District will provide such transportation if:

- a) The local child welfare agency agrees to reimburse the District for such costs;
- b) The District elects to pay the costs; or
- c) The District and the local child welfare agency agree to share the cost.

Dispute Resolution

In the event that a caregiver or education decision-maker disputes a District decision regarding the best interest or the provision of other educationally related services for a student in foster care, the caregiver or education decision-maker may use the District's dispute resolution procedure.

During the pendency of the dispute resolution, the student shall remain in his or her school of origin in order to minimize disruptions and to reduce the number of moves between schools. Similarly, students attending their school of origin are entitled to continue to receive transportation during the appeal.

In the event of such dispute, the District will inform the educational decision-maker or parent of their right to appeal the Best Interest Determination in a language and format reasonably calculated to inform the parent/educational decision-maker of their rights. They will also be provided with the following:

1. Contact information for the District's foster care point of contact.
2. An explanation of the Best Interest Determination.
3. A step-by-step description of how to appeal the Best Interest Determination at Level I.
4. A statement advising that the student will remain in the school of origin, receiving all appropriate educational services during the pendency of the appeal.
5. Timelines for dispute resolution at each level.
6. Notice of rights to appeal to DESE if the parent/educational decision-maker is not satisfied of the level decision.

Level I

In order to appeal from the Best Interest Determination, a parent/educational decision-maker must submit their appeal in writing. This writing must contain the following:

1. The school in which enrollment is sought.
2. The basis for seeking enrollment.
3. The requesting parent/educational decision-maker's name and contact information.

If the appeal is submitted by email, the subject line should provide "Foster Care Appeal."

The appeal letter must be submitted within ten (10) weekdays of receiving the District's notice of the right to appeal the decision. Failure to timely submit an appeal letter may result in dismissal of the appeal.

The Superintendent/designee will arrange for a personal conference with the parent/educational decision-maker, the student where appropriate, and the student's case manager or point of contact. Prior to the meeting, the Superintendent will have reviewed the documentation from the Best Interest Determination meeting. The conference will be arranged within ten (10) days of receipt of the appeal letter and will be conducted as soon as practicable.

Within five (5) days of the conference, the Superintendent/designee will inform the parent/educational decision-maker as well as other parties attending the meeting of the Superintendent/designee's decision. The decision will be communicated in writing. The written decision will include the following:

1. Copy of the complete Level I appeal packet (appeal, Best Interest documents, notices, and decision).
2. The decision and an explanation of the decision.
3. Directions concerning the procedure to appeal the decision to Level II, including the DESE foster care point of contact, including that individual's name, phone number and email address.

Level II

If the parent/educational decision-maker disagrees with the Level I decision, they may submit a written and dated appeal letter headed "Foster Child Appeal" which must include:

1. The school in which enrollment is sought and the basis for seeking such enrollment.
2. The parent/educational decision-maker's name and contact information.
3. Best Interest Determination notes and reports.
4. Copy of the Level I appeal letter.
5. Copy of the District's Level I decision.

The appeal letter must be submitted to the DESE contact person and the District's Superintendent within five (5) days of receipt of the Level I decision. The District will have five (5) days from receipt of the Level II appeal letter to submit its response, which will be headed "Foster Child Appeal." Documents submitted after the stated deadline will not be considered.

The State's decision will be made by a three person panel including the DESE foster care point of contact, an additional DESE representative, and a representative of the state child welfare agency. The panel will make its decision within thirty (30) days of receipt of the Level II appeal letter. The DESE foster care point of contact will send the written decision to the parent/educational decision-maker and the Superintendent. The decision will include:

1. Copy of the Level II packet.
2. The decision and its explanation.

STUDENTS

Regulation 2760

Student Welfare

Students in Foster Care

The District educational liaison for foster care children will serve in an advisory capacity to:

- Ensure and facilitate proper educational placement, enrollment in school, and checkout from school;
- Assist foster care children when transferring from one school to another or from one school district to another, including, among other things, proper transfer of credit, records, and grades;
- Request school records, as provided in Policy/Regulation 2230, within two (2) business days of placement of a foster care child in a District school;
- Submit school records of foster care pupils within three (3) business days of receiving a request for school records from another School District as provided in Policy 2290; and
- Facilitate access to student records to any child placing agency for the purpose of fulfilling education case management responsibilities required of the juvenile officer or by law and to assist with the school transfer or placement of a child under foster care.

STUDENTS

Policy 2765
(Regulation 2765)

Student Welfare

Transfer of Care and Custody

A parent or legal custodian of a student may execute a power of attorney transferring the care and custody of the student for a period of up to one year. The transfer of custody will not change or modify parental or legal rights contained in an existing court order or deprive parents of visitation. Parents or legal guardians may revoke the power of attorney at any time.

Parents or legal custodians who are members of the Armed Forces, including reserve components, the Commissioned Officer Corps of the National Oceanic and Atmospheric Administration (NOAA), the Public Health Services of the United States, Department of Health and Human Services detailed for duty with the United States Armed Forces, or who is required to enter or serve in the active military service of the United States, under a call or order of the President of the United States, or to serve on state active duty, may delegate care and custody of their student for a period of longer than one year if on active duty service. The delegation of care and custody may not exceed the term of active duty service plus thirty (30) days.

The delegation of care and custody will not alter or affect the District's residency requirements.

Student Welfare

Transfer of Care and Custody

A power of attorney delegating care and custody of a student must be witnessed by a notary public and contain the following information:

1. Full name of student whose care and custody is to be transferred;
2. Date of birth of such student;
3. Full name and signature of the attorney-in-fact, to whom care and custody is to be transferred;
4. Address and telephone number of such attorney-in-fact;
5. Full name and signature of the parent or legal guardian;
6. The term for which delegation is transferred and a statement the delegation may be revoked at any time; and
7. One of the following statements:
 - a. I delegate to the attorney-in-fact all of my power and authority regarding the care, custody, and property of each minor child named above including, but not limited to, the right to enroll the child in school, inspect and obtain copies of education and other records concerning the child, the right to give or withhold any consent or waiver with respect to school activities, medical and dental treatment, and any other activity, function or treatment that may concern the child. This delegation shall not include the power or authority to consent to marriage or adoption of the child, the performance or inducement of an abortion on, or for the child, or the termination of parental rights to the child; or
 - b. I delegate to the attorney-in-fact the following specific powers and responsibilities (insert list). This delegation shall not include the power or authority to consent to marriage or adoption of the child, the performance or inducement of an abortion on, or for the child, or the termination of parental rights to the child.

STUDENTS

Policy 2770

Student Welfare

Seclusion and Restraint

Purpose

It is the purpose of this policy to:

- Meet the requirements of RSMo 160.263.
- Promote safety and prevent harm to all students, school personnel and visitors in the school district.
- Treat all students with dignity and respect in the use of discipline and behavior-management techniques.
- Provide school personnel with clear guidelines about the use of seclusion, isolation and restraint on school district property or at any school district function or event.
- Promote retention of teachers and other school personnel by addressing student behavior in an appropriate and safe manner.
- Promote parent understanding about state guidelines and district policies related to the use of discipline, behavior management, behavior interventions and responses to emergency situations.
- Promote the use of non-aversive behavioral interventions.

Definitions:

“Authorized School Personnel” means school personnel who have received annual training in:

- De-escalation practices,
- Appropriate use of physical restraint,
- Professionally-accepted practices in physical management and use of restraints,
- Methods to explain the use of restraint to the student who is to be restrained and to the individual’s family,
- Appropriate use of isolation,
- Appropriate use of seclusion, and
- Information on the policy and appropriate documentation and notification procedures.

“Assistive technology device” means any item, piece of equipment or product system that is used to increase, maintain or improve the functional capacities of a child with a disability.

“Aversive behavioral interventions” means an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors, including such interventions as: contingent application of noxious, painful, intrusive stimuli or activities; any form of noxious, painful or intrusive spray, inhalant or tastes; or other stimuli or actions similar to the interventions described above. The term does not include such interventions as voice control, limited to loud, firm commands; time-limited ignoring of a specific behavior; token fines as part of a token economy system; brief physical prompts to interrupt or prevent a specific behavior; interventions medically necessary for the treatment or protection of the student.

“Behavior Intervention Plan (BIP)” sets forth specific behavior interventions for a specific student who displays chronic patterns of problem behavior.

“Chemical restraint” means the administration of a drug or medication to manage a student’s behavior that is *not* a standard treatment and dosage for the student’s medical condition.

“Emergency situation” is one in which a student’s behavior poses a serious, probable threat of imminent physical harm to self or others, or destruction of school or another person’s property.

“Functional Behavior Assessment” a formal assessment to identify the function or purpose the behavior serves for the student so that classroom interventions and behavior support plans can be developed to improve behavior. The assessment could include observations and charting of the behavior and interviews with family, teachers, and the student, so as to determine the frequency, antecedent and response of the targeted behavior.

“IEP” means a student’s Individualized Education Program as defined by the Individuals with Disabilities Education Act (IDEA).

“Isolation” means the confinement of a student alone in an enclosed space without locking hardware.

“Law enforcement officer” means any public servant having both the power and duty to make arrests for violations of the laws of this state.

“Locking hardware” means mechanical, electrical or other material devices used to lock a door or to prevent egress from a confined area.

“Mechanical restraint” means a device or physical object that the student cannot easily remove that restricts a student’s freedom of movement or normal access to a portion of his or her body. This includes but is not limited to straps, duct tape, cords or garments. The term does not include assistive technology devices.

“Physical escort” means the temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out or eloping to walk to a safe location.

“Physical restraint” means the use of person-to-person physical contact to restrict the free movement of all or a portion of a student’s body. It does not include briefly holding or hugging a student without undo force for instructional or other purposes, briefly holding a student to calm them, taking a student’s hand to transport them for safety purposes, physical escort or intervening in a fight.

“School personnel” means

- Employees of a local board of education.
- Any person, paid or unpaid, working on school grounds in an official capacity.
- Any person working at a school function under a contract or written agreement with the school system to provide educational or related services to students.
- Any person working on school grounds or at a school function for another agency providing educational or related services to students.

“Seclusion” means the confinement of a student alone in an enclosed space from which the student is physically prevented from leaving by locking hardware.

“Section 504 Plan” means a student’s individualized plan developed by the student’s Section 504 multidisciplinary team after a pre-placement evaluation finding the student is disabled within the meaning of Section 504 and its implementing regulations.

“Time out” means brief removal from sources of reinforcement within instructional contexts that does not meet the definition of seclusion or isolation. Time out includes both of the following:

- a) Non-exclusionary time out: removal of reinforcers from the student without changing the physical location of the student (e.g., asking the student to put his/her head down on the desk); and
- b) Exclusionary time-out: removal of the student from participation in an activity or removal from the instructional area.

Use of Restrictive Behavioral Interventions:

- **Time-Out**

Nothing in this policy is intended to prohibit the use of time-out as defined in this section.

- **Seclusion**

Seclusion as defined in this policy is prohibited except for an emergency situation while awaiting the arrival of law enforcement personnel as provided for in RSMo 160.263.

- **Isolation**

Isolation, as defined in this policy, may only be used by authorized school personnel, as defined in this policy:

- After de-escalating procedures have failed;
- In an emergency situation as defined in this section; or
- As specified in a student's Individualized Education Program (IEP), Section 504 plan, or other parentally agreed-upon plan to address a student behavior.

Use of isolation requires all of the following:

- The student to be monitored by an adult in close proximity who is able to see and hear the student at all times. Monitoring shall be face-to-face unless personal safety of the child or staff member is significantly compromised, in which case technology-supported monitoring may be utilized.
- The total time in isolation is to be reasonably calculated by District personnel on a case-by-case basis based on the age of the child and circumstances, and is not to exceed 40 minutes without a reassessment of the situation and consultation with parents and/or administrative staff, unless otherwise specified in an IEP or Section 504 Plan or other parentally agreed-upon plan to address a student's behavior.
- The space in which the student is placed should be a normal-sized meeting or classroom commonly found in a school setting.
- The space in which the student is confined is comparable in lighting, ventilation, heating, cooling, and ceiling height to those systems that are in use in other places in the school.
- The space in which the student is placed must be free of objects that could cause harm.

Isolation shall never be used as a form of punishment or for the convenience of school personnel.

- **Physical Restraint**

Physical restraint shall only be used in one of the three circumstances below:

- In an emergency situation, as defined in this policy;
- When less restrictive measures have not effectively de-escalated the situation; or
- When otherwise specified in an IEP, Section 504 Plan or other parentally agreed-upon, plan to address a student's behavior.

Physical restraint shall:

- Only be used by authorized school personnel, as defined in this policy

- Only be used for as long as necessary to resolve the actual risk of danger or harm that warranted the use of the physical restraint;
- Use no more than the degree of force necessary to protect the student or other persons from imminent bodily injury;
- Not place pressure or weight on the chest, lungs, sternum, diaphragm, back, neck or throat of the student which restricts breathing; and
- Only be done by school personnel trained in the proper use of restraint.

Any school personnel using physical restraint shall:

- Use only methods of restraint in which the person has received district approved training.
- Conduct restraint with at least one additional adult present and in line of sight, unless other school personnel are not immediately available due to the unforeseeable nature of the emergency situation.

Physical restraints should never be used as a form of punishment or for the convenience of school personnel.

Mechanical Restraint

Mechanical restraint shall only be used as specified in a student's IEP or Section 504 plan with two exceptions:

- Vehicle safety restraints shall be used according to state and federal regulations.
- Mechanical restraints employed by law enforcement officers in school settings should be used in accordance with law enforcement policies and procedures and appropriate professional standards.

Chemical Restraint

Chemical restraints shall never be used by school personnel.

Aversive interventions that compromise health and safety shall never be used by school personnel.

Communication and Training

School Personnel Debriefing

Following any situation involving the use of seclusion, isolation or restraint, as defined in this policy, a debriefing shall occur as soon as possible but no later than two (2) school days after the emergency situation. The debriefing shall include, at a minimum, a discussion of the events that led to the emergency and why the de-escalation efforts were not effective; any trauma reactions on the part of the student, other students or school personnel; what, if anything, could have been done differently; and an evaluation of the process.

Parental Notification

Except as otherwise specified in a student's IEP or Section 504 plan:

- Following a situation involving the use of seclusion, isolation or restraint the parent or guardian of the student shall be notified through verbal or electronic means of the incident as soon as possible, but no later than the end of the day of the incident.
- The parent or guardian shall receive a written report of the emergency situation within five (5) school days of the incident. The written incident report shall include all of the following:
 - Date, time of day, location, duration, and description of the incident and de-escalation interventions.
 - Event(s) that led up to the incident.
 - Nature and extent of any injury to the student.
 - Name of a school employee the parent or guardian can contact regarding the incident, and contact information for that employee.

Staff Training

School districts shall ensure that all school personnel are trained annually regarding the policy and procedures involving the use of seclusion, isolation and restraint.

Students with Disabilities

The foregoing policy applies to all students. However, if the IEP team determines that a form of restraint or isolation or aversive behavior intervention may be appropriate in certain identified and limited situations, the team may set forth the conditions and procedures in the IEP or Section 504 plan. Any use of restraint, isolation or aversive behavior interventions must be limited to what is set forth in the IEP or Section 504 plan. Before adding the use of restraint, isolation or aversive behavior interventions to an IEP or Section 504 plan, the student must have undergone appropriate assessments to include, but not limited to, a formal functional behavior assessment and a positive behavior intervention plan must be developed, which indicates a plan to eliminate the use of the restraint, isolation or aversive behavior intervention over time.

Reports on Use of Seclusion, Isolation, Restraint or Aversive Behavior Interventions

Districts shall maintain records documenting the use of seclusion, isolation, restraint and aversive behavior interventions showing each of the following: when, reason for use, duration, names of school personnel involved, whether students or school personnel were injured, name and age of the student, whether the student has an IEP, Behavior Intervention Plan (BIP) or other personal safety plan, when the parents were notified, if the student was disciplined, and any other documentation required by federal or state law.

Applicability of this Policy

This policy applies to all district school personnel. School personnel assigned to programs not located on district premises (hospitals, detention centers, juvenile facilities, and mental health facilities) shall follow the policy and procedure of the facility/program where they work.

STUDENTS

Policy 2780

Student Welfare

Use of Tracking Devices

District employees are prohibited from requiring students to use an identification device that uses radio frequency identification technology, or related technology to identify the student, to transmit information regarding the student, or to monitor or trace the location of the student

STUDENTS

Policy 2785
(Regulation 2785)

Student Welfare

Student Suicide Awareness

This policy and the accompanying regulation reflects the District's commitment to maintaining a safe environment to protect the health, safety and welfare of students. The corresponding regulation for this policy outlines key protocol and procedures for this District in educating employees and students on the actions and resources necessary to prevent suicide and to promote student well-being. This policy is being adopted pursuant to Section 170.048, RSMo. This policy and corresponding regulation will go into effect no later than July 1, 2018.

November 20, 2017

Student Welfare**Student Suicide Awareness**

The district will address suicide awareness and prevention through the following policy components³:

1. Crisis response team
2. Crisis response procedures
3. Procedures for parent involvement
4. Community resources available to students, parents, patrons and employees
5. Responding to suicidal behavior or death by suicide in the school community
6. Suicide prevention and response protocol education for staff
7. Suicide prevention education for students
8. Publication of policy

1. Crisis Response Team

The district will include suicide awareness and prevention in already established district or building crisis response teams or will establish such team(s) if not already in existence. Crisis response team members will include administrators, counselors and the school nurse, and may also include school social workers, school resource officers, teachers and/or community resources as appropriate. The crisis response team will be responsible for implementation of crisis response procedures.

The district will adopt an evidence based/informed tool for assessing suicide risk. The crisis response team, the building administrator, or his/her designee will receive training and coaching in using this tool to collect and document student suicidal behaviors and safety planning strategies.

2. Crisis Response Procedures

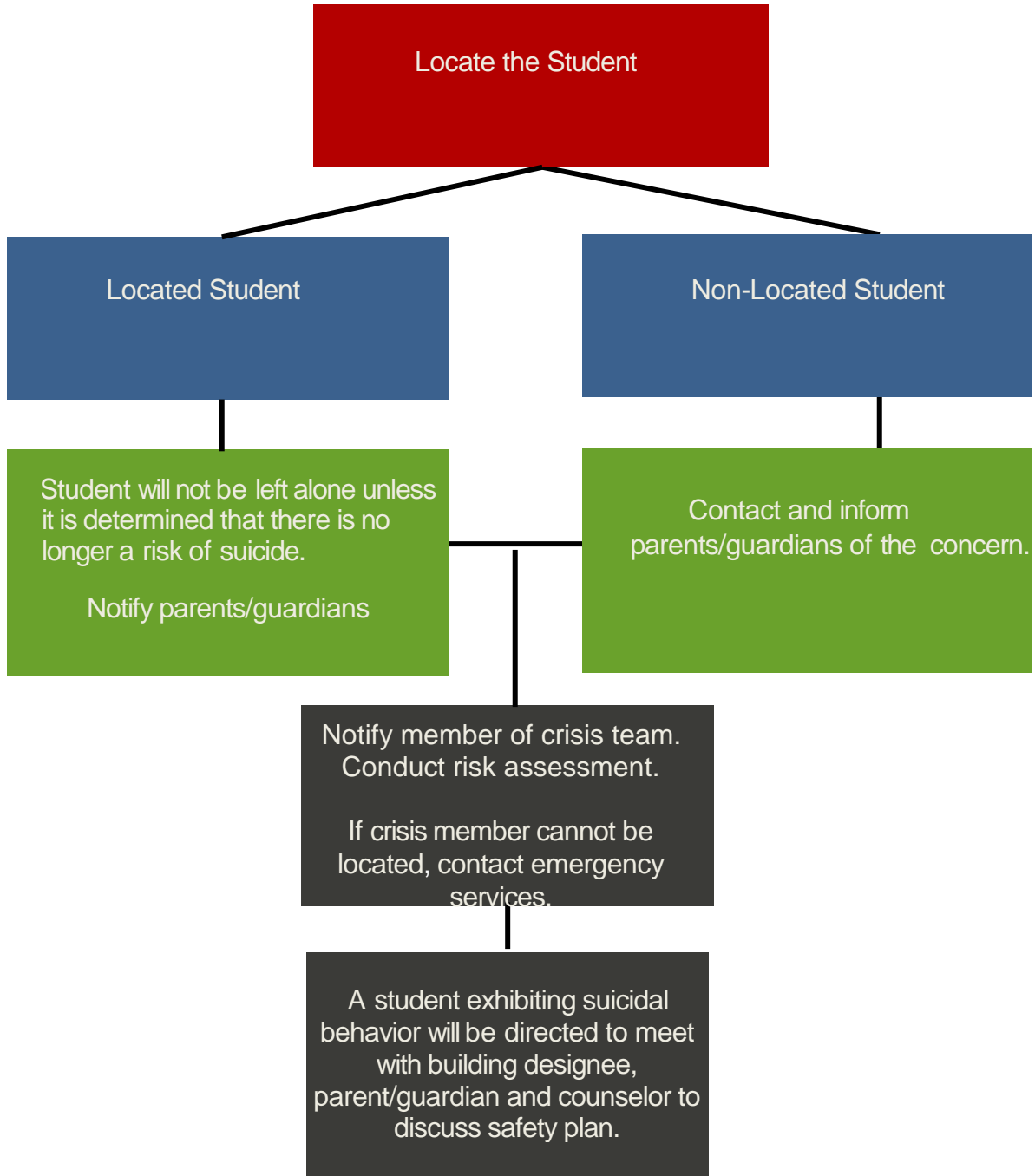
Student suicidal behaviors are not confidential and may be revealed to the student's parents, guardians, school personnel or other appropriate authority when the health, welfare or safety of the student is at risk.

Any school employee who has a reasonable belief that a student may be at risk for suicide or witnesses any attempt towards self-injury will notify a member of the crisis response team, the building administrator or his/her designee.

If a student suicide behavior is made known to any school employee and a member of the crisis response team, the building administrator or his/her designee is not available, the employee will notify the student's parent/guardian, the National Suicide Prevention Lifeline (800-273-8255) or local law enforcement in an emergency situation. As soon as practical, the employee will notify the building designee or principal.

³ Department of Elementary and Secondary Education Youth Suicide Awareness and Prevention Model Policy

The following steps will be employed in response to any risk of student suicide:



3. Procedures for Parent Involvement

A member of the crisis response team, the building administrator or his/her designee shall reach out to the parents/guardians of a student identified as being at risk of suicide to consult with them about the risk assessment of their student, to make them aware of community resources, and to discuss how to best support the student's mental well-being and safety.

If the parent refuses to cooperate or if there is any doubt regarding the student's safety, local mental service providers and/or law enforcement may need to be engaged, and a report may need to be made to the Child Abuse and Neglect Hotline.

Contact with a parent concerning risk of suicide will be documented in writing.

4. School and Community Resources

A student exhibiting suicidal behavior will be directed to meet with the building designee, their parent/guardian and counselor to discuss support and safety systems, available resources, coping skills and a safety plan as necessary.

The district will, in collaboration with local organizations and the Missouri Department of Mental Health, identify local, state and national resources and organizations that can provide information or support to students and families. A basic list of resources can be found on the Department of Mental Health website and the district will strive to develop its own list of local resources to be made readily available.

<http://dmh.mo.gov/mentalillness/suicide/prevention.html>

5. Responding to Suicidal Behavior or Death by Suicide in the School Community

When the school community is impacted by suicidal behavior or a death by suicide, the district will confer with their crisis response teams and, when appropriate, confer with local community resources and professionals to identify and make available supports that may help the school community understand and process the behavior and/or death.

The crisis response team, the building administrator or his/her designee will determine appropriate procedures for informing the school community of a death by suicide and the supports that will be offered. Staff and students who need immediate attention following a death by suicide will be provided support and resources as determined necessary.

6. Suicide Prevention and Response Protocol Education for Staff

All district employees will receive information annually regarding this policy and the district's protocol for suicide awareness, prevention and response. The importance of suicide prevention, recognition of suicide protective and risk factors, strategies to strengthen school connectedness and building specific response procedures will be highlighted.

Such information shall include the following:

1. Current trends in youth mental health, wellbeing and suicide prevention and awareness
2. Strategies to encourage students to seek help for themselves and other students
3. Warning signs that indicate a student may be at risk of suicide
4. The impact of mental health issues and substance abuse
5. Communication to students regarding concerns about safety and that asking for help can save a life
6. Understanding limitations and boundaries for giving help and techniques to practice self-care
7. Identification of key school personnel who are comfortable, confident and competent to help students at risk of escalated distress and suicide

All district staff will participate in professional development regarding suicide awareness and prevention.

7. Suicide Prevention Education for Students

Starting no later than fifth grade, students will receive age appropriate information and instruction on suicide awareness and prevention. Information and instruction may be offered in health education, by the counseling staff or in other curricula as may be appropriate.

Student education will include the following:

1. Information about mental health, well-being and suicide prevention and awareness
2. Promotion of a climate that encourages peer referral and which emphasizes school connectedness
3. Recognition of the signs that they or peers are at risk for suicide
4. Identification of issues that may lead to suicide including depression, anxiety, anger, and drug/alcohol dependency
5. Directive to not make promises of confidence when they are concerned about peer suicide
6. Identification of a trusted adult on campus with whom students can discuss concerns about suicide

8. Publication of Policy

The district will notify employees, students and parents of this policy by posting the policy and related procedures and documents on the district's website and discussing this policy during employee training as detailed herein.

Reference: DESE Youth Suicide Awareness and Prevention Model Policy

November 20, 2017

STUDENTS

Policy 2810

Student Services

Guidance and Counseling Services

The District is committed fully to implement a guidance and counseling program that supports the academic, career, and personal/social development of all students, leading District students to successful transitions into post-secondary education and into the workforce. The District's guidance and counseling program is implemented with the services of fully certified school counselors supported by teachers, administrators, parents and students. The District guidance and counseling program is designed and implemented in a manner to be consistent with the standards of the Missouri Comprehensive Guidance and Counseling Program.

The content of the District's program, consistent with the Missouri Comprehensive Guidance and Counseling Program, is divided into three broad areas as follows:

Academic Development (ACAD)

1. Students will apply skills needed for achievement in school, both cognitive and affective.
2. Students will utilize skills necessary to successfully transition between educational levels.
3. Individual student learning plans will be developed and monitored throughout the students' District learning experience.

Career Development

1. Students will achieve life career goals through the consistent application of career exploration and planning skills.
2. Students will identify and locate information relevant to the "World of Work" and post-secondary training/education.
3. Students will achieve on-the-job success through the application of employment readiness skills.

Personal/Social Development

1. Students will achieve an understanding of themselves as individuals and as members of diverse local and global communities.
2. Students will interact with others in ways that manifest respect for individual and group differences.
3. Students will learn to apply personal safety skills and coping strategies.

Identification of Critical Workforce Needs and Shortages

1. Students will be given workforce needs and shortages information that will support students' career pathway decisions prepared by the State Board of Education and the Department of Economic Development by November 1 of each school year.
2. Information received through collaboration between the State Board and the Department of Economic Development will be disseminated to students by November 1 of each school year.

STUDENTS

Policy 2812

Student Services

Identification of At-Risk Students

The District is committed to identifying students who are at-risk of not being ready for college-level work or not being ready for employment in entry-level career positions. It is essential that such identification occur early enough that our schools can intervene with academic counseling, career counseling, and other intervention services to enhance a student's readiness for post high school academic or employment opportunities.

Identification

Consistent with this District's commitment, at-risk students will be identified by at least their ninth grade year, including students who transfer into the District during ninth grade. In order to identify such at-risk students, District staff will utilize the following criteria:

1. Student performance in Mathematics and English on the eighth grade Missouri Assessment Program (MAP) tests.
2. The District will consider comparable statewide assessment performance for students transferring into ninth grade from outside of Missouri.
3. The District's reported rate of students taking remedial courses in basic academic subjects of English, Mathematics, and Reading during their initial year of college. In assessing this data, the District will rely on data submitted by the Department of Higher Education pursuant to § 173.750 RSMo.
4. The student's attendance rates.

While the above at-risk identifiers are mandatory, the District may consider additional criteria including, but not limited to, review of discipline record; performance more than one grade level below in Reading and/or Math; core subject middle school grades; academic assessment results; contents of Section 504 Plan; ACE score (Adverse Childhood Experience) of 5 or more or other relevant identifiers.

Academic and Career Counseling

When at-risk students are identified, the District will initiate academic and/or career counseling as soon as is practicable to enhance at-risk students' opportunity to graduate on-time, and to enhance their college and/or career readiness.

This policy may be appropriately waived for any student with a disability upon the recommendation of the student's Individualized Education Program (IEP) team.

STUDENTS

Policy 2815

Student Services

Contact and Involvement with Outside Agencies

The counseling staff, in consultation with other staff members, is responsible for reviewing students' academic progress as well as personal/social concerns. Where appropriate, the District will make contact with and/or put students and their parents/guardians in contact with outside agencies or professional resources. Where appropriate, the District will cooperate and assist other agencies or professional resources that become involved with students. Student information will not be provided to outside agencies or professional resources until the student's parents/guardians or the eligible student has signed a release of information form. Except as required by law, including but not limited to the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the cost of any services provided by the outside agency or professional resource is the sole responsibility of individual parents/guardians or eligible student.

STUDENTS

Policy 2820

Student Services

Psychological Testing of Students

Psychological tests administered to students by qualified District personnel or appropriate diagnostic agencies will ensure quality psychological services in the District, and will protect the educational rights, dignity and privacy of students and parents/guardians.

Psychological evaluations will be made only after informed and written consent of the student's parent/guardian is obtained. A conference will be held with the parent/guardian to review all test results and the student's specific educational needs in the educational program. Psychological data are only partial criteria for determining any change in a student's educational program. Psychological data older than three years shall not be used as the basis for prescriptive teaching or placement.

All psychological services provided by the District or agencies contracted by the District will be in accordance with state and federal statutes and regulations concerning the privacy of student records and use of psychological services.

STUDENTS

Policy 2825

Student Services

ACT Administration

In two circumstances, students taking the ACT assessment will have the option to take the assessment in its regular configuration or the ACT Work Keys assessment. Students opting to take the ACT Work Keys assessment will do so within three (3) months before administration of the ACT assessment.

These assessment options will be available:

1. In any school year in which DESE directs a state-funded census administration of the ACT to any group of District students.
2. In any school year in which the District directs a District-funded administration to any group of District students.

STUDENTS

Policy 2830

Student Services

Health Services

The Board of Education believes that in order to provide for the safety and well being of its students, it is necessary to implement and maintain a District-wide student health services program. The health service staff will be responsible to their building principal and may also be responsible to a designated District administrator.

The District will be responsible for providing first aid or emergency treatment for students in cases of sudden illness or injury. Where necessary, and with notice to the parent/guardian, emergency health services will be secured. The parent/guardian is responsible for the cost of their child's medical treatment.

STUDENTS

Policy 2831

Student Services

HIPAA Privacy

The District is technically a “covered entity” under the Health Insurance Portability and accountability Act of 1996 (HIPAA), which among other things protects the privacy of personal health information of individuals. The District has this status because it provides health care services to some students. However, the District hereby designates itself as a “hybrid entity” under HIPAA, which means that only covered functions (student health services) are subject to the HIPAA Privacy Rule. That rule provides that school districts do not have to comply with HIPAA privacy regulations in connection with student health records because those records are already protected by another federal law: the Family Educational Rights and Privacy Act (FERPA). When dealing with student records, District officials are obligated and directed to safeguard student health information through compliance with FERPA.

Sedalia School District #200
2806 Matthew Drive
Sedalia, MO 65301
Phone: 660-829-6450

September 2011

STUDENTS

Policy 2835
(Form 2835)

Student Services

Consent to Medical Treatment and Educational Service

As provided by statute, and as otherwise provided in Board Policy, the following individuals may consent to student medical treatment and educational services:

1. Parents
2. Student's legal guardian
3. Relative caregiver
4. Foster parent
5. Any person who under court order is authorized to give consent for a student

A "relative caregiver" is defined by statute as a competent adult (18 years of age or older) who is related to the student by blood, marriage or adoption, and who is not the parent. Relative caregivers are required to provide an affidavit attesting that the student lives with the relative caregiver and they are responsible for the care of the student. (See Form 2835).

A relative caregiver acting under the requirements of an affidavit may consent to medical treatment and educational services for a student who cannot otherwise legally consent, if the parent has delegated these responsibilities in writing, or after reasonable efforts, the consent of the parent cannot be obtained.

The consent of the relative caregiver will be revoked in the event the student's parent withdraws their authorization provided the parent's decision does not threaten the life, health or safety of the student. In addition, if the student ceases to live with the relative caregiver, the relative caregiver must immediately notify the District. Upon receipt of such notice, the relative caregiver can no longer consent to medical treatment or educational services.

A relative caregiver's affidavit is valid for one year from the date received by the District.

September 2014

STUDENTS

Policy 2840

Student Services

Student Accident Insurance

The Board of Education will provide the opportunity for parents/guardians, students and others to purchase student accident insurance on an annual basis. Each year the Administration will choose a provider offering group rates and will make the information available to District families.

Participation in any group plan is optional and arrangements for participation are the responsibility of the parents/guardians or students. However, all students are required to have insurance coverage before they are allowed to practice or compete in interscholastic athletics, cheerleading, pompon squads and similar groups.

STUDENTS

Policy 2850
(Regulation 2850)
(Form 2850)

Student Services

Inoculations of Students

All students attending District schools are required to be in compliance with state programs mandating immunization against specific diseases. Failure to comply with District immunization requirements will result in exclusion from school until proof of compliance is provided. Parents/guardians of homeless students are encouraged to submit proof of compliance as soon as possible.

The Superintendent shall institute procedures for the maintenance of health records, which are to show the immunization status of every student enrolled or attending in the District, and for the completion of all necessary reports in accordance with guidelines prepared by the Department of Social Services-Missouri Division of Health.

Upon written request, the District will notify the parents/guardians of pre-kindergarten students whether other pre-kindergarten students are attending school with an immunization exception. The identity of students for whom an immunization exception has been filed is confidential and will not be released except as required by law.

November 20, 2017

STUDENTS

Regulation 2850 **(Form 2850)**

Student Services

Inoculations of Students

As mandated by the Missouri Department of Health, students must have up-to-date immunizations before being permitted to attend classes. Form 2850 provides a chart of immunization requirements by grade level.

1. The District will maintain an individual health record for each student, including an immunization history supplied by the parent/guardian.
2. A complete immunization history will be required upon entrance to school. Satisfactory evidence of immunization is a statement, certificate or record from a physician or health facility that verifies the type of vaccine, the month, day and year of administration. The parent/guardian will be informed that any needed immunizations must be obtained prior to enrollment and attending school.
3. In certain special situations, exemptions or "In Progress" statements may be needed.
 - a. If a student has received all immunizations that are age appropriate but has not completed the minimum required for school attendance, the parent/guardian must obtain an "In Progress" card from a physician or health department that identifies when the next dose is due.
 - b. If the student cannot receive the needed immunization(s) for medical reasons, a medical exemption will be completed and signed by a physician and filed in the student's health record.
 - c. If the parent/guardian objects to immunizations for religious reasons, an exemption must be signed by the parent/guardian and verified by the school nurse. This must be renewed annually. Protection against disease as a desirable measure for the protection of the student will continue to be emphasized.
4. In the event of an outbreak, students who are exempt from immunizations for any reason will be excluded from school for their own protection and that of other students, in accordance with State Rule 13 CSR 50-101.0412. The only exception will be students exempted by a physician because they have already had the disease and have available laboratory confirmation of immunity.
5. The District will notify the parent/guardian if a student will require any additional doses of a vaccine, giving the date by which the vaccine must be given to remain in compliance with the law.

6. To the extent that the District provides information on immunizations, infectious disease, medications, or other school health issues to parents/guardians, the District will include information that is at least similar to the information provided by the Center for Disease Control and Prevention about influenza and influenza vaccinations.
7. The District will prepare the immunization report (CD 31) for the Missouri Department of Health by the specified date. Any deficiencies will receive follow-up as recommended. Every effort will be made to return excluded students to school as soon as possible. The parent/guardian will be advised of resources available to obtain needed protection. The parent/guardian who does not make an effort to comply with the law in order to return students to school within ten days may be reported to the local juvenile authority for enforcing the truancy law.
8. An ongoing review of immunization records will be made to ensure that entering transfer students, students who are "In Progress," and those needing Td boosters during the school year have adequate protection. Students will be notified in the spring that Td boosters will be due during the next school year. The records of entering transfer students and those due for boosters will be flagged, or a separate file or a line listing of these students will be maintained, to facilitate compliance with the statute.

STUDENTS

Policy 2860 **(Regulation 2860)**

Student Services

Students with Communicable Diseases

A student shall not attend classes or other school-sponsored activities, if the student (1) has, or has been exposed to, an acute (short duration) or chronic (long duration) contagious or infectious disease, or parasitic infestation (lice, scabies, etc.); and (2) is liable to transmit the contagious or infectious disease, unless the Board of Education or its designee has determined, based upon medical evidence, that the student:

1. No longer has the disease.
2. Is not in the contagious or infectious stage of an acute disease.
3. Has a chronic infectious disease that poses little risk of transmission in the school environment with reasonable precautions.

School officials may require any child suspected of having a contagious or infectious disease to be examined by a physician and may exclude the child from school, in accordance with the procedures authorized by this policy, so long as there is a substantial risk of transmission of the disease in the school environment.

A student who has a chronic infectious disease, and who is permitted to attend school, may be required to do so under specified conditions. Failure to adhere to the conditions will result in the student being excluded from school. A student who has a chronic infectious disease and who is not permitted to attend school or participate in school activities will be provided instruction in an alternative educational setting in accordance with District policy.

Students with acute or chronic contagious or infectious diseases and their families have a right to privacy and confidentiality. Only staff members who have a medical reason to know the identity and condition of such students will be informed. Willful or negligent disclosure of confidential information about a student's medical condition by staff members will be cause for disciplinary action.

The District will implement reporting and disease outbreak control measures in accordance with the provisions of Missouri Department of Health publication PACH-16, "Prevention and Control of Communicable Diseases: A Guide for School Administrators, Nurses, Teachers and Day Care Operators," a copy of which shall be on file in the office of the Supervisor of Health Services and in the office of each school nurse.

Jan 00

STUDENTS

Regulation 2860

Student Services

Students with Communicable Diseases

The following administrative guidelines have been developed to assist in implementing Policy 2860.

1. The District's policy and regulations on communicable diseases, including detailed information about procedures to be implemented if a student with a chronic infectious disease is enrolled, will be made available to parents of all students attending District schools.
2. All employees will follow the most recent guidelines issued by the Centers for Disease Control, including applicable universal precautions in cleaning up body fluid spills, (a copy of which shall be on file in the office of the Supervisor of Health Services and in the office of each school nurse), regardless whether an individual infected with a body fluid or blood-borne pathogen is known to be present in the school environment or related activities. Willful or negligent disregard for these precautions by any staff member will be cause for disciplinary action.

Acute Infectious Disease

1. A staff member who has reason to believe that a student has been exposed to a contagious or infectious disease, or who observes symptoms of such a disease, shall inform the principal. The principal will consult with the school nurse about the child.
2. If the school nurse determines that the student has an acute contagious or infectious disease, the principal will exclude the student from school for the number of days specified in the latest revision of the Missouri Department of Health Publication, "Prevention and Control of Communicable Diseases - A guide for School Administrators, Nurses, Teachers and Day Care Operators," PACH-16, or until a physician certifies that the student no longer is liable to transmit the disease.
3. If a student has been excluded from school by the principal because the student has or is suspected of having an acute contagious or infectious disease, the student and his/her parent/guardian may appeal such decision in writing to the Superintendent. The Superintendent may require the student to be examined by a physician designated by the District, the child's own physician, or both, at the option of the Superintendent. The student shall not attend classes or participate in school activities during the appeal period.

Chronic Infectious Disease

1. If the principal, after consulting with the school nurse, determines that a student may have a chronic infectious disease, the student may be excluded from school and provided an education in an alternative setting until the following procedures have been concluded. Prior to excluding the student, the student's parents/guardians shall receive written notification of the intent to exclude and their procedural safeguards as set forth in the District's compliance plan for Section 504 of the Rehabilitation Act of 1973.

The principal shall immediately report any student who has or is suspected of having a chronic infectious disease to the Superintendent or his/her designee. The Superintendent or his/her designee shall within three (3) working days appoint a Review Committee to assess the student's medical condition. The Committee should include the following:

- a. The student's parents/guardians.
- b. The student's physician.
- c. A physician specialist in public health or infectious diseases.
- d. The Supervisor of Health Services, who shall serve as Chairperson of the Review Committee, or his/her designee.
- e. The principal.
- f. The Superintendent or his/her designee.
- g. Others mutually agreed upon by the District and the parents/guardians.

The District's legal counsel may serve on the Committee in an advisory capacity.

If the student has been identified as a student with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA), the student may be excluded from school and provided with an education in an alternative setting - so long as such exclusion does not constitute a change in placement pursuant to the IDEA. The student's medical condition and educational placement will be evaluated in accordance with the procedures set forth above, with the following additional provisions:

- a. Prior to excluding the student, the student's parents/guardians shall receive written notification of their procedural safeguards as set forth in the District's compliance plan for implementing the IDEA, in addition to written notice of their procedural safeguards pursuant to Section 504 of the Rehabilitation Act of 1973.
 - b. The Review Committee shall include the chairperson of the student's Individual Educational Program Committee or his/her designee.
2. The members of the Review Committee shall determine the fitness of the student to attend school. The Committee will assess the student's condition, the school conditions, and the risks of exposing others to the disease in the school environment, and shall determine whether the student should (1) be permitted to attend school without restrictions; (2) attend school under stated restrictions and conditions, or (3) be excluded from attending school and provided an alternative educational program. The Committee will prepare a written individual school health care plan for the student and establish dates and/or conditions under which the student's status will be reviewed. The Committee will also identify the persons who have a medical need to know the identity of the student because they are responsible for providing proper health care, and will provide the names of those persons to the Superintendent or his/her designee.
3. Within three (3) working days after the Committee is convened, the Committee will make a determination and prepare findings of fact, which the Chairperson shall communicate in writing to the student's parents/guardians, the principal, and the Superintendent. The parents/guardians shall again receive written notification of their procedural safeguards as set forth in the District's compliance plan for Section 504 of the Rehabilitation Act of 1973 (and in the District's compliance plan for implementing the IDEA, if applicable). The meetings, records, and votes of the Review Committee shall not be open to the public. The determination will be final unless reversed on appeal pursuant to the Complaint Procedures set out in the District's compliance plan for Section 504 (or the procedures in the District's compliance plan for implementing the IDEA, if applicable).
4. If a student with a chronic infectious disease is permitted to attend school, the Superintendent will notify those persons who were identified by the Review Committee as having a medical need to know the student's identity and conditions under which the student is attending school. Willful or negligent disclosure of confidential information will be cause for disciplinary action.

5. Staff members who have a medical need to know the identity of a student with a chronic infectious disease include (1) those who are designated by the school district to determine the fitness of the student to attend school; (2) those who are responsible for providing health care to the student, such as the school nurse; and (3) those who are most likely to be in a position to render first aid to the student in case of an accident or medical emergency.
6. A student who has a chronic infectious disease shall be evaluated pursuant to the District's compliance plan for Section 504 of the Rehabilitation Act of 1973 (and the District's compliance plan for implementing the IDEA, if applicable) to determine whether any accommodations or related services are necessary for the student to receive a free appropriate public education. If accommodations or related services are necessary, the District shall develop and implement a plan for the delivery of all needed services. This evaluation shall be conducted regardless whether the student is permitted to attend school with or without conditions and restrictions, or is excluded from school.

STUDENTS

Student Services

Administering Medicines To Students

Policy 2870
(Regulation 2870)
(Form 2870, 2870.1
2870.2, 2870.3
2870.4, 2870.5)

It shall be the policy of the Board of Education that the giving of medicine to students during school hours be discouraged and restricted to medication that cannot be given on an alternative schedule. The Board of Education recognizes that some students may require medication for chronic or short term illness/injury during the school day to enable them to remain in school and participate in their education. Employees providing routine first aid according to District procedures will be immune from liability or disciplinary action. Similarly, trained employees will be immune from civil liability for administering cardiopulmonary resuscitation and other lifesaving methods in good faith and according to standard medical practices. The Board of Education also recognizes that the administration of medication may be required under Section 504 of the Rehabilitation Act of 1973 and/or the Individuals with Disabilities Education Act to provide a free appropriate public education for identified as disabled under those laws.

STUDENTS

Regulation 2870
(Form 2870, 2870.1
2870.2, 2870.3,
2870.4, 2870.5)

Student Services

Administering Medicines to Students

Prescription Medication

The student's authorized prescriber shall provide a written request that the student be given medication during school hours. The request shall state the name of the student, name of drug, dosage, frequency of administration, route of administration, and the prescriber's name. The diagnosis/indication for use of the medicine shall be provided. When possible, the prescriber should state adverse effects and applicable emergency instructions.

The District shall require that a prescription label be properly affixed to the medication in question. Said label must contain the name of the student, name of the drug, dosage, frequency of administration, route of administration, diagnosis and the prescriber's name.

A parent/guardian must request in writing that the School District comply with the authorized prescriber's request to give medication. (The District will not administer the initial dose of any new prescription except in an emergency.)

Over-the-Counter Medication

The student's authorized prescriber shall provide a written request that the student be given medication during school hours. The request shall state the name of the student, name of drug, dosage, frequency of administration, route of administration, and the prescriber's name. The diagnosis/indication for use of the medicine shall be provided. When possible, the prescriber should state potential adverse effects and applicable emergency instructions.

A parent/guardian will provide a written request that the District comply with the authorized prescriber's request to give medication.

High School Students Only - Acetaminophen or Ibuprofen may be given without written permission by the student's authorized prescriber and with written parent permission only, under guidelines provided by the licensed professional nurse and written standing orders that are obtained annually.

Over the counter medication may be given without written permission by the student's authorized prescriber and with written parent permission only, under guidelines provided by the licensed professional nurse and written standing orders that are obtained annually.

Emergency Medication

Written standing orders will be obtained annually for the administration of emergency medication.

Storage and Administration of Medication

A parent/guardian or other responsible party designated by the parent/guardian will deliver all medication to be administered at school to the school nurse or designee. All medication, prescription or over-the-counter, must be in a pharmacy or manufacturer-labeled container. The District shall provide secure, locked storage for medication to prevent diversion, misuse, or ingestion by another individual.

The administration of medication, including over-the-counter medications, is a nursing activity, governed by the State of Missouri Nursing Practice Act. It must be performed by the registered professional school nurse. The nurse may delegate and supervise the administration of medication by unlicensed personnel who are qualified by education, knowledge and skill to do so. The registered nurse must provide and document the requisite education, training, and competency verification. The nurse is also empowered to contact the prescriber or pharmacist filling the prescription to discuss the prescription if the nurse has questions regarding the administration of such medication. Qualified employees will be held harmless and immune from civil liability for administering medication or medical services in good faith and according to standard medical practices.

School employees who are not qualified according to standard medical practices will not be required to administer medications or medical services. Such unqualified employees who refuse to administer medications or medical services will not be subject to disciplinary action for such refusal.

Pre-filled Auto Syringes

A school nurse or other school employee trained and supervised by the nurse may be authorized by the Board of Education to maintain an adequate supply of pre-filled auto syringes of epinephrine with fifteen hundredths milligram (15/100 mg) or three tenths milligram (3/10mg) delivery at school. The school nurse shall recommend to the school board, through the superintendent, the number of pre-filled epinephrine auto syringes to be maintained at each school. Licensed school nurses have the discretion to use an epinephrine auto syringe on any student the school nurse believes is having a life threatening anaphylactic reaction based upon the nurses training in recognizing an acute episode of an anaphylactic reaction. Trained employees administering life-saving methods will be immune from civil liability for administering life-saving methods for administering a pre-filled auto syringe in good faith consistent with standard medical practices.

Self-Administration of Medication

Students with asthma, anaphylaxis, or any chronic health condition may carry with them for self-administration metered-dose inhalers containing "rescue" medication. Possession and self-administration of these prescription medications must comply with the Missouri Safe Schools Act, 1996. The directives of this Act will be given to each parent/guardian who requests tha

his/her student be permitted to carry and self-administer such medication. A permission form for self-administration (Form 2870) is required. Provided however, that:

1. A licensed physician has prescribed or ordered such medications for use of the student and has instructed the student in the correct and responsible use of such medications;
2. The student has demonstrated to the student's licensed physician or designee and the school nurse, the skill level necessary to use the medications and any device necessary to administer such medications;
3. The student's physician has appended and signed a written treatment plan for managing asthma and anaphylaxis episodes of the student and for medications for use of the student. Such plan will include a statement that the student is capable of self-administering the medication under the treatment plan;
4. The student's parent/guardian has completed and submitted to the school the student's treatment plan and liability statement.
5. The student's parent/guardian has signed a statement acknowledging that the district and its employees will incur no liability as a result of any injury arising from self-administration of medication by the student or administration of such medication by school staff. (see Form 2870.1)

The authorization for the possession and self-administration of medication to treat a student's asthma or anaphylaxis permits authorized students to possess and self-administer such student's medication while in school, at a school sponsored activity, and in transit from school or school sponsored activity. Such authorization will be effective for the school year when issued and for the school attended when the authorization is issued. Such authorization must be renewed each subsequent year in order to remain effective. Information concerning the student's condition treatment plan, authorization, and related documents will be kept on file in the school nurse's office and be easily accessible in the event of an asthma or anaphylaxis emergency. Duplicate prescribed medication, as described in this policy, will be kept in the school's nurses office and be reasonably accessible to the student and school staff in the event of an asthma or anaphylactic emergency.

Cardiopulmonary Resuscitation Training

Upon Board of Education authorization, the District will provide instruction in cardiopulmonary resuscitation to District students grades 9-12. The instruction will be part of a health educational course and will include hands-on practice and skill testing to support cognitive learning. However, the District may elect to develop an agreement with a first responder to provide the required practice and testing. Students with disabilities may participate to the extent appropriate as determined by the student's IEP or 504 Plan.

Administration of Asthma Rescue Medication

The Board of Education, by a majority vote, may authorize a licensed registered nurse to maintain a supply of asthma related rescue medication at each District school. The nurse will recommend the quantity of such medication to be maintained. The asthma rescue medication will be obtained by prescription written by a licensed physician, a physician's assistant, or nurse practitioner. Such prescription shall list the District as the patient, will contain the nurse's name, and will be filled at a licensed pharmacy. A school nurse or other school employees trained by and supervised by the nurse shall have the discretion to use asthma related rescue medications on any student the school nurse or trained employee believes is having a life-threatening asthma episode based upon their training in recognizing an acute asthma episode. Immunity, under §167.624, from civil liability for trained employees administering life saving methods shall apply to trained employees administering an asthma related rescue medication under this policy.

Parent/Guardian Administration

In situations where the above requirements are not met, or any time the parent/guardian chooses, the parent/guardian may come to school to administer medicine to his/her student.

Exception for Potentially Harmful Administration

It shall be the policy of this District that the District will not knowingly administer any medication to a student if the District's registered professional school nurse believes, in his/her professional judgment, that such administration could cause harm to the student, other students, or the District itself. Such cases may include, but are not necessarily limited to, situations in which the District is being asked to administer medication in a dosage that exceeds the highest recommended dosage listed in the current annual volume of the Physician's Desk Reference or other recognized medical or pharmaceutical text.

Field Trip Medication Procedure

If a student is attending a field trip away from school during his/her scheduled medication time, a teacher who participates in the field trip will be designated to administer the medication.

1. Teachers to be administering field trip medication will be inserviced by a school nurse on the appropriate procedure.
2. The inservice is to be documented on the back of the medication administration log.
3. The field trip medication parent/guardian permission sheets and medications will be the responsibility of the designated teacher. These two items should be kept with the designated teacher only.

4. The school nurse or other properly trained individual will prepare medications for the field trip.
5. Medication envelopes are to be used for students taking medications in the form of a pill, tablet, or lozenge. Name of student, name of medication, dosage, time, and route of administration.
6. Upon return from the field trip the designated teacher will be required to sign off the original medication administration log in the nurse's office, as well as return to the nurse the field trip medication parent/guardian permission sheets, and any remaining medications.
7. Field trip medication parent/guardian permission sheets will be filed in the student's health folder.

STUDENTS

Policy 2875 **(Regulation 2875)**

Student Services

Student Allergy Prevention and Response

The purpose of this policy is to create an organized system for preventing and responding to allergic reactions in accordance with House Bill 922 (2009). This policy is not a guarantee of an allergen-free environment; instead, it is designed to increase awareness, provide education and training, reduce the chance of exposure and outline responses to allergic reactions.

This policy applies to district facilities to which students have access and includes transportation provided by the district. The Board instructs the superintendent or designee to develop procedures to implement this policy.

Identification

An allergic reaction is an immune system response to a substance that itself is not harmful but that the body interprets as being harmful. Allergic reactions range from mild to life-threatening. Each school in the district will attempt to identify students with life-threatening allergies, including food allergies. At enrollment, the person enrolling the student will be asked to provide information on any allergies the student may have.

Prevention

Students with allergies that rise to the level of a disability as defined by law will be accommodated in accordance with district policies and procedures pertaining to the identification and accommodation of students with disabilities. An Individualized Health Plan (IHP), including an Emergency Action Plan (EAP), may be developed for students with allergies that do not rise to the level of a disability.

All staff members are required to follow any 504 Plan or IHP/EAP developed for a student by the district. Staff members who do not follow an existing 504 Plan or IHP/EAP will be disciplined, up to and including termination.

Staff members shall not use air fresheners, oils, candles, incense or other such items intended to add fragrance in any district facilities. This provision will not be construed to prohibit the use of personal care items that contain added fragrance, but the principal may require staff members to refrain from the use of personal care items with added fragrance under particular circumstances.

Staff members are prohibited from using cleaning materials, disinfectants, pesticides or other chemicals except those provided by the district.

The district will not serve any processed foods, including foods sold in vending machines, which are not labeled with a complete list of ingredients. Vended items must include a list of ingredients on the individual package. The food service director will create an ingredient list for all foods provided by the district as part of the district's nutrition program, including food provided during the school day and in before- and after-school programs. This list will be available upon request.

Prepackaged items used in concessions, fundraisers and classroom activities must include a list of

ingredients on the package. If the package does not contain a list of ingredients, the list of ingredients must be available at the location where the package is sold or provided.

Education and Training

All staff members will be annually trained on the causes and symptoms of and responses to allergic reactions. Training will include instruction on the use of epinephrine premeasured auto-injection devices.

Age-appropriate education on allergies and allergic reactions will be provided to students as such education aligns with state Grade-Level Expectations (GLEs) for health education. Education will include potential causes, information on avoiding allergens, signs and symptoms of allergic reactions and simple steps students can take to keep classmates safe.

Confidentiality

Information about individual students with allergies will be provided to all staff members and others who need to know the information to provide a safe learning environment for the student. Information about individual students with allergies will be shared with students and others who do not have a legitimate educational interest in the information only to the extent authorized by the parent/guardian or as otherwise permitted by law, including the Family Educational Rights and Privacy Act (FERPA).

Response

Response to an allergic reaction shall be in accordance with established procedures, including application of the student's 504 Plan or IHP/EAP, where applicable. Parents of students with life-threatening allergies should supply the school with epinephrine premeasured auto-injection devices to be administered in accordance with Board policy.

STUDENTS

Regulation 2875

Student Services

Student Allergy Prevention and Response

The school nurse shall oversee the administration of these procedures in consultation with the food service director, the School Health Advisory Council (SHAC), the wellness committee, the transportation director, local health authorities and, where appropriate, the special education director or 504 coordinator.

Definitions

Allergen – A substance that triggers an allergic reaction.

Allergic Reaction – An immune system response to a substance that itself is not harmful but that the body interprets as being harmful. Allergic reactions trigger inflammation in the skin (hives, itching, a rash); in the respiratory system (coughing, wheezing, difficulty breathing); in the gastrointestinal tract (vomiting, diarrhea, stomach pain); and the cardiovascular system (lowered blood pressure, irregular heartbeat, shock). Anaphylaxis is another type of allergic reaction.

Anaphylaxis – A life-threatening allergic reaction that involves the entire body. It may be characterized by symptoms such as lowered blood pressure, wheezing, nausea, vomiting or diarrhea and swelling and hives. Anaphylaxis may result in shock or death.

Emergency Action Plan – An EAP is a written plan for students who have life-threatening conditions, such as an allergy. This plan is designed to inform school district personnel who may be called upon to respond.

Individualized Health Plan – An IHP is a document created by the district in cooperation with the parents and, when appropriate, a student's health care provider for students who have specific health care needs. It is a nursing care plan that has student-centered goals and objectives, and describes the nursing interventions designed to meet the student's short and long-term goals.

Life-Threatening Allergy – An allergic reaction that is severe enough to potentially cause death.

General

Pursuant to Board policy, students may carry medication for the treatment of allergies. The district does stock a limited number of epinephrine premeasured auto-injection devices for general emergency use.

Response to an Allergic Reaction

Any staff member who becomes aware that a student is having an allergic reaction must:

1. Stay with the student;
2. Notify the nurse immediately or direct another person to do so; and

3. Contact the parents.

If a staff member determines that the allergic reaction is potentially life-threatening the staff member will implement the student's 504 Plan, Individualized Health Plan (IHP) or Emergency Action Plan (EAP) if the staff member is familiar with the plan.

If the student does not have a 504 Plan, IHP or EAP, the staff member is not familiar with the 504 Plan, IHP or EAP or such plan is not immediately available, the staff member will immediately take or direct another person to take the following actions.

1. Call 911.
2. Notify the school nurse or, if the nurse is not available, notify Pat Sturges (660-460-1251).
3. Administer epinephrine, if available, at the direction of the school nurse pursuant to his/her training or designee. If the school nurse is not present, the staff member may administer epinephrine pursuant to his/her transcript, if available, if the staff member determines it is necessary to safeguard the health of the student.
4. Notify the parents.
5. Provide first responders with information about the student's allergy and reaction and any actions already taken.
6. A staff member will remain with the student until a parent/guardian or emergency contact arrives or until the student is transported from the district by first responders.

As soon as possible after the life-threatening allergic reaction, the nurse will consult with the 504 compliance coordinator and the student's parent/guardian to determine whether a 504 Plan or IHP/EAP would be appropriate for the student.

Instructional Areas

No food preparation or consumption will take place in any instructional area unless the instructor has permission from the building administrator. Courses that include food preparation or consumption as a regular part of the curriculum are exempt from this provision, but instructors in these courses have an increased responsibility to monitor student adherence to prevention procedures.

Dining Areas

The school nurse or designee will provide the food service director with a copy of any 504 Plan or IHP that concerns diet, along with a photograph of the student. Any 504 Plan or IHP that requires food substitutions must include a written statement from a licensed physician that:

1. Describes the disability or condition.
2. Explains how the student is restricted as a result of the disability or condition.
3. Identifies the major life activities affected by the disability or condition.

4. Lists omitted and permitted substitute foods.

The food service director will provide information to food service personnel as necessary. Food service personnel will not act on individual requests for dietary accommodations. If a student or parent/guardian of a student who does not have a 504 Plan or IHP/EAP on file with the food service director requests an accommodation, he or she will be referred to the school nurse and/or the Section 504 Coordinator for assistance.

The food service director will arrange for all food service staff to be trained in food label reading, cross-contamination avoidance, safe food handling and food item labeling requirements.

If there is any change in the menu after the menu has been posted, the food service director will notify the school nurse or designee. The nurse or designee will notify parents of students with a 504 Plan or IHP/EAP for food allergies, if necessary and applicable.

The principal may designate one (1) or more tables in the dining area as peanut and/or nut-free areas. Any student may use these tables, but may not have any food or beverage that contains or may contain peanuts or other nuts. If any student has been identified as having life-threatening allergies to a food or beverage other than peanuts or nuts, the principal may instead designate one (1) or more tables as allergen-free areas and specify the prohibited foods and beverages. Staff responsible for cleaning dining areas will clean any such designated tables prior to each use according to United States Department of Agriculture (USDA) recommendations using separate cleaning supplies. No student will be required to sit at the designated table.

Staff members supervising dining areas will promote a "no sharing/no trading" environment to prevent students from trading food, beverages or dining utensils.

Transportation and Off-Site Activities

Except as otherwise outlined in this procedure, drivers will not allow students to eat or drink on district transportation unless the student has written permission from his or her building principal. Written permission will be provided if the student has a medical need to consume food or beverages during the time the student is transported. A student who has a medical need to consume food or beverages on district transportation must have an IEP, 504 Plan or IHP that addresses which foods or beverages the student may consume.

Students being transported to and from activities on district transportation may be allowed to consume food and beverages if the staff member serving as sponsor has verified that none of the students being transported have documented life-threatening food allergies.

Staff members must submit a list of students taking part in off-site activities, such as competitions and field trips, to the nurse at least five (5) days prior to the activity. The nurse will verify which, if any, students have allergies and provide the staff member with a copy of the relevant 504 Plans or IHPs or EAPs and any medications that may be needed in the case of an allergic reaction.

STUDENTS

Policy 2880

Student Services

Student Physical Examination

The Board of Education may require any student to be examined by a physician for the purpose of determining whether the student is afflicted with a contagious or infectious disease or have the liability of transmitting the disease.

The Board may also require certification from a physician indicating a student's fitness to participate in specific educational programs or extra-class activities.

Refusal on the part of parent/guardian to obtain the required examination and to submit the certification indicating freedom from contagious or infectious disease may result in student exclusion from school.

Students may be excused from engaging in required educational activities upon proper certification from a physician advising of student disability.

All costs of physical or other examinations shall be at the expense of students unless State or Federal law specifically mandates the examination to be the responsibility of the school.

Vision Examinations

Beginning July 1, 2008, students enrolling in kindergarten or first grade will be required to receive a vision examination from a state licensed optometrist or physician.

Beginning on July 1, 2008 and continuing through the 2011-12 school year, a trained District nurse or other qualified District employee will conduct eye screening exams for every student prior to the completion of first grade and will again screen before the completion of third grade. If a student fails an eye screening, the District will notify the parent/guardian of the results of the eye screening and will require the student to receive a complete eye exam from an optometrist or physician. Students will be excused from eye screening examination if a student's parent/guardian submit a written objection to the exam addressed to the student's principal.

STUDENTS

Policy 2890

Student Services

Do Not Resuscitate (DNR) Orders

The School District recognizes that some students have progressive medical conditions that may result in the students' death while present at school or school activities. The District appreciates the difficult medical and emotional decisions that must be made when families choose to limit resuscitative efforts for these students. Accordingly, the administration shall develop procedures for evaluating requests by a parent or guardian that the District honor a Do Not Resuscitate (DNR) order from a licensed physician.

At a minimum, the procedures will require an individualized evaluation of each request. The procedures will comply with federal and state law. A health care and resuscitation/non-resuscitation plan shall be developed for each request and shall include a determination regarding what if any resuscitation efforts are appropriate. Health care and resuscitation/non-resuscitation plans will be developed by a multidisciplinary team that shall include the student's parents or guardians and physician; appropriate school personnel (including but not limited to, the principal, counselor, and school nurse) and their consultants; and when appropriate, the student. This team will consider the best interests of the student.

The team will also address and plan for the effect of a student's sudden death on other students and staff in each school setting in which the student participates. Health care and resuscitation/non-resuscitation plans shall be reviewed regularly and have a specific limited duration. Such plans will be communicated to all school personnel who have a need to know in order to implement these plans. The administration shall coordinate with local emergency medical services to implement the plans.

STUDENTS

Policy 2910 **(Regulation 2910)**

Activities and Athletics

Student Publications

The Board of Education encourages student production and distribution of publications which can provide opportunities for practical journalistic experience and for the written expression of differing opinions. The Board of Education recognizes that freedom of speech and press bring corresponding responsibilities, therefore, in its inherent authority based on Missouri Public School Law, it designates the school principal as the Board's representative. The principal, through appointment of a faculty advisor, shall provide guidance to students in appropriate methods for preparing and producing publications.

The building principal/designee may delay or stop distribution of any materials proposed for printing or that have been printed which may be reasonably forecast to cause substantial and material disruption or obstruction of any lawful mission, process, or function of the school.

STUDENTS

Regulation 2910

Activities and Athletics

Student Publications

Purposes Of Student Publications

The publications fulfill a vital role within the school community in providing a means by which students, faculty, administrators, and community can communicate with other students, faculty, administrators and community members. The publications serve as a forum for the constructive expression of ideas, opinions, plans for innovation, events, etc., in a factually informative, interpretive, and entertaining manner, thereby providing primarily the students but also the faculty and administrators with an instrument of constructive leadership for influencing the school and community.

Student publications offer students an opportunity for practical and legitimate journalistic experience in terms of writing, editing, organizing, administering, financing and budgeting, etc. Assuming a position of leadership on the student publication signifies the student's acceptance of responsibility. The acceptance of this responsibility also provides the student with the opportunity to develop the potential which he/she possesses.

Standards

In fulfilling their roles as participants in the community media, students must demonstrate their maturity and dependability, and must show that they are capable of analyzing problems and making sound judgments. The following statement is adapted and modified from the Canons of Journalism by the American Society of Newspaper Editors.

1. Responsibility - The welfare and the best interests of school and community members must be the guideline for the publication of all material.
2. Freedom -With every freedom of speech and of the press there is a corresponding responsibility. No freedom, not even that of speech and of the press, is absolute. Student publications must be free to print what has been responsibly considered, researched and written. The staffs must demonstrate objectivity, but at the same time must be free to express viewpoints after presenting all sides of an issue. This policy should not rule out articles marked as news analysis advocating a particular point of view.
3. Accuracy - Thorough research of all materials -- news, editorials, features and sports -- will be conducted and the facts presented in an objective, balanced and truthful manner. The facts will be verified; the reporter will present them in the proper perspective; and the

Publications will print only that which is based on fact after careful research and investigation.

4. Fairness - Student publications will not make unjust or undue attacks on any individual group or person, and will provide an open forum for any viewpoints which are opposed to those of the publication.
5. Decency - Material published -- language, pictures and artwork -- will not be offensive, obscene, pornographic or injurious to any person or group.

Objectives And Responsibilities Of The Publication Staff

In student publications, staff members must assume the following responsibilities:

1. To make a concerted effort as a staff to learn and to apply correct journalistic techniques of writing, editing, advertising and to seek the aid of professional journalists and responsible adults when and where necessary.
2. To assume obligations of a journalist in being responsible, honest, sensitive, fair, impartial, decent and dedicated to the necessity of a free and responsible press.
3. To be open-minded and representative of all feeling and ideas within the community, not only their own.
4. To plan each issue of the paper in order to provide a balance of informational, interpretive and entertaining material (all factually based); to give consideration to the importance, significance and value of each article and to the possible effect each article will have on the general welfare of the readers.
5. To research and verify all story ideas and related material and to refuse to publish any material until it has been verified as truthful and accurate.
6. To set priorities for material covered in the newspaper based on the importance, significance and interest of the material to the majority of the readers.
7. To develop a keen sense of observation and awareness about school, student and community activities and to report these accurately.
8. To establish a schedule of deadlines and to meet those deadlines as professionals.

9. To correct promptly all errors of fact for which the newspaper is responsible.
10. To develop faculty and administrative confidences and to keep those confidences.
11. To be supportive of the total school community and its activities and personnel. (Supportive - defined as praise, comment, or constructive criticism based on the offering of alternative suggestions and plans. It also involves the inclusion of names in the news in order to promote a sense of personal involvement on the part of the readers.)
12. To encourage intelligent thought and action from the readers.

Coverage of Material

News stories in student publications will be objective - free from opinion and bias. Stories will be based on facts obtained through thorough research and investigation. An emphasis will be placed on previewing upcoming events and activities to create interest. News worthy occurrences will receive attention in coverage articles. The stories will be presented on the pages of the paper in such a way that undue attention will not be given to articles of lesser value, interest or significance.

The primary function of features or special-interest articles is informational and entertainment. A special emphasis will be placed on in-depth coverage of material deemed to be of significant interest to the readers.

Sports articles will provide accurate description and records of athletic activities. Individual athletes will not be revered as stars or heroes, but proper credit for outstanding records, honors or performances will be given when due. The sports section of the paper will carry advance information to create interest in upcoming events as well as coverage articles for events. Material on the page will be varied to appeal to all readers, not just athletes and their avid fans. Proper coverage will be given to all teams and athletic activities, male and female, varsity and sub-varsity.

Responsibility For Handling Materials To Be Published

Unchallenged Material

1. Writer directed to submit article and/or picture to page editor to whom reporter is immediately responsible; or unsolicited article submitted to an editor in that area.

2. Material reviewed by page editor responsible to determine if it meets standards for publications.
3. Materials reviewed by Editor-in-Chief.
4. Material reviewed by Faculty Advisor.
5. Material published.

Challenged Material

1. Editorial Level

If material submitted to a page editor is rejected, the writer, after a conference with the editor, may appeal to the Editorial Board. If the Editorial Board rejects the material, the writer may appeal to the faculty advisor. The faculty advisor, after hearing both sides, considering all factors and giving guidance and counsel, shall submit in writing his/her recommendations and resolutions. The Editorial Board may by a two-thirds vote reject the proposal of the faculty advisor and not publish the material. The statement of the final action taken by the Editorial Board will be signed by all parties.

2. Editor-in-Chief Level

If material presented by a page editor is rejected by an editor-in-chief, the writer after a conference with the editor-in-chief may appeal to the Editorial Board. If the Editorial Board rejects the material, the writer may appeal to the faculty advisor. The faculty advisor, after hearing both sides, considering all factors and giving guidance and counsel, shall submit in writing his/her recommendations and resolutions. The Editorial Board may by a two-thirds vote reject the proposal of the faculty advisor and not publish the material. A statement of the final action taken by the Editorial Board will be signed by all parties.

3. Faculty Advisor Level

Material found unobjectionable by the Editorial Board but questioned by the faculty advisor shall be discussed by both parties. If the difference cannot be resolved, the material shall be presented to the building principal for review and guidance.

Material still found unobjectionable by the Editorial Board but questioned by the faculty advisor and/or building principal shall be presented at a joint meeting of the Editorial

Board and the advisor. The faculty advisor must give specific reasons for his/her objections and give guidance to the group. The student writer shall be afforded an opportunity to present his/her viewpoint. If the Editorial board by a two-thirds vote still finds the material unobjectionable it may be printed. A quorum will be considered present when two-thirds of the Editorial Board attend a meeting, and two-thirds of those present must agree.

A brief statement summarizing the dialogue held and signed by all parties shall be presented to the building principal. The building principal shall forward the statement and copies of the article to the Superintendent and the Board of Education for their information. The signed statement shall signify that the Editorial Board fully understand the reservations of the faculty advisor and/or building principal and has chosen to exercise its option under the Board Policy.

4. **Building Principal Level**

The building principal/designee, may delay or stop distribution of any materials proposed for printing or that have been printed which may be reasonably forecast to cause substantial and material disruption or obstruction of any lawful mission. process or function of the school.

The building principal/designee, must forward a copy of the material to the Superintendent and a statement of reasons for delay or stoppage. The Superintendent shall schedule a hearing with all parties immediately to determine if the delay or stoppage was warranted.

Editorial Page Policy

An Editorial Board (composed of the editor-in-chief, chairman, the managing editor, news editor(s), editorial editor(s), feature editor(s), sports editor(s), photography editor(s), business manager, production manager, art editor and the head advertising manager) determines the content of the editorial page. Editorial ideas are presented to the Editorial Board for consideration. Editorials in the school publication will only be printed after all sides of an issue are considered and researched. The staff should consult with their advisor before printing issues which have a controversial connotation. The principal may also be consulted at the staff's discretion. There are basically four types of editorials which appear in the student publication:

1. **The unsigned staff position:** These editorials will deal with issues which the Editorial Board considers to be of importance to the school community and on which members of the Board reach a majority consensus after careful consideration and research of both sides of the issue. The purpose and content of each editorial or column will be stated in

the article. Any editorial board member representing the minority opinion in these instances will be given space in which to express his/her view if he/she wishes. In instances of extremely controversial issues, unsigned editorials must represent the unanimous opinion of the Editorial Board. If a unanimous decision is not reached, both sides of the issue shall be printed under by-lines. Unsigned articles shall be designated as representative or staff opinion in the masthead of each issue.

2. **By-line editorials:** These editorials deal with issues the Editorial Board considers to be of importance, but on which they do not wish to take a staff position. These editorials may also represent issues on which members of the student body, not regularly affiliated with the student publication staff, wish to express an opinion after researching the issue - perhaps in response to an unsigned editorial.
3. **Letters to the Editor:** Letters to the editor shall be accepted from any reader so long as those letters are signed and are in keeping with the policy of the student publication. The staff reserves the right to edit any letter after consulting with the author. The staff may refuse any letters which it feels are malicious, libelous, or irresponsible. Any letter that criticizes an individual or group shall be presented to that individual or member of that group before the letter is published so that the individual or group being attacked may make a response or reply if they so desire. The two letters shall then be published simultaneously. If the writer of any letter to the editor presents a good cause, his name may be withheld. This shall be so designated in the publication by "Name withheld upon request." The name of the writer may be available to legitimate authority for legitimate reasons if the student publication faculty advisor, the editor, and the writer so agree, legal requirements excepted.
4. **Reviews and Critiques:** Periodically, movies, books, plays and musical performances are reviewed or critiqued. This expression of interest in cultural activity is deemed as a legitimate function of the student publication in bringing these things to the readers' attention. All reviews and critiques - favorable and unfavorable - shall be constructive and in keeping with good taste. They shall not be malicious or irresponsibly done.

Pictures and Artwork

Pictures and artwork in the publications shall add to the meaning of a story, shall serve to identify individuals, and shall generally add reader interest to the publication. These pictures shall cover many and varied individuals and activities. The photographs shall not violate the right of privacy and shall present a truthful situation. Cartoons and artwork shall have a definite function within the editorial context of the publication.

Copyright Law

All published materials and reproductions of art work, etc., must not violate copyright laws.

Advertising and Business Management

Financial Arrangements

The financial operation of student publications must be approved by the building principal in accordance with current district funding practices. At no time are financial arrangements to be entered into without principal or school district approval.

Advertising

1. Allocation of Space

The amount of space allocated to advertising in school publications should not dominate the overall image of the paper. This situation should be examined from time to time by the faculty advisor so as to protect as much editorial space as possible to develop the writing abilities of students. The publication schedule and the size of the individual issues of the school publication shall be a matter of judgment of the faculty advisor and editorial staff.

2. Advertising Rates

Advertising rates per column inch will be sent by each school publication with approval of the faculty advisor.

3. Acceptable Advertising

Advertising shall be accepted from bona fide business firms in operation for a year or more or from new firms of a stable and permanent character.

Any advertising offering employment opportunities promising high earnings, travel or other extravagant claims should be thoroughly investigated.

4. Types Prohibited

- a. No advertising of liquor, tobacco or narcotics shall be accepted.
- b. Advertising soliciting sales of patent medicines, health treatments, salacious

literature, joke devices, firearms, lotteries or any other items prohibited by postal laws shall not be accepted.

- c. When students and/or staff pictures are used in advertising, they shall be requested to sign permission slips.
- d. Advertising for motion pictures rated "X" may not be accepted. Pictures rated "R", "G" and "PG" may be advertised.

5. Collections

Advertising contracts between the student publication and the advertiser are binding to both parties as per terms of the contract. In cases where the advertiser does not pay his due bill, the business manager shall send at four (4) week intervals three (3) "reminder" letters. If the bill remains unpaid, the business manager shall make a personal call on the advertiser. If at this time the bill remains unpaid, the advertiser's name and contract shall be turned over to the building principal for action, as is stated in the third reminder sent to the advertiser. If the student publication staff fails to fulfill its contract terms, the contract is automatically canceled at no expense to the advertiser if he/she so desires.

Violations Of Standards

If any school publication or publication other than those sponsored by schools is in violation of standards of school publications, the principal/designee shall request the distributor to desist distribution and call for a hearing immediately with parties involved.

Hearing procedures shall follow those in the school district guidelines.

STUDENTS

Activities and Athletics

Interscholastic Activities and Athletics

Policy 2920
(Regulation 2920)
(Forms 2920, 2920.1
2920.2, 2920.3,
2920.4, 2920.5,
2920.6, 2920.7,
2920.8)

The District provides opportunities for students to participate in interscholastic activities and athletics. The interscholastic programs should encourage participation by as many students as possible and should be carried on with the best interests of the students as the primary consideration. The programs are expected to be well organized and well conducted and to have a positive influence on the students and the community.

Participation in interscholastic and extracurricular activities is a privilege and not a right. Interscholastic competition may be withheld from any student as a condition of discipline. Furthermore, all policies that apply to the regular school day apply also to interscholastic competition. Coaches and sponsors may establish policies for their groups in addition to those set out by the Missouri State High School Activities Association.

Hazing

Student hazing is inconsistent with the educational goals of the District and poses a significant risk to the physical and mental welfare of District students. Hazing of students, on or off District property, is prohibited and may result in suspension or expulsion from school and from activity/athletic participation.

June 22, 2009

STUDENTS

Activities and Athletics

Interscholastic Activities and Athletics

Regulation 2920

(Forms 2920, 2920.1, 2920.2, 2920.3, 2920.4, 2920.5, 2920.6, 2920.7, 2920.8)

Interscholastic competition for secondary school students shall be provided through a variety of activities and athletics. Students are allowed to attain the privilege of representing their school by meeting the standards of eligibility as set forth by the Missouri State High School Activities Association (MSHSAA). These standards may include academic requirements, citizenship, age maximums, passing medical examinations, and other items that are posted in the school and discussed by the coaches and sponsors with their students as well as mailed home to the parents/guardians of all student participants.

Interscholastic competition may be withheld from any student as a condition of discipline. Furthermore, all policies that apply to the regular school day apply also to interscholastic competition. Coaches and sponsors may establish policies for their groups in addition to those stated herein.

A student must be in attendance for the full day on days of extracurricular participation. Failure to do so will eliminate the student from practice or participation that day. Exceptions may be granted in special cases.

The following criteria will be followed:

1. Students will meet the eligibility requirements set out by MSHSAA.
2. Any student failing a class may be required to attend study sessions after school.
3. Any student receiving an incomplete grade because of failure to promptly complete work will be placed on the ineligibility list. Incomplete grades resulting from illness or other special circumstances during the last week or two of a grade period may be exempted.
4. Students displaying unacceptable citizenship behaviors may be suspended from participation.
5. Each coach and sponsor will establish written guidelines for their groups. These guidelines shall be presented orally and in written format. A copy of such guidelines will be on file with the principal.

The interscholastic competition program is an integral part of the secondary schools and shall supplement the curriculum program by providing worthwhile experiences to students that will enable them to develop the attributes of good citizenship. These programs will be administered by the principal/designee.

Participation in interscholastic competition is for students in grades nine through twelve (9-12) as determined by the local area athletic conference and the MSHSAA.

Programs of interscholastic competition will be planned in accordance with MSHSAA regulations and conference rules, and will include programs reflective of student interest. All student members should participate insofar as feasible. Access shall be provided contingent on budgetary limitations and in accordance with District guidelines for the following:

1. School facilities.
2. Sponsors and coaches.
3. Scheduling of meetings, practice times, and games.
4. Number of events at each level of competition.
5. Equipment, supplies, and services.

All faculty sponsors and coaches must hold a valid Missouri State Teacher's Certificate. Non-faculty head coaches must have as a minimum a four-year college degree and a valid Missouri Substitute Teaching Certificate. Non-faculty assistant coaches must have as a minimum a valid Missouri Substitute Teaching Certificate. Non-faculty head and assistant coaches must successfully complete the MSHSAA/NFHS coaching Principles and Sports First Aid courses. Sponsors and coaches are required to follow all District regulations.

A student engaged in interscholastic competition must portray good citizenship in the school and community. He/she shall be required to be in conformance with all general school rules and regulations, rules established by the sponsors and coaching staff for the program in which he/she is participating, and conformance with the laws of the community.

The District's high school is a member of the MSHSAA. In all interscholastic competition matters, this school will adhere firmly to the rules and regulations of MSHSAA.

Regulations Governing Student Participation:

A student must be under nineteen (19) years of age on or before July 1 preceding the opening of school, pass a medical examination, and have parent/guardian permission. Ninth grade students must not be older than sixteen (16) years of age prior to July 1.

A student shall not be considered eligible while under out-of-school suspension. A student expelled or who withdraws from school because of disciplinary measures shall not be considered eligible for 365 days from the date of expulsion or withdrawal.

A student who is absent from school on the day of an interscholastic contest, or on a Friday before an interscholastic contest on a Saturday, will not be permitted to participate in said contest without a written release from the school Principal.

Credit earned or completed after the close of the semester shall not count as having been earned that semester, except in case of a delayed final examination because of illness certified by a physician. Credit earned in summer school may count for or against the student's record for eligibility purposes if the classes are required for graduation from the local school. Students may count up to one (1) unit of credit from summer school toward establishing their eligibility for the fall semester. Summer school electives will not count toward eligibility.

A student shall not accept a cash or merchandise award in any competition in which MSHSAA member schools compete interscholastically. Awards for participation in nonschool competitions during the summer shall meet the same standards as awards given by schools during the school year.

The student must meet all other eligibility requirements of MSHSAA and the local area high school athletic conference.

Competition by students in organized nonschool sponsored competition must meet the following conditions:

1. During the season, a student who represents his/her school by competing in an interscholastic contest shall not compete as a member of a nonschool team or as an individual participant in an organized nonschool competition in that same contest.
2. A student may compete in organized nonschool competition in other events in which MSHSAA member schools compete interscholastically if no school time is missed to compete, practice for, or travel to the site of nonschool competition; and if the student

does not practice for nor compete in the nonschool competition on the same date he/she practices or competes for the school.

District participation in interscholastic competition will be subject to approval by the Board.

Budgeting for interscholastic competition program will include gate receipts and be incorporated into the general District budget. No expenditures for interscholastic competitions may be made in excess of those listed in the budget without approval by the Superintendent.

The MSHSAA handbook will be considered a part of this regulation.

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- **STUDENTS**
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- **Activities and Athletics**

Policy 2921
(Regulation 2921)

Participation by Non-Traditional Students

Should the District elect to permit non-traditional students to participate in interscholastic activities, such students must qualify as bonafide students under MSHSAA regulations in order to participate in such activities.

Non-Traditional students may be considered bonafide under MSHSAA regulations under any of the following options:

Option 1 – Transcribed Credits

1. The student must be enrolled in a District high school although some courses/credits are taken off-campus, i.e. virtual, post-secondary, work study, etc; and
2. All credits attempted must appear on the student’s high school transcript; and
3. All classes must be completed by the high school’s close of semester in order to be considered counted toward activity eligibility.

Option 2 – Seat Time plus Non-Transcribed Credits

1. The student must be enrolled in a District High School and take a minimum of two (2) credit bearing seat time classes for a minimum of 1.0 units of credit at the high school; and
2. High School Administration must confirm after a full academic review that the student is further enrolled in courses outside of the high school, which bring the student up to full MSHSAA mandated credit requirements of 80%. The High School Administration will develop and submit to the Superintendent a written procedure to determine approval of outside courses/credits; as well as the procedures to determine success/credit confirmation for academic eligibility for the current and following semester. It is not necessary that such confirmed credits be placed on the student’s transcript.
3. All classes must be completed by the high school’s end of semester in order to be considered toward activity eligibility.

Change of Enrollment Status

Any student whose enrollment status changes from being a non-bonafide activity eligible student to a bonafide activity eligible student will be considered a transfer student. As a transfer student, the student would be activity ineligible until a transfer of eligibility form is filed and an eligibility ruling rendered.

Activities and Athletics**Participation by Non-Traditional Students****High School Enrollment Assessment**

Prior to consideration and determination of eligibility, high school staff will review, among other things:

1. Past classes taken
2. Academic history
3. Credits
4. Logs
5. Attendance
6. Transcripts
7. Student's age
8. Semester taken in-state and out-of-state
9. Semester taken in non-traditional academic events

The purpose of this review will be to determine "prior semester" earned credit and the students' grade placement upon enrollment. In doing so, staff will determine if credit for courses taken will be granted for purpose of the 80% requirement rule.

Determining Status of Bonafide Students¹

Consider whether:

1. Seat time credit (minimum of one unit of credit) will be placed on the transcript
2. Outside courses must be approved and validated in meeting the 80% rule.
3. Review and assess outside classes including where relevant testimonial evidence, course syllabi, timeliness for such classes
4. Review of Academic Success, including work logs, attendance, hours of instruction, grades achieved, transcripts, confirmatory testing where deemed necessary
5. Ensure close of semester for non-traditional option 2 students is designated
6. All students, traditional and non-traditional, must satisfy citizenship standards, semester rules, age rules, etc.
7. Uniformity of standards and policies for all students

¹ 2017-18 MSHSAA Official Handbook, By-Law 2.3.4, page 44

November 20, 2017

STUDENTS

Activities and Athletics

Concussions – Brain Injury

Policy 2930
(Form 2930)
(Form 2930.1)
(Form 2930.2)

Any District athlete suspected of sustaining a concussion or brain injury must be removed from practice and competition immediately and may not participate in contact athletic practice or competition for at least twenty-four (24) hours. Athletes suspected of sustaining concussion or brain injury will not be permitted to return to contact practice or competition until being evaluated by a licensed health care provider trained in the evaluation and management of concussions and receiving a written clearance from the provider to return to competition. (See Form 2930 - MSHSAA Concussion Return to Play Form). Information about concussions obtained from MSHSAA (Form 2930.2) or similar materials will be made available to all student athletes and to their parents/guardians.

Sept 2012

STUDENTS

Policy 2940
(Regulation 2940)

Activities and Athletics

Student Group Use of School Facilities

Pursuant to the Equal Access Act, District secondary schools will provide an opportunity for student-initiated noncurricular groups to conduct meetings on school premises, during noninstructional time, and will not discriminate against students on the basis of the religious, political, philosophical, or other content of the speech at such meetings.

An activity is to be considered curricular if the subject matter is or will be taught in a regularly offered class; if the subject matter concerns the body of courses as a whole; if participation in the group is a requirement for a course; or if academic credit is available for participation. Extracurricular activities include activities organized and supervised under the auspices of the school. Extracurricular activities primarily involve students in activities occurring outside academic class time, for which no units of credit are awarded. Any activity which does not meet the definition of a curricular or extracurricular activity will be considered non-curricular.

Oct. 99

STUDENTS

Regulation 2940

Activities and Athletics

Student Group Use of School Facilities

Secondary schools will provide an opportunity for student-initiated noncurricular groups to meet on school premises during noninstructional time when the following criteria have been met:

1. A meeting must be voluntary and student-initiated. No student shall be in any way coerced to participate in religious or other activity. Teachers and school administrators, when acting within the course and scope of their employment, will strictly observe a policy of official neutrality regarding religious activity.
2. No school employee may sponsor, promote, lead, or participate in any student-initiated, noncurricular meeting. However, a teacher, administrator, or other school employee may be assigned to monitor the group's facility use and student conduct.
3. Employees and agents of the school may be present at student-initiated religious meetings only in a nonparticipatory capacity.
4. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school.
5. Nonschool persons may not direct, conduct, control, or regularly attend the meetings of a student-initiated, noncurricular group.

Oct. 99

STUDENTS

Policy 2100

Nondiscrimination and Student Rights

The Board of Education reaffirms its belief that every student regardless of race, color, sex, national origin, age, ethnicity, religion, disability, sexual orientation or perceived sexual orientation be given equal opportunity for educational development.

The Board recognizes the importance of providing each student with a school environment conducive to intellectual, emotional and social growth through participation in a full range of educational programs and activities. Board and staff commitment insure equal educational opportunities in course offerings, guidance and counseling, test procedures, extra-curricular activities, discipline procedures and student support services.

January 2011

STUDENTS

Policy 2110
(Regulation 2110)

Nondiscrimination and Student Rights

Equal Educational Opportunity

It is the policy of the Board of Education to provide a free and appropriate education for students with disabilities. Students with disabilities are those who, because of certain atypical characteristics, have been identified by professionally qualified personnel as requiring special educational planning and services. Students with disabilities will be identified on the basis of physical, health, sensory, and/or emotional handicaps, behavioral problems or observable exceptionalities in mental ability. It is possible that a student may have more than one type of disability.

The District's programs and services available to meet the needs of these students will be in accordance with the Individuals with Disabilities Education Act, the Education for All Handicapped Students Act of 1975, the Rehabilitation Act of 1973, Section 504, and §162.670 - .995 RSMo., Missouri Special Education Services. In addition, the identification of students with disabilities and the services provided by the District will be in accordance with the regulations and guidelines of the Missouri Department of Elementary and Secondary Education's Current Plan for Part B of the Education of the Handicapped Act, as amended. (See Policy and Regulation 6250 – Instruction for Students with Disabilities.)

STUDENTS

Regulation 2110
(Form 2110)

Nondiscrimination and Student Rights

Equal Education Opportunity/§504 Procedural Safeguards

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act were designed to eliminate discrimination on the basis of disability. To that end, Section 504 provides, in pertinent part, as follows:

No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . .

A disabled person under Section 504 is defined as any person who has a physical or mental impairment that substantially limits one or more major life activities.

Pursuant to Subpart D of the 504 federal regulations, a recipient of federal financial assistance that operates a public elementary or secondary education program must establish and implement, with respect to actions regarding the identification, evaluation, or educational placement of persons who, because of disability, need or are believed to need special instruction or related services, a system of procedural safeguards. The following is a description of the procedural safeguards or rights granted by federal law to students with 504 disabilities and/or their parents or legal guardians and to those students who are suspected of having a 504 disability and/or their parents or legal guardians. Parents/guardian of students who are suspected of or identified with a disability under the Individuals with Disabilities Education Act are provided with copies of the IDEA procedural safeguards unless those students have a separately identified 504 disability that is not addressed through an IEP.

Parent and Student Rights Under Section 504:

13. Parents/guardian and students have the right to be informed by the School District of their rights under Section 504. The purpose of these Procedural Safeguards is to advise you of those rights.
14. A student with a 504 disability has the right to a free appropriate public education. An appropriate education is defined as the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of the disabled person as adequately as the needs of nondisabled persons are met and are based upon adherence to 504 regulatory procedures.
15. The provision of a free education is the provision of educational and related services without cost to the disabled person or to his or her parents or guardian, except for those fees that are imposed on nondisabled persons or their parents or guardian. Funds available from any public or private agency may be used to meet this requirement. Under

the law, insurers and other third parties are not relieved from an otherwise valid obligation to provide or pay for services for a disabled student.

16. A child with a disability has the right to take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
17. The parents(s) or guardian of a child with a disability have the right to receive notice with respect to the identification, evaluation, or placement of the child.
18. A student with a disability has the right to receive services and be educated in facilities that are comparable to those provided to nondisabled students.
19. A student with a disability has the right to have evaluation, education and placement decisions made based on a variety of information sources, and by persons who know the student and are knowledgeable about the evaluation data and placement options. The student also has the right to be periodically reevaluated.
20. A student with a disability has an equal opportunity to participate in nonacademic and extracurricular activities offered by the District.
21. A student with a disability has the right to have transportation provided to and from an alternative placement setting (if the setting is in a program not operated by the District) at no greater cost to the parent/guardian than would be incurred if the student were placed in a program operated by the District.
22. The parents/guardian of a student with a disability or an eligible student (over the age of 18) have the right to examine all relevant records relating to decisions regarding the student's identification, evaluation and placement.
23. The parents/guardian of a student with a disability or an eligible student and/or the District have the right to request an impartial due process hearing relating to decisions or actions relating to the student's identification, evaluation, program or placement and the parents or guardian have the right to be represented by counsel in such hearings. The parents or guardian or eligible student and/or the District also have the right to a review procedure involving such hearings. The procedures for requesting an impartial due process hearing and the relevant review procedures are described below.
24. The parents/guardian of a student with a disability or an eligible student have the right to file a local grievance with the District for issues unrelated to the identification, evaluation, program or placement of the student. Board Policy 6250 describes the procedures for filing a grievance and can be requested by contacting: Mr. Chris Pyle.

Persons who believe that the district is discriminating against eligible persons on the basis of disability may also file complaints with the District's Section 504 Coordinator and/or **[the address for the Kansas City Office of OCR is: OCR, U.S. Department of Education, 601 E. 12th St., Kansas City, Missouri 64106. The Kansas City office's jurisdiction extends to the states of Kansas, Missouri, Nebraska, South Dakota, and Oklahoma. For a list of other regional offices and their coverage area, see www.ed.gov.**

The District's Section 504 Coordinator is Mr. Steve Triplett and may be reached at 660-829-6450.

Due Process Appeal Procedures:

This procedure should be used if the parent(s), legal guardian or eligible student intends to challenge actions the District proposes or refuses under 504 regarding the identification, evaluation, program or placement of a student with a disability. The District also has the right to initiate a 504 due process hearing regarding these same matters.

13. If a parent, legal guardian or eligible student intends to challenge the action proposed or refused by the District, the parent/guardian or eligible student must file a written Request for 504 Due Process Hearing within 15 calendar days from the date of the District's written notice of the proposed or refused action. A copy of this form is attached to these Procedural Safeguards. The Request for 504 Due Process hearing should be filed with the District's Section 504 Coordinator.

If the District intends to initiate a Section 504 due process hearing, the District's Section 504 Coordinator will complete the Request for a 504 Due Process Hearing within the same number of calendar days as specified above.

14. The Request for a 504 Due Process Hearing must state the specific circumstances, including all relevant facts, giving rise to the request for due process; the specific issues to be decided at the impartial due process hearing; and the relief being requested. The District will acknowledge, in writing, all parent/guardian requests for a due process hearing within 15 business days of receipt. If the District initiates the due process hearing, the District will inform the parent or guardian within 15 days of the District's decision to so initiate.
15. The District will, within 15 business days of the District's or parent/guardian's receipt of the Request for a 504 Due Process Hearing, appoint and retain a single impartial hearing officer to hear and decide the due process request. The hearing officer must have knowledge or training in Section 504 and may not be an employee of the District. The hearing officer may not have a personal or professional interest that

would conflict with his/her objectivity in the hearing. The District is not required to consult with the parent/guardian or eligible student with respect to the hearing offer appointment.

16. The parties to the hearing have the following rights:
 - a. The right to inspect all relevant records, including personally identifiable records of the student;
 - b. The right to be represented and advised by an attorney;
 - c. The right to present evidence and confront, cross-examine and compel the attendance of witnesses;
 - d. The right to obtain a record of the hearing;
 - e. The right to obtain written findings of fact, conclusions of law, and decision.
17. The parents or guardian have the right to open the hearing to the public; otherwise, it will be closed. The parents or guardian may elect to have the student present at the hearing.
18. The hearing officer must hold the hearing within 30 days of his/her appointment as hearing officer. This timeline may be extended upon the request of the party or parties and by agreement and order of the hearing officer.
19. Each hearing must be conducted at a time and place which is reasonably convenient to the District and the parents or guardian. The District's facilities will be presumed to be a reasonably convenient location but the parents or guardian may challenge this presumption with the hearing officer.
20. The party that requested the due process hearing may not raise issues at the due process hearing that were not addressed in the Request for a 504 Due Process Hearing unless the other party agrees.
21. The hearing officer shall render a final, written decision no later than 20 days following the completion of the hearing. A decision may be rendered after 30 days, if either party requests an extension of this timeframe, and for good cause shown. The decision of the hearing is final and binding, subject to the procedures outlined below.
22. The District is responsible for costs directly attributable to the provision of administration hearings described in these procedures, including compensation of the hearing officer, transcripts or recordings of the hearing, and other related expenses.

The District is not responsible for the costs of legal counsel or other representative of the parent/guardian or eligible student or for the costs of producing or reproducing the evidence presented by the parent/guardian or eligible student.

23. Any timelines specified herein may be extended by agreement of the District and parent/guardian or eligible student or by order of the hearing officer.
24. Any party aggrieved by the decision of the impartial hearing officer may appeal that decision to any court of competent jurisdiction.

STUDENTS

Policy 2115

Student Welfare

Transgender Students

The Board of Education believes that all students are entitled to a quality education in a safe environment. This belief extends to the growing number of transgender students, that is, students who self-identify with a gender that is different from their biological sex.

The Board seeks to balance the privacy needs of all students with the preferences of transgender students and their parents/guardians. This policy sets forth the practices that are in place for the welfare of all of our students. This policy does not anticipate every situation that might occur with respect to transgender students, and the needs of each transgender student must be assessed on a case-by-case basis.

Student Identity

Transgender students are permitted to select a first name and pronoun that more closely matches their gender identity. This chosen name shall be used by District staff to communicate verbally and electronically other than in official school records. Changes of name shall not be permitted to exceed one name change per school year.

Official school records shall continue to list the birth name and biological sex of the student. The student or their parents/guardians may obtain a name change through the court system. In such case, the District will amend its official school records to comply with the court order.

Restrooms

The District, when requested, will designate a gender neutral restroom(s) in each building with the appropriate signage.

All students, regardless of their gender identity will have the option of using the gender neutral restroom, or the restroom designated for their biological sex.

If a parent/guardian requests an alternative option, the option will be considered on a case-by-case basis. However, if agreement cannot be reached, the District will select the option that is in the best interest of all students.

Locker Rooms/Showering Facilities

Elementary students are not required to change into PE uniforms and, hence, do not require showering.

In District secondary schools, students who elect to participate in physical education classes that require access to locker rooms or showering facilities will be expected to use those facilities

designated for their biological gender. However, upon request of a transgender student and/or their parents, alternatives will be considered. In consultation with the student and parents, the alternative will include, but not be limited to, on-line PE courses, independent study; scheduling adjustments to include early access to change and showering facilities; separate enclosed change and shower room within the locker room. Each such request would be considered on a case-by-case basis. However, if consensus cannot be reached with the student/parents, the District will select an option that is in the best interest of all students.

Apparel

Transgender students are permitted to dress in the same manner as the gender with which they identify. However, all students are required to dress consistently with the school's dress code.

Extra-Curricular/School Activities

Similarly, all students are permitted to wear apparel associated with their gender or gender identity. On occasion, student activity groups schedule overnight trips. Students will be assigned rooms, with sponsor approval, mutually agreed upon by student roommates. The District is a member of the Missouri State High School Activities Association (MSHSAA). As such, the District is required to adhere to MSHSAA regulations regarding athletic participation by transgender students.

STUDENTS

Policy 2120

Nondiscrimination and Student Rights

Students of Legal Age

Upon attainment of the age of eighteen (18), students will be deemed to be adults for purposes of educational records, placement and reporting.

STUDENTS

Policy 2130
(Regulation 2130)
(Form 2130, 2130.1,
2130.2)

Nondiscrimination and Student Rights

Harassment

It is the policy of the District to maintain a learning environment that is free from harassment because of an individual's race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation. The School District prohibits any and all forms of unlawful harassment and discrimination because of race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation.

It shall be a violation of District policy for any student, teacher, administrator, or other school personnel of this District to harass or unlawfully discriminate against a student through conduct of a sexual nature, or regarding race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation as defined by this Policy.

It shall also be a violation of District policy for any teacher, administrator, or other school personnel of this District to tolerate sexual harassment or harassment because of a student's race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation, as defined by this Policy, by a student, teacher, administrator, other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the School District.

For purposes of this Policy, the term "school personnel" includes school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the District.

The school system and District officials, including administrators, teachers, and other staff members will act to promptly investigate all complaints, either formal or informal, verbal or written, of unlawful harassment or unlawful discrimination because of race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation; to promptly take appropriate action to protect individuals from further harassment or discrimination; and, if it determines that unlawful harassment or discrimination occurred, to promptly and appropriately discipline any student, teacher, administrator, or other school personnel who is found to have violated this Policy, and/or to take other appropriate action reasonably calculated to end the harassment/discrimination.

The District prohibits retaliation against a person who files a complaint of discrimination or harassment, and further prohibits retaliation against persons who participate in related proceedings or investigations.

January 2011

STUDENTS

Regulation 2130
(Form 2130, 2130.1
2130.2)

Nondiscrimination and Student Rights

Harassment

DEFINITIONS AND EXAMPLES

Sexual Harassment

For purposes of this Regulation, sexual harassment of a student consists of sexual advances, requests for sexual favors, sexually-motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:

1. A school employee causes a student to believe that he or she must submit to sexual conduct in order to participate in a school program or activity, or when an employee or third party agent of the District causes a student to believe that the employee will make an educational decision based on whether or not the student submits to sexual conduct; or
2. When the sexual conduct of a school employee or classmate is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment.

Examples of conduct which may constitute sexual harassment include:

- sexual advances;
- touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
- coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
- coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another;
- graffiti of a sexual nature;
- sexual gestures;
- sexual or dirty jokes;

- touching oneself sexually or talking about one's sexual activity in front of others;
- spreading rumors about or rating other students as to sexual activity or performance;
- unwelcome, sexually-motivated or inappropriate patting, pinching, or physical contact. This prohibition does not preclude legitimate, non-sexual physical conduct such as the use of necessary restraints to avoid physical harm to persons or property, or conduct such as a teacher's consoling hug of a young student, or one student's demonstration of a sports move requiring contact with another student. (NOTE: Where the perpetrator is an adult and the victim is a student, welcomeness is generally not relevant.)
- other sexual behavior or words, including demands for sexual favors, when accompanied by implied or overt threats concerning an individual's educational status or implied or overt promises of preferential treatment.

Harassment Because of Race or Color

For purposes of this Regulation, racial harassment of a student consists of verbal or physical conduct relating to an individual's race or color when:

1. The harassing conduct is sufficiently severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment;
2. The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; or
3. The harassing conduct otherwise substantially and adversely affects an individual's learning opportunities.

Examples of conduct which may constitute harassment because of race or color include:

- graffiti containing racially-offensive language;
- name-calling, jokes, or rumors;
- threatening or intimidating conduct directed at another because of the other's race or color;
- notes or cartoons

- racial slurs, negative stereotypes, and hostile acts which are based upon another's race or color;
- written or graphic material containing racial comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race or color;
- other kinds of aggressive conduct such as theft or damage to property which is motivated by race or color.

Harassment Based Upon National Origin or Ethnicity

For purposes of this Regulation, ethnic or national origin harassment of a student consists of verbal or physical conduct relating to an individual's ethnicity or country of origin or the country of origin of the individual's parents, family members, or ancestors when:

4. The harassing conduct is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment;
5. The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
6. The harassing conduct otherwise substantially and adversely affects an individual's learning opportunities.

Examples of conduct which may constitute harassment because of national origin or ethnicity include:

- graffiti containing offensive language which is derogatory to others because of their national origin or ethnicity;
- jokes, name-calling, or rumors based upon an individual's national origin or ethnicity;
- ethnic slurs, negative stereotypes, and hostile acts which are based upon another's national origin or ethnicity;

- written or graphic material containing ethnic comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, ethnicity or national origin;
- other kinds of aggressive conduct such as theft or damage to property which is motivated by national origin or ethnicity.

Harassment Because of Disability

For the purposes of this Regulation, harassment because of the disability of a student consists of verbal or physical conduct relating to an individual's physical or mental impairment when:

4. The harassing conduct is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment;
5. The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
6. The harassing conduct otherwise adversely and substantially affects an individual's learning opportunities.

Examples of conduct which may constitute harassment because of disability include:

- graffiti containing offensive language which is derogatory to others because of their physical or mental disability;
- threatening or intimidating conduct directed at another because of the other's physical or mental disability;
- jokes, rumors, or name-calling based upon an individual's physical or mental disability;
- slurs, negative stereotypes, and hostile acts which are based upon another's physical or mental disability;
- graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;

- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, an individual's physical or mental disability;
- other kinds of aggressive conduct such as theft or damage to property which is motivated by an individual's physical or mental disability.

Harassment Because of Gender

For purposes of this Regulation, gender harassment of a student consists of verbal or physical conduct relating to an individual's gender when:

4. The harassing conduct is sufficiently persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment; or
5. The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; or
6. The harassing conduct otherwise substantially and adversely affects an individual's learning opportunities.

Examples of conduct which may constitute harassment because of gender include:

- graffiti containing offensive language;
- name-calling, jokes, or rumors;
- threatening or intimidating conduct directed at another because of the other's gender;
- notes or cartoons;
- slurs, negative stereotypes, and hostile acts which are based upon another's gender;
- written or graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to gender;

- other kinds of aggressive conduct such as theft or damage to property which is motivated by gender.

Harassment Because of Sexual Orientation or Perceived Sexual Orientation

For purposes of this Regulation, harassment of a student because of sexual orientation or perceived sexual orientation consists of verbal or physical conduct relating to an individual's sexual orientation or perceived sexual orientation when:

1. The harassing conduct is sufficiently persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment; or
2. The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; or
3. The harassing conduct otherwise substantially and adversely affects an individual's learning opportunities.

Examples of conduct which may constitute harassment because of sexual orientation or perceived sexual orientation include:

- graffiti containing offensive language;
- name-calling, jokes, or rumors;
- threatening or intimidating conduct directed at another because of the other's sexual orientation or perceived sexual orientation;
- notes or cartoons;
- slurs, negative stereotypes, and hostile acts which are based upon another's sexual orientation or perceived sexual orientation;
- written or graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, sexual orientation or perceived sexual orientation;

- other kinds of aggressive conduct such as theft or damage to property which is motivated by sexual orientation or perceived sexual orientation.

REPORTING PROCEDURES

The following procedures are applicable to any student who believes he or she has been the victim of sexual harassment or harassment/ discrimination based on race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation by a student, teacher, administrator, or other school personnel of the School District, or by any other person who is participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the School District.

Such individuals are encouraged to immediately report the alleged acts to an appropriate District official designated by this Regulation.

Any teacher, administrator, or other school official who has or receives notice that a student has or may have been the victim of unlawful discrimination, sexual harassment or harassment based on race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation by a student, teacher, administrator, or other school personnel of the District, or by any other person who is participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the District, is required to immediately report the alleged acts to an appropriate District official designated by this Regulation.

Any other person with knowledge or belief that a student has or may have been the victim of unlawful discrimination, sexual harassment or harassment based on race, sex, color, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation as set forth above, is encouraged to immediately report the alleged acts to an appropriate District official designated by this Regulation.

The School District encourages the reporting party or complainant to use the report form available from the principal of each building or available from the School District office, but oral reports shall be considered complaints as well. Use of formal reporting forms is not mandated. Nothing in this Regulation shall prevent any person from reporting harassment directly to the Compliance Officer or to the Superintendent. The District will respond to male and female students' complaints of discrimination and harassment promptly, appropriately, and with the same degree of seriousness.

3. In each school building, the building principal is the person responsible for receiving oral or written reports of discrimination, sexual harassment, or harassment based on race, sex, color, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation at the building level. Any adult School District personnel who receives a

report of discrimination, sexual harassment, or harassment based on race, sex, color, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation shall inform the building principal immediately.

Upon receipt of a report, the principal must notify the District Compliance Officer immediately, without screening or investigating the report. The principal may request but may not insist upon a written complaint. If the report was given orally, the principal shall personally reduce it to written form and forward it to the Compliance Officer within twenty-four (24) hours. Failure to forward any harassment report or complaint as provided herein will result in disciplinary action against the principal.

If the complaint involves the building principal, the complaint shall be made or filed directly with the Superintendent or the School District Compliance Officer by reporting party or the complainant.

4. The School Board has designated Mr. Brad Pollitt, Assistant Superintendent, as the District Compliance Officer with responsibility to identify, prevent, and remedy unlawful discipline and harassment. The District Compliance Officer shall:

- receive reports or complaints of unlawful discrimination, sexual harassment, or harassment based on race, sex, color, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation;
- oversee the investigative process;
- be responsible for assessing the training needs of the District's staff and students in connection with the dissemination, comprehension, and compliance with this Regulation;
- arrange for necessary training required for compliance with this Regulation; and
- insure that any investigation is conducted by an impartial investigator who has been trained in the requirements of equal educational opportunity, including harassment, and who is able to apply procedural and substantive standards that are necessary and applicable to identify unlawful harassment, recommend appropriate discipline and remedies when harassment is found, and take other appropriate action to rectify the damaging effects of any prohibited discrimination, including interim protection of the victim during the course of the investigation

If any complaint involves a Compliance Officer, the complaint shall be filed directly with the Superintendent.

The District shall conspicuously post this Regulation against unlawful discrimination and harassment in each school in a place accessible to students, faculty, administrators, employees, parents, and members of the public. This notice shall include the name, mailing address, and telephone number of the Compliance Officer, the name, mailing address, and telephone number of the Missouri Commission for Human Rights, the state agency responsible for investigating allegations of discrimination in educational opportunities, and the mailing address and telephone number of the United States Department of Education, Office for Civil Rights, and the United States Department of Justice.

3. A copy of Policy 2130 shall appear in the student handbook, and this Regulation shall be made available upon request of parents, students, and other interested parties.
4. The School Board will develop a method of discussing this Regulation with students and employees. Training on the requirements of nondiscrimination and the appropriate responses to issues of harassment will be provided to all school personnel on an annual basis, and at such other times as the Board in consultation with the District Compliance Officer determines is necessary or appropriate.
5. This Regulation shall be reviewed at least annually for compliance with state and federal law.
6. The District will respect the privacy of the complainant, the individuals against whom the complaint is filed, and the witnesses as much as possible, consistent with the District's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

INVESTIGATION

Upon receipt of a report or complaint alleging unlawful discrimination, sexual harassment, or harassment based upon race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation, the Compliance Officer shall immediately undertake or authorize an investigation. That investigation may be conducted by District officials or by a third party designated by the District.

The investigation may consist of personal interviews with the complainant, the individual against whom the complaint is filed, and others who have knowledge of the alleged incident or circumstances giving rise to the complaint. The investigation may also consist of the evaluation of any other information or documents, which may be relevant to the particular allegations.

In determining whether the alleged conduct constitutes a violation of this Regulation, the District shall consider:

- the nature of the behavior;
- victim's statements;
- how often the conduct occurred;
- mandatory written witness statements or interview summaries;
- whether there were past incidents or past continuing patterns of behavior;
- opportunity for the complainant to present witnesses and provide evidence;
- evaluation of all relevant information and documentation relating to the complaint of discrimination or harassment;
- the relationship between the parties involved;
- the race, color, sex, national origin, age, ethnicity, disability, sexual orientation or perceived sexual orientation of the victim;
- the identity of the perpetrator, including whether the perpetrator was in a position of power over the student allegedly subjected to harassment;
- the number of alleged harassers;
- the age of the alleged harassers;
- where the harassment occurred;
- whether there have been other incidents in the school involving the same or other students;
- whether the conduct adversely affected the student's education or educational environment;
- the context in which the alleged incidents occurred.

Whether a particular action or incident constitutes a violation of this Regulation requires a determination based on all the facts surrounding the circumstances.

The investigation shall be completed and a written report given to the Superintendent no later than fifteen (15) days from receipt of complaint. If the complaint involves the Superintendent, the written report may be filed directly with the School Board. The written report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this Regulation. The Compliance Officer's obligation to conduct this investigation shall not be extinguished by the fact that a criminal investigation involving the same or similar allegations is also pending or has been concluded.

SCHOOL DISTRICT RESPONSE

8. Upon receipt of a report that a violation has occurred, the District will, within days, take appropriate formal or informal action to address, and where appropriate, remediate the violation. Appropriate actions may include, but are not limited to, counseling, awareness training, parent-teacher conferences, warning, suspension, exclusion, expulsion, transfer, remediation, or discharge. District action taken for violation of this Regulation shall be consistent with the requirements of applicable collective bargaining agreements, state and federal law, and District policies for violations of a similar nature of similar degree of severity. In determining what is an appropriate response to a finding that harassment in violation of this Regulation has occurred, the District shall consider:
 - what response is most likely to end any ongoing harassment;
 - whether a particular response is likely to deter similar future conduct by the harasser or others;
 - the amount and kind of harm suffered by the victim of the harassment;
 - the identity of the party who engaged in the harassing conduct;
 - whether the harassment was engaged in by school personnel, and if so, the District will also consider how it can best remediate the effects of the harassment.

In the event that the evidence suggests that the harassment at issue is also a crime in violation of a Missouri criminal statute, the Board shall also direct the District Compliance Officer to report the results of the investigation to the appropriate law enforcement agency charged with responsibility for handling such crimes.

9. The results of the District's investigation of each complaint filed under these procedures will be reported in writing to the complainant and other parties by the District within 10 days of the Compliance Officer's receipt of the complaint, in accordance with state and federal laws regarding data or records privacy, and consistent with the privacy rights of the alleged harasser.

10. If the District's evaluation of a complaint of harassment results in a conclusion that a school employee has engaged in unlawful discrimination or harassment in violation of this Regulation, or that a school employee(s) has failed to report harassment as required herein, that individual may appeal this determination by presenting a written appeal within 10 school days of receiving notice of the District's conclusion, by use of established School Board procedures for appealing other adverse personnel actions. (See personnel handbooks.)
11. If the District's evaluation of a complaint of harassment results in a conclusion that no unlawful harassment has occurred, an individual who was allegedly subjected to harassment and believes that this conclusion is erroneous may appeal this determination by presenting a written appeal to the Superintendent within 10 school days of receiving notice of the District's conclusion. The grievant may request a meeting with the Superintendent or his/her designee. The Superintendent or his/her designee has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by the Superintendent or his/her designee within 10 working days after receiving the written appeal.
12. If the complainant believes the Superintendent has not adequately or appropriately addressed the appeal, he or she may present a written appeal to the President of the Board of Education within ten (10) working days after the grievant receives the report from the Superintendent. The grievant may request a meeting with the Board of Education. The Board of Education has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by the Board of Education at their next regularly scheduled meeting or no later than 45 calendar days from the District's receipt of the complainant's appeal to the Board. The grievant will be notified in writing of the decision within 5 working days after the Board of Education meeting.
13. An individual who was allegedly subjected to unlawful discrimination or harassment may also file a complaint with the Missouri Commission for Human Rights, the United States Department of Education, Office for Civil Rights, or the United States Department of Justice. In addition, such individual may choose to file suit in the United States District Court or the State Circuit Court.
14. Copies of all complaints of harassment and the investigations conducted pursuant to them shall be maintained at the main administrative offices of the School District.

RETALIATION

Submission of a good faith complaint or report of unlawful discrimination, sexual harassment, or harassment based upon race, sex, color, disability, national origin, age, ethnicity, or sexual orientation will not affect the complainant or reporter's future employment, grades, learning, or working environment, or work assignments.

The School District will discipline or take appropriate action against any student, teacher, administrator, or other school personnel who retaliates against any person who reports an incident of alleged harassment/discrimination, sexual, racial, ethnic, sexual orientation discrimination, disability-related harassment or violence, or any person who testifies, assists, or participates in a proceeding, investigation, or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

STUDENTS

Policy 2140

Nondiscrimination and Student Rights

Marital, Parental Status of Students

Students who are married, pregnant or who have given birth will be treated in a like manner as other students with respect to academic matters, student activities as well as other educational benefits provided by the District.

STUDENTS

Policy 2150
(Form 2150, 2150.1)

Nondiscrimination and Student Rights

Searches by School Personnel

School lockers and desks are the property of the Board of Education and are provided for the convenience of students, and as such, are subject to periodic inspection without notice, without student consent, and without a search warrant. The lockers and desks may be searched by school administrators or staff who have a reasonable suspicion that the lockers or desks contain drugs, alcohol, material of a disruptive nature, stolen properties, weapons, items posing a danger to the health or safety of students and school employees, or evidence of a violation of school policy. In addition, the Board of Education authorizes the use of trained dogs to sniff lockers or other school property to assist in the detection of the presence of drugs, explosives, and other contraband.

Students or student property may be searched based on reasonable suspicion of a violation of District rules, policy or state law. Reasonable suspicion must be based on facts known to the administration, credible information provided or reasonable inference drawn from such facts or information. The privacy and dignity of students shall be respected. Searches shall be carried out in the presence of adult witnesses, if such witnesses are available. Students may be asked to empty pockets, remove jackets, coats, shoes and other articles of exterior clothing for examination if reasonable under the circumstances.

No employee shall perform a strip search of any student. The exception to this would be if a school administrator reasonably believes that a student possesses a weapon, explosive, or substance that poses an imminent threat of physical harm to himself or herself or another person, and if a commissioned law enforcement officer is not immediately available. Strip searches may be conducted by, or under the authority of, a commissioned law enforcement officer.

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains the authority to conduct routine patrols of the student parking lots. The interior of a student's automobile on school premises may be searched if a school administrator has reasonable suspicion to believe that illegal, unauthorized or contraband items, or evidence of a violation of school policy is contained inside the vehicle.

Law enforcement officials shall be contacted if the search produces a controlled substance, drug paraphernalia, weapons, stolen goods or evidence of a crime, in any case involving a violation of law when a student refuses to allow a search, or where the search cannot safely be conducted. Parents may also be contacted. A student who refuses to submit to a search may be appropriately disciplined by school officials.

STUDENTS

Policy 2160

Nondiscrimination and Student Rights

Interviews, Interrogations and Removal From School

Interview or Interrogation

The School District has legal jurisdiction over students during the school day and hours of approved extracurricular activities. The school administration is responsible for making an effort to protect each student's rights with respect to interrogations by law enforcement officials. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school principal or designee will be present and the interview will be conducted in private.

The principal will verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school. The principal ordinarily will make reasonable efforts to notify the student's parents/guardians.

Removal of Students From School

Before a student at school is arrested or taken into custody by a law enforcement or other legally authorized person, the principal will verify the official's authority to take custody of the student. The school principal will attempt to notify the student's parent/guardian that the student is being removed from school.

STUDENTS

Policy 2170
(Regulation 2170)
(Form 2170)

Nondiscrimination and Student Rights

Distribution of Noncurricular Publications by Students

The District recognizes that student expression regarding a variety of topics may be beneficial to the District's education mission. Discussion and debate regarding serious issues can engender tolerance for diverse viewpoints. The District, however, has the obligation to ensure that student expression is consistent with the District's educational mission. Accordingly, the District has adopted guidelines to regulate student expression in a manner consistent with the District's educational goals.

STUDENTS

Regulation 2170
(Form 2170)

Nondiscrimination and Student Rights

Distribution of Non-curricular Publications by Students

Guidelines for Distribution

Students may distribute, at reasonable times and places, unofficial written materials, petitions, buttons, badges, or other insignia, except expressions which:

1. Are obscene to minors.
2. Are libelous.
3. Are pervasively indecent or vulgar (secondary schools)/contain any indecent or vulgar language (elementary schools).
4. Advertise any product or service not permitted to minors by law.
5. Constitute insulting, hateful or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religion, or ethnic origin).
6. Present a clear and present likelihood that, either because of their content or their manner of distribution, will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, or will cause the commission of unlawful acts or the violation of lawful school regulations.

Distribution on school premises of material in above categories to any student is prohibited.

Procedures

Any student wishing to distribute unofficial written material must first submit for approval a copy of the material to the principal/designee at least three (3) days in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting request.
2. Date(s) and times(s) of day of intended display or distribution.

3. Location where material would be displayed or distributed.
4. The grade(s) of students to whom the display or distribution is intended.

Within forty-eight (48) hours of submission, the principal/designee will render a decision whether the material violates the guidelines contained in these regulations or the time, place and manner restrictions of this regulation. In the event that permission to distribute the material is denied, the student submitting the request should be informed of the reasons for the denial.

Permission to distribute material does not imply approval of its contents by the school, the administration, the Board, or the individual reviewing the materials submitted. Accordingly, the publication shall contain a statement “The opinions expressed are not necessarily those of the District or its personnel.”

If the student is dissatisfied with the decision of the principal/designee, the student may submit a written request for appeal to the Superintendent/designee. If still not satisfied, the student may appeal the request to the Board for its review.

Time, Place and Manner of Distribution

The distribution of written material shall be limited to a reasonable time, place and manner as follows:

1. No written material may be distributed during and at the place of a normal school activity (e.g., classroom) if it is reasonably likely to cause a material and substantial disruption of that activity.
2. Distribution of written material is prohibited when it blocks the safe flow of traffic within corridors and entranceways of the school.

Definitions

The following definitions apply to the following terms as used in this policy:

Obscene to minors is defined as:

1. The average person, applying contemporary community standards, would find that the written material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested; and/or

2. The material depicts and describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and/or
3. The material taken as a whole, lacks serious literary, artistic, political or scientific value for minors.

Minor is defined as any person under the age of eighteen (18).

Material and substantial disruption of a normal school activity is defined as follows:

1. Any disruption which interferes with or impedes the implementation of any educational or school sponsored program.
2. In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school and current events influencing student activities and behavior.

School activities is defined as any activity of students sponsored by the school and includes – by way of example, and not by way of limitation – classroom work, library activities, physical education classes, official assemblies, and other similar gatherings, school athletic contests, band concerts, school plays, and in-school lunch periods.

Unofficial written material is defined as all written material except school publications funded and/or sponsored or authorized by the school. Examples include leaflets, brochures, flyers, petitions, placards and underground newspapers, whether written by students or others.

Libelous is defined as a false or unprivileged statement about a specific individual that tends to harm the individual's reputation, or to lower him/her in the esteem of the community.

Distribution is defined as circulation or dissemination of written material by means of handing out free copies, selling or offering copies for sale and accepting donations for copies. It includes displaying written material in areas of the school which are generally frequented by students.

Disciplinary Action

Distribution by a student of unofficial written material prohibited in this regulation will be treated as a violation of the student discipline code.

Oct. 99

STUDENTS

Policy 2180
(Form 2180, 2180.1)

Nondiscrimination and Student Rights

Videotaping of Students

Educational Purposes

The District has determined that there are occasions when it is beneficial to videotape a student's performance in the classroom setting or particular teaching methodologies being employed by District personnel with certain students. Among other things, the District may be able to better assess a student's educational needs by videotaping the student in the regular classroom environment and later reviewing the videotape and analyzing the student's educational performance. Similarly it may be beneficial to videotape specific educational techniques that work well with a student in order to share those techniques with other teachers who may interact with the student during the course of the school day.

The best location to conduct the videotaping is in the classroom environment. However, given the nature of classroom structure and the type of information that the videotaping is hoping to obtain, it may be that, from time to time, students who are not the subject of the videotaping may appear within the view of the camera. If a student is readily identifiable on the screen, there may be limitations to the extent that the videotape can be used.

With respect to the student who is the actual subject of the videotaping, the District will secure individualized permission before using the videotape. In situations in which the videotape is to be used for assessment purposes, it will be necessary to obtain prior written consent from the parents/guardian of the child. The videotape will become part of the student's file, and will be subject to the restrictions imposed by the Family Educational Rights and Privacy Act. (See also Policy and Regulation 2400, Student Educational Records.)

With respect to the student who just happens to appear in the video, even though the student is not the subject of the videotaping, the District will not secure a general release or as a general rule notify parents as the videotape will not be considered a part of the educational record of those students whose appearance on the videotape is incidental to the purpose of the videotaping.

Before a videotape is used for educational purposes, it will be screened by District staff to assure that the District has secured appropriate releases from the parents of all children appearing in the videotape. In the event that a student appears in the videotape whose parents have not signed the appropriate release form, the District may attempt to secure the appropriate release form.

However, if appropriate releases cannot be obtained, then the District must either electronically alter the appearance of the student whose parents/guardian have not signed the release, so that the student is not readily identifiable, or destroy the tape.

Videotaping of classroom projects for use in the classroom is not considered the making of an educational record for which prior notice/consent is required. Similarly, videotaping of public student activities, such as athletic contests, school plays, and the like, is not considered the making of an educational record for which prior notice/consent is required.

Public Relations Purposes

From time to time, members of the news media are invited to the schools of the District for the purpose of viewing a class or school project which may be of particular interest to the community. There are other occasions (i.e., Christmas program, musicals, athletic events, etc.) when the District may release information to the press regarding events taking place in the schools. When those circumstances arise, it is often appropriate to include a statement from a student or a photograph/videotape of a student.

The District may obtain prior written permission from the students' parents/guardian where practicable. If a pupil is to be videotaped or photographed and is the primary subject of such videotape or photograph or is specifically identified on the videotape, including in the caption to the photograph, videotape or interview, the District shall make every effort to provide the parents/guardian with prior notice of such fact, and shall obtain prior written consent from the parents/guardian before releasing such information to the news media.

If the student is to be identified as a child with a disability in any such photograph, videotape, or interview, the District shall make every effort to provide the parent/guardian with prior notice of such fact, and shall obtain prior written consent from the parent/guardian before releasing such information to the news media.

STUDENTS

Policy 2190

Nondiscrimination and Student Rights

Pledge of Allegiance

Schools shall ensure that the Pledge of Allegiance is recited at least once per school day. No student shall be required to recite the Pledge of Allegiance.

October 2016

STUDENTS

Policy 2200 **(Regulation 2200)**

Admission and Withdrawal

The admission and denial of admission of all students shall be under the direction of the Superintendent/Designee, subject to the approval of the Board of Education. All persons seeking admission to the District and its instructional programs must satisfactorily meet all residency, academic, age, immunization, health, safety and other eligibility prerequisites as established by Board policies, rules and regulations, and by law. Students entering the District will be required to present a birth certificate or some other acceptable proof of age along with proof of residency in the District, or a request for a waiver of the residency requirements unless the student is exempt from the residency requirements as set forth in District policies, rules and regulations and/or law.

Upon a request to enroll any student in the District, the Superintendent/Designee will request the student's previous school records along with any other relevant records as set forth in Regulation 2200 and state law. Any enrollment of a student prior to receipt of the student's previous discipline records will remain conditional until receipt of such records. A student will be allowed to attend school during conditional enrollment so long as the student does not violate the District's code of conduct or pose a threat of harm to students or employees of the District. (See Regulation 2200, Policy 2290, and Policy and Regulation 2664).

Students who are entering kindergarten or first grade are encouraged to pre-register in the spring prior to the fall semester in which they are to begin attendance.

STUDENTS

Regulation 2200

Admission and Withdrawal

Student Records Requests

Within 48 hours of enrolling a student placed in the District pursuant to R.S.Mo. §§ 210.481-.536, the school official enrolling the student shall request all records required by District policy for student transfer, including discipline records, from all schools and facilities attended by the student in the preceding twenty-four (24) months in addition to records related to the student from the Department of Social Services; the Department of Mental Health; the Department of Elementary and Secondary Education; and any other state agencies and entities involved in the placement of the student.

For all other students to whom the preceding paragraph of this Regulation is not applicable, the Superintendent/Designee will request the student's transfer and discipline records from all schools or facilities previously attended within the preceding twelve (12) months within two (2) business days of a student's request to enroll in the District. In addition, parents/guardians of students new to the District will be required to complete and sign the Affidavit Regarding Prior Discipline informing the District of the student's previous suspensions, expulsions or criminal activity.

Any enrollment of the student prior to receipt of a the student's discipline records from a previous school will be conditional until such time as the student's previous discipline records are received evidencing that the student is not barred from enrollment under R.S.Mo. § 167.171 (See Policy and Regulations 2200 and 2664). A student will be allowed to attend school after a conditional enrollment. A student's conditional enrollment will be revoked upon receipt of information that the student is barred from enrollment pursuant to R.S.Mo. § 167.171 and the student will no longer be allowed to attend school. This provision does not apply to a disabled student, as identified under state eligibility criteria, who is convicted or adjudicated guilty as a result of conduct related to the student's disability. Any student who is barred from enrollment pursuant to R.S.Mo. §167.171 will be provided due process as set for in the District Regulation 2664. If the student is not barred from enrollment pursuant to R.S.Mo. § 167.171, the student will be deemed fully enrolled upon receipt of the student's records. (See Regulation 2200, Policy 2290, and Policy and Regulation 2664).

The Superintendent/Designee is authorized to share relevant portions of such student's transfer and discipline records with District employees who, based upon their duties, have a need to know such information. Such records will be maintained in confidence for purposes of maintaining discipline and for assistance to the student.

STUDENTS

Policy 2210

Admission and Withdrawal

Entrance Age

Entrance Age for Pre-Kindergarten Programs

If the District chooses to maintain a pre-kindergarten program, the students must have reached the age of three (3) before August 1 of the school year beginning that calendar year to be eligible for admission.

Entrance Age for Kindergarten

To be admitted to kindergarten or to summer school prior to the student's regular term, a student must be five (5) years old before August 1st preceding entrance.

Entrance Age for First Grade

To be admitted to first grade a student must be six (6) years old before August 1st preceding entrance. However, students who have completed an accredited kindergarten program will be considered for enrollment in the first grade regardless of the August 1st cut-off date.

A birth certificate will be required as proof of age.

Military Dependents

Military dependents who have completed an accredited pre-kindergarten or kindergarten program in another state may enter kindergarten or first grade regardless of age. The District will facilitate the timely enrollment of children of military families and will ensure that they are not placed at a disadvantage due to difficulty in their transfer of education records from the previous school district(s) or variations in entrance legal requirements.

STUDENTS

Policy 2220

Admission and Withdrawal

Compulsory Attendance Ages

The Board of Education shall abide by the compulsory attendance laws of the state by requiring District resident students between the ages of seven and either seventeen years or successful completion of sixteen credits toward high school graduation, to attend school full time, with the exception of those students who may be excused from full-time attendance by the Superintendent. Individual petitions for any deviation from full-time attendance shall be considered by the Superintendent on the merits of the individual student's application and in compliance with state law and regulations. For purposes of this Policy, a completed credit toward high school graduation is defined as one hundred hours of instruction or more in a course.

Any student age seventeen years or older who drops out of school for any reason other than to attend another school, college or university, or to enlist in the armed services, shall be reported to the state literacy hotline office by the School District.

STUDENTS

Policy 2230
(Regulation 2230)
(Form 2230, 2230.1
2230.2)

Admission and Withdrawal

Admission of Non-Tuition Students

Resident Students

Resident students of the District, five to twenty-one (5-21) years of age, who have not graduated from high school or received any document evidencing completion of the equivalent of a secondary curriculum (G.E.D.), and are not barred from enrollment by provisions of the Safe Schools Act (See Policy and Regulation 2664) may attend District schools tuition free. Resident students must provide proof of residency in the District at the time of enrollment. To be a resident of the District, a student must both physically reside and be domiciled within District boundaries. The domicile of a minor child is the domicile of a parent, military guardian pursuant to a military issued guardianship, or court-appointed legal guardian. Where due to military stationing or deployment out-of-state of one or both of a child's parent(s), the child, a resident of Missouri, relocates to live with other family members that live in the District or lives in a military support community located in the District, the child may attend District schools. If the parents' active duty orders expire during the school year, the student will be permitted to finish the current school year at the District.

In addition, the District will provide tuition-free special education services to resident students who qualify for special education services between the ages of 3 and 21 as required by law.

Students Entitled to Enroll Without Proof of Residency

The residency provisions of this policy are not applicable to homeless students, inter-District court-ordered desegregation students, wards of the state placed in residential care facilities, students placed in a residential care facility due to a mental illness or developmental disability, students placed in a residential facility by a juvenile court, students with a disability identified under state eligibility criteria if the student is in the district for reasons other than accessing the district's educational program, students attending regional or cooperative alternative education programs, students attending an alternative education program on a contractual basis, or students attending a school pursuant to R.S.Mo.§ 167.151(2) or (4). The exemptions to the residency requirement are expressly established by state law and entitle such students to tuition-free school attendance. Additionally, a student may be partially exempt from the payment of tuition as set forth in Policy and Regulation 2240 and state law. For purposes of IDEA special education evaluation and provision of special education services a student attending a private school located within the District will be evaluated as a resident student.

Requests for Waiver of Proof of Residency Requirements

Those students who are unable to satisfy the proof of residency requirements and who are not entitled to enroll as provided in the previous section of this Policy and state law may request a waiver of the proof of residency requirements. Upon filing a Request for Waiver of Proof of

Residency (Form 2230.1) and satisfaction of all other enrollment requirements, the student will be conditionally enrolled and allowed to attend school pending a Board of Education hearing on the student's request unless there is reason to suspect that the admission of the pupil will create an immediate danger to the safety of other students or employees of the District. If there is reason to suspect that the student poses an immediate danger, the Superintendent/Designee may convene a hearing within five working days of the request to register and determine whether or not the pupil may register. (See Policy and Regulation 2200, Regulation 2230 and Policy and Regulation 2664).

Students of Nonresident Teachers and Regular Employees

Nonresident students of District teachers or regular District employees may be permitted to attend school without payment of tuition. Such students will be considered a "resident" student for purposes of state aid.

STUDENTS

Regulation 2230
(Form 2230, 2230.1,
2230.2)

Admission and Withdrawal

Admission of Resident Students

The Superintendent/Designee is responsible for ensuring that all pre-registration residency, waiver requests, and prior discipline forms are completed and maintained as District records.

A student may only register in the District if the student provides proof of residency or if the student or parent/guardian requests a waiver from the Board of Education on the basis of hardship or good cause. A Residency Enrollment Checklist (Form 2230) and Affidavit Regarding Prior Discipline (Form 2230.2) will be completed at the time of enrollment. If the Superintendent/Designee has reason to suspect that the admission of a student will create an immediate danger to the safety of others, a hearing will be convened within five (5) working days of the request to register. At the hearing, the District will determine whether the student may enroll. (See Regulation 2664 – Enrollment or Return Following Suspension and/or Expulsion.)

Waiver

Students or parents/guardians seeking a waiver of the District's residency requirement must complete and submit to the Superintendent a Request for Waiver of Proof of Residency (Form 2230.1) stating the reasons for which the waiver is requested. If a waiver is requested, the Board of Education, or a committee of the Board appointed by the Board President, must convene a hearing no later than forty-five (45) days after the request for waiver is filed with the Superintendent. Once a waiver of proof of residency has been requested, the student may be permitted to conditionally enroll and attend school pending a hearing before the Board on the request unless there is reason to suspect that the student's admission will create an immediate danger to the safety of other students or employees of the District. If there is reason to suspect that a student poses an immediate danger, the Superintendent/Designee may hold a hearing within five working days of the request to register and determine whether or not the pupil may register.

If the District fails to convene a timely hearing, the request for waiver is automatically granted. Following the hearing, the Board will provide written notice of its decision and the reasons for its approval or denial of the waiver request. If the Board grants the waiver request, the student will be allowed to continue attending school in the District and will be deemed fully enrolled. If the Board denies the waiver request, the student's conditional enrollment will automatically be revoked and the student shall not be allowed to continue attending school in the District.

In considering whether a waiver to residency should be granted, the presumption that a student's domicile is in the home of the student's parent/guardian is not conclusive. Students residing within the District, but not within the domicile of their parent/guardian, will be considered residents of the District if they reside within the District for reasons other than solely to attend District schools or athletic reasons.

Students Entitled to Enroll Without Proof of Residency or Payment of Tuition

The following students may enroll without payment of tuition or request for a waiver of the proof of residency requirements:

13. Orphaned children or children with only one living parent.
14. Children between the ages of six (6) and twenty (20) who are unable to pay tuition and whose parents/guardians do not contribute to their support.
15. Children who participate in an American Field Service or similar foreign exchange program subject to District approval and provided that the student resides in the home of a District resident.
16. Children whose parents/guardians own and reside upon property at least eighty (80) acres of which are used for agricultural purpose, provided at least thirty-five percent (35%) of the property is within the District.
17. Inter-district court-ordered desegregation students.
18. Students of District teachers or regular District employees.
19. Homeless students.
20. Wards of the state placed in a residential care facility by state officials.
21. Students placed in a residential care facility by a juvenile court or due to a mental illness or developmental disability.
22. Students with a disability identified under state eligibility criteria if the student is in the District for reasons other than accessing the District's educational programs.
23. Students attending regional or cooperative alternative education programs.
24. Students attending an alternative education program on a contractual basis.

The administration may investigate the eligibility of children attending schools under the provisions of this regulation. If a determination is made by the Superintendent/Designee that the student does not meet the criteria to be entitled to a free public education by the District, the student may be administratively removed from the enrollment as set forth in Policy 2290.

STUDENTS

Policy 2240
(Regulation 2240)
(Form 2240)

Admission and Withdrawal

Admission and Tuition – Nonresident Students

A nonresident student shall be defined as a student who does not meet the requirements to be a resident student of the District as defined in Board policies, rules and regulations. Nonresident students may be permitted to attend the District schools upon payment of tuition as established by the Board. Tuition rates shall be determined annually on the basis of the per pupil cost for the preceding year for the operation, maintenance, and debt service of the schools, as prescribed by state law.

Within two (2) business days of enrollment in the District by state officials of a nonresident student pursuant to state statute, the Superintendent/designee will request the student's transfer and discipline records from all schools or facilities previously attended and from other state agencies and entities involved in the placement of the student within the twenty-four (24) month period preceding enrollment. The Superintendent/designee is authorized to share relevant portions of such student's transfer and discipline records with District employees who, based upon their duties, have a need to know such information. Such records will be maintained in confidence for purposes of maintaining discipline and for assistance to the student. The student's transfer and discipline records will not be a part of the student's permanent record nor used as the sole basis for denying educational services to a pupil.

STUDENTS

Regulation 2240
(Form 2240)

Admission and Withdrawal

Admission and Tuition - Non-Resident Students

The following students who are not residents of the District may enroll without payment of tuition:

3. Orphaned children or children with only one living parent.
4. Children whose parents/guardians do not contribute to the support of the child.
3. Children who participate in an American Field Service or similar foreign exchange program subject to District approval and provided that the student resides in the home of a District resident.
4. Children whose parent/guardian owns real property within the District, but who reside outside of District boundaries. Such children may attend school upon payment of tuition which will be reduced by the amount of real estate tax paid by the child's parent/guardian for School District purposes.
12. Children whose parents/guardians own and reside upon property at least eighty (80) acres of which are used for agricultural purpose, provided at least thirty-five percent (35%) of the property is within the District.
13. Inter-district desegregation students.
14. Students of District teachers or regular District employees.
15. Homeless students.
16. Wards of the state.
17. Students placed in a residential care facility.
18. Students attending regional or cooperative alternative education programs.

The administration may investigate the eligibility of children attending schools under the provisions of this policy.

July 2014

STUDENTS

Policy 2250
(Regulation 2250)

Admission and Withdrawal

Admission of Exchange Students

Resident foreign exchange students under the auspices of an organization or association accredited by the state and/or federal governments for that purpose may enroll in the School District, and shall have all the rights and privileges of a resident student during the period of enrollment. Those sponsoring agencies which comply with the standards for foreign student exchange programs as established by the U.S. Department of State are those which will be recognized by the District.

STUDENTS

Regulation 2250

Admission and Withdrawal

Admission of Exchange Students

This regulation sets forth the procedural requirements for admission of foreign exchange visitor students to the District.

8. The sponsoring organization shall not place a student in the high school without first contacting the principal and obtaining his/her approval for the admission of the student.
9. Students will be accepted on a space-available basis. No more than four foreign students from a given program and no more than two of the same nationality may be placed in the high school at one time.
10. Representatives of the foreign exchange program must provide active supervision and support to their participating students including responsibility for resolving problems including, if necessary, the changing of host families and the early return home of the exchange student because of personal or family difficulties.
11. Placement of the student in the high school should be arranged at least five weeks in advance of the student's departure from the student's native country. In any event, such placement must be made before the student's arrival in the United States.
12. The host family should be familiar with, and transmit to the school, information about the student's interests and general behavior, and provide the student's school record in English or translatable form.
13. The foreign exchange student must abide by the rules and regulations of the high school regarding attendance, discipline, school work, etc.
14. The principal will check to see whether:
 - a. Orientation, both pre-departure and upon arrival in the United States, has been provided to the exchange students. The orientation is to be designed to give the students basic information about the United States, its people, family and school life, and the nature of the program in which they are participating.
 - b. Orientation has been provided to host families at least five weeks prior to the student's arrival in the United States.
 - c. Each visiting student and host family has been provided with a copy of the Department of State's Criteria for Exchange Visitor Programs.

- a. The representative has made sure the student has appropriate health, accident and liability insurance.
 - b. Students are provided with an identification card with address and telephone numbers of the sponsoring organization and the Facilitative Services Staff, Bureau of Educational and Cultural Affairs, and Department of State.
2. Diplomas may be issued to exchange students when both the District graduation requirements and the student's home school requirements have been met. Students are entitled to participate in all senior activities, including the graduation ceremony, with or without the diploma.
 3. District students should be recommended by the local units of exchange visitor programs for reciprocal privileges and responsibilities.

STUDENT

Policy 2255

Admission and Withdrawal

Disabled Students

The District will follow all state and federal laws, rules and regulations with regard to implementing its responsibilities to students who enroll in the District that have been previously identified as disabled under the Individuals with Disabilities Education Act, or Section 504 of the Rehabilitation Act.

July 2010

STUDENTS

Policy 2260
(Regulation 2260)

Admission and Withdrawal

Homeless Students

The Board of Education is committed to providing equal access for all eligible homeless students to a free, appropriate education in the same manner as is provided to other District students. In carrying out this commitment, the District will identify and assess the needs of the District's homeless students; provide for the placement of its homeless students in the school of best interest; provide access to the District's programs; and appoint a homeless liaison. The Superintendent will review all District policies to determine whether they act as barriers to the enrollment of homeless students. Special attention will be given to policies regarding transportation, immunization, residency, birth certificates, school records and guardianship.

February 26, 2018

STUDENTS

Regulation 2260

Admission and Withdrawal

Admission of Homeless Students

Identification

For purposes of Board policies and regulations *homeless students* include students under age twenty- one (21) who lack a fixed, regular and adequate nighttime residence and include students who:

5. are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in hotels, motels, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
6. have a primary night time residence that is a public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings;
7. are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
8. Are a migratory child or youth who qualifies as homeless because they are living in circumstances described above.

School Selection

Parents, guardians, or unaccompanied youth will be informed of the homeless student's right to remain in the school of origin. For purposes of this policy, the school of origin means the school that the student last attended when permanently housed, or the school where the student was last enrolled including preschool. In determining the best interest of the student, the Board will consider:

6. Keeping the student in the school of origin unless contrary to wishes of parent or guardian;
7. Impact of mobility on admission;
8. Education, health, safety of the student;
9. Consider the views of an unaccompanied student;
10. Irrespective of whether the student lives with homeless parents or has been temporarily placed elsewhere.

The District will provide a written explanation, including the right to appeal to the student or parent/guardian if, the Board sends the student to a school other than the school of origin or the school requested by the parent/guardian.

Enrollment

A homeless student will be enrolled without undue or unreasonable delay. A homeless student will be enrolled even if their previous academic records, immunization records, proof of residence, or other documents are not immediately available. The District will ensure that homeless students, meeting eligibility standards, do not face barriers in accessing academic and extracurricular activities.

Transportation

The District will, upon parent/guardian request, provide transportation to and from the school of origin as follows:

4. If the student continues to live in the District, transportation will be arranged to the school of origin.
5. If the student continues in their school of origin, but moves into another district, transportation will be arranged upon by the District of origin and the new District of residence.
6. Parents, guardians and unaccompanied youth will be fully informed of all transportation services, including transportation to and from the school of origin, and are assisted in accessing transportation services.

Homeless Liaison

The Board of Education has appointed an Assistant Superintendent as liaison for homeless students. The responsibilities of the liaison will include but not be limited to:

14. Ensure that homeless children and youth are identified by school personnel through outreach and coordination activities with other entities and agencies.
15. Establish practices designed to ensure the school enrollment and success of homeless students;
16. Assist with the enrollment of homeless students and provide assistance with obtaining academic and medical records;
17. Make school placement decisions based on the best interest of the child and wishes of the parent, guardian, or unaccompanied youth;
18. Inform parents, guardians, or unaccompanied homeless students of the educational and related opportunities available to them;

19. Ensure that homeless students and their families have access to educational services including Head Start, Even Start and other preschool programs administered by the District;
20. Ensure that referrals are made to health care, dental, mental health and other appropriate services;
21. Ensure that homeless students are not isolated or stigmatized because of their status as homeless;
22. Handle enrollment disputes and ensure that disputes over the placement of homeless students are resolved in a timely manner consistent with the requirements of the McKinney Vento Act;
23. Provide/arrange transportation and inform the parent, guardian, or unaccompanied homeless youth of the transportation services the school district must make available and assist homeless students in accessing transportation to and from school; and
24. Disseminate public notice of the educational rights of homeless students in places where homeless students receive services.
25. Ensure school personnel receives professional development and other support.
26. Ensure that unaccompanied youth are enrolled in school, have the opportunity to meet the same challenging state academic standards, are informed of their status as independent students under Section 480 of the Higher Education Act and their right to receive verification of this status.

All school personnel, District service providers and locally known advocates working with homeless families will be informed of the identity of the Homeless Liaison and the Homeless Liaison duties.

Disputes Over School Selection or Enrollment in a School

If a dispute arises over school selection or enrollment in a school the following protocols will apply:

5. The homeless student will be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute;
6. The parent, guardian or unaccompanied youth will be provided with a written explanation of the District's decision regarding school selection, enrollment, and related decisions concerning education services, including the rights of the parent, guardian, or student to appeal the decision; and
7. The homeless student, parent, or guardian will be referred to the Homeless Liaison, who will carry out the complaint resolution process described in the next section of this Regulation as expeditiously as possible after receiving notice of the dispute.
8. At the request of the parent, guardian or unaccompanied youth, the District will provide for or arrange adequate or appropriate transportation to and from the school selected by the parent, guardian or unaccompanied youth. Inter-district transportation disputes will be resolved by DESE.

Dispute Resolution

Level I - A complaint regarding eligibility, school selection, enrollment or barriers to attending classes and participating in school activities of a homeless child shall first be presented orally and informally to the District's educational liaison for homeless children. If the complaint is not promptly resolved, the complainant may present a formal written complaint (grievance) to the educational liaison. The written charge must include the following: date of filing, description of alleged grievances, the name of the person or persons involved and a recap of the action taken during the informal charge stage. Within five (5) working days after receiving the complaint, the liaison shall state a decision in writing to the complainant, with supporting evidence and reasons. In addition, the liaison will inform the Superintendent of the formal complaint and the disposition.

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

Level III - If resolution is not reached in Level II, a similar written appeals package shall be directed through the Superintendent to the Board of Education requesting a hearing before the Board at the next regularly scheduled or specially called meeting. The hearing before the Board may be conducted in closed session upon the request of either the Board or the complainant. Within thirty (30) working days after receiving the appeals package, the Board shall state its decision and reply in writing to the parties involved. For District purposes, the decision of the Board of Education is final.

Level IV – If the complainant is dissatisfied with the action taken at Level III, the Complainant may appeal the decision to the State Education Agency point of contact. Such appeal must be in writing and filed within five (5) days of Level III decision, and including:

6. School in which enrollment is sought and the basis for seeking enrollment;
7. Name and contact information for the parent or education decision-maker;
8. Best Interest notes and reports;
9. Copy of the previous appeal letter;
10. Copy of the decision recommended at Level III.

The appeal letter must be submitted to the State point of contact as well as the District's Superintendent.

Policy Dissemination

Copies of the Board of Education's Policy on Homeless Students will be presented to the County Welfare Office, County Office of the Division of Employment Security, the Juvenile Officer and to local law enforcement authorities.

Identification

Homeless students will be identified by referrals from community organizations and District personnel and by review of the District's enrollment forms.

STUDENTS

Policy 2270 **(Regulation 2270)**

Admission and Withdrawal

Migrant Students

The Board of Education is committed to the identification, needs assessment and enrollment of migrant students living within the District. The District's Coordinator of Programs for Homeless Students is also responsible for implementation and maintenance of the District's program for migrant students. (See also Policy 6274 – Instruction for Migrant Students.)

The Board of Education directs the administration to screen students, as required by law, to assist the state in identifying migratory children. If the District becomes aware of any student who might be a migrant student, the superintendent or designee will notify the state director of migrant education, as designated by the Department of Elementary and Secondary Education (DESE), so that the student may be formally recognized as a migrant student.

The administration will develop written administrative procedures for ensuring that migrant students, once identified, receive services for which they are eligible. In developing and implementing a program to address the needs of migratory children, the District will:

1. Screen students and assess the educational and related health and social needs of each student identified as migrant.
2. Provide a full range of services to migrant students, including applicable Title I programs, special education, gifted education, career or technical education, language programs, counseling programs, elective classes, fine arts classes, etc.
3. Provide migratory children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. To the extent feasible, provide advocacy and outreach programs to migratory children and their families and professional development for district staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

STUDENTS

Regulation 2270

Admission and Withdrawal

Migrant Students

Identification

For purposes of Board policies and regulations, the phrase *migratory students* shall mean students aged three (3) through twenty-one (21) who are or whose parents/guardians or spouses are migratory agricultural workers, including migratory dairy workers or migratory fishers; and who in the preceding thirty-six (36) months, in order to obtain or accompany such parents/guardians or spouses in obtaining temporary or seasonal employment in agriculture or fishing work, have moved from one school district to another.

The District will identify migrant students by including questions on the District's enrollment form. If it is indicated that a migrant student is enrolling, the parents will then be asked to complete a parent survey/family interview form provided by the State Office for Migrant-English Language Learner (MELL) Program. The Regional Migrant Center or the State Director for Migrant Education will be notified of any migrant students who are enrolled in the District. The Regional Migrant Center will be contacted for any assistance needed for the migrant student(s).

Services

School District personnel including secretaries, nurses, counselors, teachers and principals will be advised of the presence of eligible migrant students in their assigned schools to ensure that equal access to all school programs is provided. Complaints concerning the placement of migrant students will be resolved by means of the District's complaint resolution procedure for homeless students.

STUDENTS

Policy 2280

Admission and Withdrawal

Admission of Home Schooled Students

Students who enroll in the District from a home-schooled status must meet residency requirements as stipulated in Policy 2230.

Grade placement will be determined by an administrative evaluation of records from the home-school setting and assessment of student's age, total educational experience, achievement tests administered at the time of District registration, and consultation with parents/guardians.

STUDENTS

Policy 2290

Admission and Withdrawal

Denial of Admission and Student Withdrawal from School

Denial of Admission

A student who is conditionally enrolled pending a Waiver of the Proof of Residency Requirement hearing may be denied admission and barred from attending school after denial of the student's waiver request as provided in Regulation 2230 and state law.

A student may be denied admission based upon a previous disciplinary expulsion that would result in expulsion in the District or criminal conduct as provide in Policy and Regulation 2664 and state law.

A nonresident student who is not otherwise entitle to a free public education in the District, may be denied admission for any nondiscriminatory reason in accordance with District policies, regulations and rules and state and federal law.

Administrative Removal of Student from Enrollment Not Resulting from Student Disciplinary Action

Upon information that calls into question a student's entitlement to a free public education in the District, the Superintendent/Designee will attempt to contact the student's parent(s) or guardian and give him/her the opportunity to respond. If the Superintendent/Designee determines after this communication or attempted communication that the student is not entitled to a free public education in the District, the Superintendent/Designee will provide written notification of this determination to the parent(s)/guardian and will notify the parent(s)/guardian of the right to appeal this determination to the Board of Education. The student will not be removed from the District's enrollment and barred from school attendance until after the time period to appeal to the Board has expired or if the Superintendent/Designee's Determination is appealed, the Board has upheld the Superintendent/Designee's determination.

Voluntary Student Withdrawal

Students who voluntarily withdraw from school for any reason are required to notify the building principal and provide a specific reason for withdrawal.

Each building principal will submit a monthly report to the Superintendent concerning the identity and reason of each student withdrawing from school.

Requests to Transfer Student's Records to Another Public, Private or Charter School

Building principals will respond within five (5) business days to requests by other schools for the records of students transferring from District schools. Records transferred pursuant to such requests will include the written notification of criminal charges/adjudications by law enforcement officials for criminal acts listed in Regulation 2673.

STUDENTS

Policy 2310 **(Regulation 2310)**

Attendance

Student Attendance

The Board of Education believes that regular attendance is essential to achieving success in school. Education is a total process based upon continual communication and shared responsibilities among parents, students, teachers and school. As students mature and progress through the educational system, they should increasingly assume responsibility for regular attendance. However, parents have a legal and moral responsibility to require regular attendance at school.

Rationale

1. Regular and punctual patterns of attendance will be expected of each student. The secondary student is of an age when he/she needs to learn the valuable concepts of attendance and punctuality. The lesson is important for the student's maturation and acceptance of the responsibility for his/her actions. Good attendance helps prepare the teenager for attendance requirements placed upon an individual as an adult.
2. Students should strive to maintain a good attendance record because there is a direct relationship between school attendance and grades, citizenship, and success in school.
3. Frequent absence of students from regular classroom learning experiences disrupts the continuity of the instructional process. The school cannot teach students who are not present. The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences, and study in order to reach the goal of maximum educational benefits for each individual student. The regular contact of the students with one another in the classroom and their participation in well planned instructional activities under the supervision of a competent teacher are vital to this purpose.
4. The attendance policy exists with only the intent to help students and to maintain the rationale for which it exists. It is recognized that absence from school may be necessary under certain conditions. However, every effort should be made by students, parents/guardians, teachers, and administrators to keep absences and tardiness to a minimum.

STUDENTS

Regulation 2310

Attendance

Student Attendance

Attendance count starts immediately. If a student is to be absent or late, please call the elementary school by 9:00 a.m. and/or the middle school by 8:00 a.m. if possible. If a student arrives at school late, he/she must check in through the office before going to class. If a student is to be picked up early, a note must be sent to the front office. Students leaving early must be signed out. A student arriving at school late or taken out of school early will be counted absent for the part of the day missed. Any absence will prevent a student from receiving a perfect attendance award.

Responsibility

Every school day, absences for each student will be carefully checked, recorded, and reported by each teacher to the office.

The documentation of an absence so that it may be properly recorded is the responsibility of the student and parent/legal guardian. Professional documentation may include, but not be limited to: doctor, dentist, legal appointments and funerals. The absence of any student sent home ill from school by the school nurse or by the building principal will be considered documented.

The eight (8) days per semester as allowed by this regulation are to take care of such things as minor medical problems not requiring a doctor's attention but which may necessitate being out of class for a short period of time (i.e., flu, colds, sinus problems, minor injuries, etc). The exceptions to this are truancy and out-of-school suspension.

ELEMENTARY SCHOOL (K-4)

Make-up work will be allowed for all absences (with the exception of truancy and suspension) until the policy has been violated. After the time, make-up work will be allowed for absences based on professional documentation or acceptance by the Appeals Committee. It is the responsibility of the student to acquire, perform and return all make-up work to each teacher. One (1) day for make-up work will be allowed for each day of absence plus one (1) (i.e., for three [3] days of absence, the student will have four [4] days to make up the work). All make-up work must be turned in to each teacher by the morning after the last allowable make-up day.

MIDDLE SCHOOL (5-6) JUNIOR HIGH (7-8)

Make-up work will be allowed for all absences (with the exception of truancy and suspension) until the policy has been violated. After the time, make-up work will be allowed for absences

based on professional documentation or acceptance by the Appeals Committee. It is the responsibility of the student to acquire, perform and return all make-up work to each teacher. One (1) day for make-up work will be allowed for each day of absence up to five (5) days of absenteeism; a student will have a maximum of five (5) days to make up his/her work. All make-up work must be turned in to each teacher by the morning after the last allowable make-up day.

Violation

Student absences exceeding eight (8) days in one (1) semester will be in violation of the District attendance policy, which may result in a parent/guardian contact, parent/guardian-principal conference, grade level retention, suspension (either in-school or out-of-school), referral to Juvenile Court, or to Missouri Division of Family Services for parental educational neglect. The building administrator and/or committee may make an attendance contact with parent/guardian and student to remediate attendance problems.

Procedures

The parent or legal guardian should receive notification by telephone or regular mail from the office communicating the student's number of absences at the following times:

Fourth (4th) time in one (1) semester

Fifth-Seventh (7th) time in one (1) semester – Juvenile Referral

Eighth (8th) unexcused absence per semester – parent prosecution

A student and parent/legal guardian may request a conference at any time with the principal or other designated school official to discuss the absences of the student or the attendance policy. Only professional documentation will excuse absences from school.

In the event that a student's absences exceed the eight (8) day policy limit, the student and parent/guardian may file an appeal in writing within five (5) days of the notice of violation of the attendance policy. This appeal must be filed in the principal's office. The applicant shall be required to present valid evidence to substantiate the appeal at the hearing. The appeal committee shall be composed of one (1) teacher selected by the student or their parent/guardian, two (2) teachers selected by the teaching staff and a school counselor.

Absences that may be excused by this policy and/or the Appeal Committee are:

1. Illness of the student.
2. Critical illness or death in the immediate family.

3. Time necessary for attending a funeral service of a person whose relationship to the student or family warrants such attendance. Such absence may be excused provided prior arrangements have been made with the principal.
4. Pre-arranged absences made only through the principal.
5. Special circumstances as determined by the school.

Suspension/Truancy/Tardies

A student who is suspended out-of-school for a disciplinary problem for any number of days will have that number of days charged against the total of eight (8) days as permitted by this policy. All days suspended are unexcused and no make-up work is allowed.

A student who is truant for any number of days will have that number of days charged against the total of eight (8) days as permitted by this policy. All days truant are unexcused and no make-up work is allowed.

ELEMENTARY SCHOOL (K-4)

Any student who is tardy more than eight (8) times per semester will follow the same procedures as prior listed in attendance procedure.

MIDDLE SCHOOL (5-6) JUNIOR HIGH (7-8)

Unexcused tardies will be accumulated based upon the amount of time a student is late to school. (i.e., A student who is two (2) hours late to school four (4) times will be counted as one (1) day absent.)

Nine Percent (9%) Rule

The eight (8) days of absence per semester as allowed by this policy are nine percent (9%) of the total classroom days in our school calendar. Therefore, any student entering after the opening day of school as a new student or as a transfer student will be allowed nine percent (9%) of the remaining days in the semester as his/her number of allowable absences. Attendance policies from previous schools will be honored.

Ten (10) Consecutive Day Rule

Any student who has been absent for ten (10) consecutive days will be dismissed from the attendance rolls. The parent/guardian will be required to establish an appointment with the principal prior to re-enrolling the student unless previous arrangements have been made.

Administrative Authority

Building administrators will have the authority to use their discretion in determining all cases regarding attendance.

HIGH SCHOOL (9-12)

Daily Absence Reporting and Make-Up Privileges

1. The parent/guardian of the student should notify the attendance office (851-5300) between 8:15 a.m. and noon for EACH DAY of the student's absence.
2. Students whose parent/guardian have not contacted the school on the day of their absence will need to provide a written excuse from a parent/guardian when they return to school.
3. The student will be considered TRUANT if the parent/guardian fails to notify the school at the time of absence. Truancy is defined as an avoidable absence without the knowledge and consent of the student's parent/guardian, or the school administration.
4. Students who have excused absences from school will have the number of school days they were absent to complete make-up work, except by special arrangement with the teacher.
5. Assignments or tests which were announced prior to the student's absence will be due the day the student returns. Students who know in advance that they will be absent (for family vacation or school activity, for example) may be required to complete assigned work before the absence. All make-up work not completed within the allotted time will be recorded as zero.
6. Make-up for final exams requires administrative approval.

Check Out Procedure During School Days

1. Students who have to leave the building during the school day **MUST** have their parent/guardian permission and **MUST** check out through the office. Failure to check out through the office will be considered a truancy.
2. Parents/guardians may not excuse students who leave during the school day after the absence has occurred. All excuses must be cleared through the office prior to the student leaving campus.

3. Students who become ill or have an accident during school hours should report to the nurse's office. The parent/guardian will be contacted by the school nurse. No student who checks out during the school day for illness will be eligible to participate in any extracurricular activity that day.

Tardies

2. Each student has the responsibility to arrive at school and to each class on time.
2. Students who arrive at school after 7:45 a.m. (9) and 8:45 a.m. (10-12) MUST check in through the attendance office. Students who arrive in class twenty-five (25) minutes or more after the class starts will be counted absent for the entire period.
3. Tardies will be monitored by the classroom teacher, who can require a student to serve a detention in their classroom.
4. Excessive tardies to class will be referred to the assistant principals for disciplinary action and parent/guardian notification.

Excessive Absenteeism/Truancy

1. Any student who is absent from any class more than six (6) times during a semester, or who is truant from a class more than four (4) times during a semester, is subject to loss of credit in that class for the semester in which the absences or trancies occur. A warning letter will be sent to parent/guardian after four (4) absences in any one class.
2. Student attendance will be checked periodically by a building administrator and parent/guardian will be notified of the student's attendance record after three (3) absences.
3. When a student has exceeded the absence or truancy limit in a class:
 - d. Parent/guardian will be notified by the administration that the student may lose credit in that class.
 - e. The student may be assigned to a study hall for that class for the remainder of the semester. Students who are assigned to four (4) or more study halls will be referred to the Superintendent for review of their academic progress and possible suspension for a maximum of ninety (90) days.
 - f. A student maybe referred to the Juvenile Office for excessive unexcused absence before the eighth (8th) absence in any one semester.

- b. If the student or his/her parent/guardian feel that the absences were unavoidable, they may file a written request to present their information to the Appeals Committee, in which case the student will remain in the class pending the decision of the committee.
4. The Appeals Committee will be composed of an administrator, counselor, the school nurse, and special education coordinator.

Appeals will be considered only on the basis of medical records, emergencies, or unusual circumstances. Loss of credit due to truancy is not a valid basis for appeal. An appeal must be filed no later than thirty (30) days after the semester ends.

5. Truancy will also result in:
- a. No make-up privileges.
 - b. Administrative action which may include detention, suspension, removal from class or recommendation for expulsion for the semester.
 - c. Parent/guardian notification or conference by letter, phone, or in person.

- **STUDENTS**
2315

Policy**Attendance****Student Attendance - Excused Absences**

In accordance with Missouri state law, the District recognizes that the Future Farmers of America Organization (FFA), Family, Career, and Community Leaders of America (FCCLA), 4-H programs, and organized competitions held as part of the Missouri state fair involve important education and learning processes and are beneficial to District students. Due to the nature of these organizations, students will occasionally need to miss school time in order to fully participate and benefit from the programs sponsored by these organizations. Accordingly, students who miss school time during the regular school day due to participation in officially sanctioned activities of the Future Farmers of America Organization (FFA), Family, Career, and Community Leaders of America (FCCLA), 4-H, and competitions held as part of the Missouri state fair, shall receive an excused absence and shall be considered to be attending regularly scheduled instruction during such times of absence. Up to 8 days of school days for participation in such activities will be excused by the District per school year for each student.

If a leader of one of the above referenced organizations or the parent of a student participating in the Missouri state fair anticipates that a student will miss school time due to participation in an activity for such organization, the leader/parent shall let the building principal know with as much notice as possible prior to the event and receive his/her approval of the activity and for missed school time. Time missed by students participating in an activity of such programs shall be included in the district's calculation of average daily attendance as defined by Missouri law. Students who miss school time due to participation in an approved activity as set forth in this policy, will be expected to make up all school work missed during their absence.

STUDENTS

Policy 2320
(Regulation 2320)

Attendance

Part-Time Attendance

Students may attend District schools on a part-time basis as provided by state law and regulations of the Board of Education.

Sept. 04

STUDENTS

Regulation 2320

Attendance

Part-time Attendance

The District recognizes the need of some students to attend school on a part-time basis. The Board has established the following regulations regarding part-time attendance. It is the intent of this regulation to meet the individual needs of each student and at the same time establish rules and regulations which will preserve the discipline, health, and academic standards of the school.

Eligibility Requirements

1. The student must have parent/guardian approval if under 18 years of age.
2. The student must demonstrate a definite need to attend school on a part-time basis. Examples are: a) financial needs of student or family, b) health problems of self or family, c) vocational training in school or on the job, d) enrollment in a school of higher education, and e) unique curriculum offerings.

Application Procedure

The student must secure an appointment with the guidance counselor or school principal prior to classification as a part-time student. The student must complete a part-time attendance request form at the conference. Before any decision is given concerning the request, a conference must be held with the student's parent/guardian if the student is under 18 years of age. All applications and conferences must be completed during the time preceding the semester in which the student is to be enrolled on a part-time basis.

After an application has been submitted, the principal shall rule on the request and report to the Superintendent the names of all students who are to be enrolled on a part-time basis. This same report shall be transmitted to the Board of Education. In the event the principal denies the request, the student may appeal to the Superintendent who must respond in a reasonable time. If the student is not satisfied with the decision of the Superintendent, an appeal may be made to the Board of Education with the appeal to be heard at the next meeting of the Board.

The student must renew the request for part-time attendance status each semester. Parental conference will not be required for renewal; however, the parent/guardian will be notified of the student's continued part-time enrollment status.

Part-time students are governed by the same rules and regulations that apply to regularly enrolled students.

Sept. 04

STUDENTS

Policy 2321

Attendance

A+ Military Exemption

On July 1, 2002, Governor Holden signed into Senate Bill #859 which provides an exemption to military dependents in regard to the A+ School Program's three-year rule of attendance at a designated A+ high school immediately prior to graduation.

Any student whose family is transferred to Whiteman Air Force Base (WAFB) will be eligible to join Smith-Cotton's A+ School Program upon enrollment at Smith-Cotton High School. Students wishing to use this exemption must meet all other eligibility requirements. These requirements include cumulative un-weighted grade point average (GPA), attendance, citizenship, tutoring hours and community service hours (the community service hour component begins with the graduating class of 2006 and beyond).

The transfer of the student to Smith-Cotton High School must coincide with the parent(s) transfer orders to WAFB. Furthermore, initial enrollment must be at a designated school for this exemption to be utilized by the student. Any enrollment in a non-A+ designated school will make the student ineligible for the A+ Schools Program.

Military families wishing to participate in Smith-Cotton High School's A+ Schools Program must provide the A+ Office with a copy of their transfer orders to be included in the student's A+ file. All other data required for participation will be gained from the student's transcript and enrollment forms requested by Smith-Cotton High School.

This law became effective August 28, 2002. There are no "grandfather" provisions.

STUDENTS

Policy 2330
(Regulation 2330)

Attendance

Student Early Dismissal Precautions

Students are to be released from school during school hours only with permission of the building principal/designee.

Early dismissal of a student may be approved only by the principal/designee. Normally requests for early dismissal must be in writing, signed and dated by a parent/guardian.

STUDENTS

Regulation 2330

Attendance

Student Early Dismissal Procedures

The following procedures apply:

1. The building principal or designee shall not excuse a student before the end of the school day without a request for early dismissal by the student's parent/guardian.
2. Requests shall be in writing. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent/guardian.
3. Children of single-parent families will be released only upon the request of the custodial parent; i.e., the parent whom the court holds directly responsible for the child, and who is identified as such on the school record.

Additional precautions may be taken by the school administration, appropriate to the age of students, and as needs arise.

Parents/guardians have the obligation to advise and provide up-to-date documentation to the building principal regarding any change in the legal and/or physical custody of the student. The building principal, at all times, has the authority to investigate and confirm the custodial status of a parent/guardian if the principal has inadequate information or reason to suspect that false or incomplete information has been provided to the School District.

Students shall not be permitted to answer any personal phone calls, except those from the parent/guardian or other persons having legal custody of said pupils. Emergency messages will be delivered to the students.

STUDENTS

Policy 2340 **(Regulation 2340)**

Attendance

Truancy and Educational Neglect

The Board of Education believes regular attendance is important to academic success. Therefore, the Board directs that problems with attendance on the part of any student be investigated and acted upon promptly.

Truancy is defined as deliberate absence from school on the part of the pupil with or without the knowledge of the parent/guardian and for which no justifiable excuse is given. When a pattern of truancy becomes evident, the principal will investigate and take such action as circumstances dictate.

Section 210.115 R.S.Mo. mandates reporting to the Division of Family Services when there is reasonable cause to suspect that a student's nonattendance is due to the educational neglect of the parents/guardians.

Any school official or employee who knows or has reasonable cause to suspect that a student is being subjected to home conditions or circumstances which would reasonably result in truancy will immediately report or cause a report to be made to the building principal, or his/her designee, who will then become responsible for making a report via the Student Abuse Hotline to the Missouri Division of Family Services (DFS). The building principal shall inform the Superintendent/designee that a report has been made, and keep the Superintendent apprised of the status of the case.

STUDENTS

Regulation 2340

Attendance

Truancy and Educational Neglect Procedures

1. Section 210.1 15.R.S.Mo. mandates certain professionals to report to the Division of Family Services when they have reasonable cause to suspect that a child is being subjected to home conditions which contribute to school nonattendance.

Along with other professionals mentioned, the law specifically mentions "teacher, principal or other school official" as well as "nurse" and "social worker."

2. School employees who suspect that a child is subject to educational neglect shall report this as soon as possible to the principal/designee.
3. The principal/designee shall review the report and confer with the parent/guardian to resolve the situation. When appropriate, a school counselor, social worker, or nurse may be instructed to offer appropriate social or health services which may be needed to intervene in the family circumstances.
4. If appropriate school intervention does not correct the student's truancy, and reasonable cause for educational neglect has been determined, the principal/designee shall call the Student Abuse Hotline of the Division of Family Services and report the alleged child educational neglect.
5. A report of this call shall be forwarded to the Superintendent or Central Office Student Services Administrator.

STUDENTS

Student Educational Records

Policy 2400
(Regulation 2400)
(Form 2400, 2400.1
2400.2)

A cumulative educational record shall be maintained for each student from his/her entrance into school through the last date of attendance or through graduation, whichever occurs first.

Each student's educational record will include information required by state and federal statutes, regulations or agencies and shall include other information considered necessary by school officials.

The District will comply with the mandates of the Family Educational Rights and Privacy Act (FERPA) and the Safe Schools Act regarding confidentiality of student records and disclosure of personally identifiable information.

The parents/guardians of students who are attending or have attended the District's schools have the right to inspect and review the educational records of their student and to request amendment of their students' educational records. The District has adopted procedures (Regulation 2400) for the granting of parental requests for access to the educational records of their students within a reasonable period of time, but in no case more than forty-five (45) days after the request is made.

All information contained in a student's educational record, except information designated as directory information by the District, shall be confidential and shall be directly accessible only to school officials who demonstrate a legitimate educational interest in the student's records and to parents/guardians or eligible students.

Upon request by military recruiters or an institution of higher learning, the District will provide students' names, addresses and telephone listings. Parents will be notified annually of their right to individually request that such information not be released without prior parental consent. Military recruiters will be provided the same access to students as is given to institutions of higher learning.

June 22, 2009

STUDENTS

Regulation 2400
(Form 2400, 2400.1
2400.2)

Student Educational Records

Definitions

Directory information means information contained in the educational record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. In the Sedalia School District, directory information includes the following: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous school attended, and photographs.

7. *Educational record* means those records that are directly related to a student and are maintained by the District.
8. *Disclosure* means to permit access to or the release, transfer, or other communication of educational records, or the personally identifiable information contained in those records, to any party, by any means, including oral, written or electronic means.
9. *Eligible student* means a student who has reached 18 years of age or attends an institution of post-secondary education.
10. *Parent* means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent/guardian in the absence of a parent/guardian.
11. *Personally identifiable information* includes, but is not limited to the student's name; the name of the student's parent/guardian or other family member; the address of the student or student's family; a personal identifier, such as the student's social security number or student number; a list of personal characteristics that would make the student's identity easily traceable, or other information that would make the student's identity easily traceable.
12. *Student* means any individual who is or has been in attendance in the District and about whom the District maintains educational records.

General Guidelines

5. The District shall give full rights under this regulation to either parent/guardian of a student, unless the District is provided with a court order, state law or other legally binding document that specifically revokes the parent/guardian's rights to access under this regulation.

6. When a student reaches the age of 18, or attends a post-secondary institution of education the parent/guardian rights under this policy will transfer from the parent/guardian to the student.
7. The District will annually disseminate a notice of the rights available under this regulation to parent/guardian and eligible students. The annual notification will include a statement that the parent/guardian or eligible student is entitled:
 - a. To inspect and review the student's educational records.
 - b. To request changes to the educational records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
 - c. To consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that federal and state law authorize disclosure without such consent; and
 - d. To obtain a copy of this policy and guidelines.

The annual notification will also inform parents/guardians and eligible students where copies of the policy and guidelines are located.

8. Prior to making directory information public, the District will notify the parent/guardian regarding the categories of information that it has designated as directory. In addition, the District will allow a reasonable period of time after such notice for the parent/guardian or eligible student to inform the District that any or all of the designated directory information should not be released without the parent's/guardian's or eligible student's consent.

Procedures for Inspection and Review of Educational Records

8. The District's regulation permits parents/guardians and eligible students to inspect and review the educational records of the student.
9. After a request for access to records, the District will allow access within a reasonable period of time, but in no case more than forty-five (45) days after receipt of the request. All requests for access should be directed to the principal of the school where student attends.

10. After the parent/guardian or eligible student has had an opportunity to inspect and review the student's educational records, the parent/guardian may make a request for explanations and interpretations of the records to the principal of the school where student attends. The District's designee shall respond to all reasonable requests for explanation or interpretation.
11. The District will not destroy any educational record if there is an outstanding request to inspect and review that record.
12. If a student's educational records contain information on more than one student, the parent/guardian or adult student may inspect, review or be informed of only the specific information about that student. That is, all information pertaining to another student will be redacted.
13. The District may employ the use of security videos in its hallways, classrooms and/or buses. Security videos maintained by the District's law enforcement unit (if any) or not maintained at all (recycled) are not considered educational records and therefore may not be inspected and reviewed under FERPA. If security videos are maintained by the District, such videos are protected educational records under FERPA and may be viewed by parents or patrons with a court order or written permission from the parent(s) of each student to whom the video is directly related.
14. The District may disclose personally identifiable information from an educational record only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior consent of the parent/guardian or eligible student. Each party to whom disclosure may be made under this policy must first sign a statement in which he/she agrees to abide by this provision and agrees to use the information disclosed only for the purposes for which the disclosure was made. This does not apply to disclosures of directory information or to any information that the District is required to disclose under Missouri law.

Copies of Educational Records

2. The District has no obligation to provide copies of educational records to parents, their representatives or adult students under FERPA unless failure to provide copies prevents a parent or adult student from exercising the right to inspect or review the records, or is otherwise required by law. For example, if a parent does not live within driving distance of the school district, is hospitalized, or incarcerated, he or she may have a right to copies.

Procedures to Request Amendment of a Student's Educational Records

6. If a parent/guardian or eligible student believes the educational records for that student contain information that is inaccurate, misleading, or in violation of the student's rights of privacy or other rights, he/she may ask the District to amend the record. All such requests should be directed to the principal of the school the student attends.
7. The District's designee, in consultation with the administration or Board of Education as needed, shall decide whether to amend the record as requested within a reasonable time after the request.
8. If the District's designee decides not to amend the record, he/she shall inform the parent/guardian or eligible student of that decision and of their right to request a hearing on the request.
9. If a hearing is requested, the District will hold the hearing within a reasonable time after it has received the request and will give the parent/guardian or eligible student reasonable advance notice of the date, time and place of the hearing. The hearing may be conducted by any individual, including an employee of the District, who does not have a direct interest in the outcome of the hearing. The District will give the parent/guardian or eligible student a full and fair opportunity to present evidence relevant to the issue(s) raised by the parent/guardian or eligible student's request. The parent/guardian or eligible student may, at their own expense, be assisted or represented at the hearing by any individual of their choice, including an attorney.
10. The District will make its decision in writing within a reasonable period of time after the hearing. The decision will be based solely on the evidence presented at the hearing, and will include a summary of the evidence and the reasons for the decision.
 - a. If the District decides, as a result of the hearing, that the information is inaccurate, misleading or violates the student's rights, the District shall amend the record and inform the parent/guardian or eligible student of the amendment in writing.
 - b. If the District decides, as a result of the hearing, that the information is not inaccurate, misleading, or otherwise in violation of the student's rights, the District shall inform the parent/guardian or eligible student of that decision and shall inform the parent/guardian or student of his/her right to place a statement in the record commenting on the contested information or stating why he/she disagrees with the

District's decision or both. If the parent/guardian or eligible student submits such a statement, the District will maintain that statement with the student's educational records as long as the record is maintained and will disclose the statement whenever it discloses the portion of the record to which the statement relates.

Procedures Regarding Disclosure of Personally Identifiable Information Where Consent is Required

3. Before the District discloses personally identifiable information from a student's records (other than directory information), the District will obtain a signed and dated written consent from the parent/guardian or eligible student. The written consent will specify the records that may be disclosed; state the purpose of the disclosure; and identify the party or parties to whom disclosure may be made.
4. If the parent/guardian or eligible student so requests, the District will provide him/her with a copy of the records disclosed.

Disclosure of Personally Identifiable Information Where Consent is Not Required

The District may disclose personally identifiable information from a student's educational records without the written consent of the parent/guardian or eligible student in the following circumstances:

18. Disclosure may be made to other school officials, including teachers, within the District whom the District has determined to have legitimate educational interests. In addition, the school official or his/her assistants who are responsible for the custody of the records and those parties authorized to audit the record keeping procedures of the District may inspect the records relating to each student without the consent of the parent/guardian or eligible student.

The District designates the principal of the school where the student attends to make the determination as to whether a particular school official has a legitimate educational interest in accessing a student's educational records. Before accessing any student's educational records, the school official seeking access must submit a written request the principal of the school where the student attends. The request must include the student's name, the reason for the request, the school official's name and the date of the request. The District's designee must provide in writing whether the request was granted or denied and the reason for the decision. If the request is granted, the request and the designee's decision must be maintained with the student's educational records.

19. Disclosure may be made to officials of another school district or post secondary educational institution where the student seeks or intends to enroll.
20. Disclosure may be made to authorized federal and state agencies and authorities.
21. Disclosure of acts of school violence, as set forth in Policy and Regulation 2673, may be made to District employees who are directly responsible for the student's education or who interact with the student in the performance of the employee's duties.
22. Disclosure related to past or potentially future violent behavior may be made to appropriate staff members of portions of any student's individualized education program team.
23. Disclosure may be made to law enforcement officials, as soon as is reasonably practicable, of the commission of the criminal acts listed in Regulation 2673.
24. In appropriate circumstances, District administrators may disclose student educational records to law enforcement and/or juvenile authorities where necessary to serve students prior to adjudication. Officials to whom such educational records are disclosed are required to comply with federal law governing students' educational records.
25. Disclosure may be made to the appropriate division of the Juvenile Court of the suspension of more than ten (10) days of any student under court jurisdiction.
26. Disclosure of discipline records may be made within five (5) days to any requesting school district where the student seeks to enroll.
27. Disclosure may be made if such disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility, amount of aid, condition for the aid, or to enforce the terms and conditions of the aid.
28. Disclosure may be made to organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate or administer predictive tests; administer student aid programs; or improve instruction, if the study is conducted in a way that does not permit personal identification of parent/guardian and students, and the information is destroyed when no longer needed for the purposes for which the study was conducted.
29. Disclosure may be made to accrediting organizations to carry out their accrediting functions.

30. Disclosure may be made to comply with a judicial order or lawfully issued subpoena and only after the District makes a reasonable effort to notify the parent/guardian or eligible student of the order or subpoena in advance of the compliance.
31. Disclosure may be made to appropriate parties where the disclosure is in connection with a health or safety emergency and the information is necessary to protect the health or safety of the student or other individuals.
32. Disclosure may be made where the disclosure is of information the District has designated to be directory information.
33. Disclosure may be made to the parent/guardian of a noneligible student or to an eligible student.
34. Disclosure may be made without the written consent of the parent/guardian or eligible student as otherwise may be specified by federal or state law.

Record Keeping Procedures

6. The District will maintain a record of each request for access to and each disclosure of personally identifiable information from the educational records of each student. The principal of the school where the student attends will be responsible for keeping such records of requests and disclosures.
7. The District will maintain the record of each request and disclosure with the educational records of the student as long as the records are maintained by the District.
8. For each request or disclosure, the District's record will include the parties who have requested or received personally identifiable information from educational records and the legitimate interests the parties had in requesting or obtaining the information.
9. If the District discloses personally identifiable information from an educational record under the exceptions enumerated in the section above, the District will record the names of those persons to whom that party may disclose the information on behalf of the District and the legitimate interests which each of the additional parties has in requesting or obtaining the information.
10. If the District discloses information pursuant to a health or safety emergency, the District, within a reasonable time period, will record in the student's educational records the significant threat that formed the basis for the disclosure and the parties to whom the information was disclosed.

STUDENTS

Policy 2410
(Regulation 2410)

Student Educational Records

Health Information Records

Except as otherwise required to comply with the Individuals with Disabilities Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504), records containing student health information will be stored separately from other student records in a locked file cabinet or in a secure computer file.

Aug 02

STUDENTS

Regulation 2410

Student Educational Records

Health Information Records

Student health information includes information required by state law including but not limited to:

8. Mandated immunizations;
9. Health and physical assessment data;
10. Health screenings for vision, hearing, scoliosis or cholesterol;
11. Injury reports;
12. Incident reports of alcohol or drug use in school;
13. Health assessments and other evaluation reports related to eligibility for services under the IDEA and Section 504; and
14. Referrals for suspected child abuse.

Student health information may also include:

11. Records of student-initiated visits to the school health office, including assessments, interventions, and referrals;
12. Records of meetings between education and health professionals for planning or identifying assessment measures, recommended interventions, and student outcomes;
13. Records for in-school medication, including original signed orders from a physician, written consent from parent and/or guardian to administer a drug, medication logs for both routine and as-needed medications;
14. Physicians' orders, correspondence, evaluation reports, copies of treatment records, institutional or agency records, discharge summaries from outside health care providers or hospitals that have been released by parents to assist in planning individualized school health care or programs;
15. Evaluation reports or specialized assessments such as neurological tests;
16. Individualized emergency care plans for students with special health care needs, including routine and emergency interventions and methods for evaluating student outcomes;
17. An Individualized Healthcare Plan or part of a student's Individualized Education Program (IEP) for students whose health conditions adversely affect their education;
18. Psychologists' or guidance counselors' records of psychological test results, student interviews and counseling, consultations with school staff or parents, and referrals and consultation with outside counselors, therapists, psychologists or psychiatrists, all of which might be considered "mental health" records;
19. School social workers' case histories, counseling notes and interviews, or their records of consultations with school staff, parents, outside counselors, therapists, psychologists or psychiatrists; and
20. Case notes, evaluations, and interventions by other pupil services personnel.

All information contained in a student's health information records, except information designated as directory information by the District, shall be confidential and shall be directly accessible only to school officials who demonstrate a legitimate educational interest in the student health information and to parents/guardians or eligible students.

Interviews with students, parents or staff members concerning student health information should take place in private offices. When student health information is discussed over the telephone, calls should be made from private offices, not in the presence of other students or staff members. Discussion of confidential information related to a specific student should end whenever a third party enters the room. Records containing student health information should never be left on top of a desk, nor should confidential health information be left as a message with a secretary, on voice mail or answering machines. When records are being typed, entered into a computer, copied or faxed, they should be protected from casual observers.

The District will comply with all state and federal law pertaining to the confidentiality of student health information.

STUDENTS

Policy 2420

Student Educational Records

Recording of Meetings

The District prohibits the use of audio, video or other recording devices in any meetings between District employees and parents/guardians, including but not limited to meetings held pursuant to the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. Exceptions to this prohibition will be made on a case-by-case basis and in accordance with federal and state laws. If a parent or guardian wishes to request an exception to this general prohibition, he or she must make a written request to the organizer of the meeting no later than one week prior to the meeting. The request must state the reasons why the parent or guardian believes the District should make an exception and/or why he or she believes that the use of a recording device is necessary to comply with any applicable federal or state laws. The District will provide a written response to the request prior to the scheduled meeting.

STUDENTS

Policy 2510 **(Regulation 2510)**

Student Academic Achievement

Grade Placement/Assignment for Transfer Students

The Board believes that the grade placement and class assignment for a student transferring from another school should reflect the grade level and/or program of study which is appropriate to academic, social, and emotional needs.

Students entering the District by transfer from other public schools outside the District or from private or parochial schools shall submit evidence of achievement in the grade last attended as a prerequisite to enrollment. Grade placement of a student may be adjusted on the basis of achievement tests administered by District personnel, or on the basis of other factors which the principal and the staff of the school concerned believe make such adjustments desirable. In the junior and senior high schools, a transcript of an entering student's record shall be obtained from the school last attended.

Transfers from Accredited School

The grade level achieved or the units of credit completed in the previous school(s) that the student has attended shall be accepted provided these schools are accredited schools. Units of credit shall be determined on the basis of the Carnegie Unit or credit given for the successful completion of a year's study of one subject in a secondary school. Accredited schools shall be those schools classified by the Missouri Department of Elementary and Secondary Education or the equivalent. If the school is located out of state and is a member of the North Central Association of Colleges and Schools or other regional accrediting associations, or is listed as an approved school by the Committee on Accreditation of Schools, nonpublic, it shall be considered accredited. A student who transfers to the District from these accredited schools shall be enrolled in the appropriate grade level, continuing at the current grade placement. If transfer is effected at the beginning of the school year, the students shall be placed in the grade to which previously promoted. After careful observation and evaluation of the student's progress, chronological age, previous educational experience, achievement tests and consultation with parents/guardian, a student may be reassigned to a program that more adequately meets the needs of the student.

Transfers from Unaccredited Schools

Should a student present records and/or credit from an unaccredited school, or home instructional program, the building principal shall place the student according to an evaluation based upon the student's chronological age, previous educational records, current psychological and achievement tests, criterion referenced tests, and other educational

Data pertinent to the assignment of the student. The principal will also consult with the student's parent/guardian. A student received as a transfer from any unaccredited school or home instructional program shall not be placed permanently in a grade or program of study until the student can be evaluated by the building principal and other appropriate professional staff members.

Furthermore, a student transferring from a school that is not accredited must be enrolled for two (2) complete semesters and earn at least five (5) units of credit to provide adequate time for evaluation, before credits earned from the unaccredited school may be accepted to meet graduation requirements.

Transcript credits from an unaccredited school will be evaluated by the building principal and counselor(s). When approved by the building principal and counselor(s), only transcript credits which correspond to course offerings accepted by the Missouri Department of Elementary and Secondary Education or which correspond to course offerings of the District may be accepted to meet graduation requirements. A maximum of seven (7) units of credit may be accepted from unaccredited schools for any academic year including summer school and correspondence courses.

The decision of the building principal regarding student placement and acceptance of credit may be appealed to the Superintendent with a final hearing before the Board.

STUDENTS

Regulation 2510

Student Academic Achievement

Grade Placement/Assignment for Transfer Students

Special Placement – Special promotion or assignment to any grade level above normal progression may be made within a school if the student meets the following criteria:

4. an IQ level of 125 or above
5. must be going into 2nd grade or above
6. grade equivalencies two levels above the grade they should be going in to (for example a 2nd grader wanting to skip 3rd grade would need to have grade equivalencies of 4th grade or above) on the following:
 - e. district assessments
 - f. state assessments
 - g. individual assessment
 - h. social/emotional assessment

A special placement team consisting of teachers, counselor, and principal will review the data to determine what grade level the student will be placed.

August 2014

STUDENTS

Policy 2520

Student Academic Achievement

Promotion and Retention

The purpose of promotions and retentions is to provide maximum consideration for the long range welfare of the student and to provide an opportunity for each student to progress through school according to his/her own needs and abilities.

It is expected that most students in the schools will be promoted annually from one grade level to another upon completion of satisfactory work, however, a student may be retained when his/her standards of achievement or social, emotional, mental, or physical development would not allow satisfactory progress in the next higher grade. Retention normally occurs before the student leaves the primary grades.

Parents/guardians who wish to appeal the decision for retention must first contact the building principal. If parents/guardians do not accept the decision at the building level, an appeal may be made in writing to the Superintendent. All appeals must be requested within two (2) weeks after the close of school.

However, consistent with state law, students with reading ability levels more than one grade level below their current grade level will not be promoted to a higher grade level until this deficiency is removed. This limitation on promotion will not apply to students receiving special education services pursuant to state law.

In compliance with state law, students who do not meet the District's objectives in reading or any other subject area are eligible for academic improvement instruction in the subject area(s) identified at risk of failure outside the regular school day. Students in grade 3 and students in grades 4-6 who transfer in during the year must be assessed and a grade level reading ability must be determined. This determination must be made within 45 days of the end of the school year. This assessment is NOT required for students who have already been determined to be reading at or above grade level.

Students with disabilities or limited English proficiency may be exempted from the mandatory reading assessment. In addition, assessment is not required for students who have determined "prior to the beginning of any school year, to have a cognitive ability insufficient to meet the reading requirement."

Dec. 01

Student Academic Achievement

Promotion and Retention

SMITH-COTTON HIGH SCHOOL

Students will be classified according to number of years of attendance at Smith-Cotton High School. In order to make normal progress toward graduation, students must acquire five (5) credits after the first year, ten (10) credits after the second year, and seventeen (17) credits after the third year. Counselors will be responsible for monitoring credits and for keeping students and parents informed of progress toward graduation.

JUNIOR HIGH SCHOOL

Nine (9) total units of credit at the seventh and eighth grade level in specified subject areas are required for promotion to the ninth grade at Smith-Cotton Junior High School. One-half credit is awarded for each semester of work in which a student receives a passing grade. Students in eighth grade may receive units of High School credit by taking a course for which an EOC is required and scoring proficient on the EOC test for that course. A student will be classified as a seventh grader automatically upon promotion from the sixth grade. If a student fails two (2) semesters of any required course during the seventh grade year, attendance and successful completion of that course or courses in summer school is required before the student can be classified as an eighth grader. The administration may place a student in some eighth grade classes while the student makes up seventh grade requirements failed the previous year. Promotion to the ninth grade is based upon the following:

Required Subjects

Six units of credit are needed from those listed below:

Credits Offered		Minimum Credits
Language Skills	2	1 ½ credits
Social Studies	2	1 ½ credits
Mathematics	2	1 ½ credits
Science	2	1 ½ credits
Total	8	6 credits

Elective Subjects

All additional three (3) units of credit must be earned from the elective courses offered.

Assignment to the ninth grade at Smith-Cotton Junior High School, for all students, will be at the discretion of the administration. Normally, students who fail to acquire the nine (9) credits at the Junior High School necessary for promotion to the ninth grade may be retained at the Junior High School at least one (1) year and possibly two (2).

ELEMENTARY SCHOOL

Promotion – The general policy of the District is to promote pupils one (1) grade each year in the elementary schools when their educational progress is consistent with the student goals and objectives at their grade level.

Retention – Students who do not make satisfactory educational progress may be retained at grade level by the principal after consultation with the teacher and parent/guardian.

Assignment – Students who are not making satisfactory educational progress at grade level may be assigned to the next higher grade by the building principal after considering student maturity and intellectual capabilities. All students requiring special education services will be assigned to special programming through District Special Education placement procedures.

Special Placement – Special promotion or assignment to any grade level above normal progression may be made within an elementary school by a building principal after securing the approval of the Assistant Superintendent in charge of Personnel and Curriculum.

Special Placement Involving Assignment to Middle School – Special placement involving assignment to the Middle School before completion of all five (5) elementary grades must be approved in a staffing session involving:

1. The elementary principal involved.
2. Assistant Superintendent in charge of Personnel and Curriculum.
3. Middle School Principal.
4. Elementary Counselor.
5. Middle School Counselor.

Parental conferences with the elementary principal will precede the staffing conference.

Retention Based Upon Reading Performance Through Grade 6:

Individualized “Reading Improvement Plans” MUST be developed for any third-grader who was determined to be reading below second grade level, to be implemented during the fourth grade year.

Beginning with the 2002-2003 school year each reading plan **MUST** include a minimum of 30 hours of additional reading instruction or practice outside the regular school day during the fourth grade year. Such instruction may be provided during the summer before grade 4 or during the regular school term.

Students in grade 3 who are reading below second grade level **MAY** be required to attend summer school as a condition for promotion to fourth grade. Students in grade 4 who are reading below third grade will be required to have summer reading instruction and will be assessed again at the end of summer school.

Beginning with the 2002-2003 school year Reading Improvement Plans must be implemented for identified students in grades 4-6.

Beginning with the 2003-2004 school year mandatory retention in grade 4 will apply for the first time for students who are still reading below third grade level at the end of summer school and who do not qualify for an exemption.

Students in grade 4 with Reading Improvement Plans must be assessed again within 45 days of the end of the school year. Those who are still reading **below third grade level shall be required** to attend summer school to receive reading instruction. The reading level of these students must be assessed again at the end of summer school. At this point, if a child is still reading below third grade level, the district must notify the parents or guardians, and the child **shall not be promoted to fifth grade.**

Mandatory retention may only be imposed once. The law states: “No student shall be denied promotion more than once solely for inability to meet the reading standards set out in this law.” The assessment procedures **MUST** be repeated to monitor children’s reading progress during grades 4-6, and summer school attendance may continue to be mandatory.

Students who have Reading Improvement Plans at the end of grades 5 and 6 must be reassessed. A notation **MUST** be made on the permanent record of any student determined to be reading below fifth grade level by the end of grade 6. This notation may be removed at any time the child reaches his/her appropriate reading level. A comprehensive assessment plan will be put into place to monitor the reading progress of all students.

Retention/Promotion Checklist

Question:	Consider Retention	Promotion Recommended	Reason
Do you suspect that this student may be slow learner (70-89) IQ		X	Retaining slow learners usually produces disappointing results (larger, older kid surrounded by out-performing younger kids)
Does the student display low motivation, seldom making an effort to do work, lacks self-determination?		X	Retention is not an effective strategy to inspire an unmotivated student and may actually put them at additional risk
Has this student been identified as learning disabled?		X	
Is the student chronologically young or developmentally immature?	X		Retention can be a good intervention to equalize education for developmentally immature students, particularly boys.
Has the student been retained before?		X	Being retained in two grades increases the risk of the student dropping out.
Has the student had a high absenteeism due to a long-term illness or accident?	X		This student may be a good candidate for retention so they can gain an additional year of learning time.
Is the student chronically absent or truant?		X	These students are already at risk for dropping out of school. Retaining the student will not change the parents attitudes, nor will it help the students.
Is the student's family highly transient (moved 3 times in 5 years)?		X	This requires a different intervention. Transiency cannot be solved by retention. They need to be promoted and need full range of support.
Does the student speak English as a second language?		X	A better solution is to promote with strong ELL support. Retention is recommended only if the child is chronologically young.
Does the child have a poor self-concept and is it directly related to the student's difficulty in school?	If poor self-concept is a result of stress because of wrong grade placement	X	For a child with low self-esteem, retention will most likely have serious negative consequences.

Have a wide range of intervention programs been tried with the student?			Retention should be used as a last resort and only after a wide range of interventions and services have been tried.
Is the student physical small or large for their age?	If a student is small for their age, retaining the student is easier. They are expected to act younger and blend in.	If the student is larger for their age, retention can make the student stand out, so be cautious when considering retention.	
Does the student's family live at or below the poverty level?	Retention may help if child is chronologically or developmentally young	Student in poverty benefit more from direct language instruction, tutoring, and looping	
Was the child born with a low birth weight or premature?	X		An additional learning year might prove beneficial.
Is the child displaying signs of emotional/behavioral problems?	If the emotional stress is caused by wrong grade placement	X	In most cases retention will undoubtedly add to the emotional difficulty.
Does the student exhibit signs of social problems?	If the child is developmentally young, retention may help catch them up with peers.	If the child's social difficulty is a reflection of their personality and temperament, retention will not help.	
The student and/or the parents are adamantly opposed to retention.		X	Forced retention will not produce desired results. The student and parents are likely to work against retention to prove it doesn't work.

STUDENTS

Policy 2525

Student Academic Achievement

Graduation Requirements

One general diploma will be offered for graduation from Smith-Cotton High School.

Minimum Graduation Requirements

Graduation requirements for the District shall be a minimum of twenty-four (24) units of credit, completed during grade nine and above.

REQUIREMENTS FOR GRADUATION

Communication Arts	4.0
Social Studies	3.0
Mathematics	3.0
Science	3.0
Practical Art	1.0
Fine Arts	1.0
PE	1.0
Health	.5
Personal Finance	.5
Required Units	19.5
Elective Units	4.5
Total Units	24.0

The District will accept courses through Missouri's K-12 Virtual Instruction Program (MoVIP) as units of credit meeting state and local graduation requirements provided however the quantity and quality of completed student works meets standards applicable to the District's traditional program. (See Policy Virtual Instruction Program.)

Students may earn advanced-standing credit by successfully completing the high school-level course prior to entering the ninth grade. For students in the graduating class of 2014 and beyond, this advanced-standing credit may be counted toward meeting all graduation requirements including state minimum requirements.

In addition to the program of study for graduation, a student must pass proficiency exams concerning the Missouri and the United States Constitutions to qualify for graduation from the District.

Methods of Earning Credit to Apply Toward the Graduation Requirements

1. Transfer credit from an accredited high school.
2. Successful completion of course work at Smith-Cotton.
3. A maximum of two (2) units of Special Learning Project credit or correspondence work may be applied toward graduation.
4. Transfer credit from non-accredited schools will be granted in accordance with Board policy.

Provisions for Transfer Students

When transfer students are unable to meet state or local high school graduation requirements, the Board may make necessary exceptions in specific requirements which will permit them to graduate if:

1. They have done satisfactory work since the date of transfer.
2. They have been unable to meet the specific requirements due to conditions beyond their control.
3. They would have graduated from their former school if they had not transferred.

Transfer students, without a minimum of six (6) semesters of residency at Smith-Cotton, will not be considered eligible for ranking as Salutatorian or Valedictorian.

Student Academic Achievement

Constitution and American Civics Tests

As a condition of graduation, student must satisfactorily pass an examination on the principles and provisions of the United States and Missouri Constitutions, American History, American Institutions and American Civics. This requirement may be waived for any student transferring from a school outside the state if the student furnishes acceptable documentation of the student's successful completion of a course over comparable material.

The Civics examination will consist of one hundred questions similar to the one hundred question examination used by the United States for applicants for citizenship.

All students entering 9th grade after July 1, 2017 must pass an American Civics Test similar to the civics portion of the United States Naturalization Test, produced by the United States Citizenship and Immigration Services. The American Civics Test may be administered in conjunction with testing on the provisions and principles of the United States and Missouri Constitutions, American History and American Institutions.

STUDENTS

Policy 2530

Student Academic Achievement

Graduation Requirements – Students with Disabilities

The District must provide a free appropriate public education (FAPE) for students with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) until they graduate or until the student reaches twenty-one (21) years of age.

Students with disabilities pursuant to the IDEA who have completed four years of high school shall be allowed to participate in the graduation ceremony of the student's high school graduating class and all related activities if the student's individualized education program (IEP) prescribes special education, transition planning, transition services, or related services beyond the student's four years of high school, and the student's individualized education program team determines the student is making satisfactory progress toward the completion of the individual education program and participation in the graduation ceremony is determined appropriate.

The District shall provide timely and meaningful written notice to children with disabilities and their parents or guardians about the instant policy. [Notice of the District's policy shall be provided at the annual IEP meeting that occurs prior to the student's fourth year of high school.] The purpose of the notice is to inform parents and students about the policy and should not be confused with IDEA notices of action relating to the identification, evaluation, placement, or provision of FAPE.

This policy does not apply to non-IDEA students.

STUDENTS

Policy 2540

Student Academic Achievement

Early Graduation

Students may graduate prior to eight (8) semesters of regular attendance by achieving twenty-four (24) units of approved credit including the required subjects for graduation.

STUDENTS

Policy 2550

Student Academic Achievement

Dual Credit Scholarships

The District may provide “dual credit” courses in conjunction with an accredited Missouri higher education institution. Such courses would be taught in a district high school by instructors possessing appropriate academic credentials. Eligible students participating in the program would be eligible to earn high school and college credit simultaneously.

Subject to state appropriation of funds, dual credit students may be eligible for a dual credit scholarship. Dual credit students would be eligible to receive up to fifty (50%) percent of the tuition cost paid by the student to enroll in a course offered by an approved dual credit provider. However, no student shall receive more than five hundred dollars (\$500.00) annually for all dual credit courses taken.

In order to be eligible to receive a dual credit scholarship a student must:

5. Be a United States citizen or permanent resident;
6. Be a Missouri resident;
7. Have a cumulative high school GPA of at least 2.5 on a four point scale.
8. Meet one or more of the following indicators of economic need:
 - a. Be eligible to be enrolled in a federal free or reduced lunch program; or
 - b. Reside in a foster home; be a ward of the State; or be homeless; or
 - c. Receive low income public assistance or live in federally subsidized public housing.

STUDENTS

Policy 2600

Discipline

The District has the authority to discipline for student conduct that is prejudicial to good order and discipline in the schools as provided by state law. School officials are authorized to hold students accountable for misconduct in school, on school property, and during school-sponsored activities. Students who engage in significant acts of misconduct off campus which materially and adversely impact the education of District students will be subject to discipline up to and including expulsion. However, no student will be confined in an unattended locked space except for emergency situations while awaiting the arrival of law enforcement officials.

Students forfeit their right to a public school education by engaging in conduct prohibited in Regulation 2610, the code of student conduct, and/or state or federal law. Disciplinary consequences include, but are not limited to, withdrawal of school privileges (athletics, intramurals, student clubs and activities and school social events); the reassignment of the student to another school; removal for up to ten (10) school days by building principals; extension of suspensions for a total of 180 days by the Superintendent; and longer term suspension and expulsion from school by the Board of Education. See also Policies 2610, 2662, and 2663.

Removal of any student who is a student with a disability under Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act is subject to state and federal procedural due process rights. See policy 2672 and its corresponding regulation.

The District will provide annual in-service training to all employees concerning the District's discipline regulations and their implementation. Annual training will also include, but will not be limited to, approved methods of dealing with school violence, discipline of students with disabilities, and the requirements of student confidentiality.

STUDENTS

Policy 2610
(Regulation
2610-JH, 2610-HS)

Discipline

Misconduct and Disciplinary Consequences

All students attending school in District schools will be expected to accept the obligation and responsibility to attend school on a regular basis and to comply with the District's discipline code set forth in Regulation 2610. Those students who choose not to fulfill their responsibilities at school will be held accountable for their conduct. Consequences for individual acts of misconduct are calculated to discipline the student, to deter future misconduct, and to provide a safe and positive environment in which students can learn. Students who engage in significant acts of misconduct off campus which materially and adversely impact the educational environment of district students to the extent allowed by law will be subject to discipline up to and including expulsion.

October 2010

STUDENTS

Regulation 2610 - JH

Discipline

Behavioral Expectations: Smith-Cotton Junior High

The discipline code set out in this regulation is intended to be illustrative but not an exclusive listing of acts of misconduct and the consequences for each. Misconduct which is not specifically listed in this regulation may be deemed to warrant discipline up to and including expulsion following provision of all due process procedures. In addition, the disciplinary consequence listed for each offense may be increased or decreased by the Administration or the Board of Education due to mitigating or aggravating circumstances.

Copies of this regulation will be provided to each student at the beginning of each school year. Copies of these documents will also be available for public inspection during normal business hours in the Superintendent's office.

In all cases where disciplinary action is to be instituted, reasonable efforts will be made to contact a parent/guardian. In all incidents where there is criminal activity taking place, the Police Department will be notified. Infractions that occur at school activities or on school grounds are subject to these consequences.

In order for a student violation to be subject to any penalty for any infraction or misconduct that may be construed to impose any un-permitted constitutional restraint upon that student, the infraction or misconduct must have the effect of substantially and materially interfering with the educational process, adversely affecting the health, safety, or well-being of others, or constituting a crime if committed by an adult.

Students under suspension from school are not to attend school activities nor be on school grounds.

Misconduct not listed will be subject to administrative review and discipline as deemed appropriate.

Note: Offenses indicated by an asterisk are considered serious offenses by state law or offenses designated by the Board as being of a serious nature requiring special handling of the student's record of behavior.

*** Alcohol, Controlled Substances**

- c. Possession of or attending under the influence of any
- d. Sale, purchase or distribution of any prescription drug, alcohol, narcotic substance, counterfeit drugs and/or drug-related paraphernalia

Note: For the purposes of this policy “under the influence” shall mean engaging in the use of any unauthorized prescription drug, alcohol, narcotic substance, counterfeit drugs, or drug-related paraphernalia.

Consequence –

- 1st Offense – Parent contact, counselor, out of school suspension, legal authority, long term
- 2nd Offense – Parent contact, counselor, out of school suspension, legal authority, long term
- 3rd Offense – Parent contact, counselor, out of school suspension, legal authority, long term

*** Arson**

Starting a fire, or attempting to start a fire, or causing an explosion with the intention to damage property or buildings of the Sedalia School District #200 or other persons.

Consequence –

- 1st Offense – Parent contact, out of school suspension, legal authority, long term
- Subsequent Offense – Parent contact, legal authority, recommendation for expulsion

*** Assault**

Safe Schools Act: Prohibitions and reporting of student possession of weapons or controlled substances shall apply to the school playground or parking lot, school bus, or school activity whether on or off school property. The school district may recognize disciplinary actions of another school district whether in-state, or out-of-state, in a public, private, or charter school.

- c. Attempting to cause injury to another person; intentionally placing a person in reasonable apprehension of imminent physical injury
- d. Attempting to kill or cause serious physical injury to another

Consequence –

The school board shall not re-admit or enroll a pupil suspended for more than 10 days for school violence, regardless of whether the act was committed at a public or private school, provided that the act was the cause of the suspension or expulsion in the case of a private school, without first holding a conference with the appropriate school officials.

- 1st Offense – Parent contact, in school suspension, out of school suspension, legal authority, long term
- 2nd Offense – Parent contact, out of school suspension, legal authority, long term
- 3rd Offense – Parent contact, out of school suspension, legal authority, long term

Bullying

Intentional intimidation or infliction of physical, emotional, or mental harm (see Policy 2655.)

“Bullying” means intimidation, unwanted aggressive behavior, or harassment that is repetitive, or is substantially likely to be repeated, and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. May consist of physical actions, including gestures, or oral, cyberbullying, electronic, or written communication, and any threat of retaliation for reporting of such acts. Bullying of students is prohibited on school property, at any school function, or on a school bus.

“Cyberbullying” means bullying as defined in this subsection through the transmission of communication including, but not limited to a message, text, sound or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer or pager.

Consequence –

- 1st Offense – Conference with student, parent contact, out of school suspension, up to 10 days
- 2nd Offense – Conference with student, parent contact, out of school suspension, up to 180 days
- 3rd Offense – Conference with student, parent contact, out of school suspension, recommendation for expulsion

Bus Misconduct

Any offense committed by a student on a district-owned or contracted bus shall be punished in the same manner as if the offense had been committed at the student’s assigned school. In addition, bus-riding privileges may be suspended or revoked.

Consequence –

- 1st Offense – Conference with student, parent contact, warning
- 2nd Offense – Parent contact, 1-day off bus
- 3rd Offense – Parent contact, 3-days off bus
- 4th Offense – Parent contact, 5-days off bus
- 5th Offense – Parent contact, loss of riding privileges

Cheating

Dishonesty while completing schoolwork plagiarism, and/or falsifying or altering records. Cheating offenses will be counted across all classes. This will restart each semester.

Consequence –

- 1st Offense – Parent contact, no credit
- 2nd Offense – Parent contact, no credit, mandatory 25% drop in quarter grade
- 3rd Offense – Parent contact, mandatory “F” for the semester

Chronic Misbehaving Students

Chronic misbehaving is defined as any one or more of the following:

- More than 5 office referrals resulting in detentions
- More than 2 office referrals resulting in suspension
- Any combination of these

Consequence –

- 1st Offense – Parent contact, in school suspension, out of school suspension, long term, behavior plan
- 2nd Offense – Parent contact, in school suspension, out of school suspension, long term, behavior plan
- 3rd Offense – Parent contact, in school suspension, out of school suspension, long term, behavior plan

Computer Misuse

Inappropriate use of a computer (Internet included) is any action by a student to view, print, or distribute pornographic materials, access private files, harassing, insulting or attacking others, damaging computer systems and/or computer networks, unauthorized tampering of hardware and/or software, violating copyright laws, and employing the network for commercial purposes.

Consequence –

- 1st Offense – Conference with student, parent contact, loss of privileges, restitution, in school suspension, out of school suspension
- 2nd Offense – Conference with student, parent contact, restitution, detention, in school suspension, out of school suspension
- 3rd Offense – Conference with student, parent contact, loss of privileges, restitution, detention, in school suspension, out of school suspension

Discriminatory Acts/Disparaging or Demeaning Language

Use of words or actions, verbal, written or symbolic, meant to harass or injure another person; i.e., threats of violence or defamation of a person's race, religion, gender, or ethnic origin.

Consequence –

- 1st Offense – Parent contact, detention, in school suspension, out of school suspension, long term
- 2nd Offense – Parent contact, in school suspension, out of school suspension, long term
- 3rd Offense – Parent contact, out of school suspension, long term

Disorderly Conduct

Engaging in violent, abusive, indecent, profane, boisterous, unreasonably loud, or other conduct which tends to cause or provoke a disturbance.

Consequence –

- 1st Offense – Parent contact, detention, in school suspension, out of school suspension
- 2nd Offense – Parent contact, in school suspension, out of school suspension
- Repeat Offense – Parent contact, in school suspension, out of school suspension

Disrespectful Conduct or Speech

- c. Disrespectful verbal, written, or symbolic language or gesture, which is inappropriate to public settings, directed to a staff member or another student
- d. Conduct or verbal, written, or symbolic language which materially and substantially disrupts classroom work, school activities, or school functions

Consequence –

- 1st Offense – Parent contact, detention, in school suspension, out of school suspension
- 2nd Offense – Parent contact, in school suspension, out of school suspension
- 3rd Offense – Parent contact, out of school suspension

Failure to Serve a Detention

Knowingly and willfully refusing to serve an assigned detention.

Consequence –

- 1st Offense – Parent contact, detention
- 2nd Offense – Parent contact, detention, in school suspension, out of school suspension
- Repeat Offense – Parent contact, in school suspension, out of school suspension

False Alarms

- c. The act of initiating a false fire alarm or initiating a false report warning of a fire or an impending catastrophe
- d. Tampering with emergency equipment

Consequence –

Any Offense – Parent contact, in school suspension, out of school suspension, legal authority

2nd Offense– Parent contact, in school suspension, out of school suspension, legal authority

3rd Offense – Parent contact, out of school suspension, legal authority

False Reports

The act of falsely reporting incidents, or making false accusations, or giving false information to school personnel which would affect the welfare of others.

Consequences –

1st Offense – Parent contact, detention, in school suspension, out of school suspension

2nd Offense – Parent contact, in school suspension, out of school suspension

Subsequent Offense – Parent contact, out of school suspension

Fighting

Occurs when two or more persons voluntarily or by agreement, engage in any fight, or use any blows or violence towards each other in any angry or quarrelsome manner, or do each other willful mischief, or if any persons shall assault another and strike him in any public place to the terror or disturbance of others, the person, or persons, shall be deemed guilty of a misdemeanor.

Consequence –

1st Offense – Parent contact, in school suspension, out of school suspension, legal authority

2nd Offense – Parent contact, out of school suspension, legal authority, long term

3rd Offense – Parent contact, out of school suspension, legal authority, long term

Firearm

Safe Schools Act: Prohibitions and reporting of student possession of weapons or controlled substances shall apply to the school playground or parking lot, school bus, or school activity, whether on or off school property. The school district may recognize disciplinary actions of another school district whether in-state, or out-of state, in a public, private, or charter school.

In this policy, the term “firearm” is defined pursuant to federal law as set out in the most recent version of 18 United States Code Section 921. The term “firearm” includes, but is not limited to, such items as:

- a. Any item which is a loaded or unloaded weapon, weapon frame, or weapon barrel and which is designed to, or may, or may not, be readily converted to expel a projectile by action of an explosive, or
- b. Any item which will, or which may be, readily converted to expel a projectile by the action of an explosive or other propellant, and which has a barrel with a bore of at least one-half inch in diameter, or
- c. Any explosive, incendiary or poison gas, such as: bombs, grenades, rockets with a propellant charge of greater than four ounces, and other similar devices as recognized under federal law, or
- d. Any combination of parts, either designed to, or intended for, use in converting any device into a device as described in paragraphs b or c.

Consequence –

The school board shall not re-admit or enroll a pupil suspended for more than 10 days for school violence regardless of whether the act was committed at a public or private school, provided that the act was the cause of the suspension, or expulsion, in the case of a private school, without first holding a conference with the appropriate school officials.

1st Offense – Parent contact, out of school suspension, legal authority, alternative placement

2nd Offense - Parent contact, out of school suspension, legal authority, long term, alternative placement

3rd Offense – Parent contact, out of school suspension, legal authority, long term, alternative placement

Fireworks

Anything manufactured, processed, or packaged for exploding, emitting sparks or combustion, which does not have another common use.

Consequence –

Any Offense – Parent contact, in school suspension, out of school suspension, long term

2nd Offense – Parent contact, in school suspension, out of school suspension, legal authority

3rd Offense – Parent contact, in school suspension, out of school suspension, legal authority, long term, recommendation for expulsion

Forgery

The act of falsely using, in writing, the name of another person, or falsifying time, dates, grades, addresses, or other data on school forms.

Consequence –

1st Offense – Parent contact, no credit, detention, in school suspension

Repeat Offense – Parent conference, no credit, detention, in school suspension, out of school suspension

Subsequent Offense – Parent conference, no credit, detention, in school suspension, out of school suspension

Gambling

Making a bet as defined by Section 572.020 (4) RSMo, or engaging in conduct prohibited under Chapter 572,000 RSMo, possession and/or use of any gaming devices, including but not limited to playing cards or dice. Also any actions normally associated with gambling, such as pitching or matching coins, wagering or betting on sports events, or participation in pools.

Consequence –

1st Offense – Parent contact, detention, in school suspension, out of school suspension, confiscation

2nd Offense – Parent contact, detention, in school suspension, out of school suspension, confiscation

Subsequent Offense – Parent contact, detention, in school suspension, out of school suspension, confiscation

Hazing

Harassment, abuse, or humiliation by way of initiation. It can be physical, mental, or emotional.

Consequence –

1st Offense – Conference with student, parent contact, loss of privileges, in school suspension, out of school suspension

2nd Offense – Conference with student, parent contact, loss of privileges, in school suspension, out of school suspension

3rd Offense – Conference with student, parent contact, loss of privileges, out of school suspension

Inappropriate Display of Affection

Embracing, kissing, or caressing another in a situation or under circumstances deemed inappropriate.

Consequence –

1st Offense – Conference with student, parent contact, counselor, detention

2nd Offense – Conference with student, parent contact, counselor, detention, in school suspension

Subsequent Offense – Conference with student, parent contact, in school suspension, out of school suspension

Inciting Others to Violence or Disobedience

By words, acts, or deeds, giving encouragement to demonstrations or protests, which disrupt the normal educational process of the school.

Consequence –

1st Offense – Parent contact, detention, in school suspension, out of school suspension

2nd Offense – Parent contact, in school suspension, out of school suspension

Subsequence Offense – Parent contact, out of school suspension

Insubordination

The willful failure to respond or carry out a reasonable directive by authorized school personnel.

Consequence –

1st Offense – Parent contact, detention, in school suspension, out of school suspension

2nd Offense – Parent contact, in school suspension, out of school suspension

Subsequent Offense – Parent contact, in school suspension, out of school suspension

Interference with the Educational Process

Conduct, behavior, sleeping, cell phones/communication devices, electronic devices, social media, and attire, which interfere with the educational process including the use of obscene, suggestive, profane language, or gestures advocating disruptive or illegal activity. Tampering with others property and/or school district property.

Consequence –

1st Offense – Parent contact, detention, in school suspension, out of school suspension

2nd Offense – Parent contact, in school suspension, out of school suspension, legal authority

Subsequent Offense – Parent contact, in school suspension, out of school suspension, legal authority

Laser Beam Light Brought To School

Laser beam lights have been determined to be harmful to the health of others if used in an improper manner. Laser beam lights are not to be in the possession, or used by a student on school grounds, school buses, or at school functions. Possession and /or use of laser lights will result in the following actions, in addition to notification of parents.

Consequence –

1st Offense – Confiscation, parent contact, in school suspension

2nd Offense – Confiscation, parent contact, in school suspension, out of school suspension

3rd Offense – Confiscation, parent contact, out of school suspension

Littering

Throwing or leaving waste, debris, or other litter on school property other than in an authorized and customary waste receptacle.

Consequence –

- 1st Offense – Conference with student, parent contact, detention, school service work, in school suspension
- 2nd Offense – Parent contact, detention, school service work, in school suspension
- Subsequent Offense – Parent contact, school service work, in school suspension

Obscenities

Possession of sexually explicit materials or illustrations, or use of profane and obscene language or **physical gestures**. This includes sexting.

Consequence –

- 1st Offense – Conference with student, counselor, detention, in school suspension, out of school suspension, legal authority
- 2nd Offense – Parent contact, detention, in school suspension, out of school suspension, legal authority
- Subsequent Offense – Parent contact, in school suspension, out of school suspension, legal authority

*** Physical Attack on Staff Member**

The act of intentionally pushing, striking, or biting a staff member.

Consequence –

- 1st Offense – Parent contact, out of school suspension, legal authority, recommendation for expulsion
- Subsequent Offense – Out of school suspension, legal authority, long term, recommendation for expulsion
- Subsequent Offense – Out of school suspension, legal authority, long-term, recommendation for expulsion

Possession of Stolen Property

Possession of items that belong to another person, organization, or school system, without the consent of the rightful owner.

Consequence –

1st Offense – Parent contact, restitution, detention, school service work, in school suspension, out of school suspension, legal authority

2nd Offense – Parent contact, restitution, in school suspension, out of school suspension, legal authority

3rd Offense – Parent contact, restitution, in school suspension, out of school suspension, legal authority

*** Sexual Assault**

Intentional touching of clothed, or unclothed, intimate part(s) of another person with any part(s) of the body, or with any object or device thereby causing offense or alarm, and acts prohibited or defined in Chapter 566.010 RSMo.

Consequence –

1st Offense – Parent contact, in school suspension, out of school suspension, legal authority, long term

Repeat Offense – Parent contact, out of school suspension, legal authority, long term, up to 180 days

Subsequent Offense – Parent contact, out of school suspension, legal authority, long term, recommendation for expulsion

Sexual Harassment

- a. Unwelcomed sexual advances, request for sexual favors, and other verbal or physical conduct or communication
- b. Use of verbal, written, or symbolic language that is sexually harassing

Consequence –

1st Offense – Parent contact, counselor, detention, in school suspension, out of school suspension, legal authority, long term

Repeat Offense – Parent contact, in school suspension, out of school suspension, legal authority, long term

Subsequent Offense – Parent contact, in school suspension, out of school suspension, legal authority, long term

Shakedown or Strong-Arm/Extortion

The act of extortion, or borrowing, or attempting to borrow any money or items of value from a person, unless both parties enter into the agreement freely and without the presence of either an implied or expressed threat.

Consequence –

1st Offense – Parent contact, restitution, school service work, in school suspension, out of school suspension, legal authority

2nd Offense – Parent contact, restitution, in school suspension, out of school suspension, legal authority

Repeat Offense – Parent contact, restitution, in school suspension, out of school suspension, legal authority

Tardiness

The act of unexcused lateness to school, class, homeroom, or any other part of the student's schedule.

Consequence –

4th Time in 1 semester – Parent contact, detention

7th Time in 1 semester – Parent contact, detention, in school suspension

9th Time in 1 semester – Parent contact, detention, in school suspension, legal authority

Repeat Offense – Parent contact, in school suspension, legal authority

Theft

The act of taking, possessing, or concealing the property of another without owner's consent.

Consequence –

1st Offense – Counselor, restitution, school service work, in school suspension, out of school suspension, legal authority, long term

Repeat Offense – Counselor, restitution, school service work, in school suspension, out of school suspension, legal authority, long term

Subsequent Offense – Restitution, out of school suspension, legal authority, long term

Threatening or Intimidating Acts

The act of verbally, or by gesture, threatening the well-being, health or safety, of any person on school property or in route to or from school.

Consequence –

1st Offense – Conference with student, parent contact, counselor, in school suspension, out of school suspension, legal authority

2nd Offense – Parent contact, in school suspension, out of school suspension, legal authority

Repeat Offense – Parent contact, out of school suspension, legal authority

Tobacco (Use Of or Possession)

Use or possession of leaves of cultivated tobacco plants prepared for use in smoking, chewing, or as snuff on school property, bus, or at school activities. HB381 Section 407.933

1. No person less than eighteen years of age shall purchase, attempt to purchase, or possess cigarettes or other tobacco products (electronic cigarettes/vapor pen) unless such person is an employee of a seller of cigarettes or tobacco products and is in such possession to effect a sale in the course of employment; or an employee of the division of liquor control for enforcement purposes pursuant to subsection 5 of section 407.934.
2. Any person less than eighteen years of age shall not misrepresent his or her age to purchase cigarettes or tobacco products.
3. Any person who violates the provisions of this section shall be penalized as follows:
 - (1) For the first violation, the person is guilty of an infraction and shall have any cigarettes or tobacco products confiscated.
 - (2) For a second violation, and any subsequent violations, the person is guilty of an infraction, shall have any cigarettes or tobacco products confiscated and shall complete a tobacco education or smoking cessation program, if available.

Consequence –

1st Offense – Confiscation; *Use*: out of school suspension, legal authority; *Possession*: in school suspension, out of school suspension, legal authority

2nd Offense – Confiscation; *Use*: out of school suspension, in school suspension, legal authority; *Possession*: out of school suspension, legal authority

Repeat Offense – Confiscation; *Use*: legal authority, long term; *Possession*: out of school suspension, legal authority, long term

Truancy

A willful absence from school or class without the principal's permission/knowledge.

Consequence –

1st Offense – Parent contact, detention, in school suspension

2nd Offense – Parent contact, in school suspension, legal authority

Repeat Offense – Parent contact, in school suspension, out of school suspension, legal authority

*** Vandalism/Criminal Damage**

The act of intentional destruction of property belonging to the Sedalia School District #200 or others. This shall also include tampering with, or causing the discharge, of any sprinkler system or other apparatus installed in a school building for the prevention of fire, or for the safety of the school population or school property.

Consequence –

1st Offense – Parent contact, restitution, school service work, in school suspension, out of school suspension, legal authority, long term

Repeat Offense – Parent contact, restitution, school service work, in school suspension, out of school suspension, legal authority, long term

Subsequent Offense – Parent contact, restitution, school service work, in school suspension, out of school suspension, legal authority, long term

*** Weapons**

The Safe School Act of 1996 states: “**WEAPON**” shall mean a “**FIREARM**” as defined under 18 U.S.C.921, and the following items are defined in section 571.010, RSMo are considered by the Sedalia School District #200 as **CATEGORY I WEAPONS**: a blackjack, a concealable firearm, an explosive weapon, a firearm, a firearm silencer, a gas gun, a knife, knuckles, a machine gun, a projectile weapon (including bows, arrows, pellet guns, sling shots, paint ball guns), a rifle, a shotgun, a spring gun, a switchblade knife or bullets.

In addition other items considered by the District to be weapons, classified as **CATEGORY II WEAPONS**: poisons, nunchucks, chains, throwing stars or other devices that could be used as a weapon to threaten others.

Other items which will be viewed as weapons and designated **CATEGORY III WEAPONS** include: fireworks, firecrackers and smoke bombs, throwing darts, laser pointers, nuisance items and toys, unauthorized tools, mace, etc.

NOTE: Any knife is classified as a Category I Weapon regardless of blade length.

Policy – All weapons or instruments that have the appearance of a weapon are prohibited within all school environments and the school zone, except for educational purposes as authorized in advance by the building principal or designee. These environments include, but are not limited to district-owned buildings, leased or rented facilities; school sponsored activities; field trips; school vehicles and buses; and any school bus stops. This policy is in effect before, during, and after school.

Student Reporting – Students who see, or become aware of, a weapon in school must not touch it or remain in its presence. Notify an adult immediately.

Exceptions – Pursuant to Missouri Statutes exemptions are granted to licensed peace officers, military personnel, or students participating in military training while performing official duties; school district approved firearm safety courses; school district approved possession and use of dangerous weapons by a ceremonial color guard; school district approved gun or knife shows; school district approved possession and use of starter guns for athletic contests.

Development of Plan – In certain instances, indicated by “Dev plan” in the consequences section below, a parent contact and student must occur to establish a written plan for the student’s continuation in school. Some modification of the terms of the suspension may also be warranted at this time.

Consequence –

Any Offense – 1-365 days out of school suspension, out of school suspension, legal authority, long term

STUDENTS

Regulation 2610 - HS

Discipline

Behavioral Expectations: Smith-Cotton High School

The discipline code set out in this regulation is intended to be illustrative but not an exclusive listing of acts of misconduct and the consequences for each. Misconduct which is not specifically listed in this regulation may be deemed to warrant discipline up to and including expulsion following provision of all due process procedures. In addition, the disciplinary consequence listed for each offense may be increased or decreased by the Administration or the Board of Education due to mitigating or aggravating circumstances.

Copies of this regulation will be provided to each student at the beginning of each school year. Copies of these documents will also be available for public inspection during normal business hours in the Superintendent's office.

In all cases where disciplinary action is to be instituted, reasonable efforts will be made to contact a parent/guardian. In all incidents where there is criminal activity taking place, the Police Department will be notified. Infractions that occur at school activities or on school grounds are subject to these consequences.

Students under suspension from school are not to attend school activities nor be on school grounds.

Misconduct not listed will be subject to administrative review and discipline as deemed appropriate.

Note: Offenses indicated by an asterisk are considered serious offenses by state law or offenses designated by the Board as being of a serious nature requiring special handling of the student's record of behavior.

*** Alcohol, Controlled Substances**

- a. Possession of or attending under the influence of any
- b. Sale, purchase or distribution of any prescription drug, alcohol, narcotic substance, counterfeit drugs and/or drug-related paraphernalia

Note: For the purposes of this policy "under the influence" shall mean engaging in the use of any unauthorized prescription drug, alcohol, narcotic substance, counterfeit drugs, or drug-related paraphernalia.

Consequence –

- 1st Offense – Parent contact, counselor, out of school suspension, long term, legal authority
- 2nd Offense – Parent contact, counselor, out of school suspension, long term, legal authority
- 3rd Offense – Parent contact, counselor, out of school suspension, long term, legal authority

*** Arson**

Starting a fire, or attempting to start a fire, or causing an explosion with the intention to damage property or buildings of the Sedalia School District #200 or other persons.

Consequence –

- 1st Offense – Parent contact, out of school suspension, legal authority, long term
- Subsequent Offense – Parent contact, out of school suspension, legal authority, long term, recommendation for expulsion

*** Assault**

Safe Schools Act: Prohibitions and reporting of student possession of weapons or controlled substances shall apply to the school playground or parking lot, school bus, or school activity whether on or off school property. The school district may recognize disciplinary actions of another school district whether in-state, or out-of-state, in a public, private, or charter school.

- e. Attempting to cause injury to another person; intentionally placing a person in reasonable apprehension of imminent physical injury
- f. Attempting to kill or cause serious physical injury to another

Consequence –

The school board shall not re-admit or enroll a pupil suspended for more than 10 days for school violence, regardless of whether the act was committed at a public or private school, provided that the act was the cause of the suspension or expulsion in the case of a private school, without first holding a conference with the appropriate school officials.

- 1st Offense – Parent contact, counselor, out of school suspension, legal authority, long term
- 2nd Offense – Parent contact, counselor, out of school suspension, legal authority, long term
- 3rd Offense – Parent contact, counselor, out of school suspension, legal authority, long term

Bullying

Intentional intimidation or infliction of physical, emotional, or mental harm (see Policy 2655.)

“Bullying” means intimidation, unwanted aggressive behavior, or harassment that is repetitive, or is substantially likely to be repeated, and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. May consist of physical actions, including gestures, or oral, cyberbullying, electronic, or written communication, and any threat of retaliation for reporting of such acts. Bullying of students is prohibited on school property, at any school function, or on a school bus.

“Cyberbullying” means bullying as defined in this subsection through the transmission of communication including, but not limited to a message, text, sound or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer or pager.

Consequence –

- 1st Offense – Conference with student, parent contact, out of school suspension up to 10 days
- 2nd Offense – Conference with student, parent contact, out of school suspension up to 180 days
- 3rd Offense – Conference with student, parent contact, out of school suspension, recommendation for expulsion

Bus Misconduct

Any offense committed by a student on a district-owned or contracted bus shall be punished in the same manner as if the offense had been committed at the student’s assigned school. In addition, bus-riding privileges may be suspended or revoked.

Consequence –

- 1st Offense – Conference with student, parent contact, warning
- 2nd Offense – Parent contact, 1-day off bus
- 3rd Offense – Parent contact, 3-days off bus
- 4th Offense – Parent contact, 5-days off bus
- 5th Offense – Parent contact, loss of riding privileges

Careless Driving

Driving on school property carelessly or without due caution so as to endanger persons or property.

Consequence –

1st Offense – Conference with student, loss of privileges – 2 weeks

2nd Offense – Conference with student, parent contact, loss of privileges – 4 weeks or remainder of semester, whichever is greater

Subsequent Offense – Parent conference, loss of privileges, in school suspension, legal authority

Cheating

Dishonesty while completing schoolwork plagiarism, and/or falsifying or altering records.

Cheating offenses will be counted across all classes. This will restart each semester.

Consequence –

1st Offense – Parent contact, no credit, detention

2nd Offense – Parent contact, no credit, in school suspension

3rd Offense – Parent contact, no credit, in school suspension, mandatory “F” for the semester if all offenses occur in the same course

Chronic Misbehaving Students

Chronic misbehaving is defined as any one or more of the following:

- More than 5 office referrals resulting in detentions
- More than 2 office referrals resulting in suspension
- Any combination of these

Consequence –

1st Offense – Parent contact, counselor, loss of privileges, in school suspension, out of school suspension, long term

2nd Offense – Parent contact, counselor, loss of privileges, in school suspension, out of school suspension, long term

3rd Offense – Parent contact, counselor, loss of privileges, in school suspension, out of school suspension, long term

Computer Misuse

Inappropriate use of a computer (Internet included) is any action by a student to view, print, or distribute, pornographic materials, access private files, harassing, insulting or attacking others, damaging computer systems and/or computer networks, unauthorized tampering of hardware and/or software, violating copyright laws, and employing the network for commercial purposes.

Consequence –

1st Offense – Conference with student, parent contact, loss of privileges, restitution, detention, in school suspension, out of school suspension

2nd Offense – Conference with student, parent contact, loss of privileges, restitution, detention, in school suspension, out of school suspension

3rd Offense – Conference with student, parent contact, loss of privileges, restitution, in school suspension, out of school suspension

Discriminatory Acts/Disparaging or Demeaning Language

Use of words or actions, verbal, written or symbolic, meant to harass or injure another person; i.e., threats of violence or defamation of a person's race, religion, gender, or ethnic origin.

Consequence –

1st Offense – Parent contact, counselor, detention, in school suspension, out of school suspension, long term

2nd Offense – Parent contact, counselor, in school suspension, out of school suspension, long term

3rd Offense – Parent contact, counselor, out of school suspension, long term

Disorderly Conduct

Engaging in violent, abusive, indecent, profane, boisterous, unreasonably loud, or other conduct which tends to cause or provoke a disturbance.

Consequence –

1st Offense – Parent contact, counselor, detention, in school suspension, out of school suspension

2nd Offense – Parent contact, counselor, in school suspension, out of school suspension

Repeat Offense – Parent contact, counselor, out of school suspension

Disrespectful Conduct or Speech

- a. Disrespectful verbal, written, or symbolic language or gesture, which is inappropriate to public settings, directed to a staff member or another student
- b. Conduct or verbal, written, or symbolic language which materially and substantially disrupts classroom work, school activities, or school functions

Consequence –

- 1st Offense – Parent contact, detention, in school suspension, out of school suspension
- 2nd Offense – Parent contact, in school suspension, out of school suspension
- 3rd Offense – Parent contact, in school suspension, out of school suspension

Failure to Serve a Detention

Knowingly and willfully refusing to serve an assigned detention.

Consequence –

- 1st Offense – Parent contact, detention, in school suspension, out of school suspension
- 2nd Offense – Parent contact, in school suspension, out of school suspension
- Repeat Offense – Parent contact, in school suspension, out of school suspension

False Alarms

- a. The act of initiating a false fire alarm or initiating a false report warning of a fire or an impending catastrophe
- b. Tampering with emergency equipment

Consequence –

- Any Offense – Parent contact, in school suspension, out of school suspension, legal authority
- 2nd Offense – Parent contact, in school suspension, out of school suspension, legal authority
- 3rd Offense – Parent contact, in school suspension, out of school suspension, legal authority

False Reports

The act of falsely reporting incidents, or making false accusations, or giving false information to school personnel which would affect the welfare of others.

Consequences –

- 1st Offense – Parent contact, detention, in school suspension
- 2nd Offense – Parent contact, detention, in school suspension, out of school suspension
- Subsequent Offense – Parent contact, out of school suspension

Fighting

Occurs when two or more persons voluntarily or by agreement, engage in any fight, or use any blows or violence towards each other in any angry or quarrelsome manner, or do each other willful mischief, or if any persons shall assault another and strike him in any public place to the terror or disturbance of others, the person, or persons, shall be deemed guilty of a misdemeanor.

Consequence –

1st Offense – Parent contact, out of school suspension, legal authority

2nd Offense – Parent contact, out of school suspension, legal authority, long term, recommendation for expulsion

3rd Offense – Parent contact, out of school suspension, legal authority, long term, recommendation for expulsion

Firearm

Safe Schools Act: Prohibitions and reporting of student possession of weapons or controlled substances shall apply to the school playground or parking lot, school bus, or school activity, whether on or off school property. The school district may recognize disciplinary actions of another school district whether in-state, or out-of state, in a public, private, or charter school.

In this policy, the term “firearm” is defined pursuant to federal law as set out in the most recent version of 18 United States Code Section 921. The term “firearm” includes, but is not limited to, such items as:

- a. Any item which is a loaded or unloaded weapon, weapon frame, or weapon barrel and which is designed to, or may, or may not, be readily converted to expel a projectile by action of an explosive, or
- b. Any item which will, or which may be, readily converted to expel a projectile by the action of an explosive or other propellant, and which has a barrel with a bore of at least one-half inch in diameter, or
- c. Any explosive, incendiary or poison gas, such as: bombs, grenades, rockets with a propellant charge of greater than four ounces, and other similar devices as recognized under federal law, or
- d. Any combination of parts, either designed to, or intended for, use in converting any device into a device as described in paragraphs b or c.

Consequence –

The school board shall not re-admit or enroll a pupil suspended for more than 10 days for school violence regardless of whether the act was committed at a public or private school, provided that the act was the cause of the suspension, or expulsion, in the case of a private school, without first holding a conference with the appropriate school officials.

1st Offense – Parent contact, out of school suspension, legal authority, long term, alternative placement

2nd Offense – Parent contact, out of school suspension, legal authority, long term, alternative placement

3rd Offense – Parent contact, out of school suspension, legal authority, long term, alternative placement

Fireworks

Anything manufactured, processed, or packaged for exploding, emitting sparks or combustion, which does not have another common use.

Consequence –

Any Offense – Parent contact, in school suspension, out of school suspension, long term

2nd Offense – Parent contact, in school suspension, out of school suspension, long term

3rd Offense – Parent contact, in school suspension, out of school suspension, long term, recommendation for expulsion

Forgery

The act of falsely using, in writing, the name of another person, or falsifying time, dates, grades, addresses, or other data on school forms.

Consequence –

1st Offense – Parent contact, no credit, detention

Repeat Offense – Parent conference, no credit, in school suspension

Subsequent Offense – Parent contact, no credit, in school suspension, out of school suspension

Gambling

Making a bet as defined by Section 572.020 (4) RSMo, or engaging in conduct prohibited under Chapter 572,000 RSMo, possession and/or use of any gaming devices, including but not limited to playing cards or dice. Also any actions normally associated with gambling, such as pitching or matching coins, wagering or betting on sports events, or participation in pools.

Consequence –

- 1st Offense – Conference with student, parent contact, detention, in school suspension, confiscation
- 2nd Offense – Parent contact, detention, in school suspension, out of school suspension, confiscation
- Subsequent Offense – Confiscation, recommendation for expulsion

Hazing

Harassment, abuse, or humiliation by way of initiation. It can be physical, mental, or emotional.

Consequence –

- 1st Offense – Conference with student, parent contact, counselor, loss of privileges, in school suspension, out of school suspension
- 2nd Offense – Conference with student, parent contact, counselor, loss of privileges, in school suspension, out of school suspension
- 3rd Offense – Conference with student, parent contact, counselor, loss of privileges, out of school suspension, long term

Inappropriate Display of Affection

Embracing, kissing, or caressing another in a situation or under circumstances deemed inappropriate.

Consequence –

- 1st Offense – Conference with student, parent contact, detention, in school suspension
- 2nd Offense – Conference with student, parent contact, detention, in school suspension
- Subsequent Offense – Conference with student, parent contact, in school suspension, out of school suspension

Inciting Others to Violence or Disobedience

By words, acts, or deeds, giving encouragement to demonstrations or protests, which disrupt the normal educational process of the school.

Consequence –

1st Offense – Conference with student, detention, in school suspension, out of school suspension

2nd Offense – Parent contact, detention, in school suspension, out of school suspension

Subsequence Offense – Parent contact, out of school suspension, in school suspension, long term

Insubordination

The willful failure to respond or carry out a reasonable directive by authorized school personnel.

Consequence –

1st Offense – Conference with student, parent contact, detention, in school suspension, out of school suspension

2nd Offense – Parent contact, school service work, in school suspension, out of school suspension

Subsequent Offense – School service work, in school suspension, out of school suspension

Interference with the Educational Process

Conduct, behavior, sleeping, cell phones/communication devices, electronic devices, social media and attire, which interfere with the educational process including the use of obscene, suggestive, profane language, or gestures advocating disruptive or illegal activity. Tampering with others property and/or school district property.

Consequence –

1st Offense – Confiscation, conference with student, parent contact, detention, in school suspension, out of school suspension

2nd Offense – Confiscation, parent contact, in school suspension, out of school suspension

Subsequent Offense – Confiscation, parent contact, in school suspension, out of school suspension

Laser Beam Light Brought To School

Laser beam lights have been determined to be harmful to the health of others if used in an improper manner. Laser beam lights are not to be in the possession, or used by a student on school grounds, school buses, or at school functions. Possession and /or use of laser lights will result in the following actions, in addition to notification of parents:

Consequence –

- 1st Offense – Confiscation, parent contact, in school suspension
- 2nd Offense – Confiscation, parent contact, in school suspension, out of school suspension
- 3rd Offense – Confiscation, parent contact, out of school suspension

Littering

Throwing or leaving waste, debris, or other litter on school property other than in an authorized and customary waste receptacle.

Consequence –

- 1st Offense – Conference with student, detention, school service work, in school suspension
- 2nd Offense – Parent contact, detention, school service work, in school suspension
- Subsequent Offense – Parent contact, school service work, in school suspension

Obscenities

Possession of sexually explicit materials or illustrations, or use of profane and obscene language or **physical gestures**. This includes sexting.

Consequence –

- 1st Offense – Conference with student, parent contact, detention, in school suspension, out of school suspension, legal authority
- 2nd Offense – Parent contact, detention, in school suspension, out of school suspension, legal authority
- Subsequent Offense – Parent contact, in school suspension, out of school suspension, legal authority

Parking Violation

Parking lot violations may include, but are not limited to the following: parking out of assigned area, failure to display proper permit, etc. In addition, vehicle may be towed at owner's expense.

Consequence –

- 1st Offense – Parent contact, conference with student, ticket
- 2nd Offense – Parent contact, conference with student, loss of privileges, ticket
- 3rd Offense – Parent contact, conference with student, loss of privileges, long term

*** Physical Attack on Staff Member**

The act of intentionally pushing, striking, or biting a staff member.

Consequence –

1st Offense – Parent contact, out of school suspension, legal authority, recommendation for expulsion

Subsequent Offense – Parent contact, out of school suspension, legal authority, long term, recommendation for expulsion

Subsequent Offense – Parent conference, out of school suspension, legal authority, long term, recommendation for expulsion

Possession of Stolen Property

Possession of items that belong to another person, organization, or school system, without the consent of the rightful owner.

Consequence –

1st Offense – Parent contact, restitution, detention, in school suspension, legal authority, long term

2nd Offense – Parent contact, restitution, in school suspension, out of school suspension, legal authority, recommendation for expulsion

3rd Offense – Parent contact, restitution, in school suspension, out of school suspension, legal authority, recommendation for expulsion

*** Sexual Assault**

Intentional touching of clothed, or unclothed, intimate part(s) of another person with any part(s) of the body, or with any object or device thereby causing offense or alarm, and acts prohibited or defined in Chapter 566.010 RSMo.

Consequence –

1st Offense – Parent contact, counselor, in school suspension, out of school suspension, legal authority, long term

Repeat Offense – Parent contact, counselor, out of school suspension, legal authority, long term, up to 180 days

Subsequent Offense – Parent contact, counselor, out of school suspension, legal authority, long term, recommendation for expulsion

Sexual Harassment

- a. Unwelcomed sexual advances, request for sexual favors, and other verbal or physical conduct or communication
- b. Use of verbal, written, or symbolic language that is sexually harassing

Consequence –

- 1st Offense – Parent contact, counselor, in school suspension, out of school suspension, legal authority, long term
- Repeat Offense – Parent contact, counselor, out of school suspension, legal authority, long term
- Subsequent Offense – Parent contact, counselor, out of school suspension, legal authority, long term

Shakedown or Strong-Arm/Extortion

The act of extortion, or borrowing, or attempting to borrow any money or items of value from a person, unless both parties enter into the agreement freely and without the presence of either an implied or expressed threat.

Consequence –

- 1st Offense – Parent contact, restitution, detention, in school suspension, out of school suspension, legal authority
- 2nd Offense – Parent contact, restitution, in school suspension, out of school suspension, legal authority
- Repeat Offense – Parent contact, restitution, out of school suspension, legal authority

Tardiness

The act of unexcused lateness to school, class, homeroom, or any other part of the student's schedule.

Consequence –

- 1st Offense – Parent contact, detention, in school suspension
- 2nd Offense – Parent contact, detention, in school suspension
- 3rd Offense – Parent contact, detention, in school suspension, legal authority
- Repeat Offense – Parent contact, loss of privileges, in school suspension, legal authority

Theft

The act of taking, possessing, or concealing the property of another without owner's consent.

Consequence –

1st Offense – Parent contact, restitution, in school suspension, out of school suspension, legal authority, long term

Repeat Offense – Parent contact, restitution, out of school suspension, legal authority, long term

Subsequent Offense – Parent contact, restitution, out of school suspension, legal authority, long term

Threatening or Intimidating Acts

The act of verbally, or by gesture, threatening the well-being, health or safety, of any person on school property or in route to or from school.

Consequence –

1st Offense – Parent contact, detention, in school suspension, out of school suspension, legal authority

2nd Offense – Parent contact, in school suspension, legal authority

Repeat Offense – Parent contact, out of school suspension, legal authority, long term

Tobacco (Use Of or Possession)

Use or possession of leaves of cultivated tobacco plants prepared for use in smoking, chewing, or as snuff on school property, bus, or at school activities. HB381 Section 407.933

1. No person less than eighteen years of age shall purchase, attempt to purchase, or possess cigarettes or other tobacco products (electronic cigarettes/vapor pen) unless such person is an employee of a seller of cigarettes or tobacco products and is in such possession to effect a sale in the course of employment; or an employee of the division of liquor control for enforcement purposes pursuant to subsection 5 of section 407.934.
2. Any person less than eighteen years of age shall not misrepresent his or her age to purchase cigarettes or tobacco products
3. Any person who violates the provisions of this section shall be penalized as follows:
 - (1) For the first violation, the person is guilty of an infraction and shall have any cigarettes or tobacco products confiscated.
 - (2) For a second violation, and any subsequent violations, the person is guilty of an infraction, shall have any cigarettes or tobacco products confiscated and shall complete a tobacco education or smoking cessation program, if available.

Consequence –

1st Offense – Confiscation, parent contact, detention, in school suspension, legal authority

2nd Offense – Confiscation, parent contact, in school suspension, out of school suspension, legal authority

Repeat Offense – Confiscation, parent contact, in school suspension, out of school suspension, legal authority

Truancy

A willful absence from school or class without the principal's permission/knowledge.

Consequence –

1st Offense – Parent contact, detention, in school suspension

2nd Offense – Parent contact, in school suspension

Repeat Offense – Parent contact, in school suspension, out of school suspension, legal authority

*** Vandalism/Criminal Damage**

The act of intentional destruction of property belonging to the Sedalia School District #200 or others. This shall also include tampering with, or causing the discharge, of any sprinkler system or other apparatus installed in a school building for the prevention of fire, or for the safety of the school population or school property.

Consequence –

1st Offense – Parent contact, restitution, detention, in school suspension, out of school suspension, legal authority, long term

Repeat Offense – Parent contact, restitution, in school suspension, out of school suspension, legal authority, long term

Subsequent Offense – Parent contact, restitution, in school suspension, out of school suspension, legal authority, long term

*** Weapons**

The Safe School Act of 1996 states: “**WEAPON**” shall mean a “**FIREARM**” as defined under 18 U.S.C.921, and the following items are defined in section 571.010, RSMo are considered by the Sedalia School District #200 as **CATEGORY I WEAPONS**: a blackjack, a concealable firearm, an explosive weapon, a firearm, a firearm silencer, a gas gun, a knife, knuckles, a machine gun, a projectile weapon (including bows, arrows, pellet guns, sling shots, paint ball guns), a rifle, a shotgun, a spring gun, a switchblade knife or bullets.

In addition other items considered by the District to be weapons, classified as **CATEGORY II WEAPONS**: poisons, nunchucks, chains, throwing stars or other devices that could be used as a weapon to threaten others.

Other items which will be viewed as weapons and designated **CATEGORY III WEAPONS** include: fireworks, firecrackers and smoke bombs, throwing darts, laser pointers, nuisance items and toys, unauthorized tools, mace, etc.

NOTE: Any knife is classified as a Category I Weapon regardless of blade length.

Policy – All weapons or instruments that have the appearance of a weapon are prohibited within all school environments and the school zone, except for educational purposes as authorized in advance by the building principal or designee. These environments include, but are not limited to district-owned buildings, leased or rented facilities; school sponsored activities; field trips; school vehicles and buses; and any school bus stops. This policy is in effect before, during, and after school.

Student Reporting – Students who see, or become aware of, a weapon in school must not touch it or remain in its presence. Notify an adult immediately.

Exceptions – Pursuant to Missouri Statutes exemptions are granted to licensed peace officers, military personnel, or students participating in military training while performing official duties; school district approved firearm safety courses; school district approved possession and use of dangerous weapons by a ceremonial color guard; school district approved gun or knife shows; school district approved possession and use of starter guns for athletic contests.

Development of Plan – In certain instances, indicated by “Dev plan” in the consequences section below, a parent contact and student must occur to establish a written plan for the student’s continuation in school. Some modification of the terms of the suspension may also be warranted at this time.

Consequence –

Any Offense – Parent contact, out of school suspension, legal authority, long term

STUDENTS

Discipline

Firearms and Weapons in School

The District recognizes firearm and weapon possession as a potential threat to the health, safety and security of students, employees, and other persons. The District will not tolerate the presence of firearms or weapons on the premises of our schools. This prohibition includes possession of firearms and weapons on school playgrounds, school parking lots, school buses, and at school activities, whether on or off school property. The District complies with the provisions of the Improving America's Schools Act of 1994 and other applicable federal and state law.

Nothing in this policy shall prohibit the District from permitting a Civil War re-enactor to bring a Civil War era weapon to school for educational purposes so long as the weapon is not loaded.

Students who violate this policy will be suspended for no less than one (1) year and are subject to permanent expulsion. However, the Superintendent may recommend to the Board a modification of the suspension on a case-by-case basis. Students with disabilities under the Individuals with Disabilities Act and/or Section 504 of the Rehabilitation Act are entitled to the protections of those laws.

This policy will be annually submitted to the Department of Elementary and Secondary Education together with a report of disciplinary action taken for possession of a "firearm" or "weapon" as defined in Regulation 2620.

STUDENTS

Regulation 2620

Discipline

Firearms and Weapons in School

Definition of Firearm

The term *firearm* includes, but is not limited to, such items as:

1. Any item which is a loaded or unloaded weapon, weapon frame, or weapon barrel and which is designed to, or may be readily converted to, expel a projectile by action of an explosive, or
2. Any item which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has a barrel with a bore of at least one-half inch in diameter, or
3. Any explosive, incendiary, or poison gas, such as: bombs; grenades; rockets with a propellant charge of greater than four ounces; and other similar devices as recognized under federal law, or
4. Any combination of parts either designed to or intended for use in converting any device into a device as described in paragraphs above.

Definition of Weapons

The term *weapon* shall mean a "firearm" as defined above, and shall also include the items listed below, which are defined as "weapons" in section 571.010, RSMo.

1. Blackjack
2. Concealable firearm
3. Explosive weapon
4. Firearm
5. Firearm silencer
6. Gas gun
7. Knife
8. Machine gun
9. Knuckles
10. Projectile weapon
11. Rifle
12. Shotgun
13. Spring gun
14. Switchblade knife

Other weapons:

1. Mace spray
2. Any knife, regardless of blade length (optional)
3. Items customarily used, or which can be used, to inflict injury upon another person or property.

Students Who Bring Firearms or Weapons to School

The District will take the following action upon determining that a student has brought a firearm or weapon to school:

1. The District will refer the student to the appropriate criminal justice or juvenile delinquency system, and
2. The District will suspend the student from school for a period of not less than one year (365 days) from the date of the infraction, and may, at its discretion, expel the student from school permanently. This suspension provision may be modified on a case-by-case basis upon recommendation of the District Superintendent if the Superintendent determines that circumstances justify such a modification.
3. The District may, at its discretion, provide a student suspended under this Regulation with educational services in an alternative setting.

Applicability of Regulation to Students with Disabilities

If the student with a disability under the Individuals with Disabilities Education Act carries or possesses a weapon, as defined by 18 U.S.C. § 930(g)(2), to or at school, on school premises, or to or at a school function under the District's authority, school administrators may remove that student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability. If a school administrator removes a student with an IDEA disability to an interim alternative educational placement, the District must convene the student's multidisciplinary and/or IEP team to conduct a manifestation determination within the statutory time frame and the student's IEP team must determine the interim alternative educational placement and the services that the student will be provided in order to receive a free appropriate public education and access to the general curriculum.

July 2013

STUDENTS

Policy 2630

Discipline

Closed Campus

With the safety and welfare of the students in mind, the Board of Education has closed all campuses during the school day. Permission to leave school will be granted only for valid reasons, and only with a written request signed by a parent/guardian. In emergency situations, a telephone call from a parent/guardian may suffice, with approval of the building principal.

Discipline**Student Use of Tobacco, Alcohol and Drugs****Smoking**

The Board of Education believes that smoking; the use of any tobacco products; and substances appearing to be tobacco products are detrimental to the health and well-being of staff and students. Therefore the Board prohibits the use, sale, transfer and possession of tobacco products and substances appearing to be tobacco products, i.e. e-cigarettes, at school and at school activities.

Alcohol and Drug Use

The improper use of controlled substances, alcohol and substances represented to be such is detrimental to the health and welfare of students and is detrimental to discipline in school. Such conduct, as well as the possession of drug paraphernalia, is prohibited and is subject to disciplinary action as set forth in Regulation 2610.

Pursuant to 29 U.S.C. 705(20)(c)(iv), a student with a 504/ADA disability who is currently engaging in the illegal use of alcohol or drugs is not considered a student with a disability under those laws and the District, may take disciplinary action – to the same extent that disciplinary action is taken against nondisabled students – in relation to that use or possession of alcohol or drugs. In such cases, the due process procedures contained in the Section 504 regulations will not apply to protect those students. This provision does not apply to students who are identified as disabled under the Individuals with Disabilities Education Act. However, school personnel may remove an IDEA disabled student to an interim alternative educational setting for not more than 45 school days without regard to whether that student’s behavior is a manifestation of his/her disability where that student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the District’s jurisdiction. “Illegal drug,” as it pertains to the discipline of IDEA students, means a controlled substance but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or under any other authority.

The determination of whether or not a student is under the influence of alcohol or a controlled substance is based upon a variety of information including but not limited to, physical appearances, speech patterns, and witnesses statements. While not required, District administrators may request a student suspected of alcohol use to submit to a Breathalyzer. Conduct that includes possession of or use of alcohol or controlled substances as well as the possession of drug paraphernalia is prohibited and is subject to disciplinary action as set forth in Regulation 2610.

STUDENTS

Policy 2641

Discipline

Drug-Free Schools

Pursuant to requirements of the 1989 amendments of the Drug-Free Schools and Communities Act, pursuant to the requirements of the Safe Schools Act, and for the purpose of preventing the use of illicit drugs and alcohol by students, the District shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs to all students in all grades from early childhood level through grade twelve (12).

Such programs address the legal, social and health consequences of drug and alcohol use, and provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol.

The District shall provide information about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to students. Students may be required to participate in such programs in order to avoid suspension or expulsion if they are found to be in violation of this policy. All parents/guardians and students shall annually be provided with a copy of this policy.

The District certifies that it has adopted and implemented the drug prevention program described in this policy in the form required by the Department of Elementary and Secondary Education or the United States Department of Education. The District conducts a biennial review of such program to determine its effectiveness, to implement necessary changes and to ensure that the disciplinary sanctions are consistently enforced.

STUDENTS

Policy 2650
(Form 2650)

Discipline

Student Vehicle Use

Building principals have the authority to regulate student use of automobiles at school. Use of school property for student parking purposes is a privilege that may be denied due to violation of District regulations and school policies. Student vehicles parked on District property are subject to search by school officials where there is reason to believe a vehicle contains materials prohibited by District regulations.

STUDENTS

Policy 2651

Discipline

Student Dress

The Board of Education expects student dress and grooming to be neat, clean and in keeping with community standards, so that each student may share in promoting a positive, healthy and safe atmosphere within the School District. This expectation includes the school day and school sponsored extracurricular activities. The Board may require students to wear a school uniform.

Students shall observe modes of dress and standards of personal grooming that are in conformity with the educational environment and necessary to maintain an orderly and safe atmosphere for all students. Apparel is expected to conform to reasonable student standards of modesty, and as such, no excessive or inappropriate areas of skin or undergarments may be exposed. No apparel or grooming which presents a safety concern is permitted. No apparel displaying messages that are gang-related, sexually explicit, vulgar, violent, or advocating illegal activities is permitted. Further, no clothing or personal grooming that disrupts, or can be forecasted to disrupt, the educational environment is permitted.

STUDENTS

Policy 2652

Discipline

Student Conduct on Buses

The safety of students during their transportation to and from school is a responsibility which they and their parents/guardians share with the bus drivers and school officials. Therefore, the rules of student conduct will be issued to all students at the beginning of the school year, and to new students upon enrollment.

STUDENTS

Policy 2653 **(Regulation 2653)**

Discipline

Student Participation in Secret Organizations and Gangs

The Board of Education prohibits membership in secret fraternities or sororities, or in other clubs or gangs not sponsored by established agencies or organizations recognized by the School District.

The Board of Education feels that the presence of gangs and gang activities can cause a substantial disruption of or material interference with school and school activities. A “gang” as defined in this policy is any group of two or more persons whose purposes include the commission of illegal acts. By this policy, the Board of Education acts to prohibit existence of gangs and gang activities as follows:

No student on or about school property or at any school activity:

1. Shall wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign, or other things which are evidence of membership or affiliation in any gang.
2. Shall commit any act or omission or use any speech either verbal or non-verbal (gestures, hand-shakes, etc.) showing membership or affiliation in a gang.
3. Shall use any speech or commit any act or omission in furtherance of the interests of any gang or gang activity, including but not limited to:
 - e. Soliciting others for membership in any gangs.
 - f. Requesting any person to pay protection or otherwise intimidating or threatening any person.
 - g. Committing any other illegal act or other violation of school District policies.
 - h. Inciting other students to act with physical violence upon any other person.

Discipline**Student Participation in Secret Organizations and Gangs**

The principal will establish procedures and regulations to ensure that any student wearing, carrying or displaying gang paraphernalia; exhibiting behavior or gestures which symbolize gang membership; or causing and/or participating in activities which intimidate or affect the attendance of another student, shall be subject to disciplinary action.

Consequences for such actions and/or behaviors may result in suspension or expulsion.

To further discourage the influence of gangs, District administrators shall:

1. Provide inservice for staff in gang recognition and special workshops for counselors.
2. Ensure that all students have access to counselors.
3. Work closely with the local law enforcement authorities and county juvenile officers who work with students and parents/guardians involved in gang activity.
4. Provide classroom or after-school programs designed to enhance individual self-esteem and foster interest in a variety of wholesome activities.

STUDENTS

Policy 2654

Discipline

Student Use and Care of School Property

The Board of Education recognizes that acts of destruction, defacing, trespassing, burglary and theft of District property are contrary to the interests of students, staff and tax payers. The District officials will cooperate fully with all law enforcement agencies in the prevention of crimes against District property as well as in the prosecution of persons involved in such conduct.

The District will seek restitution from students and other persons who have damaged or destroyed District property. As permitted by law, the District will also seek restitution from the parent/guardian of children involved in such misconduct.

Discipline**Bullying**

The District is committed to maintaining a learning and working environment free of any form of bullying or intimidation. Bullying is strictly prohibited on school grounds, or school time, at a school sponsored activity or in a school related context. Bullying is the intentional action by an individual or group of individuals to inflict intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. Bullying may consist of physical actions, including gestures, or oral, cyberbullying, electronic, or written communication, and any threat of retaliation for reporting acts of bullying.

Cyberbullying means bullying as defined above through the transmission of a communication including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. The District may prohibit and discipline for cyberbullying that originates on any District campus or at a District activity if the electronic communication was made using the school's technological resources, if there is a sufficient nexus to the educational environment, or if the electronic communication was made on the District's campus or at a District activity using the student's own personal technological resources. Further, students who engage in significant acts of misconduct off campus which materially and adversely impact the education of District students will be subject to discipline.

Bullying, as defined in this policy, is strictly prohibited. Students are encouraged to report any incident of bullying which they have witnessed or incurred, by contacting their building principal. District employees are required to report any instance of bullying of which the employee has witnessed within two (2) school days of the occurrence. Employees shall report the occurrence to the building principal, who is the person the District designates to receive reports of incidents of bullying. A principal who receives a report of an incident of bullying shall initiate an investigation into the allegations within two (2) school days of receipt of the report. The principal may assign other employees to assist in the investigation, or request that the superintendent assign an outside investigator. The investigation shall be completed within ten school days from the date of the written report of bullying unless good cause exists to extend the investigation. No employee or student who reports an act of bullying shall be subject to reprisal or retaliation for making such a report. Any person who engages in reprisal or retaliation against an employee or student who reports an act of bullying shall be subject to disciplinary action.

Students who are found to have violated this policy will be subject to consequences depending on factors such as: age of student(s), degree of harm, severity of behavior, number of incidences, etc. Possible consequences to a student for a violation of this policy include: loss of privileges, classroom detention, conference with teacher, parents contacted, conference with principal, in-school suspension, out-of-school suspension, expulsion and law enforcement contacted.

The District shall give annual notice of the policy to students, parents or guardians, and staff. This policy shall be included in all student handbooks. This policy shall also be posted on the District's web page (as a Board policy) and a copy shall be placed in the District Administrative Office.

The District shall provide information and appropriate training to District staff who have significant contact with students regarding the policy. All staff with significant student contact shall be trained on the requirements of this policy on an annual basis.

The District shall provide education and information to students regarding bullying, including information regarding this policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to address bullying, including student peer-to-peer initiatives to provide accountability and policy enforcement for those found to have engaged in bullying, reprisal, or retaliation against any person who reports an act of bullying. The District shall instruct its school counselors, school social workers, licensed social workers, mental health professionals, and school psychologists to educate students who are victims of bullying on techniques for students to overcome bullying's negative effects. Such techniques include but are not limited to, cultivating the student's self-worth and self-esteem; teaching the student to defend himself or herself assertively and effectively; helping the student develop social skills or encouraging the student to develop an internal locus of control. District administrators will implement programs and other initiatives to address bullying, to respond to such conduct in a manner that does not stigmatize the victim, and to make resources or referrals available to victims of bullying.

STUDENTS

Policy 2656

Discipline

Student Cell Phone Usage

Developments in cell phone technology in recent years have resulted in enhanced educational opportunities. Beginning with the 2013-2014 school year, student cell phone, digital cameras, and similar electronic devices will be permitted during the instructional day. This policy grants permission as long as the device is being used to enhance the educational process. Electronic devices will continue to be banded in dressing room areas and bathroom facilities. Telephones will continue to be available in the school office for student and parent contact.

July 2013

STUDENTS

Policy 2660
(Regulation 2660)

Discipline

Detention

The provisions of a detention program for student violations of policies, rules and regulations shall provide principals with an additional alternative for dealing with disciplinary problems that occur in the schools. Detention is an assigned before-school and/or after-school period, during which student activity is closely monitored and severely restricted. Students are expected to be quiet during the entire detention period and to work exclusively on assigned tasks.

STUDENTS

Regulation 2660

Discipline

Detention

Certificated staff members may detain students after normal school hours for a reasonable time provided the following conditions are observed:

1. Students must have an opportunity to make arrangements for transportation home. Therefore, the detention may take place on any day after the day of notification to detain.
2. The detention may be for disciplinary or academic reasons.
3. The names of all students detained must be reported to the building principal.
4. All students detained must be supervised by a certificated staff member.

STUDENTS

Policy 2661

Discipline

In-School Suspension

In-school suspension is a structured disciplinary action in which a student is isolated or removed from regular classroom activities, but is not dismissed from the school setting. The principal/designee may assign students to the in-school suspension program for a reasonable and specified period of time.

STUDENTS

Discipline

Policy 2662
(Regulation 2662)
(Form 2662, 2662.1,
2662.2)

Suspension

Suspension refers to an exclusion from school for a specific period of time short of permanent exclusion. Building principals are authorized to suspend students for periods of time not to exceed ten (10) consecutive school days for violation of District regulations, and are authorized to impose additional suspensions of not more than 10 consecutive school days in the same school year for separate acts of misconduct. Building principals may also recommend extensions of suspension for periods of time up to 180 consecutive school days by the Superintendent. The Superintendent of schools may suspend students for periods up to 180 consecutive school days and recommend longer suspensions and expulsions to the Board of Education. Only the Board may impose suspensions in excess of 180 consecutive school days.

STUDENTS

Regulation 2662
(Form 2662, 2662.1
2662.2)

Discipline

Suspension

Students are expected to conduct themselves in accordance with Board Policy 2600. Failure to do so may result in a student's suspension or expulsion from school.

A building principal may suspend a student for a period not to exceed ten (10) consecutive school days. Any suspension shall be reported immediately, in writing, to the student and the student's parent/guardian or others having custodial care of the student. A copy will be forwarded to the Superintendent. The Superintendent may revoke or reduce the suspension if the Superintendent concludes that circumstances warrant such action.

When a student is suspended, the principal/designee shall attempt to reach the student's parent/guardian to inform them of the school's action and to request that they pick up their child. If the parent/guardian is unable to pick up their child, the principal/designee may ask the parent/guardian for permission to send the student home. If the parent/guardian cannot be reached or if the above request is refused, the student must remain on school property until the close of the school day.

If the principal decides that a suspension in excess of ten (10) consecutive school days is warranted, the principal may petition the Superintendent for such suspension.

The Superintendent of Schools may suspend a student for a period not to exceed 180 consecutive school days.

No student shall be suspended by a principal or by the Superintendent unless:

1. The student shall be informed, orally or in writing, of the charge against him/her, and
2. If the student denies the charge, he/she shall be given an oral or written explanation of the facts which form the basis of the proposed suspension, and
3. The student shall be given an opportunity to present his/her version of the incident to the principal or Superintendent.

A student who is on suspension may not be within 1,000 feet of any school property unless he/she lives within 1,000 feet of the school, has a parent with him/her, or has been requested by the administration to attend a meeting at the school, or any activity of the District, regardless of whether or not the activity takes place on school property, unless the Superintendent/designee has authorized the student to be on school property. This restriction does not apply to suspended students enrolled and attending an alternative school which is within 1,000 feet of a District school.

If a suspension is ordered by the Superintendent for more than ten (10) consecutive school days, the Superintendent's order may be appealed to the Board of Education if written notice of appeal is delivered to the office of the Board of Education within five (5) days of receipt of the Superintendent's suspension letter. If such suspension is appealed, the Superintendent shall promptly provide the Board with a report of the facts involved in the suspension, the action taken by the Superintendent, and the reasons for the Superintendent's decision.

In such event, the suspension shall be stayed until the Board renders its decision, unless in the judgment of the Superintendent the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, in which case the student may be immediately removed from school, and the notice and hearing shall follow as soon as practicable.

Any appeal to the Board of Education of the Superintendent's decision to suspend a student for more than ten (10) consecutive days may be heard and determined by the full Board or by a quorum thereof, or by a committee of three Board members appointed by the President of the Board. Such committee shall have full authority to act in lieu of the Board.

Students will be readmitted or enrolled after expiration of their suspension from the District or from any other district only after a conference has been held to consider prior misconduct and remedial steps necessary to minimize future acts of similar misconduct. (See Policy and Regulation 2664 – Enrollment or Return Following Suspension and/or Expulsion.) Participants in such pre-admission conferences will include:

1. Any teacher directly involved in the suspension offense.
2. The student.
3. The parent/guardian.
4. The representative of any agency having legal jurisdiction, care, custody, or control of the student.
5. District staff members designated by the Superintendent/designee.

<p><u>Note:</u> For suspensions involving disabled students under Section 504 or the IDEA, see also Policy and Regulation 2672.</p>
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STUDENTS

Discipline

Expulsion

Policy 2663
(Regulation 2663)
(Form 2663)

The term "expulsion" refers to permanent exclusion from school.

If a student consistently or grossly refuses to conform to school policies, rules and/or regulations, Superintendent may recommend to the Board of Education that the student be expelled from school. Parent(s) (guardians[s]) may waive the right to a hearing for their student provided the student is under the age of eighteen (18) and provided the waiver is in writing.

June 22, 2009

STUDENTS

Regulation 2663 **(Form 2663)**

Discipline

Expulsion

Unless a parent, custodian or the student, if at least eighteen years of age, waives in writing any right to a hearing before the board of education as provided under RSMo 167.161(1), no student may be permanently expelled from school without a prior hearing before the full Board or, at least, a quorum of the Board. Such a hearing shall generally be considered a contested case pursuant to Chapter 536 of the Missouri Administrative Procedures Act and therefore not subject to *de novo* review. A decision to expel a student requires the vote of a majority of those Board members present.

Due process for expulsion of students shall include the following:

4. Board action shall begin with a written notification of the charges against the student, which shall be delivered by certified mail to the student, his/her parent/guardian, or others having his/her custodial care. Such notification will include charges, contemplated action, and time and place of a hearing on such charges and that the student, parent/guardian, or others having custodial care shall have the right to attend the hearing and to be represented by counsel.
5. The hearing will be closed. At said hearing, the Board of Education or counsel shall present the charges, testimony, and evidence deemed necessary to support the charges. The Board will expect the principal in each case to be present and make oral and written reports and statements concerning the student's misconduct. The student, parent/guardian or others having custodial care, or counsel, shall have the right to cross-examine witnesses presented in behalf of the charges and to present testimony in defense thereagainst.
6. At the conclusion of the hearing or in an adjourned meeting, the Board of Education shall render its decision to dismiss the charges, suspend the student for a specified time, or expel the student from the schools of the District. Prompt written notice of the decision shall be given to the student, parent/guardian or others having custodial care, and counsel, if applicable.

STUDENTS

Policy 2664
(Regulation 2664)

Discipline

Enrollment or Return Following Suspension and/or Expulsion

No student shall be readmitted, or permitted to enroll or otherwise attend school (except as may otherwise be required by law), following a suspension or expulsion from this or any other school until the District has conducted a conference to review the conduct that resulted in the expulsion or suspension, and any remedial actions needed to prevent any future occurrences of such or related conduct.

STUDENTS

Regulation 2664

Discipline

Enrollment or Return Following Suspension and/or Expulsion

Conference Required

The conference shall include the appropriate school officials, including (1) any teacher employed in the District or directly involved with the conduct that resulted in the suspension or expulsion, (2) the student, (3) the parent/guardian of the pupil, and (4) any agency having legal jurisdiction, care, custody or control of the student.

The District shall notify in writing the parent/guardian and all other parties of the time, place, and agenda of any such conference. However, failure of any party to attend this conference shall not preclude holding the conference.

Notwithstanding any provision of this regulation to the contrary, no student shall be readmitted or enrolled in a regular program of instruction if:

1. The student has been convicted of one of the offenses listed below.
2. The student been charged with one of the offenses and there has been no final judgment.
3. A juvenile petition has been filed alleging that the student committed an act, which if committed by an adult, would be one of the offenses listed below, and there has been no final judgment; or
4. The student has been adjudicated to have committed an act, which if committed by an adult, would be one of the offenses listed below.

Offenses to Which this Policy Applies

1. First degree murder under Mo. Rev. Stat. § 565.020
2. Second degree murder under Mo. Rev. Stat. § 565.021
3. First degree assault under Mo. Rev. Stat. § 565.050
4. Forcible rape under Mo. Rev. Stat. § 566.030
5. Forcible sodomy under Mo. Rev. Stat. § 566.060
6. Robbery in the first degree under Mo. Rev. Stat. § 569.02

7. Distribution of drugs to a minor under Mo. Rev. Stat. § 195.212
8. Arson in the first degree under Mo. Rev. Stat. § 569.040
9. Kidnapping, when classified as a Class A felony under Mo. Rev. Stat. § 565.110
10. Statutory rape under Mo. Rev. Stat. § 566.032
11. Statutory sodomy under Mo. Rev. Stat. § 566.062

Nothing in this regulation shall be construed to prevent the District from imposing discipline under the Student Code of Conduct for conduct underlying the above-listed offenses, even if the adult charge or juvenile petition has been dismissed, or the student has been acquitted or adjudicated not to have committed such acts in a criminal or juvenile court - if by a preponderance of the evidence, it can be established that the student engaged in the underlying conduct. The District may enroll a student, otherwise excluded under this regulation, in an alternative education program if the District determines that such enrollment is appropriate.

This policy shall not apply to a student with a disability, as identified under state eligibility criteria, who is convicted or adjudicated guilty as a result of an action related to the student's disability.

Students denied enrollment because of conviction of one of the acts set out in this regulation or due to an existing suspension or expulsion from another school district will be advised of the reasons for denial of enrollment and will be given an opportunity to respond to those reasons.

Suspension or Expulsion from Other Schools

Prior to enrollment, a student who is under suspension or expulsion from any other in-state or out-of-state public or private school and who is seeking admission will be evaluated by the Superintendent or Superintendent's designee. However, upon request, the Superintendent/designee will confer with the pupil, parent/guardian or person acting as parent of a special education student to consider imposition of the other school's suspension or expulsion. If the Superintendent/designee determines that such conduct would have resulted in a suspension or expulsion had the conduct been committed in District schools, the suspension or expulsion will be implemented.

STUDENTS

Policy 2670

Discipline

Corporal Punishment: Prohibited

No person employed by or volunteering for the School District shall administer or cause to be administered corporal punishment upon a student attending District schools.

A District employee may, however, use reasonable restraint against a student without advance notice to the principal, if it is essential for self-defense, the preservation of order, or for the protection of other persons or the property of the School District.

Although corporal punishment is prohibited the use of reasonable force for a District employee to protect persons or property is not abuse within the meaning of Chapter 210, RSMo.

STUDENTS

Discipline

Student Discipline Hearings

Policy 2671
(Regulation 2671)
(Form 2671, 2671.1
2671.2)

Parents/guardians of students suspended for more than ten (10) school days may make a written request for a hearing before the Board of Education. This request will be addressed to the Superintendent who will review all matters concerning the suspension and refer the request for a Board hearing.

In conducting a discipline hearing the Board will carefully consider the information presented by the Administration and by the parent/guardian. In making its decision concerning guilt and innocence as well as punishment, the Board will be mindful of Board Discipline Policies in place, the effect of its decision upon the individual student, and the safety and welfare of District students and staff.

STUDENTS

Regulation 2671
(Form 2671, 2671.1
2671.2)

Discipline

Student Discipline Hearings

Rules of Procedure in Hearings Before the Board of Education on Suspension and Expulsion Matters

1. Students or students' parents/guardians may request a hearing before the Board to contest any suspension in excess of ten (10) school days. The request will be addressed to the Superintendent who will review all matters concerning the suspension.
2. No student may be expelled until this matter is reviewed in a hearing before the Board of Education.
3. The parent/guardian may represent their student or may retain an attorney to act as a representative in the defense of the student. The representative will have the right to present witnesses, question any and all witnesses as herein provided, and make a statement and offer exhibits on the nature of the evidence and disposition of the case. If the parent/guardian elects to have the student represented by an attorney at the hearing, the parent/guardian shall notify the Superintendent of such representation at least twenty-four hours prior to the scheduled time of the hearing.
4. Prior to the hearing, the parties, or their attorneys, may examine at the Board Office the discipline report and all related records.
5. Upon the request of any party, the Superintendent shall submit for review at the hearing the student's behavioral and academic record. If necessary, the information contained in such record may be explained and interpreted by a person trained in its use and interpretation. All parties shall be instructed to respect the confidentiality of all such records and information.
6. At the hearing, the Board may consider a student's record of past disciplinary actions, criminal court records, juvenile court records, and any actions of the student which would be criminal offenses.
7. The parties may present evidence concerning the charges and make such showing by way of affidavits, exhibits, and witnesses as they may desire. Before testifying, witnesses shall be sworn.

8. The President of the Board of Education, or the Chairman of the designated committee of the Board, shall have full charge of the hearing and shall have the authority to direct its proceedings and to control the conduct of all persons present in accordance herewith. Such authority shall include the limitation of questioning that is unproductive, lengthy, or irrelevant. The Board may invoke reasonable limitations on the number of witnesses.
9. The hearing shall not be open to the public. In addition, the Board may set reasonable limitations on the number of people present during the hearing.

The Board shall also have the right to exclude any person or persons if it shall determine that the hearing is being disrupted by any such person.

Hearings may be attended only by members of the Board of Education, the Superintendent of Schools, the School Board attorney, the principal, the student, the parent/guardian and their representatives. Witnesses may be present only when giving information at the hearing. With parent/guardian permission, the student may be excluded at times when the student's psychological or emotional problems are being discussed.

10. A record shall be made of any information presented at the hearing. Statements and other written matter presented shall be kept on file by the District.
11. As soon as practicable after the hearing, the Board shall make its decision and transmit the same in writing to the parties and the Superintendent.

The Board or its committee shall decide by majority vote whether the student has engaged in the misconduct charged by District Administrators. The decision will be based solely on the evidence presented at the hearing and must include findings of fact on which the decision rests.

STUDENTS

Policy 2672
(Regulation 2672)

Discipline

Discipline of Students with Disabilities

The obligation and the responsibility to attend school regularly and to comply with the District's discipline policies applies to all students. The District may discipline a student with a disability who has not complied with the District's discipline policies in a manner that is consistent with the District's policies and applicable law. Special education services will be provided to a disabled student if the student has been removed from school for more than ten (10) school days. If a student with a disability is removed for less than ten (10) cumulative days, educational services will be provided only if such services are provided to students without disabilities who have been similarly removed in accordance with applicable federal and state law and Board policy.

STUDENTS

Regulation 2672

Discipline

Discipline of Students with Disabilities

Removal from Current Educational Placement for Not More Than Ten Consecutive School Days; Not More Than Ten Cumulative Days Removal for the Current School Year

A student with a disability who violates the District's discipline policy who has not been removed from the current educational placement for more than ten (10) cumulative days for the current school year may be disciplined for not more than ten (10) consecutive school days in the same manner as other students.

Services will not be provided to the student when the total number of days the students has been removed from the current educational placement is not more than ten (10) days, unless services are provided to children without disabilities who have been similarly removed.

Removal from Current Educational Placement for More than Ten Cumulative School Days

A student with a disability who violates the District's discipline policy who has been removed from the current educational placement for more than ten (10) cumulative days in the current school year may be disciplined for not more than ten (10) consecutive school days in the same manner as other students, if the pattern of short term exclusions totaling more than ten (10) cumulative days does not constitute a change of placement.

On the eleventh day of removal in a school year, the District will provide educational services. If the cumulative removals do not constitute a change of placement, the services to be provided will be determined by school personnel in consultation with the student's special education teacher.

A series of removals from the current educational placement for more than ten (10) days may amount to a pattern of exclusion that constitutes a change of placement. If a student with a disability has been removed for more than ten (10) cumulative school days and the removals constitute a change of placement, or if a school administrator determines that a removal for more than ten (10) consecutive school days is being considered, on the date a decision to make such a removal is made, the parents will be notified of the decision and provided a copy of the IDEA procedural safeguards.

Not later than ten (10) business days after commencing a cumulative removal that constitutes a change of placement or when considering a removal of greater than ten (10) consecutive school days, the District will convene an IEP meeting to develop a functional behavioral assessment plan if one has not previously been conducted. After completing the assessment, an IEP meeting will

be held to develop a behavioral intervention plan if appropriate and necessary. If a behavior plan already has been developed, the IEP team will meet to review the plan and its implementation. The plan and its implementation will be modified as necessary.

In addition, not later than ten (10) days after the date of the decision to remove a student for more than ten (10) cumulative days constituting a change of placement, the IEP team and other qualified personnel will meet to review the relationship between the student's disability and the behavior subject to disciplinary action.

If a determination is made that the student's behavior was not a manifestation of the student's disability, disciplinary rules will be applied to the student in the same manner they would be applied to a student without a disability, except that a free appropriate public education will be provided to the student as determined by the IEP team.

Long-Term Changes in Placement (Drugs, Weapons, Serious Injury)

In addition to any other actions consistent with this regulation, District administrators may assign a student to an interim alternative educational setting for a period of time not to exceed forty-five (45) calendar days, when a student with a disability:

1. Possesses a weapon at school or at a school function; or
2. Possession or use of illegal drugs or sale or solicitation for sale of a controlled substance while at school or at a school function; or
3. A serious bodily injury.

On the date a decision to make such a removal is made, the parents/guardians will be notified of the decision and provided a copy of the IDEA procedural safeguards.

Not later than ten (10) business days after commencing such a removal, the District will convene an IEP meeting to develop a functional behavioral assessment plan if one has not been previously conducted. After completing the assessment, an IEP meeting will be held to develop a behavioral intervention plan if appropriate and necessary. If a behavior plan already has been developed, the IEP team will meet to review the plan and its implementation. The plan and its implementation will be modified as needed.

Not later than ten (10) days after the date of the decision to place a student in an interim alternative educational setting, the IEP team and other qualified personnel will meet to review the relationship between the student's disability and the behavior subject to the disciplinary action and to determine the interim alternative educational placement.

The IEP team will decide on an interim alternative educational setting that will allow the student to continue to progress in the general curriculum, to receive the services and modifications that will enable the child to meet the goals set out in the student's IEP, and to receive services and modifications to attempt to prevent the student's behavior from recurring.

IDEA Disabled Students

Students who are disabled pursuant to the IDEA will be disciplined pursuant to the IDEA as amended and its implementing regulations, as well as applicable state statutes and the Missouri State Plan for Special Education Regulations Implementing Part B of the IDEA.

Section 504 Disabled Students

The following procedures apply to students who are disabled pursuant to Section 504 of the Rehabilitation Act alone (students who are not disabled pursuant to the IDEA). In general, most 504 students should be expected to follow the District's disciplinary policies, rules, regulations and procedures and this should be noted on the 504 Plan. When determining a student's 504 eligibility, the multidisciplinary team should consider whether the impairment that is substantially limiting has a direct impact on a student's behavior and, if so, the team may consider conducting a functional behavioral assessment as part of the student's evaluation. If the team concludes that the impairment has a direct and substantial relationship to the student's behavior, the team should address the behavior through the 504 Plan and should consider whether a behavior plan is necessary for the student to have an equal opportunity to participate.

Under Section 504, a disciplinary removal from a student's placement for more than 10 consecutive school days constitutes a change of placement and requires certain procedures be followed. When a student is suspended, out of school, for more than 10 consecutive school days or when a student's short term removals (10 days or less) constitute a pattern of exclusion as currently defined by the IDEA, the District will, within 10 school days of the date of the decision to change the student's placement through a disciplinary removal, convene a multidisciplinary team to determine if the student's act of misconduct is related to his or her disability. The multidisciplinary team will apply the IDEA manifestation standard that is in place at that time. Prior to, or as part of the manifestation determination, the team will conduct a reevaluation pursuant to Section 504. Such reevaluation may consist of a review of existing data alone or in conjunction with formal assessments. The parents will be invited to attend but are not required participants.

If the team concludes that the student's misconduct is related to his or her disability, the student can be suspended for up through 10 consecutive school days with no educational services provided or for any amount of cumulative school days, so long as a pattern of exclusion is not created. If deemed necessary, the team may need to convene to determine if a change of educational placement may be needed or if the student should be referred under the IDEA.

If the team concludes that the student's misconduct is unrelated to his or her disability, the student will be treated the same as nondisabled students and may be suspended or expelled according to District policy and the Student Code of Conduct. District administrators will determine the appropriate discipline including, but not limited to, a long-term suspension or expulsion. During the period of disciplinary removal, the District will not provide any educational services to the student unless it provides such services to its nondisabled students in similar circumstances.

A student is not considered to be disabled under Section 504 if he or she is currently engaged in the illegal use of drugs when the District is acting on the basis of that use. Therefore, when a 504 student is being disciplined for the current illegal use of a controlled substances (including alcohol), that student will lose his or her 504 protection and will be disciplined as if he or she was a regular education student. No manifestation determination will be held.

Definitions

Illegal Drug means a controlled substance not including drugs legally used or possessed under the supervision of a health care professional.

Weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.

Controlled substance means a drug or other substance identified under schedules I, II, III, IV or V in 21 U.S.C. § 812 (c).

STUDENTS

Policy 2673
(Regulation 2673)
(Form 2673)

Discipline

Reporting of Violent Behavior

The District requires school administrators to report acts of school violence to all teachers at the attendance area and other District employees who are directly responsible for the student's education or who interact with the student in the performance of the employee's duties, and who have a need to know. School administrators will also disclose to appropriate staff members portions of any student's individualized education program that is related to past or potentially future violent behavior. "Violent behavior" and the phrase "acts of school violence" are defined as the use of physical force by a student with the intent to do serious physical injury to another person while on school property, including a school bus, or while involved in school activities.

In addition, the Superintendent of Schools will report to law enforcement officials, as soon as is reasonably practicable, the commission of any of the acts or related juvenile offenses listed in Regulation 2673 which are committed on school property, including school buses, or while involved in school activities.

STUDENTS

Regulation 2673 **(Form 2673)**

Discipline

Reporting of Violent Behavior

All school employees are required to notify their immediate supervisor if they have reason to believe that a student or District employee has committed any of the offenses set out below, has physically or sexually abused any District student, or has possessed a controlled substance or weapon in violation of District policy. The principal will immediately report to the appropriate law enforcement agency and to the Superintendent/designee any instance where a student is found to be in possession, on their person or in their possession, of any weapon defined in Regulation 2620 or of controlled substances, or is found to have placed such substances elsewhere on school premises. For purposes of this regulation, “school premises” shall be defined to include school property, school playgrounds, school parking lots, school buses, or at school activities whether on or off school property.

Reportable Offenses

1. First degree murder under section 565.020
2. Second degree murder under section 565.021
3. Kidnapping under section 565.110 as it existed prior to January 1, 2017, or kidnapping in the first degree under section 565.110
4. First degree assault under section 565.050
5. Rape in the first degree under section 566.030
6. Sodomy in the first degree under section 566.060
7. Burglary in the first degree under section 569.160
8. Burglary in the second degree under section 569.170
9. Robbery in the first degree under section 569.020 as it existed prior to January 1, 2017, or robbery in the first degree under section 570.023
10. Distribution of drugs under section 195.211 as it existed prior to January 1, 2017, or manufacture of a controlled substance under section 579.055
11. Distribution of drugs to a minor under section 195.212 as it existed prior to January 1, 2017, or delivery of a controlled substance under section 579.020
12. Arson in the first degree under section 569.040

13. Voluntary manslaughter under section 565.023
14. Involuntary manslaughter under section 565.024 as it existed prior to January 1, 2017, involuntary manslaughter in the first degree under section 565.024, or involuntary manslaughter in the second degree under section 565.027
15. Second degree assault under section 565.060 as it existed prior to January 1, 2017, or second degree assault under section 565.052
16. Assault (except as provided in the Agreement contained in Form 2673)
17. Rape in the second degree under section 566.031
18. Felonious restraint under section 565.120 as it existed prior to January 1, 2017, or kidnapping in the second degree under section 565.120
19. Property damage in the first degree under section 569.100
20. Possession of a weapon under chapter 571
21. Child molestation in the first degree pursuant to section 566.067 as it existed prior to January 1, 2017, or child molestation in the first, second or third degree pursuant to section 566.067, 566.068, 566.069
22. Sodomy in the second degree pursuant to section 566.061
23. Sexual misconduct involving a child pursuant to section 566.083
24. Sexual abuse in the first degree pursuant to section 566.100
25. Harassment under section 565.090 as it existed prior to January 1, 2017, or harassment in the first degree under section 565.090
26. Stalking under section 565.225 as it existed prior to January 1, 2017, or stalking in the first degree under section 565.225

Teachers and other authorized personnel who report violent acts or threats of violent acts to their supervisors in compliance with state law and in conformity with District policies have civil immunity. Teachers and other authorized personnel who act in conformity with the District's discipline policies and regulations also have civil immunity.

Records of Serious Violations

The Superintendent/designee will prepare and maintain records of serious violations of the District's discipline policy. Individual student records are available to school employees who are directly responsible for the student's education or who interact with the student in the performance of the employee's duties. In addition, such discipline records will be made available within five (5) days to any requesting school district where the student seeks to enroll.

The District will report, in compliance with the state regulations, the number, duration of and reasons for expulsions and suspensions of more than ten (10) days. The Superintendent will also notify the appropriate division of the Juvenile Court of the suspension for more than ten (10) days of any student under court jurisdiction.

STUDENTS

Policy 2680

Discipline

A+ Program Citizenship Policy

Participation in the A+ School Program is an honor and a unique privilege for Smith-Cotton students. Students pursuing the A+ incentive must maintain a record of good citizenship and avoid the unlawful use of drugs and/or alcohol including tobacco or tobacco products.

Certification of good citizenship will be based upon the official discipline record maintained in the high school office, through other school staff or through public records. Assignments of consequences for infractions of the discipline code are the responsibility of the school administration and they are responsible for certifying the accuracy of the student's discipline record.

1. Probation while a part of the A+ Program

Disciplinary probation within the A+ program is used with the understanding that even the best student makes mistakes. Probation is designed to recognize this characteristic in young people. However, receiving the A+ Incentive is an honor and should be treated as such. Students who are designated A+ should demonstrate distinctive qualities and be role models for other students. Their character and ethics should meet high standards.

A student will be placed on probation for the A+ program for the remainder of the semester upon receiving:

1. More than one In-School suspension
2. Any referral for an Out-of-School suspension

If no other further misdeeds occur, the student will be returned to full A+ status at the beginning of the following semester. If a student's behavior results in the above-mentioned consequences and the semester is more than one half over, the probationary status is continued to a second semester. A student who receives two or more semesters of probation during their high school career will have their disciplinary record reviewed by the Citizenship & Attendance Review Team for continued probation or possible dismissal from the program.

2. Removal from the A+ Program

A student will automatically be removed from the A+ Program when:

A student commits any offence involving drugs, alcohol, or tobacco that is documented through school discipline records, or is a matter of public record, or if the student has been convicted of such an offence and it is reportable through other law enforcement or juvenile officers.

A student may be removed from the A+ Program when:

Within the semester, while currently on probation, the student commits another offence that would result in probationary action.

After two semesters of probation, a review by the Citizenship & Attendance Review Team shows that earlier disciplinary consequences did not positively affect the student's behavior.

A student is convicted of a felony that is verifiable and either a matter of public record or communicated to school officials with the Safe Schools Act.

A student receives two or more misdemeanor convictions (other than for moving traffic violations not involving alcohol or illegal drugs) that are verifiable and a matter of public record.

A student commits an offence, which falls under the Safe Schools Act.

Unlawful use of Drugs and Alcohol

Any A+ student will not sell, possess or use any controlled substance or drug paraphernalia as defined by law and stated in the Sedalia School District #200 Student Discipline Code Handbook. The use of prescription medicine is allowed under Board Policy when administered by authorized school personnel. Students and parents are responsible for understand and following these guidelines:

The following offences reported to law enforcement authorities will result in immediate removal from the A+ program:

1. Possession, use, sale or transfer of alcohol, drugs or narcotics.
2. Possession of drug paraphernalia.
3. Criminal activity as defined by the Safe Schools Act:
 - a. First and second degree murder
 - b. First and second degree burglary
 - c. First and second degree assault
 - d. Distribution of drugs
 - e. Distribution of drugs to a minor
 - f. Voluntary/involuntary manslaughter
 - g. Property damage
 - h. Felonious restraint
 - i. Kidnapping
 - j. Robbery
 - k. First degree arson
 - l. Sexual assault
 - m. Forcible rape or sodomy
 - n. Possession of a weapon (under provision of Ch. 571 Mo Revised Statutes)
 - o. Assault on a student
 - p. Intimidation or physical threat of staff

- q. Vandalism/theft
- r. False fire alarm/bomb threats and misuse of emergency equipment
- s. Serious sexual misbehavior/exposure
- t. Possession of dangerous items
- u. Dangerous behavior

3. A+ Citizenship Probation Appeal Process

Students and parents or guardians may appeal an A+ citizenship disciplinary decision using the following process:

Once notified that the student is has been placed upon probation or that the student is no longer eligible to be in the A+ Program, students and parents/guardians will have 15 calendar days to appeal a decision that is made dealing with discipline or probation using the A+ Appeal of Citizenship form available from the A+ Coordinator. The appeal must be made in writing through the A+ Coordinator.

Within 10 days of receiving a written appeal, the A+ coordinator will convene the A+ Citizenship & Attendance Review Team. The Review Team will be composed of a guidance counselor, a principal, two teachers (one of the student's choosing) and one S-CHS advisory committee member. The parent/guardian and student must appear in person before the Review Team. The A+ Coordinator will act as facilitator and a non-voting member of the Citizenship & Attendance Committee. After the team reaches a decision, the A+ Coordinator will notify the parents/guardian by letter within 5 calendar days. If further appeal is necessary, due process guidelines as explained in the Sedalia School District #200 Student Discipline Code Handbook will be followed.

STUDENTS

Policy 2710 **(Regulation 2710)**

Student Welfare

Reporting Student Abuse

The Board of Education believes that school staff members are in a unique position to assist children, families, and the community in dealing with the issue of child abuse and neglect. Child abuse is defined as any physical injury, sexual abuse or emotional abuse inflicted on a child other than by accidental means. Neglect is defined as the failure to provide the proper or necessary support, education, nutrition or medical, surgical or other care necessary for the child's well-being. Employees making reports of allegations of sexual abuse of a student will be provided immediate unrestricted use of communication technology and will be temporarily released from their work duties to make an immediate report.

If a school employee has a reasonable belief including a report of abuse to believe that a student has been or maybe subjected to abuse or neglect, such employee and the Superintendent shall report the information immediately upon receiving the information to the Children's Division. Thereafter, the Superintendent will investigate the allegation for the purpose of making decisions about the accused person's employment. Depending upon the specific facts, the District may place the alleged abuser on paid leave of absence; place the employee in a non-student contact position; initiate dismissal proceedings, or continue the employee in their present position pending outcome of the investigation.

Any school district employee, acting in good faith, who reports alleged sexual misconduct on the part of a school employee will not be disciplined or discriminated against because of such reporting.

The District will annually provide employee training, which will include but not be limited to current information concerning identification of the signs of sexual abuse in children as well as the identification of the danger signals of potentially abusive relationships between children and adults. This training will emphasize the importance of mandatory child abuse reporting, including the obligation to report suspected abuse by other mandated reporters. Employees will receive training on the need for and methods to create an atmosphere of trust so that students believe their school and school employees are available to discuss matters concerning abusive behavior.

The District will post in each student restroom and in a clearly visible location in each school office, the toll free child abuse and neglect hotline number established by the Children's Division. These signs will be published in both English and Spanish. Such child abuse and neglect hotline numbers shall be depicted in large print on posters 11 inches by 17 inches and will be placed at eye level for easy viewing. The hotline number will be shown in bold print. The signs shall also contain instructions to call 911 for emergencies and contain directions for accessing the Children's Division's website for more information on reporting abuse and neglect.

October 2015

STUDENTS

Regulation 2710

Student Welfare

Reporting Student Abuse

Procedure for Reporting Abuse and Neglect

1. If notice of alleged child abuse or neglect is received. A report will be made to the Children's Division by telephoning the Abuse Hotline at 1-800-392-3738. The call will be logged with the date, time and nature of the report, if the Children's Division declines to accept the report, the name of the CD representative; the date and report made must be documented.
2. When CD representatives interview students on District property, a school staff member will be present. CD representatives may not meet with a child at any school or childcare facility where abuse of the child is alleged to have occurred.
3. When CD receives a report of suspected abuse involving a school employee, other than reports made under subsection (1), the CD is required to notify the Superintendent. If the alleged perpetrator is the Superintendent, CD will notify the Board President. However, if the report relates to spanking or the use of reasonable force to protect persons or property pursuant to Board policy, a report will be made to county law enforcement officials. The investigation into such report will be made by a law enforcement official in the county.
4. When the District and student involved request mediation of the child abuse situation in a school setting, the matter will be referred to the Office of Child Advocate.

STUDENTS

Policy 2720

Work Certificate

Employment of Students

The Superintendent of Schools will make provision for the issuance of work permits to students between the ages of fourteen (14) and sixteen (16). In addition, principals/designees and District employees holding a student service certificate and, who is authorized by the Superintendent, may issue work certificates to students who are attending their schools. Employees with authority to issue certificates may not issue a certificate to their own child.

Principals issuing work certificates will provide self-certification that the principal understands the legal requirements for issuing work certificates. The principal issuing a work certificate will submit a copy of each certificate and the certificate application to the Superintendent. The Superintendent may revoke a certificate issued by a principal if the Superintendent becomes aware of any grounds upon which the student may be ineligible for a work certificate.

STUDENTS

Policy 2730

Student Welfare

Supervision of Students

Students are to be under supervision of the professional staff at all times during school hours and at school sponsored activities.

It is the responsibility of principals to arrange for adequate supervision. It is the duty of teachers to perform assigned supervision. Students are not to be left unsupervised during the school day whether in instructional areas or on the playground.

STUDENTS

Policy 2740 **(Regulation 2740)**

Student Welfare

Student Safety

The District places a high priority on the safety of its students and employees. When a student or employee is the victim of a violent criminal offense, severe disciplinary consequences will be imposed. (See also Regulation 2610 – Behavioral Expectations.) In addition and pursuant to the Every Student Succeeds Act, student victims of a violent criminal offense that was committed on school premises will be offered transfer to another District school. To insure awareness of this policy, the parents of student victims will be notified in writing of their right to a school transfer.

For purposes of this policy, a victim is a student who has suffered personal injury or injuries to his or her property as a direct result of a violent criminal offense. This definition does not include bystanders or witnesses to the act unless they suffered personal or property injury as a direct result of a violent criminal offense while on school premises.

The District will notify the Department of Elementary and Secondary Education (DESE) of all violent criminal offenses committed on school premises when the victim is a student or employee. Reportable offenses are set out in Regulation 2740.

February 26, 2018

STUDENTS

Regulation 2740

Student Welfare

Student Safety

The administration is responsible for notifying DESE upon the occurrence of the commission of any of the following violent criminal offenses on school premises:

1. Murder 1st Degree under section 565.020, RSMo;
2. Murder 2nd Degree under section 565.021, RSMo;
3. Kidnapping under section 565.110, RSMo;
4. Assault 1st Degree under section 565.050, RSMo;
5. Forcible Rape under section 566.030, RSMo;
6. Forcible Sodomy under section 566.060, RSMo;
7. Burglary 1st Degree under section 569.160, RSMo;
8. Burglary 2nd Degree under section 569.170, RSMo;
9. Robbery 1st Degree under section 569.020, RSMo;
10. Distribution of Drugs under section 195.211, RSMo;
11. Distribution of Drugs to a Minor under section 195.212, RSMo;
12. Arson 1st Degree under section 569.040, RSMo;
13. Voluntary Manslaughter under section 565.023, RSMo;
14. Involuntary Manslaughter under section 565.024, RSMo;
15. Assault 2nd Degree under section 565.060, RSMo;
16. Sexual Assault under section 566.040, RSMo;
17. Felonious Restraint under section 565.120, RSMo;
18. Property Damage 1st Degree under section 569.100, RSMo;

19. Possession of a Weapon under section 571, RSMo;
20. Child Molestation 1st Degree under section 566.067, RSMo;
21. Deviate Sexual Assault under section 566.070, RSMo;
22. Sexual Misconduct Involving a Child under section 566.083, RSMo; and/or
23. Sexual Abuse under section 566.100, RSMo.

For purposes of this policy, any student who is the victim of any of the following violent criminal offenses on school premises is entitled to a transfer to another District school:

1. Kidnapping under section 565.110, RSMo;
2. Assault 1st Degree under section 565.050, RSMo;
3. Forcible Rape under section 566.030, RSMo;
4. Forcible Sodomy under section 566.060, RSMo;
5. Burglary 1st Degree under section 569.160, RSMo;
6. Robbery 1st Degree under section 569.020, RSMo;
7. Arson 1st Degree under section 569.040, RSMo;
8. Assault 2nd Degree under section 565.060, RSMo;
9. Sexual Assault under section 566.040, RSMo;
10. Felonious Restraint under section 565.120, RSMo;
11. Property Damage 1st Degree under section 569.100, RSMo;
12. Child Molestation 1st Degree under section 566.067, RSMo;
13. Deviate Sexual Assault under section 566.070, RSMo;
14. Sexual Misconduct Involving a Child under section 566.083, RSMo; and/or
15. Sexual Abuse under section 566.100, RSMo.

Student Welfare**Electronic Data Breach**

In the event of a breach of data that includes personal student information maintained in an electronic form, the District will send written notification of the breach to the student's parent/guardian. In addition, the District will also send notification of such breach to the Department of Elementary and Secondary Education and to the state auditor.

For purposes of this policy, student personal information shall mean:

1. Social Security Number
2. Credit Card Numbers
3. Driver's License Numbers
4. Medical Information
5. Health Insurance Information
6. Financial Account Information

Student personal information does not include information that is lawfully obtained from publically available sources or from federal state or local government records that are lawfully made available to the general public.

STUDENTS

Policy 2750 **(Regulation 2750)**

Student Welfare

Wellness

The District is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, there needs to exist a positive, safe and health-promoting learning environment at every level, in every setting, throughout the school year.

The District promotes healthy schools, by supporting wellness, good nutrition, and regular physical activity as part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. Schools contribute to the basic health status of children by facilitating learning through the support and promotion of good nutrition and physical activity. Improved health optimizes student performance potential.

February 2017

STUDENTS

Regulation 2750

Student Welfare

Wellness

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This regulation outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

1. Students in the District have access to healthy foods throughout the school day, both through reimbursable school meals and other foods available throughout the school campus, in accordance with Federal and state nutrition standards.
2. Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
3. Students have opportunities to be physically active before, during and after school.
4. Schools engage in nutrition and physical activity promotion and other activities that promote student wellness.
5. School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
6. The community is encouraged to support the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits.
7. The District establishes and maintains an infrastructure for management, oversight, implementation and communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all District students, staff and schools. Specific measurable goals and outcomes are identified within each section below.

I. School Wellness Committee

A. Committee Role and Membership

A district-wide Wellness Committee (“Committee”) will be established and will meet at least (4) four times per year. Any existing School Health Advisory Council will serve as the nucleus for the Committee. The Committee will include members from all school levels as specified by law. Responsibility of the Committee may include, but not be limited to, oversight of the following:

1. Implementation of district nutrition and physical activity standards.
2. Integration of nutrition and physical activity in the overall curriculum.
3. Assurance that staff professional development includes nutrition and physical activity issues.
4. Assurance that students receive nutrition education and engage in vigorous physical activity.

The Committee will be responsible for, among other duties, preparing a report at a minimum that includes the following information:

1. Monthly district menus and meal counts.
2. Listing of all a la carte, vending, and competitive foods sold by school food service.
3. Listing of all other sales of foods throughout the district including vending machines, school stores, culinary, and special education programs, in-school and in-class fundraisers, etc.
4. Listing of physical activity programs and opportunities for students throughout the school year.
5. Outcomes of Committee activities.

Committee membership may include, but not be limited to, parents, caregivers, students, members of the school retention program, physical education, teachers, health education teachers, school health professionals, counselors, social workers, psychiatrists, school administrators, board members health professionals and District citizens.

II. Leadership

The Superintendent and/or designee(s) will convene the Committee and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy. The designated official for oversight is the Superintendent and/or designee(s).

The name(s), title(s), and contact information (email address is sufficient) of this/these individual(s) is(are):

Name	Title / Relationship to the School or District	Email address	Role on Committee

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

III. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

G. Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. The District will consider the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention’s School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found on the District’s Website.

B. Recordkeeping

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The District will retain records to document compliance with the requirements of the wellness policy at the District's Administrative Offices. Documentation maintained in this location will include, but will not be limited to:

1. The written wellness policy;
2. Documentation demonstrating that the policy has been made available to the public;
3. Documentation of efforts to review and update the District's Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the Committee;
4. Documentation to demonstrate compliance with the annual public notification requirements;
5. The most recent assessment on the implementation of the District's wellness policy;
6. Documentation demonstrating the most recent assessment on the implementation of the District's Wellness Policy has been made available to the public.

C. Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide information about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

D. Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

1. The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
2. The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
3. A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is the District's Superintendent/designee

The Committee, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will notify households/families of the availability of the triennial progress report.

E. Revisions and Updating the Policy

The Committee will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

F. Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of the Committee and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for the District. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will utilize that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will notify the public about the content of or any updates to the wellness policy annually. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

IV. Nutrition

A. School Meals

The District is committed to serving healthy meals to children, with fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to reasonably meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

District schools are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

1. Are accessible to all students;
2. Are appealing and attractive to children;
3. Are served in clean and pleasant settings;
4. Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations.
5. Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
 - a. Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
 - b. Sliced or cut fruit is available daily.
 - c. Daily fruit options are displayed in a location in the line of sight and reach of students.
 - d. All available vegetable options have been given creative or descriptive names.
 - e. Daily vegetable options are bundled into all grab-and-go meals available to students.
 - f. All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - g. White milk is placed in front of other beverages in all coolers.
 - h. Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
 - i. A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
 - j. Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
 - k. Student artwork is displayed in the service and/or dining areas.
 - l. Daily announcements are used to promote and market menu options.

B. Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet hiring and annual continuing education/training requirements in the [USDA Professional Standards for Child Nutrition Professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

C. Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The District will make drinking water available where school meals are served during mealtimes.

D. Competitive Foods and Beverages

The District is committed to providing foods and beverages to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

E. Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards, including through:

1. *Celebrations and parties.* The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. *Classroom snacks brought by parents.* The District will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards.
3. *Rewards and incentives.* The District will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

F. Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. The District will make available to parents and teachers a list of healthy fundraising ideas [*examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)*].

1. Schools will use only non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).
2. Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. These fundraisers may include but are not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc. (Meets Healthy Schools Program Gold-level criteria)

G. Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

1. Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
2. Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards.

H. Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

1. Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
2. Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;

3. Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
4. Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
5. Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
6. Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
7. Teaches media literacy with an emphasis on food and beverage marketing; and
8. Includes nutrition education training for teachers and other staff.

I. Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

1. Relationship between healthy eating and personal health and disease prevention
2. Food guidance from [MyPlate](#)
3. Reading and using FDA's nutrition fact labels
4. Eating a variety of foods every day
5. Balancing food intake and physical activity
6. Eating more fruits, vegetables and whole grain products
7. Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
8. Choosing foods and beverages with little added sugars
9. Eating more calcium-rich foods
10. Preparing healthy meals and snacks
11. Risks of unhealthy weight control practices
12. Accepting body size differences
13. Food safety
14. Importance of water consumption
15. Importance of eating breakfast
16. Making healthy choices when eating at restaurants
17. Eating disorders
18. [The Dietary Guidelines for Americans](#)
19. Reducing sodium intake
20. Social influences on healthy eating, including media, family, peers and culture
21. How to find valid information or services related to nutrition and dietary behavior
22. How to develop a plan and track progress toward achieving a personal goal to eat healthfully
23. Resisting peer pressure related to unhealthy dietary behavior
24. Influencing, supporting, or advocating for others' healthy dietary behavior

J. Food and Beverage Marketing in Schools

The District is committed to providing a school environment that provides opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

1. Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
2. Displays, such as on vending machine exteriors
3. Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)
4. Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
5. Advertisements in school publications or school mailings.
6. Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

V. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will provide that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in *Let's Move! Active Schools* (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason. The district will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

A. Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All secondary students are required to take the equivalent of one academic year of physical education.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

B. Essential Physical Activity Topics in Health Education

Health education will be required in all elementary grades and the district will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

1. The physical, psychological, or social benefits of physical activity
2. How physical activity can contribute to a healthy weight
3. How physical activity can contribute to the academic learning process
4. How an inactive lifestyle contributes to chronic disease
5. Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
6. Differences between physical activity, exercise and fitness
7. Phases of an exercise session, that is, warm up, workout and cool down
8. Overcoming barriers to physical activity
9. Decreasing sedentary activities, such as TV watching
10. Opportunities for physical activity in the community
11. Preventing injury during physical activity
12. Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
13. How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
14. Developing an individualized physical activity and fitness plan
15. Monitoring progress toward reaching goals in an individualized physical activity plan
16. Dangers of using performance-enhancing drugs, such as steroids
17. Social influences on physical activity, including media, family, peers and culture
18. How to find valid information or services related to physical activity and fitness
19. How to influence, support, or advocate for others to engage in physical activity
20. How to resist peer pressure that discourages physical activity.

C. Recess (Elementary)

All elementary schools will offer at least 20 minutes of recess on all days during the school year. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play.

In the event that the school or district must conduct indoor recess, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

D. Classroom Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom times at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

E. Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

F. Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by: *[District should choose appropriate and reasonable options such as physical activity clubs, physical activity in aftercare, intramurals or interscholastic sports]*.

G. Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in six or more of the activities below; including but not limited t

1. Designate safe or preferred routes to school
2. Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week
3. Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
4. Instruction on walking/bicycling safety provided to students
5. Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
6. Use crossing guards
7. Use crosswalks on streets leading to schools
8. Use walking school buses
9. Document the number of children walking and or biking to and from school
10. Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

VI. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

District schools are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum directors.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the Committee.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

A. Community Partnerships

The District will utilize where feasible relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

B. Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the “Community Involvement, Outreach, and Communications” subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the district’s website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

C. Staff Wellness and Health Promotion

The Committee will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff which will be coordinated by the District’s HR Director.

District schools will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

D. Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

STUDENTS

Policy 2755

Student Welfare

Cardiopulmonary/Heimlich Training

Beginning no later than the 2017-18 school year, students will receive thirty (30) minutes of cardiopulmonary resuscitation instruction and training in the performance of the Heimlich maneuver or other first aid for choking. Students will receive this training at least once during the student's four years of high school. Instruction will be included in the District's existing health or physical education curriculum. Students with disabilities may participate to the extent appropriate as determined by the student's IEP or §504 Plan.

October 2016

STUDENTS

Policy 2760
(Regulation 2760)
(Form 2760)

Student Welfare

Students in Foster Care

The District is committed to ensuring and facilitating the proper educational placement, enrollment in school and checkout from school for foster children.

In order to facilitate this process and to serve as the educational liaison for District foster children, the District will designate an Assistant Superintendent to oversee and assess the District's foster care program.

The Board recognizes students in foster care experience mobility in and out of the foster care system and from one home placement to another that may disrupt their education, and which may create barriers to academic success and on-time graduation. The District, in collaboration with state and local agencies, will work to minimize or eliminate educational barriers for students in foster care, particularly in enrollment, transfer of student records, and transportation to their school of origin, where appropriate. For purposes of this policy, "school of origin" is the school in which the student is enrolled at the time of placement in foster care. The District will, to the largest extent possible, ensure that a child in foster care enrolls or remains in his or her school of origin, unless a determination is made that remaining in the student's school of origin is not in the student's best interest.

In determining the student's best interest for purposes of this policy, the following factors will be considered:

1. Preference of the student;
2. Preference of the student's parent or educational decision making;
3. The student's attachment to the school, relationships with staff and peers;
4. Placement of the student's siblings;
5. Influence of the school climate on the student, including safety;
6. Availability and quality of the services in the school in meeting the student's educational and socioemotional needs;
7. History of school transfers and their impact;
8. Impact of the length of commute;
9. Whether the student has a disability under the IDEA or Section 504;
10. Whether student is an EL student receiving language services.

A foster care child whose home placement is changed may remain enrolled and attend their school of origin, or return to a previously attended school in an adjacent district. The District will accept for credit full or partial course work satisfactorily completed by a foster child while attending a public school, nonpublic school or non-sectarian school in compliance with District policies, regulations and practices.

If a child in foster care is absent from school due to a decision to change the placement of a pupil made by a court or child placing agency, or due to a verified court appearance or related court-ordered activity, the grades and credits of the pupil will be calculated as of the day the pupil left school and no reduction in grades will occur as a result of the pupil's absence under these circumstances.

If a foster care student transfers into the District prior to or during a school year, the District will initially honor the placement of the student in educational courses and programs based on the student's prior enrollment or educational assessments; will provide comparable services to transferring foster care students with disabilities based on the student's current IEP; and will make reasonable accommodations and modifications to address the needs of a student with disabilities, subject to an existing 504 or Title II Plan in order to provide equal access to education. The District will conduct evaluations, where necessary, to ensure proper placement and services.

The District will waive specific courses required for graduation if similar course work has been satisfactorily completed at another school. Similarly, the District may waive prerequisites for placement in a District course or program based upon courses taken at a prior school. If a waiver is denied for reasonable justifications, the District will provide an alternative means of acquiring the required course work so that graduation may occur on time. If foster care students who transfer at the beginning of their senior year or during their senior year are deemed ineligible to graduate after all alternatives have been considered, the sending District and this District will ensure that a qualified student who satisfied graduation requirements of the sending school, will receive a diploma from the sending school.

Students in foster care who have completed the graduation requirements of the District while under juvenile court jurisdiction will receive a diploma in the same manner as other District students.

Transportation

Some students in foster care who are residents of the District may need transportation to remain in their school of origin when it is in their best interest. To facilitate transportation for such students, the District will collaborate with the state and/or local child welfare agencies to ensure that transportation for such students is arranged, provided, and funded. If there are additional costs incurred in providing transportation to the school of origin, the District will provide such transportation if:

- a) The local child welfare agency agrees to reimburse the District for such costs;
- b) The District elects to pay the costs; or
- c) The District and the local child welfare agency agree to share the cost.

Dispute Resolution

In the event that a caregiver or education decision-maker disputes a District decision regarding the best interest or the provision of other educationally related services for a student in foster care, the caregiver or education decision-maker may use the District's dispute resolution procedure.

During the pendency of the dispute resolution, the student shall remain in his or her school of origin in order to minimize disruptions and to reduce the number of moves between schools. Similarly, students attending their school of origin are entitled to continue to receive transportation during the appeal.

In the event of such dispute, the District will inform the educational decision-maker or parent of their right to appeal the Best Interest Determination in a language and format reasonably calculated to inform the parent/educational decision-maker of their rights. They will also be provided with the following:

1. Contact information for the District's foster care point of contact.
2. An explanation of the Best Interest Determination.
3. A step-by-step description of how to appeal the Best Interest Determination at Level I.
4. A statement advising that the student will remain in the school of origin, receiving all appropriate educational services during the pendency of the appeal.
5. Timelines for dispute resolution at each level.
6. Notice of rights to appeal to DESE if the parent/educational decision-maker is not satisfied of the level decision.

Level I

In order to appeal from the Best Interest Determination, a parent/educational decision-maker must submit their appeal in writing. This writing must contain the following:

1. The school in which enrollment is sought.
2. The basis for seeking enrollment.
3. The requesting parent/educational decision-maker's name and contact information.

If the appeal is submitted by email, the subject line should provide "Foster Care Appeal."

The appeal letter must be submitted within ten (10) weekdays of receiving the District's notice of the right to appeal the decision. Failure to timely submit an appeal letter may result in dismissal of the appeal.

The Superintendent/designee will arrange for a personal conference with the parent/educational decision-maker, the student where appropriate, and the student's case manager or point of contact. Prior to the meeting, the Superintendent will have reviewed the documentation from the Best Interest Determination meeting. The conference will be arranged within ten (10) days of receipt of the appeal letter and will be conducted as soon as practicable.

Within five (5) days of the conference, the Superintendent/designee will inform the parent/educational decision-maker as well as other parties attending the meeting of the Superintendent/designee's decision. The decision will be communicated in writing. The written decision will include the following:

1. Copy of the complete Level I appeal packet (appeal, Best Interest documents, notices, and decision).
2. The decision and an explanation of the decision.
3. Directions concerning the procedure to appeal the decision to Level II, including the DESE foster care point of contact, including that individual's name, phone number and email address.

Level II

If the parent/educational decision-maker disagrees with the Level I decision, they may submit a written and dated appeal letter headed "Foster Child Appeal" which must include:

1. The school in which enrollment is sought and the basis for seeking such enrollment.
2. The parent/educational decision-maker's name and contact information.
3. Best Interest Determination notes and reports.
4. Copy of the Level I appeal letter.
5. Copy of the District's Level I decision.

The appeal letter must be submitted to the DESE contact person and the District's Superintendent within five (5) days of receipt of the Level I decision. The District will have five (5) days from receipt of the Level II appeal letter to submit its response, which will be headed "Foster Child Appeal." Documents submitted after the stated deadline will not be considered.

The State's decision will be made by a three person panel including the DESE foster care point of contact, an additional DESE representative, and a representative of the state child welfare agency. The panel will make its decision within thirty (30) days of receipt of the Level II appeal letter. The DESE foster care point of contact will send the written decision to the parent/educational decision-maker and the Superintendent. The decision will include:

1. Copy of the Level II packet.
2. The decision and its explanation.

STUDENTS

Regulation 2760

Student Welfare

Students in Foster Care

The District educational liaison for foster care children will serve in an advisory capacity to:

- Ensure and facilitate proper educational placement, enrollment in school, and checkout from school;
- Assist foster care children when transferring from one school to another or from one school district to another, including, among other things, proper transfer of credit, records, and grades;
- Request school records, as provided in Policy/Regulation 2230, within two (2) business days of placement of a foster care child in a District school;
- Submit school records of foster care pupils within three (3) business days of receiving a request for school records from another School District as provided in Policy 2290; and
- Facilitate access to student records to any child placing agency for the purpose of fulfilling education case management responsibilities required of the juvenile officer or by law and to assist with the school transfer or placement of a child under foster care.

STUDENTS

Policy 2765
(Regulation 2765)

Student Welfare

Transfer of Care and Custody

A parent or legal custodian of a student may execute a power of attorney transferring the care and custody of the student for a period of up to one year. The transfer of custody will not change or modify parental or legal rights contained in an existing court order or deprive parents of visitation. Parents or legal guardians may revoke the power of attorney at any time.

Parents or legal custodians who are members of the Armed Forces, including reserve components, the Commissioned Officer Corps of the National Oceanic and Atmospheric Administration (NOAA), the Public Health Services of the United States, Department of Health and Human Services detailed for duty with the United States Armed Forces, or who is required to enter or serve in the active military service of the United States, under a call or order of the President of the United States, or to serve on state active duty, may delegate care and custody of their student for a period of longer than one year if on active duty service. The delegation of care and custody may not exceed the term of active duty service plus thirty (30) days.

The delegation of care and custody will not alter or affect the District's residency requirements.

Student Welfare**Transfer of Care and Custody**

A power of attorney delegating care and custody of a student must be witnessed by a notary public and contain the following information:

1. Full name of student whose care and custody is to be transferred;
2. Date of birth of such student;
3. Full name and signature of the attorney-in-fact, to whom care and custody is to be transferred;
4. Address and telephone number of such attorney-in-fact;
5. Full name and signature of the parent or legal guardian;
6. The term for which delegation is transferred and a statement the delegation may be revoked at any time; and
7. One of the following statements:
 - a. I delegate to the attorney-in-fact all of my power and authority regarding the care, custody, and property of each minor child named above including, but not limited to, the right to enroll the child in school, inspect and obtain copies of education and other records concerning the child, the right to give or withhold any consent or waiver with respect to school activities, medical and dental treatment, and any other activity, function or treatment that may concern the child. This delegation shall not include the power or authority to consent to marriage or adoption of the child, the performance or inducement of an abortion on, or for the child, or the termination of parental rights to the child; or
 - b. I delegate to the attorney-in-fact the following specific powers and responsibilities (insert list). This delegation shall not include the power or authority to consent to marriage or adoption of the child, the performance or inducement of an abortion on, or for the child, or the termination of parental rights to the child.

STUDENTS

Policy 2770

Student Welfare

Seclusion and Restraint

Purpose

It is the purpose of this policy to:

- Meet the requirements of RSMo 160.263.
- Promote safety and prevent harm to all students, school personnel and visitors in the school district.
- Treat all students with dignity and respect in the use of discipline and behavior-management techniques.
- Provide school personnel with clear guidelines about the use of seclusion, isolation and restraint on school district property or at any school district function or event.
- Promote retention of teachers and other school personnel by addressing student behavior in an appropriate and safe manner.
- Promote parent understanding about state guidelines and district policies related to the use of discipline, behavior management, behavior interventions and responses to emergency situations.
- Promote the use of non-aversive behavioral interventions.

Definitions:

“Authorized School Personnel” means school personnel who have received annual training in:

- De-escalation practices,
- Appropriate use of physical restraint,
- Professionally-accepted practices in physical management and use of restraints,
- Methods to explain the use of restraint to the student who is to be restrained and to the individual’s family,
- Appropriate use of isolation,
- Appropriate use of seclusion, and
- Information on the policy and appropriate documentation and notification procedures.

“Assistive technology device” means any item, piece of equipment or product system that is used to increase, maintain or improve the functional capacities of a child with a disability.

“Aversive behavioral interventions” means an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors, including such interventions as: contingent application of noxious, painful, intrusive stimuli or activities; any form of noxious, painful or intrusive spray, inhalant or tastes; or other stimuli or actions similar to the interventions described above. The term does not include such interventions as voice control, limited to loud, firm commands; time-limited ignoring of a specific behavior; token fines as part of a token economy system; brief physical prompts to interrupt or prevent a specific behavior; interventions medically necessary for the treatment or protection of the student.

“Behavior Intervention Plan (BIP)” sets forth specific behavior interventions for a specific student who displays chronic patterns of problem behavior.

“Chemical restraint” means the administration of a drug or medication to manage a student’s behavior that is *not* a standard treatment and dosage for the student’s medical condition.

“Emergency situation” is one in which a student’s behavior poses a serious, probable threat of imminent physical harm to self or others, or destruction of school or another person’s property.

“Functional Behavior Assessment” a formal assessment to identify the function or purpose the behavior serves for the student so that classroom interventions and behavior support plans can be developed to improve behavior. The assessment could include observations and charting of the behavior and interviews with family, teachers, and the student, so as to determine the frequency, antecedent and response of the targeted behavior.

“IEP” means a student’s Individualized Education Program as defined by the Individuals with Disabilities Education Act (IDEA).

“Isolation” means the confinement of a student alone in an enclosed space without locking hardware.

“Law enforcement officer” means any public servant having both the power and duty to make arrests for violations of the laws of this state.

“Locking hardware” means mechanical, electrical or other material devices used to lock a door or to prevent egress from a confined area.

“Mechanical restraint” means a device or physical object that the student cannot easily remove that restricts a student’s freedom of movement or normal access to a portion of his or her body. This includes but is not limited to straps, duct tape, cords or garments. The term does not include assistive technology devices.

“Physical escort” means the temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out or eloping to walk to a safe location.

“Physical restraint” means the use of person-to-person physical contact to restrict the free movement of all or a portion of a student’s body. It does not include briefly holding or hugging a student without undo force for instructional or other purposes, briefly holding a student to calm them, taking a student’s hand to transport them for safety purposes, physical escort or intervening in a fight.

“School personnel” means

- Employees of a local board of education.
- Any person, paid or unpaid, working on school grounds in an official capacity.
- Any person working at a school function under a contract or written agreement with the school system to provide educational or related services to students.
- Any person working on school grounds or at a school function for another agency providing educational or related services to students.

“Seclusion” means the confinement of a student alone in an enclosed space from which the student is physically prevented from leaving by locking hardware.

“Section 504 Plan” means a student’s individualized plan developed by the student’s Section 504 multidisciplinary team after a pre-placement evaluation finding the student is disabled within the meaning of Section 504 and its implementing regulations.

“Time out” means brief removal from sources of reinforcement within instructional contexts that does not meet the definition of seclusion or isolation. Time out includes both of the following:

- a) Non-exclusionary time out: removal of reinforcers from the student without changing the physical location of the student (e.g., asking the student to put his/her head down on the desk); and
- b) Exclusionary time-out: removal of the student from participation in an activity or removal from the instructional area.

Use of Restrictive Behavioral Interventions:

- **Time-Out**
Nothing in this policy is intended to prohibit the use of time-out as defined in this section.
- **Seclusion**
Seclusion as defined in this policy is prohibited except for an emergency situation while awaiting the arrival of law enforcement personnel as provided for in RSMo 160.263.
- **Isolation**

Isolation, as defined in this policy, may only be used by authorized school personnel, as defined in this policy:

- After de-escalating procedures have failed;
- In an emergency situation as defined in this section; or
- As specified in a student's Individualized Education Program (IEP), Section 504 plan, or other parentally agreed-upon plan to address a student behavior.

Use of isolation requires all of the following:

- The student to be monitored by an adult in close proximity who is able to see and hear the student at all times. Monitoring shall be face-to-face unless personal safety of the child or staff member is significantly compromised, in which case technology-supported monitoring may be utilized.
- The total time in isolation is to be reasonably calculated by District personnel on a case-by-case basis based on the age of the child and circumstances, and is not to exceed 40 minutes without a reassessment of the situation and consultation with parents and/or administrative staff, unless otherwise specified in an IEP or Section 504 Plan or other parentally agreed-upon plan to address a student's behavior.
- The space in which the student is placed should be a normal-sized meeting or classroom commonly found in a school setting.
- The space in which the student is confined is comparable in lighting, ventilation, heating, cooling, and ceiling height to those systems that are in use in other places in the school.
- The space in which the student is placed must be free of objects that could cause harm.

Isolation shall never be used as a form of punishment or for the convenience of school personnel.

Physical Restraint

Physical restraint shall only be used in one of the three circumstances below:

- In an emergency situation, as defined in this policy;
- When less restrictive measures have not effectively de-escalated the situation; or
- When otherwise specified in an IEP, Section 504 Plan or other parentally agreed-upon, plan to address a student's behavior.

Physical restraint shall:

- Only be used by authorized school personnel, as defined in this policy

- Only be used for as long as necessary to resolve the actual risk of danger or harm that warranted the use of the physical restraint;
- Use no more than the degree of force necessary to protect the student or other persons from imminent bodily injury;
- Not place pressure or weight on the chest, lungs, sternum, diaphragm, back, neck or throat of the student which restricts breathing; and
- Only be done by school personnel trained in the proper use of restraint.

Any school personnel using physical restraint shall:

- Use only methods of restraint in which the person has received district approved training.
- Conduct restraint with at least one additional adult present and in line of sight, unless other school personnel are not immediately available due to the unforeseeable nature of the emergency situation.

Physical restraints should never be used as a form of punishment or for the convenience of school personnel.

Mechanical Restraint

Mechanical restraint shall only be used as specified in a student's IEP or Section 504 plan with two exceptions:

- Vehicle safety restraints shall be used according to state and federal regulations.
- Mechanical restraints employed by law enforcement officers in school settings should be used in accordance with law enforcement policies and procedures and appropriate professional standards.

Chemical Restraint

Chemical restraints shall never be used by school personnel.

Aversive interventions that compromise health and safety shall never be used by school personnel.

Communication and Training

School Personnel Debriefing

Following any situation involving the use of seclusion, isolation or restraint, as defined in this policy, a debriefing shall occur as soon as possible but no later than two (2) school days after the emergency situation. The debriefing shall include, at a minimum, a discussion of the events that led to the emergency and why the de-escalation efforts were not effective; any trauma reactions on the part of the student, other students or school personnel; what, if anything, could have been done differently; and an evaluation of the process.

Parental Notification

Except as otherwise specified in a student's IEP or Section 504 plan:

- Following a situation involving the use of seclusion, isolation or restraint the parent or guardian of the student shall be notified through verbal or electronic means of the incident as soon as possible, but no later than the end of the day of the incident.
- The parent or guardian shall receive a written report of the emergency situation within five (5) school days of the incident. The written incident report shall include all of the following:
 - Date, time of day, location, duration, and description of the incident and de-escalation interventions.
 - Event(s) that led up to the incident.
 - Nature and extent of any injury to the student.
 - Name of a school employee the parent or guardian can contact regarding the incident, and contact information for that employee.

Staff Training

School districts shall ensure that all school personnel are trained annually regarding the policy and procedures involving the use of seclusion, isolation and restraint.

Students with Disabilities

The foregoing policy applies to all students. However, if the IEP team determines that a form of restraint or isolation or aversive behavior intervention may be appropriate in certain identified and limited situations, the team may set forth the conditions and procedures in the IEP or Section 504 plan. Any use of restraint, isolation or aversive behavior interventions must be limited to what is set forth in the IEP or Section 504 plan. Before adding the use of restraint, isolation or aversive behavior interventions to an IEP or Section 504 plan, the student must have undergone appropriate assessments to include, but not limited to, a formal functional behavior assessment and a positive behavior intervention plan must be developed, which indicates a plan to eliminate the use of the restraint, isolation or aversive behavior intervention over time.

Reports on Use of Seclusion, Isolation, Restraint or Aversive Behavior Interventions

Districts shall maintain records documenting the use of seclusion, isolation, restraint and aversive behavior interventions showing each of the following: when, reason for use, duration, names of school personnel involved, whether students or school personnel were injured, name and age of the student, whether the student has an IEP, Behavior Intervention Plan (BIP) or other personal safety plan, when the parents were notified, if the student was disciplined, and any other documentation required by federal or state law.

Applicability of this Policy

This policy applies to all district school personnel. School personnel assigned to programs not located on district premises (hospitals, detention centers, juvenile facilities, and mental health facilities) shall follow the policy and procedure of the facility/program where they work.

STUDENTS

Policy 2780

Student Welfare

Use of Tracking Devices

District employees are prohibited from requiring students to use an identification device that uses radio frequency identification technology, or related technology to identify the student, to transmit information regarding the student, or to monitor or trace the location of the student

STUDENTS

Policy 2785
(Regulation 2785)

Student Welfare

Student Suicide Awareness

This policy and the accompanying regulation reflects the District's commitment to maintaining a safe environment to protect the health, safety and welfare of students. The corresponding regulation for this policy outlines key protocol and procedures for this District in educating employees and students on the actions and resources necessary to prevent suicide and to promote student well-being. This policy is being adopted pursuant to Section 170.048, RSMo. This policy and corresponding regulation will go into effect no later than July 1, 2018.

November 20, 2017

Student Welfare**Student Suicide Awareness**

The district will address suicide awareness and prevention through the following policy components⁴:

1. Crisis response team
2. Crisis response procedures
3. Procedures for parent involvement
4. Community resources available to students, parents, patrons and employees
5. Responding to suicidal behavior or death by suicide in the school community
6. Suicide prevention and response protocol education for staff
7. Suicide prevention education for students
8. Publication of policy

1. Crisis Response Team

The district will include suicide awareness and prevention in already established district or building crisis response teams or will establish such team(s) if not already in existence. Crisis response team members will include administrators, counselors and the school nurse, and may also include school social workers, school resource officers, teachers and/or community resources as appropriate. The crisis response team will be responsible for implementation of crisis response procedures.

The district will adopt an evidence based/informed tool for assessing suicide risk. The crisis response team, the building administrator, or his/her designee will receive training and coaching in using this tool to collect and document student suicidal behaviors and safety planning strategies.

2. Crisis Response Procedures

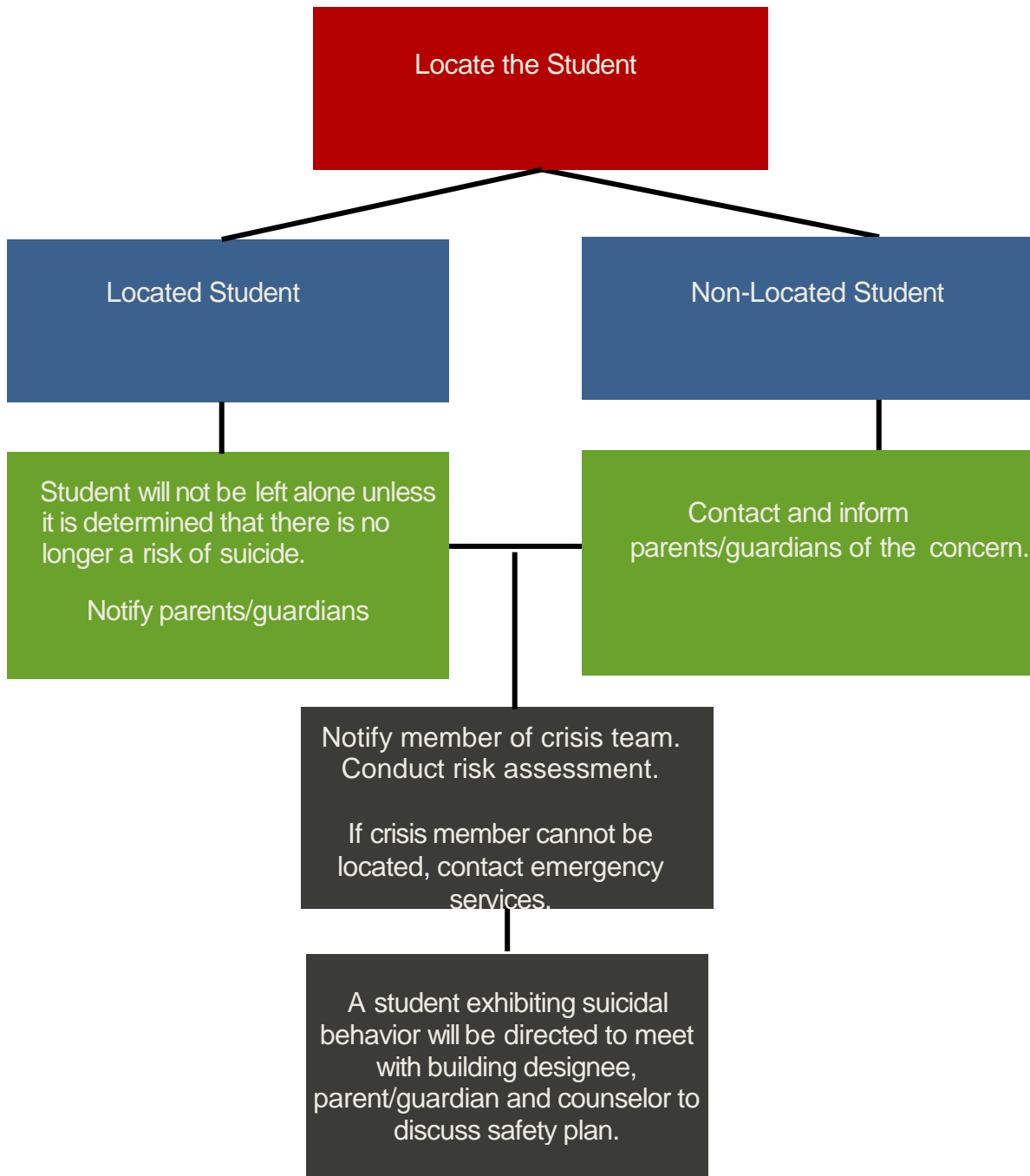
Student suicidal behaviors are not confidential and may be revealed to the student's parents, guardians, school personnel or other appropriate authority when the health, welfare or safety of the student is at risk.

Any school employee who has a reasonable belief that a student may be at risk for suicide or witnesses any attempt towards self-injury will notify a member of the crisis response team, the building administrator or his/her designee.

If a student suicide behavior is made known to any school employee and a member of the crisis response team, the building administrator or his/her designee is not available, the employee will notify the student's parent/guardian, the National Suicide Prevention Lifeline (800-273-8255) or local law enforcement in an emergency situation. As soon as practical, the employee will notify the building designee or principal.

⁴ Department of Elementary and Secondary Education Youth Suicide Awareness and Prevention Model Policy

The following steps will be employed in response to any risk of student suicide:



3. Procedures for Parent Involvement

A member of the crisis response team, the building administrator or his/her designee shall reach out to the parents/guardians of a student identified as being at risk of suicide to consult with them about the risk assessment of their student, to make them aware of community resources, and to discuss how to best support the student's mental well-being and safety.

If the parent refuses to cooperate or if there is any doubt regarding the student's safety, local mental service providers and/or law enforcement may need to be engaged, and a report may need to be made to the Child Abuse and Neglect Hotline.

Contact with a parent concerning risk of suicide will be documented in writing.

4. School and Community Resources

A student exhibiting suicidal behavior will be directed to meet with the building designee, their parent/guardian and counselor to discuss support and safety systems, available resources, coping skills and a safety plan as necessary.

The district will, in collaboration with local organizations and the Missouri Department of Mental Health, identify local, state and national resources and organizations that can provide information or support to students and families. A basic list of resources can be found on the Department of Mental Health website and the district will strive to develop its own list of local resources to be made readily available.

<http://dmh.mo.gov/mentalillness/suicide/prevention.html>

5. Responding to Suicidal Behavior or Death by Suicide in the School Community

When the school community is impacted by suicidal behavior or a death by suicide, the district will confer with their crisis response teams and, when appropriate, confer with local community resources and professionals to identify and make available supports that may help the school community understand and process the behavior and/or death.

The crisis response team, the building administrator or his/her designee will determine appropriate procedures for informing the school community of a death by suicide and the supports that will be offered. Staff and students who need immediate attention following a death by suicide will be provided support and resources as determined necessary.

6. Suicide Prevention and Response Protocol Education for Staff

All district employees will receive information annually regarding this policy and the district's protocol for suicide awareness, prevention and response. The importance of suicide prevention, recognition of suicide protective and risk factors, strategies to strengthen school connectedness and building specific response procedures will be highlighted.

Such information shall include the following:

1. Current trends in youth mental health, wellbeing and suicide prevention and awareness
2. Strategies to encourage students to seek help for themselves and other students
3. Warning signs that indicate a student may be at risk of suicide
4. The impact of mental health issues and substance abuse
5. Communication to students regarding concerns about safety and that asking for help can save a life
6. Understanding limitations and boundaries for giving help and techniques to practice self-care
7. Identification of key school personnel who are comfortable, confident and competent to help students at risk of escalated distress and suicide

All district staff will participate in professional development regarding suicide awareness and prevention.

7. Suicide Prevention Education for Students

Starting no later than fifth grade, students will receive age appropriate information and instruction on suicide awareness and prevention. Information and instruction may be offered in health education, by the counseling staff or in other curricula as may be appropriate.

Student education will include the following:

1. Information about mental health, well-being and suicide prevention and awareness
2. Promotion of a climate that encourages peer referral and which emphasizes school connectedness
3. Recognition of the signs that they or peers are at risk for suicide
4. Identification of issues that may lead to suicide including depression, anxiety, anger, and drug/alcohol dependency
5. Directive to not make promises of confidence when they are concerned about peer suicide
6. Identification of a trusted adult on campus with whom students can discuss concerns about suicide

8. Publication of Policy

The district will notify employees, students and parents of this policy by posting the policy and related procedures and documents on the district's website and discussing this policy during employee training as detailed herein.

Reference: DESE Youth Suicide Awareness and Prevention Model Policy

November 20, 2017

STUDENTS

Policy 2810

Student Services

Guidance and Counseling Services

The District is committed fully to implement a guidance and counseling program that supports the academic, career, and personal/social development of all students, leading District students to successful transitions into post-secondary education and into the workforce. The District's guidance and counseling program is implemented with the services of fully certified school counselors supported by teachers, administrators, parents and students. The District guidance and counseling program is designed and implemented in a manner to be consistent with the standards of the Missouri Comprehensive Guidance and Counseling Program.

The content of the District's program, consistent with the Missouri Comprehensive Guidance and Counseling Program, is divided into three broad areas as follows:

Academic Development (ACAD)

1. Students will apply skills needed for achievement in school, both cognitive and affective.
2. Students will utilize skills necessary to successfully transition between educational levels.
3. Individual student learning plans will be developed and monitored throughout the students' District learning experience.

Career Development

1. Students will achieve life career goals through the consistent application of career exploration and planning skills.
2. Students will identify and locate information relevant to the "World of Work" and post-secondary training/education.
3. Students will achieve on-the-job success through the application of employment readiness skills.

Personal/Social Development

1. Students will achieve an understanding of themselves as individuals and as members of diverse local and global communities.
2. Students will interact with others in ways that manifest respect for individual and group differences.
3. Students will learn to apply personal safety skills and coping strategies.

Identification of Critical Workforce Needs and Shortages

1. Students will be given workforce needs and shortages information that will support students' career pathway decisions prepared by the State Board of Education and the Department of Economic Development by November 1 of each school year.
2. Information received through collaboration between the State Board and the Department of Economic Development will be disseminated to students by November 1 of each school year.

STUDENTS

Policy 2812

Student Services

Identification of At-Risk Students

The District is committed to identifying students who are at-risk of not being ready for college-level work or not being ready for employment in entry-level career positions. It is essential that such identification occur early enough that our schools can intervene with academic counseling, career counseling, and other intervention services to enhance a student's readiness for post high school academic or employment opportunities.

Identification

Consistent with this District's commitment, at-risk students will be identified by at least their ninth grade year, including students who transfer into the District during ninth grade. In order to identify such at-risk students, District staff will utilize the following criteria:

5. Student performance in Mathematics and English on the eighth grade Missouri Assessment Program (MAP) tests.
6. The District will consider comparable statewide assessment performance for students transferring into ninth grade from outside of Missouri.
7. The District's reported rate of students taking remedial courses in basic academic subjects of English, Mathematics, and Reading during their initial year of college. In assessing this data, the District will rely on data submitted by the Department of Higher Education pursuant to § 173.750 RSMo.
8. The student's attendance rates.

While the above at-risk identifiers are mandatory, the District may consider additional criteria including, but not limited to, review of discipline record; performance more than one grade level below in Reading and/or Math; core subject middle school grades; academic assessment results; contents of Section 504 Plan; ACE score (Adverse Childhood Experience) of 5 or more or other relevant identifiers.

Academic and Career Counseling

When at-risk students are identified, the District will initiate academic and/or career counseling as soon as is practicable to enhance at-risk students' opportunity to graduate on-time, and to enhance their college and/or career readiness.

This policy may be appropriately waived for any student with a disability upon the recommendation of the student's Individualized Education Program (IEP) team.

STUDENTS

Policy 2815

Student Services

Contact and Involvement with Outside Agencies

The counseling staff, in consultation with other staff members, is responsible for reviewing students' academic progress as well as personal/social concerns. Where appropriate, the District will make contact with and/or put students and their parents/guardians in contact with outside agencies or professional resources. Where appropriate, the District will cooperate and assist other agencies or professional resources that become involved with students. Student information will not be provided to outside agencies or professional resources until the student's parents/guardians or the eligible student has signed a release of information form. Except as required by law, including but not limited to the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the cost of any services provided by the outside agency or professional resource is the sole responsibility of individual parents/guardians or eligible student.

STUDENTS

Policy 2820

Student Services

Psychological Testing of Students

Psychological tests administered to students by qualified District personnel or appropriate diagnostic agencies will ensure quality psychological services in the District, and will protect the educational rights, dignity and privacy of students and parents/guardians.

Psychological evaluations will be made only after informed and written consent of the student's parent/guardian is obtained. A conference will be held with the parent/guardian to review all test results and the student's specific educational needs in the educational program. Psychological data are only partial criteria for determining any change in a student's educational program. Psychological data older than three years shall not be used as the basis for prescriptive teaching or placement.

All psychological services provided by the District or agencies contracted by the District will be in accordance with state and federal statutes and regulations concerning the privacy of student records and use of psychological services.

STUDENTS

Policy 2825

Student Services

ACT Administration

In two circumstances, students taking the ACT assessment will have the option to take the assessment in its regular configuration or the ACT Work Keys assessment. Students opting to take the ACT Work Keys assessment will do so within three (3) months before administration of the ACT assessment.

These assessment options will be available:

3. In any school year in which DESE directs a state-funded census administration of the ACT to any group of District students.
4. In any school year in which the District directs a District-funded administration to any group of District students.

STUDENTS

Policy 2830

Student Services

Health Services

The Board of Education believes that in order to provide for the safety and well being of its students, it is necessary to implement and maintain a District-wide student health services program. The health service staff will be responsible to their building principal and may also be responsible to a designated District administrator.

The District will be responsible for providing first aid or emergency treatment for students in cases of sudden illness or injury. Where necessary, and with notice to the parent/guardian, emergency health services will be secured. The parent/guardian is responsible for the cost of their child's medical treatment.

STUDENTS

Policy 2831

Student Services

HIPAA Privacy

The District is technically a “covered entity” under the Health Insurance Portability and accountability Act of 1996 (HIPAA), which among other things protects the privacy of personal health information of individuals. The District has this status because it provides health care services to some students. However, the District hereby designates itself as a “hybrid entity” under HIPAA, which means that only covered functions (student health services) are subject to the HIPAA Privacy Rule. That rule provides that school districts do not have to comply with HIPAA privacy regulations in connection with student health records because those records are already protected by another federal law: the Family Educational Rights and Privacy Act (FERPA). When dealing with student records, District officials are obligated and directed to safeguard student health information through compliance with FERPA.

Sedalia School District #200
2806 Matthew Drive
Sedalia, MO 65301
Phone: 660-829-6450

September 2011

STUDENTS

Policy 2835
(Form 2835)

Student Services

Consent to Medical Treatment and Educational Service

As provided by statute, and as otherwise provided in Board Policy, the following individuals may consent to student medical treatment and educational services:

1. Parents
2. Student's legal guardian
3. Relative caregiver
4. Foster parent
5. Any person who under court order is authorized to give consent for a student

A "relative caregiver" is defined by statute as a competent adult (18 years of age or older) who is related to the student by blood, marriage or adoption, and who is not the parent. Relative caregivers are required to provide an affidavit attesting that the student lives with the relative caregiver and they are responsible for the care of the student. (See Form 2835).

A relative caregiver acting under the requirements of an affidavit may consent to medical treatment and educational services for a student who cannot otherwise legally consent, if the parent has delegated these responsibilities in writing, or after reasonable efforts, the consent of the parent cannot be obtained.

The consent of the relative caregiver will be revoked in the event the student's parent withdraws their authorization provided the parent's decision does not threaten the life, health or safety of the student. In addition, if the student ceases to live with the relative caregiver, the relative caregiver must immediately notify the District. Upon receipt of such notice, the relative caregiver can no longer consent to medical treatment or educational services.

A relative caregiver's affidavit is valid for one year from the date received by the District.

STUDENTS

Policy 2840

Student Services

Student Accident Insurance

The Board of Education will provide the opportunity for parents/guardians, students and others to purchase student accident insurance on an annual basis. Each year the Administration will choose a provider offering group rates and will make the information available to District families.

Participation in any group plan is optional and arrangements for participation are the responsibility of the parents/guardians or students. However, all students are required to have insurance coverage before they are allowed to practice or compete in interscholastic athletics, cheerleading, pompon squads and similar groups.

STUDENTS

Policy 2850
(Regulation 2850)
(Form 2850)

Student Services

Inoculations of Students

All students attending District schools are required to be in compliance with state programs mandating immunization against specific diseases. Failure to comply with District immunization requirements will result in exclusion from school until proof of compliance is provided. Parents/guardians of homeless students are encouraged to submit proof of compliance as soon as possible.

The Superintendent shall institute procedures for the maintenance of health records, which are to show the immunization status of every student enrolled or attending in the District, and for the completion of all necessary reports in accordance with guidelines prepared by the Department of Social Services-Missouri Division of Health.

Upon written request, the District will notify the parents/guardians of pre-kindergarten students whether other pre-kindergarten students are attending school with an immunization exception. The identity of students for whom an immunization exception has been filed is confidential and will not be released except as required by law.

November 20, 2017

STUDENTS

Regulation 2850 **(Form 2850)**

Student Services

Inoculations of Students

As mandated by the Missouri Department of Health, students must have up-to-date immunizations before being permitted to attend classes. Form 2850 provides a chart of immunization requirements by grade level.

1. The District will maintain an individual health record for each student, including an immunization history supplied by the parent/guardian.
2. A complete immunization history will be required upon entrance to school. Satisfactory evidence of immunization is a statement, certificate or record from a physician or health facility that verifies the type of vaccine, the month, day and year of administration. The parent/guardian will be informed that any needed immunizations must be obtained prior to enrollment and attending school.
3. In certain special situations, exemptions or "In Progress" statements may be needed.
 - a. If a student has received all immunizations that are age appropriate but has not completed the minimum required for school attendance, the parent/guardian must obtain an "In Progress" card from a physician or health department that identifies when the next dose is due.
 - b. If the student cannot receive the needed immunization(s) for medical reasons, a medical exemption will be completed and signed by a physician and filed in the student's health record.
 - c. If the parent/guardian objects to immunizations for religious reasons, an exemption must be signed by the parent/guardian and verified by the school nurse. This must be renewed annually. Protection against disease as a desirable measure for the protection of the student will continue to be emphasized.
4. In the event of an outbreak, students who are exempt from immunizations for any reason will be excluded from school for their own protection and that of other students, in accordance with State Rule 13 CSR 50-101.0412. The only exception will be students exempted by a physician because they have already had the disease and have available laboratory confirmation of immunity.
5. The District will notify the parent/guardian if a student will require any additional doses of a vaccine, giving the date by which the vaccine must be given to remain in compliance with the law.

6. To the extent that the District provides information on immunizations, infectious disease, medications, or other school health issues to parents/guardians, the District will include information that is at least similar to the information provided by the Center for Disease Control and Prevention about influenza and influenza vaccinations.

7. The District will prepare the immunization report (CD 31) for the Missouri Department of Health by the specified date. Any deficiencies will receive follow-up as recommended. Every effort will be made to return excluded students to school as soon as possible. The parent/guardian will be advised of resources available to obtain needed protection. The parent/guardian who does not make an effort to comply with the law in order to return students to school within ten days may be reported to the local juvenile authority for enforcing the truancy law.

8. An ongoing review of immunization records will be made to ensure that entering transfer students, students who are "In Progress," and those needing Td boosters during the school year have adequate protection. Students will be notified in the spring that Td boosters will be due during the next school year. The records of entering transfer students and those due for boosters will be flagged, or a separate file or a line listing of these students will be maintained, to facilitate compliance with the statute.

STUDENTS

Policy 2860
(Regulation 2860)

Student Services

Students with Communicable Diseases

A student shall not attend classes or other school-sponsored activities, if the student (1) has, or has been exposed to, an acute (short duration) or chronic (long duration) contagious or infectious disease, or parasitic infestation (lice, scabies, etc.); and (2) is liable to transmit the contagious or infectious disease, unless the Board of Education or its designee has determined, based upon medical evidence, that the student:

1. No longer has the disease.
2. Is not in the contagious or infectious stage of an acute disease.
3. Has a chronic infectious disease that poses little risk of transmission in the school environment with reasonable precautions.

School officials may require any child suspected of having a contagious or infectious disease to be examined by a physician and may exclude the child from school, in accordance with the procedures authorized by this policy, so long as there is a substantial risk of transmission of the disease in the school environment.

A student who has a chronic infectious disease, and who is permitted to attend school, may be required to do so under specified conditions. Failure to adhere to the conditions will result in the student being excluded from school. A student who has a chronic infectious disease and who is not permitted to attend school or participate in school activities will be provided instruction in an alternative educational setting in accordance with District policy.

Students with acute or chronic contagious or infectious diseases and their families have a right to privacy and confidentiality. Only staff members who have a medical reason to know the identity and condition of such students will be informed. Willful or negligent disclosure of confidential information about a student's medical condition by staff members will be cause for disciplinary action.

The District will implement reporting and disease outbreak control measures in accordance with the provisions of Missouri Department of Health publication PACH-16, "Prevention and Control of Communicable Diseases: A Guide for School Administrators, Nurses, Teachers and Day Care Operators," a copy of which shall be on file in the office of the Supervisor of Health Services and in the office of each school nurse.

STUDENTS

Regulation 2860

Student Services

Students with Communicable Diseases

The following administrative guidelines have been developed to assist in implementing Policy 2860.

1. The District's policy and regulations on communicable diseases, including detailed information about procedures to be implemented if a student with a chronic infectious disease is enrolled, will be made available to parents of all students attending District schools.
2. All employees will follow the most recent guidelines issued by the Centers for Disease Control, including applicable universal precautions in cleaning up body fluid spills, (a copy of which shall be on file in the office of the Supervisor of Health Services and in the office of each school nurse), regardless whether an individual infected with a body fluid or blood-borne pathogen is known to be present in the school environment or related activities. Willful or negligent disregard for these precautions by any staff member will be cause for disciplinary action.

Acute Infectious Disease

1. A staff member who has reason to believe that a student has been exposed to a contagious or infectious disease, or who observes symptoms of such a disease, shall inform the principal. The principal will consult with the school nurse about the child.
2. If the school nurse determines that the student has an acute contagious or infectious disease, the principal will exclude the student from school for the number of days specified in the latest revision of the Missouri Department of Health Publication, "Prevention and Control of Communicable Diseases - A guide for School Administrators, Nurses, Teachers and Day Care Operators," PACH-16, or until a physician certifies that the student no longer is liable to transmit the disease.
3. If a student has been excluded from school by the principal because the student has or is suspected of having an acute contagious or infectious disease, the student and his/her parent/guardian may appeal such decision in writing to the Superintendent. The Superintendent may require the student to be examined by a physician designated by the District, the child's own physician, or both, at the option of the Superintendent. The student shall not attend classes or participate in school activities during the appeal period.

Chronic Infectious Disease

1. If the principal, after consulting with the school nurse, determines that a student may have a chronic infectious disease, the student may be excluded from school and provided an education in an alternative setting until the following procedures have been concluded. Prior to excluding the student, the student's parents/guardians shall receive written notification of the intent to exclude and their procedural safeguards as set forth in the District's compliance plan for Section 504 of the Rehabilitation Act of 1973.

The principal shall immediately report any student who has or is suspected of having a chronic infectious disease to the Superintendent or his/her designee. The Superintendent or his/her designee shall within three (3) working days appoint a Review Committee to assess the student's medical condition. The Committee should include the following:

- a. The student's parents/guardians.
- b. The student's physician.
- c. A physician specialist in public health or infectious diseases.
- d. The Supervisor of Health Services, who shall serve as Chairperson of the Review Committee, or his/her designee.
- e. The principal.
- f. The Superintendent or his/her designee.
- g. Others mutually agreed upon by the District and the parents/guardians.

The District's legal counsel may serve on the Committee in an advisory capacity.

If the student has been identified as a student with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA), the student may be excluded from school and provided with an education in an alternative setting - so long as such exclusion does not constitute a change in placement pursuant to the IDEA. The student's medical condition and educational placement will be evaluated in accordance with the procedures set forth above, with the following additional provisions:

- a. Prior to excluding the student, the student's parents/guardians shall receive written notification of their procedural safeguards as set forth in the District's compliance plan for implementing the IDEA, in addition to written notice of their procedural safeguards pursuant to Section 504 of the Rehabilitation Act of 1973.
 - b. The Review Committee shall include the chairperson of the student's Individual Educational Program Committee or his/her designee.
2. The members of the Review Committee shall determine the fitness of the student to attend school. The Committee will assess the student's condition, the school conditions, and the risks of exposing others to the disease in the school environment, and shall determine whether the student should (1) be permitted to attend school without restrictions; (2) attend school under stated restrictions and conditions, or (3) be excluded from attending school and provided an alternative educational program. The Committee will prepare a written individual school health care plan for the student and establish dates and/or conditions under which the student's status will be reviewed. The Committee will also identify the persons who have a medical need to know the identity of the student because they are responsible for providing proper health care, and will provide the names of those persons to the Superintendent or his/her designee.
3. Within three (3) working days after the Committee is convened, the Committee will make a determination and prepare findings of fact, which the Chairperson shall communicate in writing to the student's parents/guardians, the principal, and the Superintendent. The parents/guardians shall again receive written notification of their procedural safeguards as set forth in the District's compliance plan for Section 504 of the Rehabilitation Act of 1973 (and in the District's compliance plan for implementing the IDEA, if applicable). The meetings, records, and votes of the Review Committee shall not be open to the public. The determination will be final unless reversed on appeal pursuant to the Complaint Procedures set out in the District's compliance plan for Section 504 (or the procedures in the District's compliance plan for implementing the IDEA, if applicable).
4. If a student with a chronic infectious disease is permitted to attend school, the Superintendent will notify those persons who were identified by the Review Committee as having a medical need to know the student's identity and conditions under which the student is attending school. Willful or negligent disclosure of confidential information will be cause for disciplinary action.

5. Staff members who have a medical need to know the identity of a student with a chronic infectious disease include (1) those who are designated by the school district to determine the fitness of the student to attend school; (2) those who are responsible for providing health care to the student, such as the school nurse; and (3) those who are most likely to be in a position to render first aid to the student in case of an accident or medical emergency.

6. A student who has a chronic infectious disease shall be evaluated pursuant to the District's compliance plan for Section 504 of the Rehabilitation Act of 1973 (and the District's compliance plan for implementing the IDEA, if applicable) to determine whether any accommodations or related services are necessary for the student to receive a free appropriate public education. If accommodations or related services are necessary, the District shall develop and implement a plan for the delivery of all needed services. This evaluation shall be conducted regardless whether the student is permitted to attend school with or without conditions and restrictions, or is excluded from school.

STUDENTS

Student Services

Administering Medicines To Students

Policy 2870
(Regulation 2870)
(Form 2870, 2870.1
2870.2, 2870.3
2870.4, 2870.5)

It shall be the policy of the Board of Education that the giving of medicine to students during school hours be discouraged and restricted to medication that cannot be given on an alternative schedule. The Board of Education recognizes that some students may require medication for chronic or short term illness/injury during the school day to enable them to remain in school and participate in their education. Employees providing routine first aid according to District procedures will be immune from liability or disciplinary action. Similarly, trained employees will be immune from civil liability for administering cardiopulmonary resuscitation and other lifesaving methods in good faith and according to standard medical practices. The Board of Education also recognizes that the administration of medication may be required under Section 504 of the Rehabilitation Act of 1973 and/or the Individuals with Disabilities Education Act to provide a free appropriate public education for identified as disabled under those laws.

STUDENTS

Student Services

Administering Medicines to Students

Regulation 2870
(Form 2870, 2870.1
2870.2, 2870.3,
2870.4, 2870.5)

Prescription Medication

The student's authorized prescriber shall provide a written request that the student be given medication during school hours. The request shall state the name of the student, name of drug, dosage, frequency of administration, route of administration, and the prescriber's name. The diagnosis/indication for use of the medicine shall be provided. When possible, the prescriber should state adverse effects and applicable emergency instructions.

The District shall require that a prescription label be properly affixed to the medication in question. Said label must contain the name of the student, name of the drug, dosage, frequency of administration, route of administration, diagnosis and the prescriber's name.

A parent/guardian must request in writing that the School District comply with the authorized prescriber's request to give medication. (The District will not administer the initial dose of any new prescription except in an emergency.)

Over-the-Counter Medication

The student's authorized prescriber shall provide a written request that the student be given medication during school hours. The request shall state the name of the student, name of drug, dosage, frequency of administration, route of administration, and the prescriber's name. The diagnosis/indication for use of the medicine shall be provided. When possible, the prescriber should state potential adverse effects and applicable emergency instructions.

A parent/guardian will provide a written request that the District comply with the authorized prescriber's request to give medication.

High School Students Only - Acetaminophen or Ibuprofen may be given without written permission by the student's authorized prescriber and with written parent permission only, under guidelines provided by the licensed professional nurse and written standing orders that are obtained annually.

Over the counter medication may be given without written permission by the student's authorized prescriber and with written parent permission only, under guidelines provided by the licensed professional nurse and written standing orders that are obtained annually.

Emergency Medication

Written standing orders will be obtained annually for the administration of emergency medication.

Storage and Administration of Medication

A parent/guardian or other responsible party designated by the parent/guardian will deliver all medication to be administered at school to the school nurse or designee. All medication, prescription or over-the-counter, must be in a pharmacy or manufacturer-labeled container. The District shall provide secure, locked storage for medication to prevent diversion, misuse, or ingestion by another individual.

The administration of medication, including over-the-counter medications, is a nursing activity, governed by the State of Missouri Nursing Practice Act. It must be performed by the registered professional school nurse. The nurse may delegate and supervise the administration of medication by unlicensed personnel who are qualified by education, knowledge and skill to do so. The registered nurse must provide and document the requisite education, training, and competency verification. The nurse is also empowered to contact the prescriber or pharmacist filling the prescription to discuss the prescription if the nurse has questions regarding the administration of such medication. Qualified employees will be held harmless and immune from civil liability for administering medication or medical services in good faith and according to standard medical practices.

School employees who are not qualified according to standard medical practices will not be required to administer medications or medical services. Such unqualified employees who refuse to administer medications or medical services will not be subject to disciplinary action for such refusal.

Pre-filled Auto Syringes

A school nurse or other school employee trained and supervised by the nurse may be authorized by the Board of Education to maintain an adequate supply of pre-filled auto syringes of epinephrine with fifteen hundredths milligram (15/100 mg) or three tenths milligram (3/10mg) delivery at school. The school nurse shall recommend to the school board, through the superintendent, the number of pre-filled epinephrine auto syringes to be maintained at each school. Licensed school nurses have the discretion to use an epinephrine auto syringe on any student the school nurse believes is having a life threatening anaphylactic reaction based upon the nurses training in recognizing an acute episode of an anaphylactic reaction. Trained employees administering life-saving methods will be immune from civil liability for administering life-saving methods for administering a pre-filled auto syringe in good faith consistent with standard medical practices.

Self-Administration of Medication

Students with asthma, anaphylaxis, or any chronic health condition may carry with them for self-administration metered-dose inhalers containing "rescue" medication. Possession and self-administration of these prescription medications must comply with the Missouri Safe Schools Act, 1996. The directives of this Act will be given to each parent/guardian who requests that

his/her student be permitted to carry and self-administer such medication. A permission form for self-administration (Form 2870) is required. Provided however, that:

1. A licensed physician has prescribed or ordered such medications for use of the student and has instructed the student in the correct and responsible use of such medications;
2. The student has demonstrated to the student's licensed physician or designee and the school nurse, the skill level necessary to use the medications and any device necessary to administer such medications;
3. The student's physician has appended and signed a written treatment plan for managing asthma and anaphylaxis episodes of the student and for medications for use of the student. Such plan will include a statement that the student is capable of self-administering the medication under the treatment plan;
4. The student's parent/guardian has completed and submitted to the school the student's treatment plan and liability statement.
5. The student's parent/guardian has signed a statement acknowledging that the district and its employees will incur no liability as a result of any injury arising from self-administration of medication by the student or administration of such medication by school staff. (see Form 2870.1)

The authorization for the possession and self-administration of medication to treat a student's asthma or anaphylaxis permits authorized students to possess and self-administer such student's medication while in school, at a school sponsored activity, and in transit from school or school sponsored activity. Such authorization will be effective for the school year when issued and for the school attended when the authorization is issued. Such authorization must be renewed each subsequent year in order to remain effective. Information concerning the student's condition treatment plan, authorization, and related documents will be kept on file in the school nurse's office and be easily accessible in the event of an asthma or anaphylaxis emergency. Duplicate prescribed medication, as described in this policy, will be kept in the school's nurses office and be reasonably accessible to the student and school staff in the event of an asthma or anaphylactic emergency.

Cardiopulmonary Resuscitation Training

Upon Board of Education authorization, the District will provide instruction in cardiopulmonary resuscitation to District students grades 9-12. The instruction will be part of a health educational course and will include hands-on practice and skill testing to support cognitive learning. However, the District may elect to develop an agreement with a first responder to provide the required practice and testing. Students with disabilities may participate to the extent appropriate as determined by the student's IEP or 504 Plan.

Administration of Asthma Rescue Medication

The Board of Education, by a majority vote, may authorize a licensed registered nurse to maintain a supply of asthma related rescue medication at each District school. The nurse will recommend the quantity of such medication to be maintained. The asthma rescue medication will be obtained by prescription written by a licensed physician, a physician's assistant, or nurse practitioner. Such prescription shall list the District as the patient, will contain the nurse's name, and will be filled at a licensed pharmacy. A school nurse or other school employees trained by and supervised by the nurse shall have the discretion to use asthma related rescue medications on any student the school nurse or trained employee believes is having a life-threatening asthma episode based upon their training in recognizing an acute asthma episode. Immunity, under §167.624, from civil liability for trained employees administering life saving methods shall apply to trained employees administering an asthma related rescue medication under this policy.

Parent/Guardian Administration

In situations where the above requirements are not met, or any time the parent/guardian chooses, the parent/guardian may come to school to administer medicine to his/her student.

Exception for Potentially Harmful Administration

It shall be the policy of this District that the District will not knowingly administer any medication to a student if the District's registered professional school nurse believes, in his/her professional judgment, that such administration could cause harm to the student, other students, or the District itself. Such cases may include, but are not necessarily limited to, situations in which the District is being asked to administer medication in a dosage that exceeds the highest recommended dosage listed in the current annual volume of the Physician's Desk Reference or other recognized medical or pharmaceutical text.

Field Trip Medication Procedure

If a student is attending a field trip away from school during his/her scheduled medication time, a teacher who participates in the field trip will be designated to administer the medication.

1. Teachers to be administering field trip medication will be inserviced by a school nurse on the appropriate procedure.
2. The inservice is to be documented on the back of the medication administration log.
3. The field trip medication parent/guardian permission sheets and medications will be the responsibility of the designated teacher. These two items should be kept with the designated teacher only.

4. The school nurse or other properly trained individual will prepare medications for the field trip.
5. Medication envelopes are to be used for students taking medications in the form of a pill, tablet, or lozenge. Name of student, name of medication, dosage, time, and route of administration.
6. Upon return from the field trip the designated teacher will be required to sign off the original medication administration log in the nurse's office, as well as return to the nurse the field trip medication parent/guardian permission sheets, and any remaining medications.
7. Field trip medication parent/guardian permission sheets will be filed in the student's health folder.

STUDENTS

Policy 2875 **(Regulation 2875)**

Student Services

Student Allergy Prevention and Response

The purpose of this policy is to create an organized system for preventing and responding to allergic reactions in accordance with House Bill 922 (2009). This policy is not a guarantee of an allergen-free environment; instead, it is designed to increase awareness, provide education and training, reduce the chance of exposure and outline responses to allergic reactions.

This policy applies to district facilities to which students have access and includes transportation provided by the district. The Board instructs the superintendent or designee to develop procedures to implement this policy.

Identification

An allergic reaction is an immune system response to a substance that itself is not harmful but that the body interprets as being harmful. Allergic reactions range from mild to life-threatening. Each school in the district will attempt to identify students with life-threatening allergies, including food allergies. At enrollment, the person enrolling the student will be asked to provide information on any allergies the student may have.

Prevention

Students with allergies that rise to the level of a disability as defined by law will be accommodated in accordance with district policies and procedures pertaining to the identification and accommodation of students with disabilities. An Individualized Health Plan (IHP), including an Emergency Action Plan (EAP), may be developed for students with allergies that do not rise to the level of a disability.

All staff members are required to follow any 504 Plan or IHP/EAP developed for a student by the district. Staff members who do not follow an existing 504 Plan or IHP/EAP will be disciplined, up to and including termination.

Staff members shall not use air fresheners, oils, candles, incense or other such items intended to add fragrance in any district facilities. This provision will not be construed to prohibit the use of personal care items that contain added fragrance, but the principal may require staff members to refrain from the use of personal care items with added fragrance under particular circumstances.

Staff members are prohibited from using cleaning materials, disinfectants, pesticides or other chemicals except those provided by the district.

The district will not serve any processed foods, including foods sold in vending machines, which are not labeled with a complete list of ingredients. Vended items must include a list of ingredients on the individual package. The food service director will create an ingredient list for all foods provided by the district as part of the district's nutrition program, including food provided during the school day and in before- and after-school programs. This list will be available upon request.

Prepackaged items used in concessions, fundraisers and classroom activities must include a list of

ingredients on the package. If the package does not contain a list of ingredients, the list of ingredients must be available at the location where the package is sold or provided.

Education and Training

All staff members will be annually trained on the causes and symptoms of and responses to allergic reactions. Training will include instruction on the use of epinephrine premeasured auto-injection devices.

Age-appropriate education on allergies and allergic reactions will be provided to students as such education aligns with state Grade-Level Expectations (GLEs) for health education. Education will include potential causes, information on avoiding allergens, signs and symptoms of allergic reactions and simple steps students can take to keep classmates safe.

Confidentiality

Information about individual students with allergies will be provided to all staff members and others who need to know the information to provide a safe learning environment for the student. Information about individual students with allergies will be shared with students and others who do not have a legitimate educational interest in the information only to the extent authorized by the parent/guardian or as otherwise permitted by law, including the Family Educational Rights and Privacy Act (FERPA).

Response

Response to an allergic reaction shall be in accordance with established procedures, including application of the student's 504 Plan or IHP/EAP, where applicable. Parents of students with life-threatening allergies should supply the school with epinephrine premeasured auto-injection devices to be administered in accordance with Board policy.

STUDENTS

Regulation 2875

Student Services

Student Allergy Prevention and Response

The school nurse shall oversee the administration of these procedures in consultation with the food service director, the School Health Advisory Council (SHAC), the wellness committee, the transportation director, local health authorities and, where appropriate, the special education director or 504 coordinator.

Definitions

Allergen – A substance that triggers an allergic reaction.

Allergic Reaction – An immune system response to a substance that itself is not harmful but that the body interprets as being harmful. Allergic reactions trigger inflammation in the skin (hives, itching, a rash); in the respiratory system (coughing, wheezing, difficulty breathing); in the gastrointestinal tract (vomiting, diarrhea, stomach pain); and the cardiovascular system (lowered blood pressure, irregular heartbeat, shock). Anaphylaxis is another type of allergic reaction.

Anaphylaxis – A life-threatening allergic reaction that involves the entire body. It may be characterized by symptoms such as lowered blood pressure, wheezing, nausea, vomiting or diarrhea and swelling and hives. Anaphylaxis may result in shock or death.

Emergency Action Plan – An EAP is a written plan for students who have life-threatening conditions, such as an allergy. This plan is designed to inform school district personnel who may be called upon to respond.

Individualized Health Plan – An IHP is a document created by the district in cooperation with the parents and, when appropriate, a student's health care provider for students who have specific health care needs. It is a nursing care plan that has student-centered goals and objectives, and describes the nursing interventions designed to meet the student's short and long-term goals.

Life-Threatening Allergy – An allergic reaction that is severe enough to potentially cause death.

General

Pursuant to Board policy, students may carry medication for the treatment of allergies. The district does stock a limited number of epinephrine premeasured auto-injection devices for general emergency use.

Response to an Allergic Reaction

Any staff member who becomes aware that a student is having an allergic reaction must:

1. Stay with the student;
2. Notify the nurse immediately or direct another person to do so; and

3. Contact the parents.

If a staff member determines that the allergic reaction is potentially life-threatening the staff member will implement the student's 504 Plan, Individualized Health Plan (IHP) or Emergency Action Plan (EAP) if the staff member is familiar with the plan.

If the student does not have a 504 Plan, IHP or EAP, the staff member is not familiar with the 504 Plan, IHP or EAP or such plan is not immediately available, the staff member will immediately take or direct another person to take the following actions.

1. Call 911.
2. Notify the school nurse or, if the nurse is not available, notify Pat Sturges (660-460-1251).
3. Administer epinephrine, if available, at the direction of the school nurse pursuant to his/her training or designee. If the school nurse is not present, the staff member may administer epinephrine pursuant to his/her transcript, if available, if the staff member determines it is necessary to safeguard the health of the student.
4. Notify the parents.
5. Provide first responders with information about the student's allergy and reaction and any actions already taken.
6. A staff member will remain with the student until a parent/guardian or emergency contact arrives or until the student is transported from the district by first responders.

As soon as possible after the life-threatening allergic reaction, the nurse will consult with the 504 compliance coordinator and the student's parent/guardian to determine whether a 504 Plan or IHP/EAP would be appropriate for the student.

Instructional Areas

No food preparation or consumption will take place in any instructional area unless the instructor has permission from the building administrator. Courses that include food preparation or consumption as a regular part of the curriculum are exempt from this provision, but instructors in these courses have an increased responsibility to monitor student adherence to prevention procedures.

Dining Areas

The school nurse or designee will provide the food service director with a copy of any 504 Plan or IHP that concerns diet, along with a photograph of the student. Any 504 Plan or IHP that requires food substitutions must include a written statement from a licensed physician that:

1. Describes the disability or condition.
2. Explains how the student is restricted as a result of the disability or condition.
3. Identifies the major life activities affected by the disability or condition.

4. Lists omitted and permitted substitute foods.

The food service director will provide information to food service personnel as necessary. Food service personnel will not act on individual requests for dietary accommodations. If a student or parent/guardian of a student who does not have a 504 Plan or IHP/EAP on file with the food service director requests an accommodation, he or she will be referred to the school nurse and/or the Section 504 Coordinator for assistance.

The food service director will arrange for all food service staff to be trained in food label reading, cross-contamination avoidance, safe food handling and food item labeling requirements.

If there is any change in the menu after the menu has been posted, the food service director will notify the school nurse or designee. The nurse or designee will notify parents of students with a 504 Plan or IHP/EAP for food allergies, if necessary and applicable.

The principal may designate one (1) or more tables in the dining area as peanut and/or nut-free areas. Any student may use these tables, but may not have any food or beverage that contains or may contain peanuts or other nuts. If any student has been identified as having life-threatening allergies to a food or beverage other than peanuts or nuts, the principal may instead designate one (1) or more tables as allergen-free areas and specify the prohibited foods and beverages. Staff responsible for cleaning dining areas will clean any such designated tables prior to each use according to United States Department of Agriculture (USDA) recommendations using separate cleaning supplies. No student will be required to sit at the designated table.

Staff members supervising dining areas will promote a "no sharing/no trading" environment to prevent students from trading food, beverages or dining utensils.

Transportation and Off-Site Activities

Except as otherwise outlined in this procedure, drivers will not allow students to eat or drink on district transportation unless the student has written permission from his or her building principal. Written permission will be provided if the student has a medical need to consume food or beverages during the time the student is transported. A student who has a medical need to consume food or beverages on district transportation must have an IEP, 504 Plan or IHP that addresses which foods or beverages the student may consume.

Students being transported to and from activities on district transportation may be allowed to consume food and beverages if the staff member serving as sponsor has verified that none of the students being transported have documented life-threatening food allergies.

Staff members must submit a list of students taking part in off-site activities, such as competitions and field trips, to the nurse at least five (5) days prior to the activity. The nurse will verify which, if any, students have allergies and provide the staff member with a copy of the relevant 504 Plans or IHPs or EAPs and any medications that may be needed in the case of an allergic reaction.

STUDENTS

Policy 2880

Student Services

Student Physical Examination

The Board of Education may require any student to be examined by a physician for the purpose of determining whether the student is afflicted with a contagious or infectious disease or have the liability of transmitting the disease.

The Board may also require certification from a physician indicating a student's fitness to participate in specific educational programs or extra-class activities.

Refusal on the part of parent/guardian to obtain the required examination and to submit the certification indicating freedom from contagious or infectious disease may result in student exclusion from school.

Students may be excused from engaging in required educational activities upon proper certification from a physician advising of student disability.

All costs of physical or other examinations shall be at the expense of students unless State or Federal law specifically mandates the examination to be the responsibility of the school.

Vision Examinations

Beginning July 1, 2008, students enrolling in kindergarten or first grade will be required to receive a vision examination from a state licensed optometrist or physician.

Beginning on July 1, 2008 and continuing through the 2011-12 school year, a trained District nurse or other qualified District employee will conduct eye screening exams for every student prior to the completion of first grade and will again screen before the completion of third grade. If a student fails an eye screening, the District will notify the parent/guardian of the results of the eye screening and will require the student to receive a complete eye exam from an optometrist or physician. Students will be excused from eye screening examination if a student's parent/guardian submit a written objection to the exam addressed to the student's principal.

Student Services**Do Not Resuscitate (DNR) Orders**

The School District recognizes that some students have progressive medical conditions that may result in the students' death while present at school or school activities. The District appreciates the difficult medical and emotional decisions that must be made when families choose to limit resuscitative efforts for these students. Accordingly, the administration shall develop procedures for evaluating requests by a parent or guardian that the District honor a Do Not Resuscitate (DNR) order from a licensed physician.

At a minimum, the procedures will require an individualized evaluation of each request. The procedures will comply with federal and state law. A health care and resuscitation/non-resuscitation plan shall be developed for each request and shall include a determination regarding what if any resuscitation efforts are appropriate. Health care and resuscitation/non-resuscitation plans will be developed by a multidisciplinary team that shall include the student's parents or guardians and physician; appropriate school personnel (including but not limited to, the principal, counselor, and school nurse) and their consultants; and when appropriate, the student. This team will consider the best interests of the student.

The team will also address and plan for the effect of a student's sudden death on other students and staff in each school setting in which the student participates. Health care and resuscitation/non-resuscitation plans shall be reviewed regularly and have a specific limited duration. Such plans will be communicated to all school personnel who have a need to know in order to implement these plans. The administration shall coordinate with local emergency medical services to implement the plans.

STUDENTS

Policy 2910 **(Regulation 2910)**

Activities and Athletics

Student Publications

The Board of Education encourages student production and distribution of publications which can provide opportunities for practical journalistic experience and for the written expression of differing opinions. The Board of Education recognizes that freedom of speech and press bring corresponding responsibilities, therefore, in its inherent authority based on Missouri Public School Law, it designates the school principal as the Board's representative. The principal, through appointment of a faculty advisor, shall provide guidance to students in appropriate methods for preparing and producing publications.

The building principal/designee may delay or stop distribution of any materials proposed for printing or that have been printed which may be reasonably forecast to cause substantial and material disruption or obstruction of any lawful mission, process, or function of the school.

STUDENTS

Regulation 2910

Activities and Athletics

Student Publications

Purposes Of Student Publications

The publications fulfill a vital role within the school community in providing a means by which students, faculty, administrators, and community can communicate with other students, faculty, administrators and community members. The publications serve as a forum for the constructive expression of ideas, opinions, plans for innovation, events, etc., in a factually informative, interpretive, and entertaining manner, thereby providing primarily the students but also the faculty and administrators with an instrument of constructive leadership for influencing the school and community.

Student publications offer students an opportunity for practical and legitimate journalistic experience in terms of writing, editing, organizing, administering, financing and budgeting, etc. Assuming a position of leadership on the student publication signifies the student's acceptance of responsibility. The acceptance of this responsibility also provides the student with the opportunity to develop the potential which he/she possesses.

Standards

In fulfilling their roles as participants in the community media, students must demonstrate their maturity and dependability, and must show that they are capable of analyzing problems and making sound judgments. The following statement is adapted and modified from the Canons of Journalism by the American Society of Newspaper Editors.

1. Responsibility - The welfare and the best interests of school and community members must be the guideline for the publication of all material.
2. Freedom -With every freedom of speech and of the press there is a corresponding responsibility. No freedom, not even that of speech and of the press, is absolute. Student publications must be free to print what has been responsibly considered, researched and written. The staffs must demonstrate objectivity, but at the same time must be free to express viewpoints after presenting all sides of an issue. This policy should not rule out articles marked as news analysis advocating a particular point of view.
3. Accuracy - Thorough research of all materials -- news, editorials, features and sports -- will be conducted and the facts presented in an objective, balanced and truthful manner. The facts will be verified; the reporter will present them in the proper perspective; and the

Publications will print only that which is based on fact after careful research and investigation.

4. Fairness - Student publications will not make unjust or undue attacks on any individual group or person, and will provide an open forum for any viewpoints which are opposed to those of the publication.
5. Decency - Material published -- language, pictures and artwork -- will not be offensive, obscene, pornographic or injurious to any person or group.

Objectives And Responsibilities Of The Publication Staff

In student publications, staff members must assume the following responsibilities:

1. To make a concerted effort as a staff to learn and to apply correct journalistic techniques of writing, editing, advertising and to seek the aid of professional journalists and responsible adults when and where necessary.
2. To assume obligations of a journalist in being responsible, honest, sensitive, fair, impartial, decent and dedicated to the necessity of a free and responsible press.
3. To be open-minded and representative of all feeling and ideas within the community, not only their own.
4. To plan each issue of the paper in order to provide a balance of informational, interpretive and entertaining material (all factually based); to give consideration to the importance, significance and value of each article and to the possible effect each article will have on the general welfare of the readers.
5. To research and verify all story ideas and related material and to refuse to publish any material until it has been verified as truthful and accurate.
6. To set priorities for material covered in the newspaper based on the importance, significance and interest of the material to the majority of the readers.
7. To develop a keen sense of observation and awareness about school, student and community activities and to report these accurately.
8. To establish a schedule of deadlines and to meet those deadlines as professionals.

9. To correct promptly all errors of fact for which the newspaper is responsible.
10. To develop faculty and administrative confidences and to keep those confidences.
11. To be supportive of the total school community and its activities and personnel. (Supportive - defined as praise, comment, or constructive criticism based on the offering of alternative suggestions and plans. It also involves the inclusion of names in the news in order to promote a sense of personal involvement on the part of the readers.)
12. To encourage intelligent thought and action from the readers.

Coverage of Material

News stories in student publications will be objective - free from opinion and bias. Stories will be based on facts obtained through thorough research and investigation. An emphasis will be placed on previewing upcoming events and activities to create interest. News worthy occurrences will receive attention in coverage articles. The stories will be presented on the pages of the paper in such a way that undue attention will not be given to articles of lesser value, interest or significance.

The primary function of features or special-interest articles is informational and entertainment. A special emphasis will be placed on in-depth coverage of material deemed to be of significant interest to the readers.

Sports articles will provide accurate description and records of athletic activities. Individual athletes will not be revered as stars or heroes, but proper credit for outstanding records, honors or performances will be given when due. The sports section of the paper will carry advance information to create interest in upcoming events as well as coverage articles for events. Material on the page will be varied to appeal to all readers, not just athletes and their avid fans. Proper coverage will be given to all teams and athletic activities, male and female, varsity and sub-varsity.

Responsibility For Handling Materials To Be Published

Unchallenged Material

1. Writer directed to submit article and/or picture to page editor to whom reporter is immediately responsible; or unsolicited article submitted to an editor in that area.

2. Material reviewed by page editor responsible to determine if it meets standards for publications.
3. Materials reviewed by Editor-in-Chief.
4. Material reviewed by Faculty Advisor.
5. Material published.

Challenged Material

1. Editorial Level

If material submitted to a page editor is rejected, the writer, after a conference with the editor, may appeal to the Editorial Board. If the Editorial Board rejects the material, the writer may appeal to the faculty advisor. The faculty advisor, after hearing both sides, considering all factors and giving guidance and counsel, shall submit in writing his/her recommendations and resolutions. The Editorial Board may by a two-thirds vote reject the proposal of the faculty advisor and not publish the material. The statement of the final action taken by the Editorial Board will be signed by all parties.

2. Editor-in-Chief Level

If material presented by a page editor is rejected by an editor-in-chief, the writer after a conference with the editor-in-chief may appeal to the Editorial Board. If the Editorial Board rejects the material, the writer may appeal to the faculty advisor. The faculty advisor, after hearing both sides, considering all factors and giving guidance and counsel, shall submit in writing his/her recommendations and resolutions. The Editorial Board may by a two-thirds vote reject the proposal of the faculty advisor and not publish the material. A statement of the final action taken by the Editorial Board will be signed by all parties.

3. Faculty Advisor Level

Material found unobjectionable by the Editorial Board but questioned by the faculty advisor shall be discussed by both parties. If the difference cannot be resolved, the material shall be presented to the building principal for review and guidance.

Material still found unobjectionable by the Editorial Board but questioned by the faculty advisor and/or building principal shall be presented at a joint meeting of the Editorial

Board and the advisor. The faculty advisor must give specific reasons for his/her objections and give guidance to the group. The student writer shall be afforded an opportunity to present his/her viewpoint. If the Editorial board by a two-thirds vote still finds the material unobjectionable it may be printed. A quorum will be considered present when two-thirds of the Editorial Board attend a meeting, and two-thirds of those present must agree.

A brief statement summarizing the dialogue held and signed by all parties shall be presented to the building principal. The building principal shall forward the statement and copies of the article to the Superintendent and the Board of Education for their information. The signed statement shall signify that the Editorial Board fully understand the reservations of the faculty advisor and/or building principal and has chosen to exercise its option under the Board Policy.

4. **Building Principal Level**

The building principal/designee, may delay or stop distribution of any materials proposed for printing or that have been printed which may be reasonably forecast to cause substantial and material disruption or obstruction of any lawful mission, process or function of the school.

The building principal/designee, must forward a copy of the material to the Superintendent and a statement of reasons for delay or stoppage. The Superintendent shall schedule a hearing with all parties immediately to determine if the delay or stoppage was warranted.

Editorial Page Policy

An Editorial Board (composed of the editor-in-chief, chairman, the managing editor, news editor(s), editorial editor(s), feature editor(s), sports editor(s), photography editor(s), business manager, production manager, art editor and the head advertising manager) determines the content of the editorial page. Editorial ideas are presented to the Editorial Board for consideration. Editorials in the school publication will only be printed after all sides of an issue are considered and researched. The staff should consult with their advisor before printing issues which have a controversial connotation. The principal may also be consulted at the staff's discretion. There are basically four types of editorials which appear in the student publication:

1. **The unsigned staff position:** These editorials will deal with issues which the Editorial Board considers to be of importance to the school community and on which members of the Board reach a majority consensus after careful consideration and research of both sides of the issue. The purpose and content of each editorial or column will be stated in

the article. Any editorial board member representing the minority opinion in these instances will be given space in which to express his/her view if he/she wishes. In instances of extremely controversial issues, unsigned editorials must represent the unanimous opinion of the Editorial Board. If a unanimous decision is not reached, both sides of the issue shall be printed under by-lines. Unsigned articles shall be designated as representative or staff opinion in the masthead of each issue.

2. **By-line editorials:** These editorials deal with issues the Editorial Board considers to be of importance, but on which they do not wish to take a staff position. These editorials may also represent issues on which members of the student body, not regularly affiliated with the student publication staff, wish to express an opinion after researching the issue - perhaps in response to an unsigned editorial.
3. **Letters to the Editor:** Letters to the editor shall be accepted from any reader so long as those letters are signed and are in keeping with the policy of the student publication. The staff reserves the right to edit any letter after consulting with the author. The staff may refuse any letters which it feels are malicious, libelous, or irresponsible. Any letter that criticizes an individual or group shall be presented to that individual or member of that group before the letter is published so that the individual or group being attacked may make a response or reply if they so desire. The two letters shall then be published simultaneously. If the writer of any letter to the editor presents a good cause, his name may be withheld. This shall be so designated in the publication by "Name withheld upon request." The name of the writer may be available to legitimate authority for legitimate reasons if the student publication faculty advisor, the editor, and the writer so agree, legal requirements excepted.
4. **Reviews and Critiques:** Periodically, movies, books, plays and musical performances are reviewed or critiqued. This expression of interest in cultural activity is deemed as a legitimate function of the student publication in bringing these things to the readers' attention. All reviews and critiques - favorable and unfavorable - shall be constructive and in keeping with good taste. They shall not be malicious or irresponsibly done.

Pictures and Artwork

Pictures and artwork in the publications shall add to the meaning of a story, shall serve to identify individuals, and shall generally add reader interest to the publication. These pictures shall cover many and varied individuals and activities. The photographs shall not violate the right of privacy and shall present a truthful situation. Cartoons and artwork shall have a definite function within the editorial context of the publication.

Copyright Law

All published materials and reproductions of art work, etc., must not violate copyright laws.

Advertising and Business Management

Financial Arrangements

The financial operation of student publications must be approved by the building principal in accordance with current district funding practices. At no time are financial arrangements to be entered into without principal or school district approval.

Advertising

1. Allocation of Space

The amount of space allocated to advertising in school publications should not dominate the overall image of the paper. This situation should be examined from time to time by the faculty advisor so as to protect as much editorial space as possible to develop the writing abilities of students. The publication schedule and the size of the individual issues of the school publication shall be a matter of judgment of the faculty advisor and editorial staff.

2. Advertising Rates

Advertising rates per column inch will be sent by each school publication with approval of the faculty advisor.

3. Acceptable Advertising

Advertising shall be accepted from bona fide business firms in operation for a year or more or from new firms of a stable and permanent character.

Any advertising offering employment opportunities promising high earnings, travel or other extravagant claims should be thoroughly investigated.

4. Types Prohibited

- a. No advertising of liquor, tobacco or narcotics shall be accepted.
- b. Advertising soliciting sales of patent medicines, health treatments, salacious

literature, joke devices, firearms, lotteries or any other items prohibited by postal laws shall not be accepted.

- c. When students and/or staff pictures are used in advertising, they shall be requested to sign permission slips.
- d. Advertising for motion pictures rated "X" may not be accepted. Pictures rated "R", "G" and "PG" may be advertised.

5. Collections

Advertising contracts between the student publication and the advertiser are binding to both parties as per terms of the contract. In cases where the advertiser does not pay his due bill, the business manager shall send at four (4) week intervals three (3) "reminder" letters. If the bill remains unpaid, the business manager shall make a personal call on the advertiser. If at this time the bill remains unpaid, the advertiser's name and contract shall be turned over to the building principal for action, as is stated in the third reminder sent to the advertiser. If the student publication staff fails to fulfill its contract terms, the contract is automatically canceled at no expense to the advertiser if he/she so desires.

Violations Of Standards

If any school publication or publication other than those sponsored by schools is in violation of standards of school publications, the principal/designee shall request the distributor to desist distribution and call for a hearing immediately with parties involved.

Hearing procedures shall follow those in the school district guidelines.

STUDENTS

Activities and Athletics

Interscholastic Activities and Athletics

Policy 2920
(Regulation 2920)
(Forms 2920, 2920.1
2920.2, 2920.3,
2920.4, 2920.5,
2920.6, 2920.7,
2920.8)

The District provides opportunities for students to participate in interscholastic activities and athletics. The interscholastic programs should encourage participation by as many students as possible and should be carried on with the best interests of the students as the primary consideration. The programs are expected to be well organized and well conducted and to have a positive influence on the students and the community.

Participation in interscholastic and extracurricular activities is a privilege and not a right. Interscholastic competition may be withheld from any student as a condition of discipline. Furthermore, all policies that apply to the regular school day apply also to interscholastic competition. Coaches and sponsors may establish policies for their groups in addition to those set out by the Missouri State High School Activities Association.

Hazing

Student hazing is inconsistent with the educational goals of the District and poses a significant risk to the physical and mental welfare of District students. Hazing of students, on or off District property, is prohibited and may result in suspension or expulsion from school and from activity/athletic participation.

STUDENTS

Activities and Athletics

Interscholastic Activities and Athletics

Regulation 2920

(Forms 2920, 2920.1, 2920.2, 2920.3, 2920.4, 2920.5, 2920.6, 2920.7, 2920.8)

Interscholastic competition for secondary school students shall be provided through a variety of activities and athletics. Students are allowed to attain the privilege of representing their school by meeting the standards of eligibility as set forth by the Missouri State High School Activities Association (MSHSAA). These standards may include academic requirements, citizenship, age maximums, passing medical examinations, and other items that are posted in the school and discussed by the coaches and sponsors with their students as well as mailed home to the parents/guardians of all student participants.

Interscholastic competition may be withheld from any student as a condition of discipline. Furthermore, all policies that apply to the regular school day apply also to interscholastic competition. Coaches and sponsors may establish policies for their groups in addition to those stated herein.

A student must be in attendance for the full day on days of extracurricular participation. Failure to do so will eliminate the student from practice or participation that day. Exceptions may be granted in special cases.

The following criteria will be followed:

1. Students will meet the eligibility requirements set out by MSHSAA.
2. Any student failing a class may be required to attend study sessions after school.
3. Any student receiving an incomplete grade because of failure to promptly complete work will be placed on the ineligibility list. Incomplete grades resulting from illness or other special circumstances during the last week or two of a grade period may be exempted.
4. Students displaying unacceptable citizenship behaviors may be suspended from participation.
5. Each coach and sponsor will establish written guidelines for their groups. These guidelines shall be presented orally and in written format. A copy of such guidelines will be on file with the principal.

The interscholastic competition program is an integral part of the secondary schools and shall supplement the curriculum program by providing worthwhile experiences to students that will enable them to develop the attributes of good citizenship. These programs will be administered by the principal/designee.

Participation in interscholastic competition is for students in grades nine through twelve (9-12) as determined by the local area athletic conference and the MSHSAA.

Programs of interscholastic competition will be planned in accordance with MSHSAA regulations and conference rules, and will include programs reflective of student interest. All student members should participate insofar as feasible. Access shall be provided contingent on budgetary limitations and in accordance with District guidelines for the following:

1. School facilities.
2. Sponsors and coaches.
3. Scheduling of meetings, practice times, and games.
4. Number of events at each level of competition.
5. Equipment, supplies, and services.

All faculty sponsors and coaches must hold a valid Missouri State Teacher's Certificate. Non-faculty head coaches must have as a minimum a four-year college degree and a valid Missouri Substitute Teaching Certificate. Non-faculty assistant coaches must have as a minimum a valid Missouri Substitute Teaching Certificate. Non-faculty head and assistant coaches must successfully complete the MSHSAA/NFHS coaching Principles and Sports First Aid courses. Sponsors and coaches are required to follow all District regulations.

A student engaged in interscholastic competition must portray good citizenship in the school and community. He/she shall be required to be in conformance with all general school rules and regulations, rules established by the sponsors and coaching staff for the program in which he/she is participating, and conformance with the laws of the community.

The District's high school is a member of the MSHSAA. In all interscholastic competition matters, this school will adhere firmly to the rules and regulations of MSHSAA.

Regulations Governing Student Participation:

A student must be under nineteen (19) years of age on or before July 1 preceding the opening of school, pass a medical examination, and have parent/guardian permission. Ninth grade students must not be older than sixteen (16) years of age prior to July 1.

A student shall not be considered eligible while under out-of-school suspension. A student expelled or who withdraws from school because of disciplinary measures shall not be considered eligible for 365 days from the date of expulsion or withdrawal.

A student who is absent from school on the day of an interscholastic contest, or on a Friday before an interscholastic contest on a Saturday, will not be permitted to participate in said contest without a written release from the school Principal.

Credit earned or completed after the close of the semester shall not count as having been earned that semester, except in case of a delayed final examination because of illness certified by a physician. Credit earned in summer school may count for or against the student's record for eligibility purposes if the classes are required for graduation from the local school. Students may count up to one (1) unit of credit from summer school toward establishing their eligibility for the fall semester. Summer school electives will not count toward eligibility.

A student shall not accept a cash or merchandise award in any competition in which MSHSAA member schools compete interscholastically. Awards for participation in nonschool competitions during the summer shall meet the same standards as awards given by schools during the school year.

The student must meet all other eligibility requirements of MSHSAA and the local area high school athletic conference.

Competition by students in organized nonschool sponsored competition must meet the following conditions:

1. During the season, a student who represents his/her school by competing in an interscholastic contest shall not compete as a member of a nonschool team or as an individual participant in an organized nonschool competition in that same contest.

2. A student may compete in organized nonschool competition in other events in which MSHSAA member schools compete interscholastically if no school time is missed to compete, practice for, or travel to the site of nonschool competition; and if the student

does not practice for nor compete in the nonschool competition on the same date he/she practices or competes for the school.

District participation in interscholastic competition will be subject to approval by the Board.

Budgeting for interscholastic competition program will include gate receipts and be incorporated into the general District budget. No expenditures for interscholastic competitions may be made in excess of those listed in the budget without approval by the Superintendent.

The MSHSAA handbook will be considered a part of this regulation.

STUDENTS

Policy 2921
(Regulation 2921)

Activities and Athletics

Participation by Non-Traditional Students

Should the District elect to permit non-traditional students to participate in interscholastic activities, such students must qualify as bonafide students under MSHSAA regulations in order to participate in such activities.

Non-Traditional students may be considered bonafide under MSHSAA regulations under any of the following options:

Option 1 – Transcribed Credits

1. The student must be enrolled in a District high school although some courses/credits are taken off-campus, i.e. virtual, post-secondary, work study, etc; and
2. All credits attempted must appear on the student's high school transcript; and
3. All classes must be completed by the high school's close of semester in order to be considered counted toward activity eligibility.

Option 2 – Seat Time plus Non-Transcribed Credits

1. The student must be enrolled in a District High School and take a minimum of two (2) credit bearing seat time classes for a minimum of 1.0 units of credit at the high school; and
2. High School Administration must confirm after a full academic review that the student is further enrolled in courses outside of the high school, which bring the student up to full MSHSAA mandated credit requirements of 80%. The High School Administration will develop and submit to the Superintendent a written procedure to determine approval of outside courses/credits; as well as the procedures to determine success/credit confirmation for academic eligibility for the current and following semester. It is not necessary that such confirmed credits be placed on the student's transcript.
3. All classes must be completed by the high school's end of semester in order to be considered toward activity eligibility.

Change of Enrollment Status

Any student whose enrollment status changes from being a non-bonafide activity eligible student to a bonafide activity eligible student will be considered a transfer student. As a transfer student, the student would be activity ineligible until a transfer of eligibility form is filed and an eligibility ruling rendered.

STUDENTS

Regulation 2921

Activities and Athletics

Participation by Non-Traditional Students

High School Enrollment Assessment

Prior to consideration and determination of eligibility, high school staff will review, among other things:

1. Past classes taken
2. Academic history
3. Credits
4. Logs
5. Attendance
6. Transcripts
7. Student's age
8. Semester taken in-state and out-of-state
9. Semester taken in non-traditional academic events

The purpose of this review will be to determine "prior semester" earned credit and the students' grade placement upon enrollment. In doing so, staff will determine if credit for courses taken will be granted for purpose of the 80% requirement rule.

Determining Status of Bonafide Students¹

Consider whether:

1. Seat time credit (minimum of one unit of credit) will be placed on the transcript
2. Outside courses must be approved and validated in meeting the 80% rule.
3. Review and assess outside classes including where relevant testimonial evidence, course syllabi, timeliness for such classes
4. Review of Academic Success, including work logs, attendance, hours of instruction, grades achieved, transcripts, confirmatory testing where deemed necessary
5. Ensure close of semester for non-traditional option 2 students is designated
6. All students, traditional and non-traditional, must satisfy citizenship standards, semester rules, age rules, etc.
7. Uniformity of standards and policies for all students

November 20, 2017

¹ 2017-18 MSHSAA Official Handbook, By-Law 2.3.4, page 44

STUDENTS

Activities and Athletics

Concussions – Brain Injury

Policy 2930
(Form 2930)
(Form 2930.1)
(Form 2930.2)

Any District athlete suspected of sustaining a concussion or brain injury must be removed from practice and competition immediately and may not participate in contact athletic practice or competition for at least twenty-four (24) hours. Athletes suspected of sustaining concussion or brain injury will not be permitted to return to contact practice or competition until being evaluated by a licensed health care provider trained in the evaluation and management of concussions and receiving a written clearance from the provider to return to competition. (See Form 2930 - MSHSAA Concussion Return to Play Form). Information about concussions obtained from MSHSAA (Form 2930.2) or similar materials will be made available to all student athletes and to their parents/guardians.

STUDENTS

Policy 2940 **(Regulation 2940)**

Activities and Athletics

Student Group Use of School Facilities

Pursuant to the Equal Access Act, District secondary schools will provide an opportunity for student-initiated noncurricular groups to conduct meetings on school premises, during noninstructional time, and will not discriminate against students on the basis of the religious, political, philosophical, or other content of the speech at such meetings.

An activity is to be considered curricular if the subject matter is or will be taught in a regularly offered class; if the subject matter concerns the body of courses as a whole; if participation in the group is a requirement for a course; or if academic credit is available for participation. Extracurricular activities include activities organized and supervised under the auspices of the school. Extracurricular activities primarily involve students in activities occurring outside academic class time, for which no units of credit are awarded. Any activity which does not meet the definition of a curricular or extracurricular activity will be considered non-curricular.

FINANCIAL OPERATION

Policy 3100 **(Regulation 3100)**

Financial Management

The Board of Education will adopt a series of policies to provide direction regarding the District's budget and financial affairs which reflect the educational philosophy of the School District and provide a framework in which the District's administration can effectively operate.

The budget and finance processes will conform to all state and local requirements as set forth by the State constitution, State statutes, Department of Elementary and Secondary Education rules, and Board policies.

Good business necessitates keeping accurate, legal and understandable records of receipts and expenditures. It is also essential that procedures be followed which will help to insure that the budget adopted by the Board of Education is effective in providing parameters for the fiscal affairs of the School District.

The purpose of the District budget and finance policies will be to provide direction for a systematized procedure that maintains continuity from year to year and informs the public regarding the education and financial operations of the School District.

FINANCIAL OPERATION

Regulation 3100

Financial Management

The following procedures or actions shall be taken:

1. The Missouri Financial Accounting Manual published by the Missouri Department of Elementary and Secondary Education shall be adopted for financial accounting.
2. All receipts, including student activity funds, shall be deposited in the School District account as provided by law. There shall be no separate accounts of any organization, individual, or department for funds collected or received in connection with any school activity or program.
3. All expenditures shall be paid by check except that a petty cash fund of \$200.00 shall be kept by the Secretary of the Board of Education for purposes of payment of obligations for which no charge account can be arranged. A descending ascending register shall be maintained showing all petty cash transactions. Also, receipts, numbered consecutively shall be maintained whereby all expenditures shall be described relative to amount, date, and purpose with all receipts being attached to the voucher to be approved by the Board of Education. All receipts shall be signed by the person disbursing and receiving petty cash from the fund.
4. The Superintendent of Schools shall formulate administrative procedures to facilitate the orderly expenditure and receipt of funds. The Superintendent is empowered to purchase for the District within limits as set forth by the budget approved by the Board of Education; however, purchases of single items with a unit cost of \$1,000.00 or more shall be approved by the Board of Education. except for emergency items which are necessary to prevent interruption of school operations.
5. The School District accountant shall maintain student activity accounts for various classes and organizations. Upon graduation any funds which remain in the account of the graduating class shall be transferred to the Student Council Account.

FINANCIAL OPERATIONS

Policy 3102

Financial Operations

Debt Management Policy

The debt management policy of the District is to remain in full compliance with statutes of the State of Missouri by borrowing within the allowable limits of no more than fifteen percent (15.00%) of the District's assessed valuation, which can include state assessed railroad and utility properties located within its boundaries. It is also important that the District exercise caution and prudence concerning its full compliance with the rules and regulations of the United States Department of the Treasury Internal Revenue Service (IRS) to avoid any risk of loss of the tax exempt status of any proposed financings, as well as those currently in existence. Generally the improper spending of the bond proceeds is what triggers a violation of IRS regulations and not complying with the ballot language for the projects can create problems with the Missouri State Auditor and local patrons.

In terms of philosophy towards the monitoring of a long term debt management policy, the Board of Education and Administrators recognize that to achieve the necessary 4/7 or 2/3 majority for approval by the voters of general obligation bond issues it is likely to be much easier if no increase in the debt service fund levy occurs. As a result, it is the District's practice to issue general obligation bonds with optional redemption (call) provisions that facilitate prepayments when excessive debt service fund balances accumulate with the goal of maintaining a constant debt service fund levy. This policy has enabled the District to achieve significant interest savings by issuing refunding bonds to capture lower interest when municipal bond markets change.

On occasion the District may consider capital facilities or equipment lease financing programs. It is the intent to only enter into those types of transactions when it is clear based upon reports from the District's Municipal Bond Underwriter that such a program is affordable and that its implementation does not harm the overall operating budget. If the project and lease financing are deemed essential, but beyond the range of reasonable affordability, the Board of Education and Administration will approach the voters for a temporary or permanent increase in the operating levy to produce the additional revenue.

Since general obligation bond issues and capital facilities or equipment lease financings happen intermittently, it presents challenges for administrators and board members to keep fully informed about the conditions of the municipal bond market, changing rules and regulations issued by the U.S. Treasury Department, etc. For these reasons the Board of Education engages the service of a municipal bond underwriter on a continuing basis to assist the administrators and board members keep up to date and understand what refunding opportunities exist and what actions are necessary to preserve the existing debt service fund levy to remain on track with the long range facilities plans.

The Superintendent of Schools and other staff providing assistance with those special duties are responsible to the Board of Education for carrying out this policy.

Sept 2012

FINANCIAL OPERATION

Policy 3106

Fraud Prevention

The District is committed to protecting the public funds with which it has been entrusted. Minimizing the losses to fraud and corruption is an essential part of ensuring that all of the District's resources are used for the purpose for which they are intended.

The public is entitled to expect the District to conduct its affairs with integrity, honesty and openness, and demand the highest standards of conduct from those working for it and with it.

Definition of Fraud and Corruption

Although there is not precise legal definition of fraud, the term is used to describe a multitude of offences, including deception, forgery, theft, misappropriation, collusion and false representation of material facts.

Corruption arises when a person receives any benefit which influences them and causes them to act differently when conducting District business.

The District's Response

Board policy requires that matters involving any financial irregularities are referred to the Superintendent for investigation. These matters are taken seriously and additional action, such as disciplinary proceedings and/or prosecution, will be taken where evidence of offences is found.

The Superintendent/designee will:

- Compile a report of findings for submission to the Board with a recommendation as to whether disciplinary action is appropriate.
- Where appropriate, coordinate with the police in order for them to consider taking criminal action.
- Advise departments on how to address procedural weaknesses identified during investigation.

The Investigation Process

The purpose of any investigation is to establish the facts in an equitable and objective manner.

The process will involve the use of authority or delegated person to:

- screen allegations or information to gauge their credibility

- secure all evidence;
- interview suspects;
- interview witnesses;
- take statements; and
- coordinate with departments or other agencies (including the police).

The Superintendent/designee will establish and record the basis of the concerns raised and establish what further actions are required. The Board will be informed of all reported disclosures and the actions being taken. In the case of disclosures on alleged fraud and corruption, the Chief Financial Officer will inform the District's external auditors.

Whenever possible, the individual raising the concern will be advised of the outcome of the investigation. If an individual is not satisfied with the response received and any subsequent action taken, they should put their concerns in writing to the Superintendent who will arrange any further investigation as he/she deems appropriate. The Superintendent will send a written response to the individual concerned.

Reporting Suspicions

If fraud or corruption is suspected, then the matter should be reported without delay. Employees should report suspicions to a supervisor at the outset and retain all evidence. However, if it is thought the supervisor might be involved or there may be a conflict of interest, the matter should be reported directly to a more senior administrator.

It is recognized that for some individuals, raising a concern under this procedure may be a difficult experience. All reported incidents will be investigated.

All reports will be dealt with in confidence, with staff being informed on a need to know basis only.

To ensure that this policy is adhered to, and to assure staff that the concern will be taken seriously, the District will:

- not allow the person raising the concern to be retaliated against for doing so;
- treat retaliation against whistle blowers as a serious matter leading to disciplinary action that may include dismissal;
- not attempt to conceal evidence of poor or unacceptable practice;

- take disciplinary action if an employee destroys or conceals evidence of poor or unacceptable practice or misconduct; and
- ensure confidentiality clauses in employment contracts do not restrict, forbid or penalize whistle blowing.

Overall Objectives

The District's overall objective is to identify and maintain good practices, address weaknesses in current processes and introduce improved systems for the management of those processes. The end result is that of minimizing the amount of fraud and corruption which may occur within the system and significantly reduce the opportunity for fraud or corruption to occur in the future.

FINANCIAL OPERATION

Policy 3110
(Regulation 3110)

Financial Management

Preparation of Budget

Each year the Superintendent of Schools is required to submit to the Board of Education for their consideration a detailed annual budget showing estimates of income and expenditures for the ensuing fiscal year. The Board may accept, reject, modify or request revisions of the budget, but will adopt a budget by June 30, according to statutory provisions.

By law the approved estimated expenditures for each fund cannot exceed the estimated revenues to be received plus the unencumbered beginning cash balance for the fund. After the beginning of the fiscal year, the Superintendent shall review with the Board the adopted budget in relationship to the beginning cash balances for each fund.

FINANCIAL OPERATION

Regulation 3110

Financial Management

Preparation of Budget

On or before the first Thursday in March of each year, the Superintendent shall prepare and submit to the Board for its consideration a preliminary draft of the annual budget covering salaries of the teachers, principals, and other employees, and an estimate of other current expenses for the next fiscal year together with an estimate of the income or revenue available and necessary for the purpose of fixing the annual levy to be submitted to the voters according to the law.

After the beginning of the fiscal year in July, the Superintendent shall prepare and present to the Board for its consideration a detailed annual budget covering all estimated expenditures for the ensuing fiscal year in accordance with the levy authorized by the voters. The aggregate estimated expenditures shall not exceed ninety-eight percent (98%) of the estimated income plus any fund balances carried forward from the previous fiscal year. This annual budget, with such changes or additions as the Board may desire to make, shall be adopted by the Board on or before the first Thursday of September of each year.

Income

Estimates of income are based on previous receipts, information such as new legislation, new programs and phasing out of present programs; interest rates; tax rate (less 3% uncollectible). Unencumbered balance is defined as the end-of-fiscal year balance minus anticipated expenditures between July 1st and November 1st.

Expenditures

Budget expenditures are to reflect the needs and priorities of the District's programs. By law, the expenditures cannot exceed the estimated revenue to be received plus any unencumbered balance.

FINANCIAL OPERATION

Policy 3111

Financial Management

Fiscal Year

The fiscal year begins annually on the first day of July and ends on the thirtieth day of the following June.

FINANCIAL OPERATION

Policy 3112

Financial Management

Budget Implementation and Transfer

The annual budget governs the expenditures and obligation of all funds for the District. The Superintendent/designee will establish procedures for funds management and reporting.

No funds may be spent which are not authorized by the annual budget. If an unanticipated need arises, the Board may approve the Superintendent's recommendation to (1) appropriate an amount to cover a needed expenditure from unencumbered budget surplus from the proper fund or (2) revise the budget to transfer funds from one account to another as permitted by state statutes and DESE regulations.

The Superintendent or Assistant Superintendent for Business will prepare a monthly statement to account for each month's expenditures and the total spend out to date for the fiscal year. The monthly statement will include all receipts and remaining balances for each fund account.

Financial Management**District Fund Accounts**

The District will maintain the following funds for the accounting of District moneys: teachers' fund, incidental fund, capital projects fund and debt service fund. The treasurer of the District will open and maintain an account for each fund. These funds are denoted for state reporting purposes as: General Fund, Fund 1 – comprised of the Incidental; Fund 2 – The Special Revenue Fund, comprised of the Teachers' Fund, Fund 3 – The Debt Service Fund; and Fund 4 – the Capital Projects Fund.

All sums received from the county school fund and all sums derived from taxation for teachers' wages will be credited to the teachers' fund. All tuition fees, state moneys received under §162.975 and §163.031, and all other sums received from the state except as otherwise provided in this policy will be credited to the teachers' fund and incidental funds at the discretion of the Board. The portion of state aid received by the District pursuant to §163.031 which is included in the operating levy for school purposes, will be credited to the debt service or capital projects funds. Sums received from other Districts for transportation and sums received from taxation for incidental expenses will be credited to the incidental fund. All sums received from taxation or received from any other source for the erection of buildings, building additions, remodeling, or reconstruction, furnishing, for the payment of lease purchase obligations, for purchase of real estate, for sale of real estate or personal property, from insurance, from sale of bonds other than refunding bonds will be credited to the capital projects fund.

Sums received from taxation for the retirement of bonds and the payment of interest on bonds will be credited to the debt service fund. Receipts from delinquent taxes will be credited to individual funds on the same basis as receipts from current taxes. However, where such distribution of receipts from delinquent taxes would affect the previous years' obligations distribution to the various funds will be based on the levies for the years in which the obligations were incurred. All refunds will be credited to the fund from which the original expenditure was made. Sums donated to the District will be credited to the fund from which it can be expended to meet the purpose of the donation. Sums received from any other source will be credited to the fund designated by the Board.

January 12, 2009

FINANCIAL OPERATION

Policy 3114

Financial Management

GASB 54

This Policy establishes guidelines to be used during the preparation and execution of the annual budget to ensure that sufficient reserves are maintained for unanticipated expenditures or revenue shortfalls. The policy is based upon a long-term perspective with a commitment to keeping the District in a strong fiscal position that will allow it to better weather negative economic trends.

Background

Statement No. 54 of the Governmental Accounting Standards Board (GASB 54) establishes accounting and financial reporting standards for all governments that report governmental funds. It establishes criteria for classifying fund balances and clarifies definitions for governmental fund types.

GASB 54 establishes five fund balance categories: Nonspendable, Restricted, Committed, Assigned, and Unassigned.

Nonspendable Fund Balance consists of funds that cannot be spent due to their form (e.g., inventories and prepaids) or funds that legally or contractually must be maintained intact.

Restricted Fund Balance consists of funds that are mandated for a specific purpose by external parties, constitutional provisions or enabling legislation.

Committed Fund Balance consists of funds that are set aside for a specific purpose by the District's highest level of decision-making authority. Formal action must be taken prior to the end of the fiscal year. The same formal action must be taken to remove or change the limitations placed on the funds.

Assigned Fund Balance consists of funds that are set aside with the intent to be used for a specific purpose by the District's highest level of decision making authority or a body or official that has been given the authority to assign funds. Assigned funds cannot cause a deficit in unassigned fund balance.

Unassigned Fund Balance consists of excess funds that have not been classified in the previous four categories. All funds in this category are considered spendable resources. This category also provides the resources necessary to meet unexpected expenditures and revenue shortfalls.

Actions Leading to Restricted, Committed, and Assigned Fund Balances

The Board of Education has the authority to set aside funds for a specific purpose. Commitments are authorized by the Board based on fund placement in the original adopted and later revised budget, as well as by the Board resolution. The passage of a resolution must take place prior to June 30th of the applicable fiscal year. If the actual amount of the commitment is not available by June 30th, the resolution must state the process of formula necessary to calculate the actual amount as soon as information is available.

Upon adoption of a budget where fund balance is used as a source to balance the budget, the Chief Financial Officer shall record the amount as Assigned Fund Balance.

The Board delegates the authority to assign amounts for specific purpose(s) to the Chief Financial Officer, Superintendent, or Business Manager.

Order of Spending

When both restricted and unrestricted funds are available for expenditure, restricted funds should be spent first unless legal requirements disallow it.

When committed, assigned and unassigned funds are available for expenditure, committed funds should be spent first, assigned funds second, and unassigned funds last.

Minimum Unrestricted Fund Balance

The Board recognizes that the maintenance of a fund balance is essential to provide for unforeseen expenses or emergencies and to provide working capital in the first several months of the fiscal year, until sufficient revenues are available to fund operations. By maintaining an appropriate fund balance, the District can avoid excessive short term borrowing and the concomitant interest expense, accumulate sufficient assets to make designated purchases or cover unforeseen expenditure needs, and demonstrate financial stability necessary to preserve or enhance its bond rating, thereby lowering debt issuance costs.

The undesignated fund balance in the operating funds will be maintained at a level sufficient to provide the resources required to meet operating cost needs, to allow for unforeseen needs of an emergency nature, and to permit orderly adjustment to changes resulting from fluctuations of revenue sources. The District will strive to maintain a minimum undesignated balance in its operating funds equal to a range of 12-20% of its prior year operating expenditures.

As part of the annual budget process, the Chief Financial Officer, Superintendent, or Business Manager will estimate the surplus or deficit for the current year and prepare a projection of the year-end undesignated fund balance. Such projection will include an analysis of trends in fund balance levels on an historical and future projection basis. Any anticipated balance in excess of the minimum undesignated general fund balance may be budgeted at the discretion of the Board.

Any such action must also provide for necessary appropriations to restore the undesignated general fund balance to the minimum balance.

If fund balances decline below the 12% floor, the Board will develop a plan to replenish the fund balance to the established minimum level within two years.

This policy will be reviewed by the Finance Committee every three years following adoption or sooner at the direction of the Board.

Example
Board Resolution- Commitments

It is hereby resolved, ordered, and directed that the District commit the following portions of its June 30th, 20XX (August 31, 20XX) General Fund unassigned fund balance.

- Be it resolved that \$XXX,XXX be committed for future capital expenditures.
- Be it resolved that \$XXX,XXX be committed for future contributions to the District's Worker's Compensation Insured Plan.
- Be it resolved that \$XXX,XXX be committed for funding of future payments to employees for compensated absences.
- Be it resolved that \$XXX,XXX be committed to contribute to the funding of operating costs of future school openings.

FNANCIAL OPERATION

Policy 3120

Financial Management

Petty Cash

A petty cash fund is a small amount of money (\$100.00 or less) that is managed by an administrator in order to purchase small amounts of supplies or cover unanticipated small expenses, such as materials or refreshments for emergency meetings or unexpected guests. The petty cash fund may have been obtained with a requisition to the District Finance Office, raised by a P.T.O., or from a student or community fund-raising event. The designated administrator is accountable for this fund. Funds collected in excess of \$100.00 must be processed immediately for proper deposit and are not to be held at a school site.

The petty cash fund must be used for school purposes (purchase of emergency supplies) and must be documented with receipts. If an administrator accrues out-of-pocket expenses, a requisition for reimbursement should be submitted on a monthly basis with back-up information and receipts.

Teachers may not make petty cash purchases without the prior approval of an administrator.

Petty cash should not be used as a short cut to obtain supplies except in an emergency or in cases where very small items make it impractical to order through channels.

FINANCIAL OPERATION

Policy 3130

Financial Management

State and Federal Projects

With Board of Education approval, the School District may operate various specially funded programs that must be administered in accordance with particular federal and/or state laws, regulations and other conditions for use of such funds.

The Superintendent shall be the designated District official responsible for coordinating funded projects, administering programs and ensuring that the various departments operating these programs do so within the guidelines of the particular program. The administration shall keep accurate and separate records, as required by state and federal programs, to enable the District to verify program compliance and success. The Superintendent shall keep the Board fully informed.

Staff involvement will be solicited by the administration in the planning, implementation and evaluation of programs authorized and approved within the guidelines of Title I of the Improving American Schools Act of 1994 and/or other significant legislative enactments. The vehicle for such involvement shall be determined by the administration, with the approval of the Board of Education.

FINANCIAL OPERATION

Policy 3140
(Regulation 3140)
(Form 3140)

Financial Management

Banking Services

The Board of Education has the option of annually selecting District funds depositories or the Board may enter into a contract of one to five years duration for the deposit of District funds.

When depositories are to be selected, the District will receive sealed proposals from banking institutions in the county in which the District is located or in adjoining counties.

In order to open new bank accounts in the District's name, the Superintendent and the Treasurer must sign the account authorization. Wire transfers of funds into District accounts must be authorized in writing by the Superintendent and Treasurer or other individual authorized by the Board. In both instances, the Superintendent may appoint a designee to sign for creation of new accounts and for wire transfers. However, such appointment must be in writing.

FINANCIAL OPERATION

Regulation 3140
(Form 3140)

Financial Management

Banking Services

For purposes of letting bids, the Board will divide District funds into no less than two nor more than ten equal parts. Each eligible bidder may bid for any number of the parts. However, the bid for each part must be separate. Notice that bids for depositary of District funds will be received will be published in a newspaper within the county which publishes at least five times per week or, if no such publication exists, then notice will be published in a newspaper of general circulation within the county. Notice that bids will be received will be published at least twenty days prior to the date designated for acceptance of bids.

Each eligible bidder is required to deliver to the secretary of the Board a sealed bid stating the rate of interest or the method by which the interest will be determined for the term of up to five years as specified in the notice to bidders. Each bid must be accompanied by a certified check drawn upon a county bank or a bank in an adjoining county made out to the District in an amount of no less than two thousand five hundred dollars. The bidder's certified check is required as a guaranty of good faith that if selected as depositary, it will deposit the required security. Bids will not be disclosed prior to opening at a public meeting.

On the date designated for acceptance of bids, the Board/designee will publicly open each bid and will verbally read and document each such bid. After discussion and after any clarification of bids, the board will select the successful bidder(s) for each fund part let for bid. Upon award of the depositary bid(s), the security checks will be returned to all bidders. The Board reserves the right to reject any and all bids. Depositary contracts may be terminated at any time by the mutual agreement of the Board and the depositary.

Interest on funds deposited will be computed on the daily balance and will be payable on the first day of each month to the treasurer of the District for credit of the District. No later than the fifth day of each month, the District's depositary(s) will provide to the secretary of the Board a written accounting of the interest paid by the depositary on District funds.

District funds will be deposited in the name of the District. No funds may be withdrawn except by a legally drawn check bearing the signatures of the president and the treasurer of the Board or by wire transfers executed by a person designated by the Board to execute such transfers.

FINANCIAL OPERATION

Policy 3150
(Regulation 3150)

Financial Management

Payment Procedures

All money received by the School District shall be disbursed only for the purposes for which they are levied, collected or received.

The Board will give final approval to all bills paid. Payment of bills shall be authorized by the Superintendent/designee, only after verification of delivery and satisfaction by the department or staff receiving the item(s). No payment for goods or services shall be made unless both an itemized invoice showing the name of the person or firm to whom payment is due is presented, and a receiving document bearing the signature of an authorized school employee is on file. Furthermore, the invoice must have been issued in response to an approved purchase order. The Superintendent/designee shall audit all claims, and shall submit the same to the Board of Education for approval and authorization for payment.

FINANCIAL OPERATION

Regulation 3150

Financial Management

Payment Procedures

Invoices for materials or services will be authorized for payment only upon the approval of the Board of Education. However, payments for materials or services which are necessary for normal business operations which do not individually exceed \$500 or exceed an aggregate monthly amount of \$10,000 may be authorized by the Superintendent/designee. In addition, if cash discount or avoidance of financial penalty can be achieved, the Superintendent/designee is authorized to issue a check. In all such cases, the identity and amounts of such payments will be provided to the Board at the next regular meeting following payment. The Board will consider such payments and ratify the action taken.

FINANCIAL OPERATION

Policy 3155
(Regulation 3155)

Financial Management

Payments from Federal Awards/Cash Management

Payments from Federal awards will minimize the time elapsing between transfer of funds from the Federal pass through entity and the disbursement of funds by the District to vendor recipients regardless of whether the payment is made by electronic transfer, or issuance/redemption of checks, warrants or payments. The District will make timely payment to contractors consistent with the terms of each specific contract. Advance payments of Federal funds will be deposited and maintained in insured interest-bearing accounts. Interest amounts of up to \$500.00 per school year will be maintained by the District to be utilized for administrative purposes. The Districts cash management of Federal funds will be consistent with requirements §200.305 of the Code of Federal Regulations.

FINANCIAL OPERATION

Regulation 3155

Financial Management

Payments from Federal Awards/Cash Management

Cash Management Procedure

In order to ensure compliance with Cash Management Improvement Act (CMIA), the following procedures have been implemented:

1. The individual District Manager for each Federal grant will review and prepare each payment request to ensure compliance with CMIA and related regulations.
2. The District's financial officer will, as an additional check, review the payment requests prepared by the Federal grant manager to ensure compliance with federal and state regulations.
3. Payment requests will be made for each Federal program on a monthly basis. If the amount to be requested in any month is \$500.00 or less, the District's financial manager may elect to carry over the sum until the succeeding month.
4. All Federal funds will be documented by an individual program and tracked by the District's financial officer.
5. The District's financial officer will monthly track Federal funds as individual expenditures in the District's general ledger.
6. The District's financial officer will have initial responsibility to ensure overall compliance of cash management requirements. The District's external auditor will monitor utilization of Federal funds to ensure compliance with federal and state cash management requirements.

FINANCIAL OPERATION

Policy 3160 **(Regulation 3160)**

Financial Management

Investments of District Funds

The Board has an obligation to the citizens of the District to direct the management of District funds. The primary objective of the District's investment plan will be legality, safety, liquidity, yield and the provision of a capital base for future needs. In the management of such funds, the District adheres to the "prudent investor" rule. Investments will be made with judgment and care, under the circumstances, which persons of prudence, discretion and intelligence exercise in the management of their own investments. Funds will be managed for investment, not for speculation considering the safety of the funds invested and the probable income to be derived.

District personnel, including Board members, who are involved in the investment of District funds, will not engage in any personal business activity which could:

1. Impair their ability to make impartial decisions concerning investment of District funds;
2. Conflict with proper execution of the District's investment program; or
3. Create an appearance of impropriety.

District employees and directors involved in investment of District funds will disclose any material interests in financial institutions in which they conduct business. Such disclosure will include, but not be limited to any personal financial/investment positions that could be related to the performance of the District's investment portfolio. Similarly, District employees and directors involved in investment of District funds will not engage in personal investment transactions with the same individual with whom business is conducted on behalf of the District.

Investments will be made through banks or securities dealers who have been approved by the Investment Committee of the State Treasurer's Office. Such banks and securities dealers will have been subjected to an appropriate investigation by the staff of the State Treasurer's Office. This investigation will include, among other things, a written review of the firm's financial statements and the background of the sales representatives. All approved dealers must be fully licensed and registered FINERA Brokers/Dealers or exempt banks. Criteria used to select securities dealers include:

1. Financial strength and capital adequacy of firm;
2. Services provided by firm;
3. Research service available;
4. Resume, reputation, and qualifications of sales representatives.
5. Due diligence and firm references; and
6. State government expertise.

The performance goals of the District's active investment management program, over time, should produce book yields which are greater than yields from low risk passive investments. In analyzing the results of the District's investment program, the District will calculate the book yield and total rate of return on District funds compared to the appropriate security market indexes.

The Superintendent/designee will direct the preparation of quarterly investment reports providing a summary of the District's current investment portfolio and all transactions executed since the last report.

Such investment reports will be prepared by the appropriate bank(s) or security dealers for review by the Board and the Superintendent. Investment reports are considered to be public records and will be made accessible to the public.

Criteria and procedures implementing the District's investment policy have been approved by the Board and are contained in Regulation 3160.

FINANCIAL OPERATION

Regulation 3160

Financial Management

Investment of District Funds

In achieving the District's investment objectives, District officials will be guided by the following criteria:

1. Legality – District funds will be invested only as permitted by the Constitution and Statutes of the State of Missouri as well as federal law and applicable federal regulations. Investments outside the legal requirements will not be permitted.
2. Safety – Safety of the District funds is the foremost objective of the District's investment program. Investments will be made in a manner that seeks to ensure the preservation of capital.
3. Liquidity – The District's investments will remain sufficiently liquid to meet all operating requirements that may be reasonably anticipated. Of necessity, District investments will consist largely of securities with active secondary or resale markets.
4. Yield – District investments will be designed with the objective of obtaining a market rate of return throughout budgetary and economic cycles. However, rate of return is less important than realizing the safety and liquidity objectives.

Permissible Investments

The following categories of investments are authorized for investment of District funds:

1. United States Treasury Securities – The District may invest in obligations of the United States government for which the full faith and credit of the United States are pledged for the payment of principal and interest.
2. United States Agency Securities – The District may invest in obligations issued or guaranteed by any agency/instrumentalities or any wholly owned corporation of the United States Government.
 - a. U.S. Government Agency Coupons and Zero Coupon Securities – Bullet coupon bonds with no embedded options and with final maturities of five (5) years or less.
 - b. U. S. Government Agency Discount Notes – Purchased at a discount with maximum maturities of one (1) year.
 - c. U. S. Government Agency Step-Up Securities – The coupon rate is fixed for an initial term. At a coupon date, the coupon rate rises to a new, higher fixed term. This provision is restricted to securities with final maturities of five (5) years or less.

- d. U. S. Government Agency Collateral Securities – Restricted to securities callable at par only with final maturities of five (5) years or less.
 - e. U. S. Government Agency Floating Rate Securities – The coupon rate floats off one index and resets at least quarterly with final maturities of three (3) years or less.
 - f. U. S. Government Mortgage Backed Securities – Restricted to securities with stated final maturities of five (5) years or less.
3. Repurchase Agreements – Such agreements must be purchased through approved broker/dealers and may not be entered into for periods in excess of ninety (90) days. Approved broker/dealers must have a signed Public Securities Association Master Repurchase Agreement on file with the State Treasurer’s Office. The purchaser in a repurchase agreement (repo) enters into a contractual agreement to purchase Treasury and government agency securities while simultaneously agreeing to resell the securities at predetermined dates and prices. Overnight and open repurchase agreements must be collateralized at 100% with approved securities. Term repurchase agreements must be collateralized at 100%. The market value of all repurchase agreement collateral will be reviewed at least weekly to determine collateral adequacy.
 4. Collateralized Public Deposits (Certificates of Deposit) – Instruments issued by financial institutions which state that specified sums have been deposited for specified periods of time and at specified rates of interest. The certificates of deposit are required to be backed by acceptable collateral securities as described in §§ 110.010 - .020, RSMo.
 5. Commercial Paper – Investments are limited to paper which has received the highest letter and numerical ranking (A-1/P-1) as provided by Standard & Poor’s and Moody’s. Issues are limited to corporations that are organized and operating in the United States and have a total commercial paper program in excess of \$500,000,000 and have long term debt ratings, if any, of “A” or better from Standard & Poor’s and Moody’s. Such purchases may not exceed 180 days to maturity.
 6. Banker’s Acceptances - Issuing banks for such bills of exchange or time drafts must have the highest letter and numerical rating by Standard and Poor’s and Moody’s. Such banks must be organized and operating in the United States. Banker’s acceptance agreements may not have maturity dates exceeding 180 days.

Prohibited Transactions

1. Leveraged Borrowing for Investment Purposes – Leveraging is prohibited whether through a reverse repurchase agreement or otherwise.
2. Use of “Structured Note” – (e.g. inverse floaters, leveraged floaters, and equity-linked securities) is not permitted. Investment in any instrument, which is commonly considered a “derivative” instrument (e.g. options, futures, swaps, caps, floors, and collars), is prohibited.

3. Contracting to sell securities not yet acquired in order to purchase other securities for purposes of speculation on developments or trends in the market is prohibited.

Collateralization

Collateralization will be required on two (2) types of investment: certificates of deposit and repurchase agreements. In order to anticipate market changes and provide a level of security for all funds, the market value (including accrued interest) of the collateral should be at least 100%. For certificates of deposit, the market value of collateral must be at least 100% or greater of the amount of certificates of deposit plus demand deposits with the depository, less the amount, if any, which is insured by the Federal Deposit Corporation.

All securities, which serve as collateral against the deposits of a depository institution, must be kept safe at a non-affiliated custodial facility. Depository institutions pledging collateral against deposits must, in conjunction with the custodial agent, furnish the necessary custodial receipts within five (5) business days from the settlement date.

Repurchase Agreements

The securities for which repurchase agreements will be transacted will be limited to Treasury and government agency securities that are eligible to be delivered via the Federal Reserve's Fedwire book entry system. Securities will be delivered to the District's designated Custodial Agent. Funds and securities will be transferred on a delivery vs. payment basis.

All deposits placed in financial institutions must be at least 100% collateralized with approved securities. All securities, which serve as collateral against the deposits of a depository institution must be kept safe at a nonaffiliated custodial facility. Depository institutions pledging collateral against deposits must, in conjunction with the custodial agent, furnish the necessary custodial receipts.

Asset Allocation

District investment will be diversified to minimize the risk of loss resulting from over concentration of assets in specific maturity, specific issuer, or specific classes of securities. At a minimum District investments will fall within the following minimum and maximum allocations.

<u>INVESTMENT TYPE</u>	<u>MINIMUM ALLOCATION</u>	<u>MAXIMUM ALLOCATION</u>
U.S. Treasuries/Securities having principal and interest guaranteed with the U.S. Government	0%	100%
U.S. Government Agencies and Government-sponsored Enterprises	0%	100%
U.S. Government Agency Callable Securities	0%	30%
Repurchase Agreements	0%	50%
Collateralized CDs/Time and Demand Deposits	0%	100%
Commercial Paper and Banker's Acceptances	0%	50%

Maximum Maturity

To the extent possible, the District will attempt to match its investments with anticipated cash flow requirements. Investment in bankers' acceptances and commercial paper will mature and become payable not more than 180 days from the date of purchases. All other investments will mature and become payable not more than five (5) years from the date of purchase.

Internal Controls

In keeping with the emphasis the Board has placed in ensuring the safety of public funds, the District will maintain and enhance its internal controls of funds. Every reasonable effort will be made to minimize the potential for loss of funds from fraud, employee error, misrepresentations by third parties, unanticipated changes in financial markets or imprudent actions by employees. Investments that are downgraded below the minimum acceptable rating levels will be reviewed for possible sale within a reasonable time period. At least quarterly, the District's investments will be revalued to reflect prevailing market prices.

Internal controls to achieve investment safety include, but are not limited to:

1. Separation of duties;
2. Separation of transaction authority from accounting and record keeping

3. 3rd Party Custodial safekeeping;
4. Clear delegation of authority;
5. Written confirmation of telephone transactions;
6. Documentation of transaction strategies;
7. Monitoring of ethics and conflict of interest provisions provided in this policy/regulation.

Reporting

The Superintendent/designee will direct preparation of a report at least quarterly to the Board concerning the current status and performance of the District's investments. The quarterly investment report will include but not be limited to:

1. Investment type, issuer, maturity, par value, and dollar amount invested in all securities and monies held by the District.
2. Funds or investments managed by contracted parties.
3. Market value as of the date of the report and the source of valuation.
4. Citation of compliance with the District's investment policy/regulation or an explanation for noncompliance.
5. Statement of the ability or inability to meet expenditure requirements for six (6) months, as well as an explanation of why funds will not be available if that is the case.
6. Statement of the percentage of the District total investments which comprise each category of the investment set out herein.
7. Rating levels for commercial paper and bankers acceptances.

The quarterly investment report will be delivered at an open session of a regular meeting of the Board. A copy of the District investment policy/regulation will be provided to each outside manager of District investment funds. Commitment to compliance with this policy/regulation will be a precondition for initial placement of District funds. Adherence to District policies/regulations will be condition for continued retention as a manager of District funds.

FINANCIAL OPERATION

Policy 3165
(Regulation 3165)

Procurement Standards – Federal Contracts

The District will comply with all applicable regulations issued by the Office of the Secretary – Education related to procurement activities in federal related contracts. These provisions include, but are not limited to, procurement, disposition of unused supplies, copyrights and debarred or suspended parties. The District will maintain a contract administration system which ensures that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Detailed requirements for compliance are incorporated into Regulation 3165.

Procurement Standards – Federal Contracts

Conflict of Interest

The District maintains a written code of standards of conduct which governs the performance of District employees who may be engaged in the award and administration of contracts. These standards will include a prohibition against employees who are involved in the selection, award or administration of a contract supported by Federal funds, if a conflict of interest, real or apparent, would be involved.

A conflict of interest would arise if a District board member or employee, any member of their family, their partner, or an organization which employs or is about to employ any of the parties named in this paragraph, has a financial or other interest in the firm selected for the award.

Neither District board members, nor employees will accept gratuities, favors, or anything of monetary value from contractors, potential contractors or parties to sub-agreements. This rule will not apply to gifts of less than ten dollars (\$10.00), or is an unsolicited item of nominal intrinsic value. Violations of these conflict of interest provisions will result in disciplinary action up to and including termination for employees, and up to and including public sanction of a violating Board member.

Avoidance of Unnecessary/Duplicate Purchase

The District will review proposed procurements to avoid purchases of unnecessary or duplicative items. Consideration will be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. Where appropriate to foster great economy and efficiency, the District will consider entering into state and local intergovernmental agreements for procurement, or lease of common goods and services. Moreover where appropriate, the District will use Federal excess and surplus property in lieu of purchasing new equipment and property.

The District will, when appropriate, consider and utilize value engineering clauses in contracts for construction projects for cost reductions. In making awards, the District will select contractors to successfully perform under the terms of the procurement. In analyzing the suitability of contractors, consideration will be given to contractor integrity, compliance with public policy, past performances, as well as, financial and technical services.

Recordkeeping

The District will maintain records sufficient to detail the significant history of a procurement. These records will include, but not be limited to, the following:

- rationale for the method of procurement;
- selection of contract type;
- contractor selection/rejection; and
- basis for the contract price.

Time and Material Type Contracts

The District will use time and material contracts only after a determination has been made that no other contract is suitable and, if the contract includes a ceiling price, which the contractor may exceed only at its own risk.

Contractor Compliance Resolution

The District is responsible for resolution and settlement of all contractual and administrative issues arising out of Federal related procurements including, but not limited to, source evaluation, protests, disputes and claims. Violations of law will be referred to the local, state or federal authority having jurisdiction.

The District will maintain procedures to handle and resolve procurement disputes, including provisions to share information regarding the protest to the awarding agency.

Competition for Contract Awards

The District will conduct all procurement transactions in a manner providing full and open competition. In doing so, the District will avoid:

- placing unreasonable requirements on firms seeking to qualify to do business;
- requiring unnecessary experience or excessive bonding;
- noncompetitive pricing practices among bidders;
- noncompetitive awards to consultants that are retainer contracts;
- organizational conflicts of interest;
- specifying only a brand name product instead of allowing an equal product to be offered; and
- any arbitrary actions in the procurement process.

The District will avoid in such Federal procurements administratively imposed in – state or local geographical preferences in the evaluation of bids or proposals, except where federal law expressly mandates or encourages such preferences. However, when contracting for architectural and engineering services, geographic locations may be a selection criteria provided that the use of such criteria leaves a sufficient number of qualified firms to compete for the contract.

Procedures for Procurement Transactions

The District will ensure a clear and accurate description of the technical requirements for the material, product or service to be provided under federally related procurements. The description may include a statement of the qualitative nature of the material, product or service to be procured and when appropriate will set forth those minimum essential characteristics and standards to which it need conform in order to satisfy the intended use. Where appropriate, a “brand name or equal” description may be used to define the performance or other requirements of a procurement.

The District will ensure that all prequalified lists of persons, firms, or products are current and include enough qualified sources to ensure maximum open and free competition. Potential bidders will not be precluded from qualifying during the solicitations process.

Methods of Procurement Affecting

Micro Purchases

Where small purchases under Three Thousand Five Hundred Dollars (\$3,500.00) price quotations will be obtained from an adequate number of qualified sources. Micro Purchases will be distributed equally among qualified vendors.

Small Purchases

The District will utilize the following procurement procedures for purchases of \$50,000 or less. The District where feasible will obtain at least three (3) bids or quotes for each such purchase. The District will maintain documentation for all “small purchases” including the small purchase item; identity of quotes/bids; amount of such bid/quotes; and the date of purchase.

Sealed Bids

When procurement is by sealed bid (formal advertising), bids are publically solicited and a firm-fixed price contract is awarded, the award will be made to the responsible bidder whose bid, conforming with all material terms and conditions of the invitation to bid, is the lowest in price. The sealed bid procurement method will be utilized for all purchases in excess of \$50,000. The sealed bid method is preferred for construction if the following conditions apply:

- a complete adequate and realistic specification is available;
- two or more responsible bidders are willing and able to compete for the project;
- the procurement lends itself to a firm price contract; and
- selection of the successful bidder can be made principally on the basis of lowest price.

If sealed bids are used, the following requirements apply:

- invitation to bid will be publically advertised and bids will be solicited from an adequate number of known suppliers providing them sufficient time to bid;
- invitation to bid will define the items or services to be bid;
- all bids will be publically opened at a time and place described on the invitation to bid;
- firm fixed-price contract award is made to the lowest responsive and responsible bidder; and
- any and all bids may be rejected when there is a sound documented reason.

Competitive Proposal

The District will utilize a competitive proposal method when conditions are not appropriate for the use of sealed bids. This method will be utilized where either a firm-fixed price is capped or cost reimbursement contract is available. When this method is used, the following requirements will apply:

- requests for proposals will be publicized along with evaluation factors and their relative importance;
- proposals will be solicited from any adequate number of qualified sources;
- a clear method of technical evaluations of the proposals and selective of any awardee will be utilized;
- awards will be made to the firm whose proposal is most advantageous to the program with price and other factors considered; and
- this method may be used for selection of architectural and engineering firms where qualifications are evaluated and the most qualified firm is selected subject to negotiations; and
- more than one contractor/vendor is submitted an offer.

Noncompetitive Sole Source

Where appropriate, procurement may be made by a proposal from any one source or after solicitation, competition is deemed inadequate. This method will be used when small purchase procedures, sealed bid, or competitive proposals are not feasible and one of the following applies:

- item is available from only one source, or there is an emergency situation;
- using the services of the Small Business Administration and the Minority Business Development Agency;
- requiring the prime contractor, where subcontracts are to be left to utilize the steps set out above sole source purchases will be well documented concerning the necessity for all sole source purchases.

Contract Cost and Price

The District will perform a cost or price analysis in connection with every procurement action. At a minimum, the District will make independent estimates before receiving bids or proposals. A cost analysis will be required when adequate price competition is lacking and for sole source procurements, unless price reasonableness can be established on the basis of catalog or mailed price. The District will negotiate profit as a separate element of the process for each contract.

- public emergency will not permit a delay in competitive solicitation; and
- the awarding Federal agency authorizes this method.

Contracting with Small and Minority Firms, Women's Business Enterprise and Labor Surplus Area Firms

The District will take all necessary steps to assure participation of such firms. Affirmative steps will include:

- placing such firm on a solicitation list;
- assuring that such firms are solicited whenever possible;
- when economically feasible dividing total requirements into smaller contracts or quantities; and
- when economically feasible establishing delivery requests which encourage participation for such firms in which there is no price competition and small cases where cost analysis is performed. Consideration will be given to the complexity of the work, the risk to be borne, contractor's investment, the amount of subcontracting, quality of contractors' work on similar work.

Costs or prices on estimated costs will be allowable only to the extent that costs incurred or cost estimates are consistent with Federal cost principals. The District will not use a cost plus a percentage of cost and a percentage of construction cost method.

Agency Review

The District will make available, upon request of the Federal agency, all documents, including but not limited to, procurement specifications; invitations to bid; procurement procedures; pre-award documents.

Biding Requirements

The District will require bonding for all construction or facility improvements ensuring that the awarding Federal agency's interests are adequately protected as provided in federal regulations.

Contract Provisions

The District's contracts under the Regulation will include:

- administrative, contractual or legal remedies for contractor breaches and provide appropriate remedies for such breaches;
- compliance with Executive Order (EO 11246);
- compliance with Copeland Anti-Kickback Act;
- compliance with Davis Bacon Act;
- compliance with § 103 and 107 of the Contract Work Hours and Safety Standards Act;
- notice of awarding agency's requirements and regulations pertaining to reporting;
- notice of awarding agency's requirements and regulations pertaining to patent rights;
- notice of awarding agency's requirements and regulations relating to copyrights and rights in data;
- access to contractor's book documents, papers and records which are pertinent to the contract;
- compliance with all applicable standards, order or requirements under §306 of the Clean Air Act, §508 of the Clean Water Act (EO 11738) and Environmental Protection Act Regulations; and
- mandatory standards and policies relating to emergency efficiency contained in the state emergency conversation plan.

Background Checks

All District vendors shall conduct criminal record and sexual offender background checks on each of its employees who, under a procurement contract, may provide services on District property or at District events. Copies of such record requests will be provided to the District upon request.

Faith Based Organizations

Faith based organizations are eligible to contract with those Districts on federally related contracts on the same basis as any other private organization. In such contracting, the District will not discriminate for or against an organization based on the organization's religious character or affiliation. However, private organizations that engage in inherently religious activities, such as religious workshops, instruction or proselytization must offer these services separately in a time or location separate from any programs or services supported by a federally related District contract.

A faith based organization that contracts with the District on a federally related contract may retain its independence, autonomy, right of expression, religious character and authority over its governance.

FINANCIAL OPERATION

Policy 3166
(Regulation 3166)

Financial Management

Federal Awards – Allowable Costs

The District assumes responsibility for ensuring that Federal funds have been expended and are accounted for consistent with Federal program regulations and approved applications. Costs are generally categorized as either direct or indirect. All coding of direct and indirect costs will generally follow the Missouri School Finance Accounting Manual.

Direct Costs

Direct costs include salaries, fringe benefits, purchased services, supplies and equipment. Direct charging of administrative or clerical staff costs will be appropriate only if all of the following conditions are met:

1. Such costs are integral to a project or activity.
2. Individuals involved can be specifically identified with the project or activity.
3. Such costs are explicitly included in the budget or have the prior written approval of the Federal Award Agency.
4. The costs are not recovered as an indirect cost.
5. These conditions may be met using a job description along with time and effort documentation.

Indirect Costs

Indirect costs are those which are not readily identified with the activities funded by the Federal grant or contract, but are nevertheless incurred for the joint benefit of these activities and other activities and programs of the District. Accounting, auditing, personnel, budgeting, purchasing and operation/maintenance of plant are examples of services which typically benefit several activities and programs for which appropriate costs may be attributed to the Federal program by means of an indirect cost allocation plan. The indirect rate cost used in calculating the indirect cost depends on whether the grant is a restricted or unrestricted.

Documentation of Personnel Costs

Charges for salaries and wages will be based upon records that reflect the work performed. Records are required for all employees, including teachers, paraprofessionals, administrators and other staff paid with Federal funds. These records will document the time and effort such individuals spend within the program. The portion of the federally paid salary will be reflective of the actual activity, not budgeted, the individuals has contributed for the specific Federal program. Time and effort reporting is required when any part of an individual's salary is charged to a Federal program or used as a match for a Federal program.

February 2017

FINANCIAL OPERATION

Regulation 3166

Financial Management

Federal Awards – Allowable Costs

Allowable, Reasonable, Allocable Cost Principles

Allowable

To be allowable under a Federal award, costs will meet the following criteria:

1. Be necessary and reasonable for the performance of the Federal Award and be allocable to the Award.
2. Conform to limitations or exclusions in these principles or in the Federal award as to types or amounts of cost items.
3. Be consistent with policies and procedures that apply uniformly to both federally–financed and other District activities that are non-Federal.
4. Be given consistent treatment. A cost may not be assigned as a direct cost if any other cost for a like purpose is assigned as an indirect cost.
5. Be in accordance with generally accepted accounting principles.
6. Not be included as a cost or used to meet cost sharing or matching request of any other federally financed project in either the current or a prior project.
7. Be adequately documented.
8. Be net of all applicable credits.

Reasonable

A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a reasonable person under the prevailing circumstances. In determining reasonableness of a specific cost, consideration must be given to:

1. Whether the cost is generally recognized as ordinary and necessary for the operations of the District, or the proper and efficient performance of the Federal award.
2. The restraints or requirements imposed by sound business practice, and terms of the Federal grant.
3. Market prices for comparable goods or services for the District’s geographic area.
4. Whether District individuals involved in the Federal grant acted with prudence.
5. Whether the District has significantly deviated from its established practices and policies regarding the incurrence of costs.

Allocable

A cost is allocable to a particular Federal award if the goods or services involved are chargeable or assignable to the Federal award in accordance with the benefits received. This standard is met if the cost:

1. Is incurred specifically for the Federal award.
2. Benefits both the Federal award and other work of the District and can be allocated on proportions using reasonable methods.
3. Is necessary to the overall operation of the District and is assignable in part to the Federal award.

Allowability Procedures

At the time of budgeting for a Federal award, all costs, direct and indirect, will be reviewed by the District's Federal Grant administrator to assure compliance with Federal allowability principles.

1. All purchase orders/invoices will be screened by the District's finance officer to ensure consistency of the budgeted items with Federal allowability principles.
2. An annual risk assessment will be conducted consistent with 2 CFR Part 200.331(b).
3. The District's outside auditor will review compliance with Federal allowability standards as part of the annual audit.

Documentation of Personnel Costs

Semi-Annual Certification – Where employees are expected to work solely on a single Federal award or cost objection, charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the certification period.

Monthly Personnel Reports

Where District employees work on multiple activities or cost objectives, a distribution of their salary and wages will be supported by personnel activity reports. Similar procedure will be used for District employees working on cost sharing or matching activities.

If the District elects to work under a substitute system for time and effort, the District will seek approval by DESE.

Stipends and Extra Duty Pay

Where the District pays for extra work beyond an employee's regular contract, the District will have developed written documentation that demonstrates the extra work to be performed; the dates of performance; and the amount or rate to be paid to such employee. A contract will also be signed by the District and the employee to show acceptance of the terms. In addition, the employee must complete time and effort documentation that supports the extra work beyond the employee's regular contract. This documentation may be a semi-annual time certification or monthly personnel activity report.

FINANCIAL OPERATION

Policy 3170

Financial Management

Purchases By and/or Solicitation of School Staff

Conflict of Interest

The School District will not purchase supplies or materials from a staff member of the School District, nor from a member of the household of the staff member, except in emergency situations as determined by the Superintendent of Schools. Neither will the District purchase supplies, materials or services from a member of the Board of Education or from a member of his/her household, or from a firm in which he/she holds a major interest.

Endorsements

Employees of the District will not endorse products or services in such a manner that will identify the employee as an employee of the School District.

Procurement Activities

In any purchasing activities all employees shall refrain from soliciting, discourage the offer of, and decline gifts if offered by any vendor wishing to do business with, or who is doing business with the School District. Instead of making an offer of gifts, the vendor should be encouraged to discount the price of the goods to the school.

Solicitation/Distribution

The advertising of sale or distribution of any goods or service on school property, for any school activity, shall have prior approval from the building principal or Superintendent. This includes but is not limited to: school personnel, students, parents/guardians, relatives, general public and commercial businesses.

Solicitations of School Staff

Agents, solicitors, and salespersons will be denied the privilege of seeing the school staff during the school day except with permission of the administration.

FINANCIAL OPERATION

Policy 3180

Financial Operations

Procurement of Professional Services

The Board of Education and the Administrators recognize that some professional services are necessary on certain occasions to assist in the governance of the District. These services include attorneys to provide legal counsel with specific expertise regarding education policy matters, architects, certified public accountants to annually audit the financial statements of the District and to provide answers to questions that arise during the course of the fiscal year. Similarly, it may be necessary to obtain financial advisory services to monitor the long range debt objectives of the District, as well as, bond counsel to address questions that arise with existing debt and various reports occasionally sought by the Missouri State Auditor and the United States Treasury branch of Internal Revenue Service and others.

While in some instances it may be possible to seek bids for the financial services and bond counsel each time a need arises, there are also numerous benefits to maintaining longer term relationships with specific professionals. Having a satisfactory relationship with a professional service provider includes fair pricing, timely delivery, dependable and sound advice concerning areas of expertise, a personality match with administrators and board members and numerous other factors. As long as the board members and administrators are comfortable with the quality of services provided, it is not essential that annual bidding occur merely to drive prices to their lowest level. By losing historical memory of any professional service provider, the District may in the long run incur more expense for the new firm to educate their representatives. On other occasions if the administrator expresses belief that service quality is slipping, expenses and fees are escalating at unacceptable levels, or any other non favorable working situation is developing, nothing in this policy is intended to preclude seeking proposals from other vendors offering similar services. The Board of Education and Administration believes that the collective expertise within the District is sufficient to judge if and when seeking alternative providers is prudent.

FINANCIAL OPERATION

Policy 3210

Payroll

Payroll Deductions

Payroll deductions may be made for the following purposes:

1. To meet legal requirements.
2. Insurance premiums charged by the insurance company which is currently providing coverage purchased by the School District.
3. Deductions for annuity contributions at the employee's option, provided however, that the payments are to be made to: (1) a company for which the school is currently making deductions; (2) the company with which the school has group health insurance coverage.
4. Other items as may be agreed upon by the District and the employee.

FINANCIAL OPERATION

Policy 3230
(Form 3230)

Payroll

Expenditures for Certificated Staff

The District will expend for tuition, teacher retirement, and compensation of certificated staff a percentage of current operating costs that is no less than two percentage points less than the base school year certificated salary percentage

Or

Have an unrestricted fund balance in the combined incidental and teachers' fund on June 30 which is equal to or less than 10% of the combined expenditures for the year from those funds.

Or

Maintain or increase its fiscal instructional ratio of efficiency (FIRE) compared to the District's FIRE for the 1997-98 base year.

The District's FIRE is the quotient of the sum of the District's current operating costs plus the cost of improvement of instruction and the cost of purchased services and supplies for operation of the facilities housing those programs, and excluding student activities divided by the sum of the District's current operating cost for kindergarten through grade twelve, plus all tuition revenue received from other districts minus all noncapital transportation and school safety and security costs.

FINANCIAL OPERATION

Policy 3310

Revenue

Revenue from Tax Sources

Local Tax Sources

In the process of preparing the annual budget, the Superintendent or Assistant Superintendent for Business shall estimate the amount of actual local tax revenue anticipated to be raised, the rate required to produce the amount, and the rate needed to support the principal and interest payment on bonded indebtedness and general financial obligations of the District. The Superintendent shall recommend the appropriate tax rate to the Board of Education for approval.

If required, the Board shall submit to the voters a proposition for increase in the tax rate beyond the current approved level if it is deemed necessary to obtain increased revenue to meet projected District expenses. State law and Article X, Section 11C of the Missouri Constitution shall govern tax election procedures.

State Tax Sources

All state funds will be accepted for the operation of the District as provided by entitlement by law and through regulations of the Missouri State Board of Education or Missouri Department of Elementary and Secondary Education.

The Superintendent or Assistant Superintendent for Business is responsible for filing all required reports and forms to obtain state funds to which the District is entitled to receive according to developed rules and regulations.

FINANCIAL OPERATION

Policy 3320
(Regulation 3320)

Revenue

Taxing Authority/Tax Rate Hearing

The Board will annually prepare an estimate of the amount of money to be raised by taxation for the ensuing school year, the tax rate required to produce the amount and the rate necessary to sustain the District's schools for the ensuing year, to meet principal and interest payments on the bonded debt of the District, and provide funds to meet other legitimate District purposes. The District will forward the estimate to the county clerk on or before September 1.

FINANCIAL OPERATION

Regulation 3320

Revenue

Tax Rate Hearing/Taxing Authority

The Board of Education will annually conduct tax rate hearing(s) prior to September 1. The purpose of the tax rate hearing process is to provide administrative recommendations, obtain community input and adoption of a tax rate. Notice of all tax rate hearings will be provided by posting in at least three District sites or publication in a local newspaper at least seven (7) days prior to the hearing. Written notice will include the District's assessed valuation, proposed tax rate, date, time and place of hearing and will advise where copies of the proposed tax rate may be obtained.

FINANCIAL OPERATION

Policy 3330
(Regulation 3330)

Revenue

Bonded Indebtedness

The School Board may issue bonds for any District expenditures as prescribed in state law. Funds raised through the sale of bonds may be expended only for the purpose set forth in the election which authorized the sale.

FINANCIAL OPERATION

Regulation 3330

Revenue

Bonded Indebtedness

The Missouri state law guidelines shall serve to direct the Board's bonds issue. Guidelines currently include the following provisions:

1. A two-thirds vote is required to approve the issuance of bonds if the issue is not submitted at a general, primary or municipal election.
2. A four-sevenths vote is required before bonds may be issued if the proposal is submitted at a general, primary or municipal election.
3. Revenues from taxes levied for the purpose of satisfying bonded indebtedness, including principal and interest, will be recorded in the debt service fund.
4. Twenty years is the maximum number for which bonded indebtedness may be obligated.
5. Bonds shall be issued in denominations of one thousand dollars or multiples thereof.
6. The limit for District bonded indebtedness is 15% of the value of taxable tangible property as documented by the last completed assessment for state and county purposes.

FINANCIAL OPERATION

Policy 3331

Revenue

Borrowed Funds

State law authorizes the Board to borrow funds in anticipation of the collection of taxes in order to insure continuity in the operations of the District. The School Board must approve in advance all applications for loan indebtedness. The amount borrowed and the repayment of notes payable shall be within guidelines as established by state law and rules and regulations of the Missouri Department of Elementary and Secondary Education.

FINANCIAL OPERATION

Policy 3340

Revenue

Building Use

All receipts from fees for the use of school property by individuals or community groups shall be deposited in the General Revenue fund.

FINANCIAL OPERATION

Policy 3350

Revenue

Student Fees and Fines

Fees

No fees shall be charged for enrollment, supplies, equipment or costs attributable to courses of study which are offered for credit. Students shall be required to pay for materials which are used in constructing projects or other items which are to be removed from the school and are thereby the property of the student. All projects constructed at school with materials provided by the school are the property of the District and therefore shall not be removed from school unless approved by the appropriate administrator.

Students may be charged fees or admission for participation in activities which are voluntary, such as attendance at school athletic or other co-curricular events. The fee schedule for such events shall be submitted to the Board of Education for approval annually.

Fines

Every effort shall be made to protect the financial resources of the District by collecting all payment for student fines, lost or damaged textbooks, damage or vandalism to school property. Collected fines shall be deposited in the appropriate account in order to charge replacement costs for books, materials, equipment or repaired property to the appropriate budget item.

FINANCIAL OPERATION

Policy 3360

Revenue

Tuition

Except when waived, tuition must be paid by non-resident students of the District. The annual rate will be determined by the Board of Education for individuals who wish to attend. Permission to enroll will be granted after reasons for requesting admission have been reviewed and after it has been determined that class enrollments are not excessive.

FINANCIAL OPERATION

Policy 3370
(Form 3370)

Revenue

Fund-Raising

All fund-raising activities and planning for fund-raising shall be done after school hours unless prior permission is received from the building principal.

Any fund-raising activity which involves students or employees shall require the approval of the building principal and Superintendent. Involvement is defined as: any activity which advertises the school, students or school organization.

FINANCIAL OPERATION

Policy 3380
(Regulation 3380)

Revenue

Sale/Lease of Real Property

The Board of Education may vote to sell or lease real property, land, and/or buildings which are no longer needed by the District and which are located within the boundaries of the District. Similarly, the Board may vote to sell such real property located outside of the District's boundaries.

FINANCIAL OPERATION

Regulation 3380

Revenue

Sale/Lease of Real Property

If the Board of Education affirmatively votes to sell or lease unneeded real property, the sale will be conducted as follows:

Listing with Real Estate Broker

At its option, the Board may list the property with one or more real estate brokers licensed by the State of Missouri. In such cases, the Board is authorized to pay a commission upon successful completion of such sale or lease.

Sales/Lease to Highest Bidder

If the Board chooses not to list the unneeded real property with a real estate broker, the notice of the sale or lease will be published in a newspaper of general circulation in the community in which the District is located in whole or in part. Notice of the sale or lease will be published at least once a week for two consecutive weeks with the last publication to be at least seven (7) days prior to the sale or lease. Property will then be sold/leased to the highest bidder. The Board reserves the right, in its sole discretion, to set a minimum bid.

Sale/Lease to City, State, or Governmental Subdivision

The Board may also elect to sell or lease such real property to a city, state agency, municipal corporation, or other governmental subdivision located within the District for public use or purpose. In such case, the notice will be given by publication in a newspaper of general circulation as set out in the preceding section. The price for sale or lease of the property will be as agreed upon by the District and the governmental entity.

Regardless of how sold/leased, the lease or deed of conveyance will be signed by the Board President and attested to by the Board Secretary. The proceeds from such sale/lease, except for districts identified as financially distressed, will be placed in the capital projects fund.

Disposal of Previously Donated Property

If after ten years following the donation of real property, the District may sell the donated property after first offering to return the property to the previous owner. If the previous owner declines, the District may sell the property as surplus.

October 2010

FINANCIAL OPERATION

Policy 3381

Revenue

Purchase Lease of Real Estate

The Board may enter into agreements in order to provide for the acquisition, construction, improvement, extension, repair, remodeling, renovation and financing of sites, buildings, facilities, furnishings and equipment for the use of the District for educational purposes.

Lease

The Board may approve a lease of sites, buildings, facilities, furnishings and equipment.

The Board may also sell or lease at fair market value any existing sites, buildings and facilities in order to acquire, construct, improve, extend, repair, remodel, renovate, furnish and equip buildings and lease back or purchase such sites, provided that any lease back to the District is not for more than one (1) year in length and will not provide for more than twenty-five (25) successive options to renew the lease under the same conditions and provided there is an agreement to convey or sell the sites, buildings or facilities and attendance improvements back to the District with clear title at the time payments have been completed.

The Board may make such rental payments under such leases provided that in no event shall the District become indebted in an amount in any year exceeding the income and revenue of the District for such year, plus any unencumbered balances from previous years.

Notice that the Board is considering such project shall be given publication in a newspaper published within the county in which all or part of the District is located which has general circulation in the area once a week for two (2) consecutive weeks, the last publication to be at least seven (7) days prior to the date of the Board meeting at which the project will be concluded and acted upon.

FINANCIAL OPERATION

Policy 3390

Revenue

Sale/Lease of Personal Property

Whenever the District has personal property (i.e., desks, file cabinets, materials, equipment) which the District no longer needs, a majority of the Board may vote to sell or lease such surplus property. Surplus personal property may be sold or leased to a city, state agency, municipal corporation, or other governmental subdivision of the state which is located within the boundaries of the District for public purposes at a mutually agreed price and upon notice to the public. In the alternative, the District may sell or lease such surplus personal property to the highest bidder. Public notice of the sale or auction of surplus personal property will be published once a week for two consecutive weeks in a general circulation newspaper published within the county in which the District is located. The sale itself will occur as scheduled by the Board at least seven (7) days after the final published notice. The proceeds from the sale or lease of surplus personal property will be placed in the capital projects fund.

FINANCIAL OPERATION

Policy 3410

Accounting and Reporting

Accounting System

The District will adhere to the accounting guidelines of the Missouri Department of Elementary and Secondary Education.

Oct. 99

FINANCIAL OPERATION

Policy 3420

Accounting and Reporting

Annual Report

The District annually publishes a statement of all receipts of school moneys, when and from what source derived, and all expenditures and the account from which expenditures were made. This statement will also include the present indebtedness and the nature of such indebtedness as well as the rate of taxation for all purposes for the year. Such statement will be attested by the president and secretary of the Board and forwarded to the State Board of Education. This financial statement will be published on or by September 1, in a newspaper located within the District or generally circulated within the District.

FINANCIAL OPERATION

Policy 3430

Accounting and Reporting

Authorized Signatures

The School Board president and treasurer shall sign all checks issued by the District. According to state statutes, if approved by the Board of Education, facsimile signatures may be printed on District checks.

FINANCIAL OPERATION

Policy 3440
(Regulation 3440)

Accounting and Reporting

Travel and Reimbursement

It is the policy of the Board of Education to pay reasonable travel expenses for those who travel on School District business and whose trip has been approved in advance by the Superintendent of Schools or by the Assistant Superintendent for Business. These expenses include registration, transportation, meals, lodging, tolls, and parking charges. Expenses are reimbursed only when properly accounted for by an individual and approved by the Superintendent or by the Assistant Superintendent for Business.

Accounting and Reporting

Travel and Reimbursement

Travel Expense Allowance

Upon recommendation of the Superintendent, approved by resolution of the Board, any employee may be authorized for purposes deemed beneficial to the District, to discharge duties and to attend conference, meeting, conventions, etc., requiring absence from duty and travel outside the District, with or without allowance for expenses. When full expenses are allowed, they shall be deemed to include registration, transportation fees, lodging and meals. Expenses are reimbursed only when properly accounted for by the employee within six weeks (42 days) after the expense was paid, or incurred by the employee. If the employee does not comply within 42 days; travel reimbursement expenses will not be reimbursed, or approved by the Superintendent, or by the Assistant Superintendent of Business.

Each employee allowed travel expense shall file with the Superintendent/designee an itemized account of expenses incurred and shall be reimbursed provided that any such employee may request and receive an advance of estimated expenses subject to adjustment upon filing of the itemized account. Each employee shall submit to the Superintendent/designee such other reports as may be required.

The Superintendent may authorize attendance at professional meetings by staff members, members of the Board of Education, and others working on School District matters, and may approve reasonable expenditures that may include an amount set annually by the School Board per diem, lodging and travel expenses and applicable registration fees.

The Superintendent shall notify the Board of Education of the date and purpose of the event for which such approval is granted, name(s) of person(s) attending, and cost to the School District.

The Superintendent shall have the power to excuse any employee from duty for the above purposes for a period not to exceed two (2) days without allowance for expenses (district professional leave).

Reimbursement Policies

1. Mileage reimbursement is not authorized between home and office/base school.
2. Employees who travel directly from home to other than office/base school on official business are entitled to a mileage allowance of the distance in excess of that from home to office/base school. The same policy is applicable to return trips. In this case a

reimbursement request must show that all mileage excludes round trip mileage from home to office/base school.

3. Employees who travel from school to school on official duty are authorized mileage from the first to the last school visited subject to the restrictions outlined in the paragraph above.
4. When transportation is performed by privately owned vehicle, mileage is authorized at an annually determined rate, subject to provisions of the paragraph below.
5. When private transportation can be pooled, the driver of the vehicle is authorized reimbursement at the annually determined rate. When transportation pooling is not desired by the individuals concerned, each traveler will be limited to an equal share of the annually determined rate per mile.
6. In performing necessary local travel, personnel will use the most direct well-traveled route between any two points. Claims for mileage reimbursement will be for actual miles driven based on odometer readings.

FINANCIAL OPERATION

Policy 3450
(Regulation 3450)

Accounting and Reporting

Sales Tax

Pursuant to Chapter 144, R.S.Mo., school districts are exempt from Missouri sales and use tax on purchases. All sellers or vendors shall be furnished a copy of the official State of Missouri Tax Exemption Letter by the Finance Office at the time a purchase order is delivered.

Administrators, teachers, or other school staff who have been authorized to make purchases for the District from local retail dealers will provide a copy of the tax-exempt letter to such dealer at time of purchase.

District representatives are prohibited from using the District tax-exempt letter for purchase of articles for personal use.

FINANCIAL OPERATION

Regulation 3450

Accounting and Reporting

Sales Tax

Suppliers or retailers selling rings, pictures, sweaters, jackets, school annuals, musical instruments, shoes and similar items or the rental of gowns, caps and other items which are for personal, individual benefit and use of a student, should include and collect the sales or use tax on such sales or rentals.

Purchase orders will designate if purchases are for school purposes and not for student's individual and personal ownership, and if the purchases are for the school's purposes as part of their regular educational activities, no tax should be collected by the sellers. (Examples of non-taxable situations: When a school purchases books, desks, school supplies and equipment; diplomas, medals, awards or cups; athletic, musical or other equipment and supplies purchased for the athletic and other departments; and for the general use by or benefit of all students entered or engaged in regularly sponsored school athletic or other educational programs, classes, events or activities.)

Operators of vending machines or commissaries located in schools, but not operated by the schools or any school group, are required to report the tax on the gross receipts from these vending machines or commissaries operated by them (retailers).

Tax will not be collected on admissions charged to school plays or entertainment sponsored as a part of the regular school program, as such activities are considered occasional in nature. However, when entertainments or programs are put on by individuals, entertainers or groups who make this a business and receive as compensation a portion of the net receipts, then the sales tax must be collected on the admission charge even though sponsored by the school, and the profits, if any, are intended to be used for school purposes.

FINANCIAL OPERATION

Policy 3460

Accounting Reporting

Student Attendance Accounting

An accurate accounting of student attendance, transportation and food service records shall be kept by the School District. The records will be in accordance with state law and appropriate regulations of the Missouri Department of Elementary and Secondary Education.

Building principals/supervisors will be responsible for maintaining student attendance accounting, and for submitting monthly reports of such records to the Superintendent, who will in turn be responsible for preparing reports to be submitted to the appropriate state offices.

FINANCIAL OPERATION

Policy 3470

Accounting and Reporting

Average Daily Attendance – Early Childhood Program

Pupils between the ages of three and five years old who are eligible for free and reduced lunches and who attend the early childhood education program are included in the District's calculation of average daily attendance. If a pupil who is eligible for free and reduced price lunch leaves the early childhood program during the school year, the District may fill the vacant enrollment spot with another pupil between the ages of three and five who is also eligible for free and reduced lunch without affecting the District's calculation of average daily attendance.

The total number of three and five year olds included in the District's calculation of average daily attendance must not exceed four percent (4%) of the total number of students who are eligible for free and reduced lunch between the ages of three and eighteen who are included in the District's average daily attendance.

October 22, 2018

ACCOUNTING AND REPORTING

Policy 3480
(Regulation 3480)

Financial Disclosure

Bond Proceeds Reporting

The District's (1) preliminary and final official statements or offering circulars and any supplements or amendments as required by and defined in the "*Annual Financial Information*" will be filed with the Municipal Securities Rulemaking Board's ("MSRB") Electronic Municipal Market Access ("EMMA") system, and (ii) notices of Material Events or Reportable Events, and any other required or voluntary disclosures to EMMA will comply in all material respects with the federal securities laws.

February 2015

Financial Disclosure

Bond Proceeds Reporting

In order to ensure compliance with the Security Exchange Act of 1954, the District hereby adopts the following policies and procedures:

(a)*Disclosure Officer.* The [Superintendent] [Business Manager] of the District is hereby designated as the officer responsible for the *Disclosure Procedures*.

(b)*Official Statements.* Whenever an Official Statement will be disseminated in connection with the issuance of obligations by the District, the Disclosure Officer will oversee the process of preparing the Official Statement pursuant to the following procedures:

1.The Disclosure Officer shall review and make comments on the first draft of the Official Statement. Such review shall be done in order to determine that the Official Statement does not include any untrue statement of a material fact or omit to state a material fact necessary in order to make the statements made in the Official Statement not misleading. The Disclosure Officer shall also be responsible for ensuring that the financial data presented with regard to the District is accurate and corresponds with the financial information in the District's possession, including but not limited to information regarding bonded indebtedness, notes, certificates, outstanding leases, tax rates or any other financial information of the District presented in the Official Statement.

2.After completion of the review, the Disclosure Officer shall (a) discuss the first draft of the Official Statement with the members of the Working Group and such officials of the District as the Disclosure Officer deems necessary and appropriate and (b) provide comments, as appropriate, to the members of the Working Group. The Disclosure Officer shall also consider comments from members of the Working Group and whether any additional changes to the Official Statement are necessary or desirable to make the document compliant.

3.The Disclosure Officer shall continue to review subsequent drafts of the Official Statement.

4.If, in the Disclosure Officer's reasonable judgment, the Official Statement is compliant, the Official Statement may be released for dissemination to the public.

(c)*Annual Financial Information.* The Disclosure Officer will oversee the process of preparing the Annual Financial Information pursuant to these procedures:

1.By November 27 of each year, the Disclosure Officer shall prepare (or hire an agent to prepare) the Annual Financial Information. The Disclosure Officer shall also review the audited or unaudited financial statements, as applicable, to be filed as part of the Annual Financial Information. In addition to the required updating of the Annual Financial Information, the Disclosure Officer should consider whether additional information needs to be added to the Annual Financial Information in order to make the Annual Financial Information, including the Financial Statements, taken as a whole, correct and complete in all material respects.

2.If, in the Disclosure Officer's reasonable judgment, the Annual Financial Information, including the Financial Statements, is correct and complete, the Disclosure Officer or retained agent shall file the Annual Financial Information with EMMA within the requisite timeframe.

(d)*EMMA Notices.* Whenever the District is required to file an EMMA Notice, or whenever the District decides to make a voluntary filing to EMMA, the Disclosure Officer will oversee the process of preparing the EMMA Notice.

1.The Disclosure Officer or retained agent shall prepare the EMMA Notice. The EMMA Notice shall be prepared in the form required by the MSRB.

2.If, in the Disclosure Officer's reasonable judgment, the EMMA Notice complies with the Undertaking and is correct and complete, the Disclosure Officer, or retained agent, shall file the EMMA Notice with EMMA within the timeframe allowed for such filing.

(e)*Additional Responsibilities of the Disclosure Officer.* The Disclosure Officer, in addition to the specific responsibilities outlined above, shall have general oversight of the entire disclosure process, which shall include:

1.Maintaining appropriate records of compliance with this Disclosure Policy and decisions made with respect to issues that have been raised;

2.Evaluating the effectiveness of the procedures contained in this Disclosure Policy; and

3.Making recommendations to the Board of Education as to whether revisions or modifications to this Disclosure Policy are appropriate.

(f) *General Principles.*

1.All participants in the disclosure process should be encouraged to raise potential disclosure items at all times in the process.

2.The Disclosure Officer should consider whether changes in form and content of Disclosures are necessary or desirable in order to ensure the Disclosures are accurate and complete.

3.When speaking to the market of potential investors, District officials ensure that the released information does not make any untrue statement of a material fact or omit to state a material fact necessary or desirable in light of the circumstances in which they were made.

4.The review and maintenance of the Disclosures is a fluid process and recommendations for improvement of the Disclosure Procedures should be solicited and regularly considered.

FINANCIAL OPERATION

Policy 3510

Auditing

Annual Audit

The books and accounts of the District will be audited by an independent certified public accountant in conformance with the prescribed standards and legal requirements. The Superintendent shall place before the Board the matter of the retaining of a certified public accountant. The auditor shall be selected by the Board. The audit shall be presented to the Board for examination.

The Superintendent will be responsible for filing copies of the audit with the proper authorities as prescribed by law.

FINANCIAL OPERATION

Policy 3610

School Activities Funds

Management

School activity funds are used to finance a program of student activities which supplement but do not take the place of the instructional programs provided by the Board of Education. Whether funds are collected from student contributions, club dues, special activities, or result from admissions to events or from other fund-raising activities, all funds will be under the jurisdiction of the Superintendent and building principals. The funds will be expended to benefit students currently enrolled in school. The management of the funds will be in accordance with good business practices, including sound budgetary and accounting procedures, and will be audited in the same manner as District funds. There shall be full disclosure of the sources and expenditures of all funds.

FINANCIAL OPERATION

Policy 3710

Insurance

Insurance Programs

The Board of Education shall maintain adequate insurance programs to cover property, liability and personnel, within the requirements of good risk management and state law. The administration will recommend to the Board the kind and amount of property, casualty and/or liability insurance needed for the protection of the District property, employees, and Board of Education, and will administer insurance authorized by the Board, unless otherwise directed.

Every effort shall be made to obtain insurance at the most economical cost consistent with required service by obtaining quotations or by negotiations, whichever method is advantageous to the District.

The District will maintain coverage on all buildings and capital outlay contents. Coverage should be 100% without coinsurance if available.

Liability coverage should include comprehensive general liability, employee benefits liability, vehicular liability and school board legal liability. (See also Policy 3730 – Liability.)

Insurance

Liability Insurance

The Board recognizes that legal actions may be initiated from time to time against the School District as a corporate entity, against the Board as a whole, against Board members as individuals, or against District officers, employees or other agents. The Board also recognizes the contribution that is rendered to the students of the School District by volunteers and is mindful that legal actions may be initiated against these individuals as well.

To protect members of the Board, District officers, employees, other agents and volunteers in the performance of their duties and responsibilities, the Board will defend its Board members, officers, employees, other agents and volunteers against claims for suits arising out of the performance of their duties and responsibilities. The Board shall indemnify its Board members, officers, employees, other agents and volunteers against all financial liability or loss resulting from such claims or suits including judgments for damages, attorney's fees, fines, court costs and amounts paid in settlement of such matters and reasonable and customary ancillary costs. Ancillary costs may include, for example, travel expenses incurred by Board members or others if they must appear for a case that is being tried outside the area.

The protection provided by this policy shall apply on an *occurrence* basis, which means that an individual will be indemnified even though he/she is no longer a member of the Board of Education or employed by or otherwise associated with the District when the lawsuit is filed.

The Board reserves the right, however, to deny representation and indemnification to any person covered by their Board policy in any instance in which there would be no coverage under the District applicable liability insurance program in which the claim "results in civil judgment or criminal conviction for" an intentional tort, immoral conduct, violation of any criminal or civil statute or violation of Board policy or regulations or administrative order or directive, whether verbal or written.

As a prerequisite to the right of legal representation and indemnification, any person who is served with legal notice commencing any action or proceeding against him/her for which indemnification is sought is required to immediately notify the Superintendent of the legal action after receipt of such legal notice.

The District shall maintain a program of self-insurance and/or insurance coverage sufficient to provide the legal defense and indemnification described in this policy. However, the District's purchase of liability insurance does not waive the District's entitlement to sovereign immunity.

FINANCIAL SERVICES

Policy 3740

Insurance

Bond For All Employees

All employees of the School District shall be covered by a blanket bond in an amount to be determined by the Board of Education with premiums to be paid by the Board.

Nov. 00

PERSONNEL SERVICES

Policy 4110

Employment

Equal Opportunity Employment

The Board of Education of the School District is an equal opportunity employer. The Board is committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The Board commits itself to the policy that there shall be no unlawful discrimination or harassment against any person because of race, color, religion, age, sex, national origin, ethnicity, disability, sex orientation or perceived sex orientation. All decisions with regard to employment shall be in compliance with applicable state and federal laws.

The Board is required by the Immigration Reform and Control Act to employ only American citizens and aliens who are authorized to work in the United States. The purpose of this law is to preserve jobs for those individuals who are legally entitled to them.

PERSONNEL SERVICES

Employment

Employment Procedures

Policy 4120
(Regulation 4120)
(Form 4120, 4120.1
4120.2, 4120.3,
4120.4)

The Board of Education, upon recommendation of the Superintendent, votes on the employment of all staff members. In approving applicants the Board will be guided by the desire to obtain individuals committed to providing the highest quality education for the District's students. For Title I staff qualifications and hiring, refer to Policy and Regulation 1621 – Title I.

No person will be employed by the Board until the District obtains a clear criminal records check and a clear check of the Child Abuse/Neglect Registry maintained by the Missouri Department of Social Services. Similarly, all persons employed by outside vendors/contractors who will have contact with students will be required to successfully undergo a criminal records and a clear check of the Child Abuse/Neglect Registry prior to contact with students. Such background checks will be performed at the vendors/contractors' expense and will, upon request, be shared with the District. All finalists for an employment position will be required to sign a release of liability authorizing prior employers, including school districts, to furnish any information about the applicant and the applicant's work performance, including but not limited to discipline records and performance evaluations. The administration may also conduct random background checks after employment. Failure to check references and prior employment for new hires prior to their start date may result in disciplinary action up to and including suspension without pay.

As part of the criminal records check, any person employed after January 1, 2005, shall submit two sets of fingerprints to be used by the Missouri Highway Patrol and the Federal Bureau of Investigation. The fingerprints shall be collected pursuant to standards determined by the Missouri Highway Patrol. All District employees who are authorized to access the Missouri Automated Criminal History Site (MACHS) will only use such criminal history information for purposes of verifying qualifications for employment. The District will not create copies of the criminal record for employment record purposes and will not disseminate the record, except as permitted by law.

The District will designate a full-time employee, who will be fully trained in the Missouri Highway Patrol's automated criminal history site (MACHS), to serve as the District Local Agency Security Officer (LASO). The District's LASO Security Officer will be responsible for implementation and oversight of the District's Use of MACHS for all applicants. Any employee who attempts to access MACHS without authorization, improperly disseminates an applicant's criminal history record or facilitates unauthorized access to MACHS, will be subject to disciplinary action up to and including termination.

All vacancies should be posted for a minimum of ten (10) school days before the Superintendent may recommend a qualified applicant to the Board for employment. In an emergency situation the Superintendent may temporarily employ an applicant prior to the expiration of the posting. The temporary applicant may be considered along with other applicants for the position after the ten days. However, in order to hire a Board member's spouse, the position must have been advertised. (Refer to Policy 0342 – Nepotism, Conflict of Interest and Financial Disclosure.)

The Superintendent or his designee is the person who shall respond to requests from potential employers for information regarding a former District employee. The information the District should provide is title, position, length of employment, whether the employee was terminated or resigned, and whether the District would re-hire the employee.

Additionally, when requests for information regarding a former employee against whom allegations of sexual misconduct involving a student have resulted in the employee being terminated or resigning in lieu of termination, or allegations of sexual misconduct have been substantiated by Children's Division, the Superintendent or his designee shall disclose the allegations of sexual misconduct and the findings of a CD investigation when responding to requests for information to a potential public school employer .

Any school district employee who is permitted to respond to requests for information, acting in good faith, who reports authorized information, as provided in this policy or, who, in good faith, reports alleged sexual misconduct on the part of a District employee, will not be disciplined or discriminated against because of such report.

This foregoing policy is intended to comply with the Amy Hestir Student Protection Act, Senate Bill 54, including section 162.068 RSMo. The District shall provide notice of this policy to all current employees and to all potential employers who contact the District regarding the possible employment of a District employee.

PERSONNEL SERVICES

Regulation 4120
(Form 4120, 4120.1
4120.2, 4120.3,
4120.4)

Employment

Employment Procedures

Certificated Staff

All staff members shall be appointed by the Board only upon recommendation of the Superintendent. Should a person nominated by the Superintendent be rejected by the Board, it shall be the Superintendent's duty to make another nomination.

The Superintendent shall assure that all persons nominated for employment meet certification requirements and the qualifications established for the particular position.

Interviewing and selection procedures shall assure that the principal or other administrator to be directly responsible for the work of the staff member has, to the extent possible, an opportunity to aid in his/her selection; however the final selection shall be made or approved by the Superintendent.

All candidates shall be considered on the basis of their merits and qualifications and the needs of the school system. In each instance the Superintendent and others playing a role in the selection shall seek to hire the best-qualified person for the job. No person shall on the basis of sex, race, religion, national origin, marital status, age or disability that will not impair performance be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment for recruitment, consideration, or selection, therefore, whether full-time or part-time, certificated or non-certificated, under any educational program or activity operated by the District.

To teach in the public schools of Missouri, the teacher must possess an appropriate and valid teaching certificate. The laws state specifically that the teacher must not assume that a portion of the school year can be taught before obtaining a certificate, because the certificate must be in force for the full time for which the contract is effective, beginning the first day of school. If the teacher does not already have a teacher's certificate or has not made arrangement to secure it, he/she should contact the office of the Superintendent/designee at once to make such arrangements. This certificate, along with official copies of transcripts showing all college hours and degrees must be kept on file with this office. If the certificate or letter of intent from the State Department is not on file, no salary payments will be made.

Support Staff

Letters of employment for support staff are issued as soon as feasible after salary schedule and terms have been approved by the Board. Since full-time employees begin their year on July 1, target date for issuance of letters of employment is as close to the beginning of the fiscal year as possible.

The work year for support staff personnel will be set by the Board based on classification and responsibilities.

Support staff employees will be paid on the Board-approved salary schedule.

Immigration Reform and Control Act

The federal Immigration Reform and Control Act requires all employers to hire only American citizens and aliens who are authorized to work in the United States in order to preserve jobs for those who are legally entitled to them. The District will implement the following procedures to assure compliance with the law:

1. Any employee hired after November 6, 1986, will complete an Eligibility Verification Form (Form I-9), and will produce documents that will establish his/her identity and eligibility to work. (Form I-9 contains a list of documents that will fulfill this requirement.)
2. The District will retain an individual's Form I-9 for three years after the date of hire or one year after the individual is terminated, whichever is later.
3. The form may be reviewed by the Department of Homeland Security (DHS) and potentially by other federal agencies. In order to minimize potential intrusion, Eligibility Verification Forms will be maintained separately from the employee's personnel files as stipulated in Policy 4860.

For further information concerning the procedures surrounding the Form I-9 or the District's obligations under the Act, consult the District office responsible for personnel matters.

Missouri Automated Criminal History Site (MACHS)

In accordance with law and to protect the district's students, the district will conduct criminal background checks on persons who are employed, volunteer or otherwise work in the district, using the Missouri Automated Criminal History Site (MACHS). The district and district employees will comply with state and federal law, rules, procedures and policies regarding the receipt, use and dissemination of criminal history record information of any individual.

Definitions

Authorized Persons – Individuals determined by the superintendent or designee to need access to or need to view criminal history record information in their official capacity with the district.

Criminal History Record Information (CHRI) – A criminal history of an individual obtained through the Missouri State Highway Patrol (MSHP) and/or the Federal Bureau of Investigation (FBI) using the individual's fingerprints. CHRI includes information on the arrest, detention, complaint, indictment or former criminal charge of an individual as well as the disposition of any charges

Security Incident – An act of violating an explicit or implied security policy regarding CHRI including, but not limited to:

1. Attempts (either failed or successful) to gain unauthorized access to a system or its data.
2. Unwanted disruption or denial of service.
3. The unauthorized use of a system for the processing or storage of data.
4. Changes to system hardware, firmware or software characteristics without the district's knowledge, instruction or consent.

Privacy Rights

Before requesting CHRI on any individual, the district will give the individual written notification that his or her fingerprints will be used to obtain the CHRI of the individual, and the district will provide the individual a copy of the statement "Noncriminal Justice Applicant's Privacy Rights."

Use

The district and its employees, officers and agents will only obtain CHRI when authorized by law and will only use CHRI, or the personally identifiable information first obtained by the district in CHRI, for the purposes of determining whether a person should be employed by or volunteer with the district or be employed by a contractor doing business with the district, as allowed by law.

Opportunity to Correct

Before releasing information regarding an individual to another district or taking adverse action against a person because of CHRI, the district will notify the individual who is the subject of the CHRI and give that person a reasonable opportunity to dispute and correct the record unless the person has declined to do so. If the individual is an applicant for employment with the district or a contractor doing business with the district and the position needs to be filled quickly, the district will not delay the employment decision solely because the individual seeks to correct his or her CHRI.

Access and Retention

Only authorized persons within the district may access, view or use CHRI. Authorized persons may not share or otherwise disclose information contained in CHRI to unauthorized persons unless explicitly allowed for in this procedure.

In general, the district will retain the CHRI within the district. The district will note in an employee's, volunteer's or applicant's personnel file that the background check was completed and whether the person was determined to be cleared for employment or assignment. In rare situations, the district may share records when necessary to determine whether the person is authorized to work in or with the district.

The district will release CHRI to DESE or to other Missouri public school districts seeking to employ the subject of the CHRI upon request by the individual if the district still has access to the information on the MSHP's secure website. The information will be sent by U.S. Mail or encrypted e-mail.

The district may run a background check on employees of or applicants for employment with a contractor that does business with the district, but the district will not provide CHRI to the contractor. Instead, the district will provide a clearance letter notifying the contractor whether the employee is cleared to provide services in the district. The district will not disseminate CHRI across state lines.

Upon request the district will provide a copy of the CHRI to the person who is the subject of the background check. The CHRI will only be released to the individual and not to relatives, spouses or friends. The district will note in the dissemination log that a copy was provided to the individual.

Recordkeeping

Authorized district employees will document when CHRI is disseminated to the individual who is the subject of the CHRI or any authorized person other than DESE or other Missouri public schools. Dissemination logs will minimally include the name of the subject of record, the person or agency requesting the information, a description of the record that was shared, the purpose for the request, how the record was sent or received, the date the information was released, and the name of the person who disseminated the information. This log will be retained for a minimum of three years or until the district is audited, unless the log is needed for other purposes.

Security

The district will provide for the security of any CHRI received, including the appropriate administrative, technical and physical safeguards to provide for the security and confidentiality of the information. This includes, but is not limited to, the following:

1. The district will routinely maintain physical copies of CHRI. The district will restrict access to authorized persons only. Physical copies of CHRI will be maintained in a controlled, secure environment, such as a locked cabinet in a room that is free from public or unauthorized access.
2. CHRI will not be relocated, transmitted or transported outside a secure location unless encrypted according to FBI standards or transported in a locked container or in folders where the information is not visible to the public. A log must be kept if electronic information systems, such as a laptop, flash drive or CD with CHRI information on it, leave a secured area.
3. The district will dispose of records securely. Physical records will be cross-shredded or incinerated or buried. If the district contracts out for record destruction, the destruction must be supervised. Electronic records will be deleted and overwritten as required by the state.
4. The district will not provide auditors access to CHRI unless the auditor is authorized by the MSHP or the FBI.

Security Incident Response Plan

All district employees will immediately report information security incidents—such as the theft or loss of physical records or the hacking or failure of electronic systems—or suspicions that an incident has or will take place to the designated security officer. The security officer will document receipt of all reports, investigate incidents and report incidents to the MSHP.

CHRI Security Officer

The district designates the following individual to act as the district's CHRI security officer, also referred to as the local agency security officer (LASO) by the MSHP:

Pam Moon
Director MOSIS/Core Data/SISK12/Human Resources
2806 Matthew Drive
Sedalia, MO 65301
(660) 829-6450
(660) 827-8938 (fax)
moonp@sedalia200.org

In the event the CHRI security officer is unavailable or is the subject of a report that would otherwise be made to the security officer, reports of security incidents should instead be directed to the acting CHRI security officer:

Kristie Jonson
Accounts Payable
2806 Matthew Drive
Sedalia, MO 65301
(660) 829-6450
(660) 827-8938 (fax)
jonsonk@sedalia200.org

The security officer shall:

1. Maintain a list of users who have access to CHRI.
2. Identify and maintain a list of persons who are authorized to use the approved hardware, software and firmware to access CHRI from the MSHP and ensure no unauthorized individuals have access to this technology.
3. Identify and document how the equipment is connected to the state system.
4. Ensure that personnel security screening procedures are being followed.
5. Ensure that approved and appropriate security measures are in place and working as expected.
6. Promptly notify the MSHP of any security incidents.
7. Support any district security audits.

Training

The district will train all employees who have access to CHRI on the rules and responsibilities for the receipt, use and dissemination of the information.

Consequences

Failure to follow this procedure or any laws or rules regarding the access, receipt, use or dissemination of CHRI for any individual will result in appropriate discipline and may result in termination and criminal charges.

Staff Recruiting

The Board is committed to securing the services of the best personnel available. Only trained individuals who meet the state statutory requirements and who satisfy the District's established standards will be considered.

It will be the responsibility of the Assistant Superintendent/designee with the assistance of other administrators, to determine the personnel needs of the District and the individual schools, and to locate suitable candidates to recommend for employment.

The search for qualified applicants may extend to a wide variety of educational institutions and geographical areas. It will take into consideration the diversified characteristics of the District.

Posting of Staff Vacancies

Recruitment procedures will not overlook the talents and potential of individuals already employed by the District. Employees shall be informed of vacancies in the District whenever possible through vacancy notices posted in each building. During the school term, those currently employed and interested in the positions must notify the Assistant Superintendent/designee of this interest in the opening within ten (10) days of the announcement of the vacancy. It should be noted, however, that the posting period for vacancies occurring during the summer months will be three (3) days. Additionally, faculty and staff are encouraged to notify the Assistant Superintendent/designee of their interest in possible transfer or reassignment through the annual personnel survey (Form 4210) and at any other time during the year. Prior knowledge of interest in other positions within the District is very helpful in long-range personnel planning and is in the best interest of the District.

Criminal Records Check

Effective July 1, 2012, the cost of the criminal records check shall be administered as follows:

- Certificated employees pay the fee directly to the fingerprint agency.
- Classified employees pay the fee directly to the fingerprint agency.
- Substitutes pay the fee directly to the fingerprint agency. Substitutes will be reimbursed by the District upon request following ten (10) days of subbing in the district.

PERSONNEL SERVICES

Policy 4121

Employment

Notice of Public Service Loan Forgiveness Program (PSLF)

The District will provide all new employees, within ten (10) days of beginning service with the District, with current, accurate and complete information about their eligibility for public service loan forgiveness (PSLF). This same information concerning eligibility for participation in the PSLF Program will be provided to all current employees who are employed by the District on June 30, 2017.

October 2016

PERSONNEL SERVICES

Policy 4125
(Regulation 4125)

Employment

Notice of Arrest, Abuse Complaint, Traffic Citation

Every employee and volunteer who is arrested for a criminal act, felony, or misdemeanor must notify their supervisor in writing within three (3) work days of the arrest. Similarly, every employee/volunteer must notify their supervisor within the same time period of notice of a child abuse complaint against them. Traffic violations related to Driving Under the Influence will be treated as a criminal arrest. In addition to the preceding, transportation employees must notify their supervisors of any moving traffic violations whether or not on work time.

Whenever the District receives a finding of substantiated sexual or physical abuse from the Children's Division against an employee, the employee will be immediately suspended with pay. The employee so affected may be returned to work if the allegation is unsubstantiated, revised or reversed on appeal.

October 2011

PERSONNEL SERVICES

Regulation 4125

Employment

Notice of Arrest, Abuse Complaint, Traffic Citation

Failure to comply with Policy 4125 could result in disciplinary action up to and including termination.

May 20, 2009

PERSONNEL SERVICES

Policy 4130
(Regulation 4130)
(Form 4130)

Employment

Certificated Staff Contracts

Employment contracts will be in writing and will be signed by the employee, the Board president and the Board secretary. Contracts will include the amount of annual compensation and the days of service.

Certificated staff members under contract include probationary teachers, permanent teachers and administrative staff. The probationary period allows a teacher to demonstrate, and the District to assess the teacher's competence. Beginning after the initial one (1) year contract, teachers who have demonstrated their competence through performance may be offered additional contracts.

The Board may elect to employ certain certificated individuals on a part-time basis, as needed. Part-time certificated employees will be contracted on a class-by-class basis, not as a percentage of full-time employment. Part-time employees will not be provided the benefits provided to full-time employees. In addition, part-time certificated employees who do not teach at least four (4) hours per day will not be eligible for pension benefits.

Visiting Scholar Certificate

The District may employ teachers with the Visiting Scholar Certification under the following provisions:

1. Verification from the District that such teacher will be employed as part of a business-education partnership designed to build career-pathways to teach in the ninth grade or higher for which the teacher's academic degree or professional experience qualifies the teacher.
2. Appropriate and relevant bachelor's degree or higher, occupational license or industry-related recognized credential.
3. Completion of the application for a one year visiting scholar certificate.
4. Completion of a background check as required by state law.

Under these circumstances, Department of Elementary and Secondary Education may issue a one year visiting scholar certificate. The visiting scholar may renew their certificate for a maximum of two (2) years based upon completion or completion of the requirements listed above; completion of professional development required by the District and attainment of a satisfactory performance-based teacher evaluation.

PERSONNEL SERVICES

Regulation 4130
(Form 4130, 4130.1
4130.2, 4130.3
4130.4)

Employment

Certificated Staff Contracts

Probationary

Teachers without previous teaching experience will receive a probationary contract for each of their first five years of full-time employment or for the corresponding period of part-time service.

Probationary teachers will be notified in writing of the Board's intent to reemploy them for the next school year. This written notice will be provided on or by April 15. Teachers who are not provided a timely notice will be automatically reemployed for the next school year.

Probationary teachers will be provided with a written contract on or by May 15 and will be required to provide the Board with a written acceptance or rejection within fifteen (15) days of receipt of the contract. Failure to provide a timely acceptance of the contract will be deemed a rejection of the Board's employment contract.

Permanent

Permanent teachers will be provided with an indefinite contract as provided by state statute. Indefinite contracts may be modified by the Board on or before May 15 with respect to the school year and with respect to annual compensation. Permanent teachers will receive copies of contract modifications within thirty (30) days of Board adoption.

Administrative

All administrators will be provided with contracts of from one-to-three-year duration. Administrative personnel, other than the Superintendent, who are employed under a one year contract will be notified on or before April 15 of the Board's wish to reemploy them in their present administrative position. Failure to provide a timely notice of reemployment will result in the administrator's reemployment in the present position and salary. Administrators employed on one-year contracts and who are notified of renewal, will receive a written contract on or by May 15 and will have fifteen (15) days to accept the contract.

PERSONNEL SERVICES

Policy 4131
(Form 4131, 4131.1
& 4131.2)

Employment

Extra Duty and Extended Contracts

Employees may be contracted to provide sponsorship and coaching duties as recommended by the Superintendent and approved by the Board. Compensation for such positions will be provided in accordance with a Board approved extra duty salary schedule.

Employees may be contracted for additional days beyond the regular contract period. Compensation for such extended duty will be calculated on the existing salary schedule. The Board may establish a separate salary schedule for summer school assignments.

Assignment to extra duty, extended duty and summer school is for one (1) year only and may be renewed or eliminated annually upon the recommendation of the Superintendent and at the discretion of the Board.

PERSONNEL SERVICES

Policy 4140

Employment

Certificated Personnel Reemployment

The reemployment of teachers shall be considered not later than the regular March meeting of the Board. All employees shall be recommended by the Superintendent and the appropriate principal.

PERSONNEL SERVICES

Policy 4150
(Regulation 4150)

Employment

Substitute Teacher Employment

The Board of Education will employ qualified substitutes for all employee groups. The Superintendent will prepare and submit to the Board a procedure for reporting absences, assigning substitutes and developing a substitute compensation plan.

Substitute teachers shall meet all requirements as established by the State Board of Education. Rate of compensation shall be according to the annual school budget approved by the Board of Education.

Records shall be kept by the Superintendent concerning number of days taught by substitutes and the amount of funds expended. The Board shall be informed concerning this data at periodic intervals.

Jan. 00

PERSONNEL SERVICES

Regulation 4150

Employment

Substitute Teacher Employment

Remuneration

The compensation of substitute teachers is determined annually by the Board. Substitute teachers who are on duty for the same teacher for consecutive days shall be paid the standard remuneration as set annually by the Board in the substitute pay schedule.

PERSONNEL SERVICES

Policy 4210
(Regulation 4210)
(Form 4210)

Personnel Assignments and Transfer

Transfer Request

Staff accepting employment with the District agree to accept the building assignment of the Superintendent of Schools. Staff will not be assigned where they would be under the direct supervision of a member of the employee's immediate family (father, mother, son, daughter, sister, brother, or spouse).

Staff transfers may be initiated by administrative directive or by staff request. In order to facilitate awareness of opportunities, the Superintendent/designee will post vacancies on bulletin boards in each school. The decision concerning filling of the vacancy or new positions by transfer will be made by the Superintendent in consultation with the building principals affected.

An employee who desires a change in grade and/or subject assignment and/or a transfer to another building shall request the transfer on the prescribed form which will be available in the Administration Office.

An employee must accept the transfer requested unless he/she has notified the administration in writing of a desire to withdraw the request and said notification is received by the Assistant Superintendent for Personnel/Business before the date on which notification of transfer is sent to the teacher.

PERSONNEL SERVICES

Regulation 4210
(Form 4210)

Personnel Assignments and Transfer

Transfer Request

During the school term, vacancies will be posted on District bulletin boards in each building for ten (10) days from announcement of the vacancy. During summer months, postings will be for a minimum of three (3) days from announcement of the vacancy. The Superintendent may assign a transfer of qualified staff at any time.

Staff may request transfers by letter to the Assistant Superintendent/designee or by completing Form 4210.

PERSONNEL SERVICES

Policy 4220
(Regulation 4220)

Personnel Assignment and Transfer

Certificated Staff Duties, Schedules, and Working Hours

The school year will be set annually by the Board of Education. The start date, end date, and number of contracted days will be contained in staff contracts. The length of the teaching day will also be set by the Board.

Certificated staff are required to be on duty during the teaching day. In addition to the teaching day, certificated staff are required to attend scheduled staff meetings, parent conference days, IEP meetings, and other meetings as may be determined by the administration and Board of Education.

PERSONNEL SERVICES

Regulation 4220

Personnel Assignments and Transfer

Certificated Staff Duties, Schedule and Work Hours

Normal Working Day

Members of the teaching staff are required to be on duty fifteen (15) minutes before the beginning and twenty (20) minutes after the close of the students' day.

It is recognized that professional duties and responsibilities extend beyond the student contact hours to include time for such activities as additional planning and evaluating, meetings, professional growth, parent conferences, sponsoring activities and participation in Open House and PTO meetings, if needed. These professional tasks will be equitably shared so that no staff member is given undue burdens.

Snow/Emergency Days

In the event that schools are closed due to snow or inclement weather, teachers are not expected to report for work.

Duty Free Lunch

Efforts will be made to provide an uninterrupted duty-free lunch period. When temporary, unanticipated emergency situations arise, teachers may not receive a full duty free lunch.

The scheduling of lunch periods shall be determined by the building administrator or supervisor. Staff members may leave the school building during such periods; however, clearance must be made through the building principal/designee and a prompt return to assigned duties is mandatory.

PERSONNEL SERVICES

Policy 4221
(Regulation 4221)

Personnel Assignments and Transfer

Educational Support Staff Duties, Schedules and Working Hours

The school year will be set annually by the Board of Education. The start date, end date, and number of work days will be set by the Board of Education.

The working hours for eight (8) hour employees are generally from 8:00 am. to 4:30 p.m. with one - half hour for lunch. The starting and ending times may be changed by the administration as needed. The hours for those employees who work less than eight (8) hours are as set by their supervisors.

Regular attendance is essential in providing the support system necessary for maintaining a high quality of instruction. Support staff employees, with reasonable notice, will be subject to disciplinary action when their absenteeism is deemed to be excessive.

Overtime-Compensatory Time

Individuals who begin work earlier or work later than their assigned hours must receive prior authorization from their immediate supervisor as per District regulations.

Personnel Assignments and Transfer

Support Staff Duties, Schedules and Working Hours

Non-Exempt Schedules and Working Hours

The working hours for support staff will be set by the Board of Education based on classification and responsibilities.

Time Clock Guidelines for Non-Exempt Employees

The Sedalia School District #200 uses an electronic time tracking system called TimeClock Plus. The electronic time tracking system will enable you to accurately keep track of your time. In order for this system to work to its fullest potential, the District requires all non-exempt employees to follow the guidelines outlined below.

In order to ensure consistency of treatment of non-exempt employees, the date recorded in the TimeClock Plus system shall be considered as the “official” record of the workday. Any disputes over actual hours worked, or attendance will be resolved by referring to the TimeClock Plus records.

1. EMPLOYEE TIME REPORTS

The Fair Labor Standards Act (FLSA) requires that employers keep certain records for employees. This includes detailed records on time and payments. An electronic timekeeping system is used to record all hours worked, and leave taken during the reporting period for non- exempt personnel.

The automated time reports must reflect all hours worked for the period (including personal/sick leave, holidays, etc.). Adjustments to hours and leave should be entered daily by the TimeClock Plus Manager to avoid errors and omissions that may occur if these adjustments are not entered within (2) business days prior to the work week being closed. Work weeks are closed every Wednesday.

2. DAILY CLOCK IN/OUT REQUIREMENTS

It is a job requirement that all non-exempt employees must “clock in” in the morning and “clock out” at the end of the workday at their place of work. Under certain conditions (such as trainings at an off-site location, extracurricular events, etc.), the employee immediately following their return to campus must enter their time worked using the “Time Sheet Entry” option in TimeClock Plus.

Other requirements and guidelines include:

- Employees are expected to clock in/out at their scheduled times.
- If break-time is allowed, employees must remain on school property.
- Overtime is not authorized unless approved in advance (except for emergency situations) by the Superintendent/designee upon recommendation of the employee’s immediate Manager/Administrator. Overtime notes must be entered in TimeClock Plus.
- Employees are not permitted to trade lunch or break in order to depart early.

- Employees who begin work earlier or work later than their assigned hours must receive prior authorization from their immediate Manager/Administrator.
- In the event an immediate Manager/Administrator wishes to arrange mutually agreed exchange of a workday, i.e., a weekend, or work on a holiday period pay, such arrangement must be reported to the Assistant Superintendent/designee stating:
 - Date(s) Involved
 - Reason
 - Exchange date(s)
- Clock in/out times will be rounded to the nearest quarter hour.
- It is prohibited to abuse or take advantage of the time clock rounding, e.g. clocking in at 8:07 am knowing the clock will round back to 8:00 am, or clocking out at 4:53 pm knowing the clock will round forward to 5:00 pm.
- Employees are to clock out and back in for lunch/personal time outs. Due to the nature of some positions, lunch may be automatically deducted.

3. FALSIFICATION, TAMPERING, AND UNAUTHORIZED VIEWING

Due to the severity of the infractions below, there will be immediate discipline enforced up to and including termination.

- Any attempt to tamper with timekeeping hardware, or software.
- Clocking in for an absent or late employee.
- Anyone interfering with other employees' use of the TimeClock Plus system.
- Unauthorized viewing of another employee's time in the TimeClock Plus system.

The building Administrator and Assistant Superintendent of Human Resources will review the specific details of such an infraction (including but not limited to the above infractions), and develop an appropriate response.

4. CLOCK PROBLEMS

If an employee is unable to clock in/out because of a time clock malfunction, it is the employee's responsibility to immediately inform the TimeClock Plus Manager. In this situation, the Manager will "manually" clock the employee in/out. The Manager will notify the Payroll Department. If an employee forgets to clock in/out due to an accidental oversight, it is the employee's responsibility to immediately enter a missed punch in TimeClock Plus, and enter notes as to why.

5. UNREPORTED HOURS

Intentional or careless working off the clock is prohibited. Employees are required to clock in before performing any work. Employees are not permitted to clock out before actually stopping work. Forgetting to clock out is not a legitimate reason for working off the clock. Employees that underreport or fail to report hours worked are subject to disciplinary action.

Once an employee has clocked in, s/he is responsible for starting work. Personal matters or simply not working while clocked in is considered “riding the clock” and could be grounds for disciplinary action.

6. PROCESSING OF ELECTRONIC TIME REPORTS

The Payroll Department will close the work week each Wednesday to ensure that time adjustments and leave taken are properly recorded. Therefore, it is imperative that TimeClock Plus Manager(s) resolve all missed clock in/outs, leave used, holidays, etc. within two (2) business days of each work week.

Each TimeClock Plus Manager must review all time in TimeClock Plus, and ask the employee to approve their time. If the TimeClock Plus Manager is satisfied with the hours reported, s/he should approve the time electronically in TimeClock Plus within two (2) business days of each work week.

To ensure accuracy, TimeClock Plus Managers should provide non-exempt employees the opportunity to review their electronic time sheet before the payroll cutoff date.

Employees not following the time clock guidelines listed above will be disciplined as follows:

- First Infraction - the employee does not follow the time clock guidelines s/he will receive a verbal warning from their Administrator.
- Second Infraction – the employee does not follow the time clock guidelines s/he will receive a verbal and written warning from their Administrator.
- Third Infraction – the employee does not follow the time clock guidelines s/he will receive a verbal and written warning from their Administrator and the Assistant Superintendent.
- Fourth Infraction – the employee does not follow the time clock guidelines s/he may be terminated.

Emergency Closing Days

In the event the schools, or at times a school, are closed due to snow, inclement weather, or for any other emergency reason, designated employees will report to work as per the established District procedure.

Inclement Weather Pay

Delayed starts and early dismissals due to inclement weather for non-exempt employees will have a maximum of two (2) hours added to hours physically worked for that day, and not to exceed employees regularly scheduled hours per day to work.

PERSONNEL SERVICES

Policy 4310

Absences, Leave and Vacation

General Attendance

Regular attendance is essential in providing District students with a high quality of instruction. Certificated staff will have available twelve (12) days of sick/two of which can be used as personal leave per school year with an accumulation total of 90 days. Support employees have available twelve (12) days of sick/two of which can be used as personal leave per year with an accumulation total of 90 days.

When employees are absent more than eight (8) days in any semester or more than twenty (20) days per school year, their absence is considered excessive. The Superintendent will review each incident of excessive absence and may require the employee to provide medical documentation or may consider disciplinary actions up to and including termination.

PERSONNEL SERVICES

Policy 4320
(Regulation 4320)

Absences, Leave and Vacation

Personnel Leave

The Board of Education shall adopt regulations for the following types of leave for District employees:

1. Sick Leave
2. Personal Leave
3. Bereavement Leave
4. Leave for Jury Duty
5. Military Leave
6. Professional Leave
7. Designated Leave
8. Leave of Absence
9. Family and Medical Care Leave (See Policy and Regulation 4321)

Specific provisions of the various forms of District leave are set out in Regulation 4320.

PERSONNEL SERVICES

Regulation 4320

Absences, Leave and Vacation

Personnel Leave

Paid Sick Leave

District employees will be provided with twelve (12) days of sick leave per year, two of which can be used as personal. However, employees who do not complete a full contracted year, will have sick leave days pro-rated accordingly. Sick leave may only be used for personal illness of the staff member; illness in the immediate family defined as spouse, children, parents, siblings, aunts and uncles, foster parents, in-laws, and grandparents; funeral leave involving family and/or friends. Unused sick leave may accumulate to a total of 90 days. The employee is credited with those days the first day of the contract. The Board reserves the right to require a physician's certification attesting to the illness or disability of the claimant and/or inclusive dates of the employee's incapacitation if the absence is for more than ten (10) consecutive days.

Sick Leave Incentive

District employees effective July 1, 2015, under the sick leave incentive program will be paid out as follows:

- Certified (teaching/PSRS members) staff will be paid \$50 for each unused sick day awarded in that school year.
- Non-Certified (support/PEERS/PSRS Social Security required) staff will be paid \$35 for each unused sick day awarded in that school year.

In addition, the unused sick leave will be added to the employee's individual sick leave balance, and will be carried over to the next school year until the employee has accumulated 90 days. Unused personal leave days that roll over into sick leave are not counted as part of the sick leave incentive program.

Once 90 days have been accumulated, the employee will be paid out as follows:

- Certified staff will be paid \$35 for each unused sick day accumulated over 90 days.
- Non-Certified staff will be paid \$25 for each unused sick day accumulated over 90 days.

All leave will be paid in June, unless separation from the District is prior to June. Employees who complete a full year but are leaving the district are still eligible to receive the incentive payout.

Personal Leave

Paid personal leave days may only be used for personal business that cannot be transacted in non-work hours. Personal leave days cannot be used for work stoppages or extending school

holidays. Personal leave will not be granted for an employee due to adverse weather conditions. Personal leave will not be granted for the first three (3) student contract days of the school year, the last three (3) days of the school year, for the day before or the day following a regular scheduled vacation or holiday, scheduled workshop days, or on which conferences are to be held. Employees desiring to use personal days must schedule a request to the faculty principal at least one (1) week in advance. The Superintendent/designee has the right to deny any request for personal leave that does not conform to the policy or would cause a hardship to students or staff. Employees will be provided with two (2) days of personal leave per year, which shall be non-cumulative.

Bereavement/Funeral Service Leave

A maximum of three (3) days may be used annually for bereavement/funeral service purposes. Use of these days will be charged to sick leave. Bereavement leave is available only upon the death as defined in the sick leave regulation. Bereavement leave is not accumulative. In unusual circumstances the Superintendent shall have the authority to interpret these provisions to prevent undue hardships upon members of the staff.

Leave for Jury Duty

Employees called for jury duty or subpoenaed to testify in a civil or criminal proceeding will be granted leave apart from personal leave. Employees will receive their normal pay less any jury or witness fees received.

Military Leave

An employee who is a member of the National Guard, or an organized military service of the United States, and who is required by laws of the United States or the State of Missouri to report for military duty, including training, shall be eligible for a grant of military leave.

Application for military leave shall be made in advance, as soon as practicable after the employee becomes aware of his/her obligation to report and immediately upon the employee's receipt of official notice to report. A copy of the official orders must be added to the leave application. The Superintendent/designee must approve the application. Emergency mobilization orders shall be dealt with on an individual basis.

The District recognizes that employees who receive notice to report for duty typically are not provided with discretion as to when to report. However, whenever an employee has a choice as to when to report for military duty, the employee's military leave shall be arranged during periods in which school is not in session. When the employee is given a choice as to when to report for duty, the Superintendent/designee may request that the employee seek a change in military orders if such a change appears to be in the best interest of the District.

Employees shall receive leave with pay for the first fifteen (15) calendar days of military leave in each federal fiscal year. Additional military leave shall be without pay, except as required by federal and state law.

Each employee shall furnish a copy of the employee's military payroll voucher to the Superintendent/designee within thirty (30) days of the employee's return to regular assignment so that the necessary salary adjustments can be made.

Employee eligibility for reinstatement after military duty is completed shall be determined in accordance with federal and state laws.

Professional Leave

A maximum of two (2) days annually may be used with full pay to an individual for professional leave. Professional leave must be approved prior to taking the leave and is the direct responsibility of the Superintendent. Approved professional leave days will be deducted from the individual's accumulated sick leave.

The following items qualify as professional leave:

1. Observation of a master teacher or innovative program in a comparable school situation.
2. Meeting or workshop related to general professional improvement.
3. Requests from other institutions or organizations for participation of our staff members in their programs.

Designated Leave

Staff members may be excused from their regular daily assignment and assigned to other professional activities or duties approved by the Superintendent through his/her delegated representative, the assistant superintendent, without reduction in pay or sick leave accumulation.

Designated absence from regular duties will be based on a priority benefit principle. Designated absence is normally initiated by the administration. Staff attendance at meetings, workshops, or other professional activities, which offer the District benefits above and beyond the regular daily assignment of the individual are approvable, designated absences.

Expenses incurred as a result of designated absence initiated by the administration will be reimbursed by the District within current administrative guidelines. Staff initiated requests for designated leave will not be approved for reimbursement unless the administration agrees that all

aspects of the absence meet the priority benefit principle. Designated absences for special events or meetings must be submitted on the Designated Leave Form at least one (1) week prior to the anticipated absence.

When expenses are allowed by the District, they shall include.

1. Registration fees
2. Lodging
3. Transportation or mileage (only one car if several employees attend the same conference)
4. A per diem meal allowance established by the Superintendent annually.

All expenses except meals shall be verified and attested to the District Bookkeeper.

Leave of Absence

Upon the recommendation of the Superintendent/designee and the approval of the Board, an employee of the District may be granted a leave of absence for Non-Family and Medical Leave Act (FMLA) child care, education, or other good cause. Such leave is renewable upon written request for one additional year only. Application for leave is to be made in writing to the Superintendent/designee via Principal/supervisor and must include the period for which the leave is requested and the reasons for the request. The period should be set to least disrupt the education of students. Requests for leave for an entire school year should normally be made in writing before March 1 of the preceding year.

If leave is approved by the Board, the employee is not paid for the period of the leave. Insurance benefits may be continued by the employee by making all payments to the Payroll Office, one month in advance.

Whenever a leave of absence has been granted by the Board to the end of the school year, the employee must notify the Superintendent in writing by the first day of March of an intention to resume his/her position at the beginning of the next school year. Failure to notify the Superintendent/designee of such intention will be regarded as a resignation.

Upon completion of an approved leave, provided proper notification is given, a teacher will be re-employed by the District unless placed on involuntary leave of absence if tenured; or, if notified of non-renewal of contract by April 15 if a probationary teacher.

If desired, and whenever feasible, the employee will be placed on the same or equivalent position to the one held prior to the approved leave.

NOTE: Leave of absence without pay under the provisions of this regulation does not apply as service towards tenure for probationary teachers.

PERSONNEL SERVICES

Absences, Leave and Vacation

Family and Medical Leave

Policy 4321
(Regulation 4321)
(Form 4321)

The Board of Education recognizes that leaves of absence are occasionally necessary due to family or medical reasons or in certain circumstances associated with servicemembers' service in the Armed Forces. The District has adopted detailed procedures to ensure compliance with the Family and Medical Leave Act of 1993 (FMLA). As provided by District regulations, eligible employees are entitled to use up to twelve (12) workweeks of unpaid leave for family and medical reasons (up to 26 workweeks for covered events related to those serving in the Armed Forces). The Board of Education has designated a District administrator to act as FMLA Compliance Officer. As part of its compliance program, the District will notify each employee of the name, address and telephone number of the District's FMLA Compliance Officer and will provide a statement of commitment to adhere to FMLA regulations. The FMLA Compliance Officer will regularly evaluate the District's FMLA compliance to ensure fair and equitable opportunities for all eligible employees.

PERSONNEL SERVICES

Regulation 4321
(Form 4321)

Absences, Leave and Vacation

Family and Medical Leave

A. ELIGIBLE EMPLOYEES

Employees eligible for family and medical leave must:

1. Have been employed for a total of at least twelve (12) months (not necessarily consecutive); and
2. Have worked at least 1,250 hours during the twelve (12) months immediately preceding the commencement of the leave (for non-instructional staff and part-time instructional staff), or have been considered full-time (for instructional employees); and
3. Be employed at a work-site where the employer employs at least fifty (50) employees within a 75-mile radius.

All periods of absence from work due to or necessitated by USERRA-covered service is counted in determining the employee's eligibility for FMLA leave.

B. QUALIFYING REASONS FOR LEAVE

An eligible employee may take unpaid leave for the following reasons:

1. The birth of the employee's child (leave must be concluded within one (1) year of the date of birth).
2. The placement of a child with the employee for adoption, or foster care when foster placement is pursuant to State action (leave must be concluded within one (1) year of the date of placement).
3. The care of the employee's child (including biological, adopted, or foster child, stepchild, legal ward, or child of a person standing in loco parentis, who is either under age 18, or age 18 or older and is incapable of self-care because of mental or physical disability), spouse or parent (including a person who stood in loco parentis to the employee when the employee was a child -- but not parent "in-law"), who has a serious health condition.
4. The serious health condition of the employee that makes the employee unable to perform the essential functions of the employee's position.
5. Any qualifying exigency arising out of the fact the employee's spouse, son, daughter, or parent is a military member on covered active duty (or has been notified of an impending call or order to active duty) requiring deployment to a foreign country in support of a contingency operation. Such leave may include Rest and Recuperation leave up to a

maximum of fifteen (15) calendar days.

6. Any qualifying exigency arising out of a military member's parent who is incapable of self-care when the care is necessitated by the member's covered active duty.
7. The care for a covered service member with a serious injury or illness, if the employee is the spouse, son, daughter, parent, or next of kin of the service member.

C. DEFINITIONS

1. Serious Health Condition - An illness, injury, impairment, or physical or mental condition that involves the following:

a. **Inpatient Care:** Inpatient care (overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care.

b. **Continuing Treatment:** Continuing treatment by a health care provider, including the following:

i. *Incapacity and Treatment:* A period of incapacity of more than three consecutive calendar days and any subsequent treatment or period of incapacity relating to the same condition that also involves:

1. Treatment two or more times, within 30 days of the first day of incapacity, by a health care provider, by a nurse or physician's assistant under direct supervision of a health care provider, or by a provider of health care services under order of, or on referral by, a health care provider; or

2. Treatment by a health care provider on at least one occasion, which results in a regimen of continuing treatment under the supervision of a health care provider. The in-person treatment visit must take place within seven days of the first day of incapacity.

ii. *Pregnancy or Prenatal Care:* Any period of incapacity due to pregnancy, or for prenatal care (even if the absence does not last more than three days and the employee or family member does not receive treatment from a health care provider during the absence);

iii. *Chronic Conditions:* Any period of incapacity or treatment for such incapacity due to a chronic serious health condition (even if the absence does not last more than three days and the employee or family member does not receive

treatment from a health care provider during the absence). A chronic serious health condition is one which:

1. Requires periodic visits for treatment by a health care provider, or by a nurse or physician's assistant under direct supervision of a health care provider;
2. Continues over an extended period of time (including recurring episodes of a single underlying condition);
3. May cause episodic rather than a continuing period of incapacity (e.g., asthma, diabetes, epilepsy, etc.).

iv. *Permanent or Long-Term Conditions:* A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective. The employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider. Examples include Alzheimer's, a severe stroke, or the terminal stages of a disease.

v. *Multiple Treatments:* Any period of absence to receive multiple treatments (including any period of recovery therefrom) by a health care provider or by a provider of health care services under orders of, or on referral by, a health care provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three consecutive calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), kidney disease (dialysis).

c. **Exceptions:** Unless complications develop, a Serious Health Condition **does not** include cosmetic treatments, such as most treatments for acne or plastic surgery, the common cold, the flu, ear aches, upset stomach, minor ulcers, headaches other than migraine, routine dental or orthodontia problems, periodontal disease, etc. Treatment for substance abuse by a health care provider or on referral by a health care provider may be a serious health condition if the conditions of this policy are met. Absence due to use of the substance, rather than for treatment, does not qualify for FMLA leave.

d. **Current Service member:** A serious injury or illness for a current service member includes any illness or injury that existed before the beginning of the member's active duty and which was aggravated by service in the line of duty on active duty in the Armed Forces.

e. **Covered Veteran:** A serious injury or illness is one that was incurred or aggravated by the member in the line of duty on active duty in the Armed Forces and manifested itself before or after the member became a veteran and is:

- i. A continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the service member unable to perform the duties of the service member's office, grade, rank, or rating; or
- ii. A physical or mental condition for which the covered veteran has received a VA Service Rated Disability Rating (VASRD) of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for caregiver leave; or
- iii. A physical or mental condition that substantially impairs the veteran's ability to secure or follow substantially gainful occupation by reason of a disability or disabilities related to military service or would so absent treatment; or
- iv. An injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

2. Treatment - examinations to determine if a serious health condition exists and evaluations of the condition. "Treatment" does not include routine physical, eye, or dental examinations.

3. Health Care Provider - includes doctors of medicine or osteopathy, podiatrists, dentists, clinical psychologists, optometrists, chiropractors (for limited purposes), nurse practitioners, nurse-midwives, clinical social workers, so long as they are licensed (if required by state law) and are performing within the scope of their practice as defined under state law; Christian Science practitioners listed with the First Church of Christ, Scientist, Boston, Massachusetts; any health care provider from whom an employer or a group health plan's benefit manager will accept certification to substantiate a claim for benefits; a health care provider as defined above who practices in a country other than the United States and is licensed in accordance with the laws of that country.

4. Regimen of continuing treatment - A course of prescription medication or therapy requiring special equipment to resolve or alleviate the health condition. A "regimen of continuing treatment" that includes the taking of over-the-counter medications such as aspirins, antihistamines, or salves, or bed rest, drinking fluids, exercise, and other similar activities that can be initiated without a visit to a health care provider, is not, by itself, sufficient to constitute a regimen of continuing treatment for purposes of FMLA leave.

5. Qualifying Exigency - One of the following activities or conditions, occurring while the employee's spouse, son, daughter, or parent is on active duty in a foreign country or call to active duty status in the National Guard or Reserves:

- a. Short-notice deployment - notice is received seven days or less from date of deployment;
- b. Military events and related activities;
- c. Childcare and school activities - arranging for alternatives or changed circumstances;
- d. Financial and legal arrangements;
- e. Counseling;
- f. Rest and recuperation (15 days maximum);
- g. Post-deployment activities; and
- h. Additional activities agreed upon by the employer and employee.

6. Covered Service members – Any **current** member of the Armed Forces, including the National Guard or Reserves, and any covered veteran undergoing medical treatment, recuperation, or therapy for a serious injury or illness.

7. Covered Veteran - An individual who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran.

8. Instructional employee - A person employed principally in an instructional capacity, whose principal function is to teach and instruct students in a class, a small group, or an individual setting, and includes athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. The term does not include teacher assistants or aids who do not have as their principal function actual teaching or instructing, or auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily noninstructional employees.

D. LENGTH OF LEAVE

1. **General Rule:** An eligible employee is entitled to up to twelve (12) workweeks of unpaid leave within a twelve-month period without loss of seniority or benefits. When both spouses in a family work for the District, they will be entitled to a total of twelve (12) weeks of unpaid leave (rather than 12 weeks each) for the birth, adoption, or foster placement of a child, or to care for a parent with a serious health condition.

- The amount of leave available to an employee at any given time will be calculated by using a “rolling” 12 month period measured backward from the date an employee uses any FMLA leave.
- All leave taken under the policy and leave for any other reason that would qualify under FMLA (e.g., worker's compensation leave that qualifies as a serious health condition), will be counted against the employee's leave entitlement under FMLA. Employees will be required to run all FMLA leave concurrently with other leaves available to the employee.

- When an employee is not required to report for work for one or more weeks (e.g., instructional employees who do not report for work during Christmas/New Year holiday, or during the summer), such days will not count against the employee's FMLA leave.

2. **Care of Covered Service members Leave:** An eligible employee is entitled to 26 workweeks of leave to care for a covered service member with a serious injury or illness during a single twelve-month period, which begins on the first day the eligible employee requests this type of FMLA leave. The employee may take leave to care for a covered service member and leave for one of the other FMLA-qualifying reasons; however, in no event may an employee take more than 26 weeks of leave in a single twelve-month period.

3. **Instructional Employees - End of Term Exceptions:**

a. If an instructional employee seeks leave for any purpose, including the employee's own serious health condition, of at least three (3) weeks in duration and the requested leave would begin more than five (5) weeks prior to the end of the academic term (school semester), the District may require the employee to continue taking leave until the end of the school term, if the instructional staff member's return to employment would otherwise occur during the three (3) week period before the end of such term.

b. If the instructional employee seeks leave for any purpose other than the employee's own serious health condition, less than five (5) weeks prior to the end of the academic term, the District may require the staff member to continue taking leave to the end of the term, if the leave is greater than two (2) weeks in duration and the return to employment would occur within two (2) weeks prior to the end of the term.

c. If the instructional employee takes leave for any purpose other than the employee's own serious health condition, within three (3) weeks prior to the end of the term, and duration of the leave is greater than five (5) days, the District may require the staff member to continue the leave until the end of the term.

- When an employee is required to take leave until the end of an academic term, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement.

E. COORDINATION WITH EXISTING LEAVE POLICIES

During a leave related to the employee's serious health condition, the employee shall exhaust all available paid sick leave, personal leave or vacation before continuing such leave on an unpaid basis.

During a family or medical leave provided under this regulation for all other FMLA-qualifying leave, an employee shall first exhaust all unused vacation or personal days before continuing such leave on an unpaid basis.

At the conclusion of any FMLA leave, an employee may elect to extend leave pursuant to the provision of other Board policies and regulations governing extended leave, so long as the employee is eligible for extended leave under such other policy or regulation. The amount of time taken for FMLA leave will be deducted from the period of leave available under other extended leave policies. Once the FMLA portion of the employee's leave has ended, and the employee has elected to continue on leave pursuant to another Board policy or regulation, the remaining portion of the leave will be governed by the provisions of the other policy or regulation with respect to compensation, benefits, reinstatement, and all other terms and conditions of employment as set forth in the other policy or regulation.

F. CERTIFICATION

The District shall retain the right to request a certification of the FMLA-qualifying need for leave from any employee making such a request. The procedure for providing such certification shall be as follows:

1. **Serious Health Condition** – When an employee requests a leave of absence for a FMLA-qualifying reason, the employee must submit to the Superintendent/designee, a written medical certification form (available in the Superintendent/designee's office). When the leave is for the employee's own serious health condition and District provides a list of the employee's essential job functions, the employee's health care provider must certify the employee is unable to perform an essential function of the employee's job.

a. **Timing** – Upon receipt from the District, an employee has fifteen calendar days to return a complete and sufficient certification of the serious health condition. If the certification is incomplete or insufficient, as determined by the Superintendent/designee, the District shall state in writing the nature of the deficiency and grant the employee seven additional calendar days to provide the District with a complete and sufficient certification. Failure to provide such certification within the specified time period may result in denial or delay of leave.

b. **Who May Contact Health Care Provider** – In the event the District determines an employee's certification remains either incomplete or insufficient, after the employee has been notified of any deficiencies and been granted time to correct such deficiencies, the following individuals will be authorized to contact the employee's health care provider:

- i. The District's own health care provider;
- ii. Human resources professional;
- iii. Leave administrator; or
- iv. Administration official.

Under no circumstances will the employee's direct supervisor be permitted to contact the employee's health care provider to certify the employee's health condition. Should an employee deny the District the ability to communicate with the health care provider regarding an incomplete or insufficient certification, the employee will be denied FMLA leave.

c. **Second/Third Opinion** - The District reserves the right to require an employee receive a second (and possibly a third) opinion from another health care provider (at the District's expense) certifying the serious health condition of the employee or family member. Further, second and third opinions may be required for military caregiver leave certifications that are completed by health care providers, as defined in Section 825.125 of the FMLA, who are not affiliated with DOD, VA or TRICARE.

d. **Fitness for Duty** - Before returning to work, an employee who is on leave for the employee's own serious health condition, must submit to the Superintendent/designee a health care provider's written certification form that the employee is able to perform the essential functions of the employee's job. The process for verifying the employee's fitness to return to duty shall be the same as for the initial certification set out above. Failure to provide a complete and sufficient fitness for duty certification may result in the delay or denial of job restoration.

e. **Recertification** - During the employee's leave, the District may periodically seek a recertification, no less than once every thirty days, unless the duration of the leave is known to be longer, in which case the District will not seek recertification until the end of the known duration of FMLA leave. The general rule has three exceptions, which permit the District to immediately seek a recertification from the employee. These exceptions include the following: 1) the employee requests a leave extension; 2) the circumstances necessitating leave change; or 3) the District received information disputing the validity of an earlier certification.

f. **Intent to Return to Work** - The District may require an employee to periodically report on the employee's intent to return to work.

g. **Family Relationship** - Employees requesting FMLA-qualifying leave related to a family member may be requested to provide reasonable documentation of the family relationship.

2. **Qualifying Exigency** - The District may require an employee to provide it with a copy of the covered military member's active duty orders in support of a contingency operation, prior to permitting FMLA leave for a qualifying exigency. The District may also require the employee to certify, with reference to appropriate facts, that the reason for taking FMLA leave is permissible as it is one of the eight enumerated basis for taking qualifying exigency leave, as stated above. The process for any such certification shall adhere to the procedure outlined for serious health conditions, listed above. For Rest and Recuperation leave, the District may require a copy of the military member's Rest and Relaxation leave orders, or other documentation issued by the military setting forth the dates of the military member's leave.

3. Care for Covered Service members – The District may require certification completed by the covered service member’s health care provider prior to permitting an employee to use FMLA for the care of a covered service member. In addition to certifying the authenticity of the covered service member’s serious injury or illness, any certification must also identify the injury or illness as occurring in the line of duty while on active duty. The process for any such certification shall adhere to the procedure outlined for serious health conditions, listed above.

4. Care for Military Caregiver – The District may require a Certification of Military Caregiver Leave, to be completed by a Department of Defense (DOD) health care provider, a U.S. Department of Veterans Affairs (VA) health care provider, a DOD TRICARE network authorized private health care provider, a DOD non-network TRICARE authorized health care provider or a health care provider, as defined in Section 825.125 of the FMLA who are not affiliated with DOD, VA or TRICARE. If the District requests certification, an employee may submit documentation of enrollment in the VA Program of Comprehensive Assistance for Family Caregivers as sufficient certification of the covered veteran’s serious injury or illness. The documentation will be deemed sufficient even if the employee is not the named caregiver on the document. However, if the employee submits the documentation of the service member’s enrollment in the VA Program of Comprehensive Assistance for Family Caregivers, the District may require the employee to provide additional information, such as confirmation of the familial relationship to the enrolled service member or documentation of the veteran’s discharge date and status.

5. Possibility of Waiver of Certification – The District, at its sole discretion, may waive the certification requirements set forth in this Regulation, as the circumstances of each FMLA-leave request may permit. Under no circumstances shall the District’s exercise of its discretion be interpreted or construed as a permanent waiver of the certification requirements, but such requirements shall remain in full force and effect unless and until the District specifically modifies or eliminates this Regulation.

G. INTERMITTENT OR REDUCED LEAVE

1. Birth or Placement - Leave taken under this policy for the birth of a child, the placement of a child for adoption or foster care, or to care for such child may be taken on an intermittent or reduced work schedule only with the approval of the Board of Education.

2. Non-Instructional Employees – FMLA leave, other than birth or placement of a child, may be taken on an intermittent or reduced-schedule basis when medically necessary. If an employee seeks leave on an intermittent or reduced-schedule basis, the employee must submit medical certification, as discussed above, and additional certification from a health care provider, that the intermittent or reduced-schedule leave is medically necessary.

- The District may require an employee taking intermittent or reduced-schedule leave to transfer temporarily to an alternative available position for which the employee is

qualified or may modify the employee's current position to better accommodate the employee's recurring periods of leave.

- Whenever the need for the FMLA leave is reasonably foreseeable, the employee must make a reasonable effort to schedule the treatment so that it is not unduly disruptive to District operations.

3. Instructional Employees - Leave taken because of the employee or family member's serious health condition may be taken on an intermittent or reduced-schedule basis when medically necessary. If an employee seeks leave on an intermittent or reduced-schedule basis, the employee must submit medical certification, as discussed above, and additional certification from a health care provider that the intermittent or reduced-schedule leave is medically necessary.

If an instructional employee requests intermittent leave to care for a family member or the employee's own serious health condition that is foreseeable based on planned medical treatment, and the employee would be on leave for more than twenty (20) percent of the total number of working days over the period of the leave, the District may require the employee to:

1. Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
2. Transfer temporarily to an available position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than does the employee's regular position.

The employee must make a reasonable effort to schedule the treatment so that it is not unduly disruptive to District operations. The District will not require the employee to take more leave than is necessary to address the circumstances that precipitated the need for the leave, and will calculate time lost in the same method used to calculate other types of absences, at an increment of no more than one hour.

H. INSURANCE PREMIUMS

During an employee's family or medical leave of absence, the District will continue to provide health, life, vision, and dental insurance coverage for employees who are eligible for insurance benefits. Voluntary deductions (employee contributions) for (dependent) insurance for health/life/vision/dental (and employee disability and/or supplemental life insurance) must be paid in full each month and received by the twenty-fifth (25th) day of the month. Payments are to be submitted to the insurance office. Failure to make payments in a timely manner while on FMLA leave may result in the loss of any and all insurance coverage provided by the District to its employees. Employees should contact the District administrator responsible for coordinating insurance benefits regarding specific arrangements for making the required payments.

I. JOB RESTORATION

Upon return from FMLA-qualifying leave in accordance with this Regulation, the employee will be returned to the same or an equivalent position with no loss in benefits that accrued prior to the leave of absence. An employee who does not return to work at the end of an authorized leave may be subject to termination.

If an employee fails to return to work after the termination of the leave period, the District may recover health insurance premiums paid under the group plan during the leave period, except in certain circumstances (e.g., continuing serious health condition of employee or family member needing care, or other circumstances beyond control of employee). The District may recover any other insurance premiums (e.g., premiums for supplemental life insurance or for dependent coverage), submitted on behalf of the employee, for which the District has not been reimbursed, either upon the employee's return to work or the employee's failure to return after unpaid family or medical leave has ended.

J. NOTIFICATION

1. District Notification Procedure – The District shall provide its employees with notice of their rights and responsibilities under the FMLA through use of the following Notices:

- a. **General Notice** – A poster summarizing the FMLA entitlements shall be placed in an area accessible for employees and shall also be provided to each employee in the employee handbook.
- b. **Eligibility Notice** – This Notice shall state whether the employee qualifies to take FMLA leave.
- c. **Rights and Responsibilities Notice** – This Notice, issued in conjunction with the Eligibility Notice, will specify if a certification will be required from the employee, identify if paid leave will run together with the FMLA leave, address the procedure for making health insurance payments, the consequences of failing to make timely payments, and the employee's liability for repayment of health insurance premiums if the employee fails to return to work at the expiration of their FMLA leave. Finally, this Notice will explain the employee's right to return to the same or an equivalent job at the expiration of their FMLA leave. Both the Eligibility and Rights and Responsibilities Notices will be provided to all employees within five business days of when the District becomes aware of a potential FMLA situation.
- d. **Designation Notice** – Within five business days of the District's receipt of sufficient information from the employee to make a determination, the District shall provide the employee with the Designation Notice, which shall inform the employee if the leave shall be designated as FMLA leave. This Notice will

designate the amount of leave counted against the employee's entitlement, specify if the FMLA leave will run concurrently with any accrued paid leave, and notify the employee if a fitness-for-duty exam will be required prior to returning to work.

2. Employee Notification Requirements – Absent unusual circumstances, all employees seeking FMLA leave must follow the District's customary call-in procedure for reporting absences. An employee who can reasonably foresee the need to take FMLA leave is required to notify the District of the date of commencement and the expected duration of the leave at least thirty days in advance of the leave, or if the need for the leave is not foreseeable, as soon as practicable. When the need for leave is foreseeable, an employee's failure to provide thirty days notice prior to taking leave may result in denial or delay of leave. An employee requesting leave under this policy should submit a completed application for leave form (forms available in the Superintendent's office) to the Superintendent/designee. An employee's failure to follow the District's call-in procedure is grounds for the delay or denial of the employee's FMLA leave request.

K. ADDITIONAL FMLA INFORMATION

The foregoing regulation represents compliance with the provisions of the Family and Medical Leave Act of 1993 and its revised regulations. Any employee desiring additional information or explanation of the rules and regulations of the Act, should review the District's General Notice Poster or arrange a conference with the Superintendent/designee.

PERSONNEL SERVICES

Policy 4324
(Regulation 4324)

Absences, Leave, and Vacation

Leave at Separation from District

Effective April 1, 2013, employee sick leave will be capped at 90 days for accumulated sick leave, and will be paid at \$35 per day for certified and \$25 per day for classified for unused sick leave to any eligible employee who has been employed with the district for five years or more at the conclusion of that employment. All employees who have more than 90 sick leave days will be paid for all days over 90 at the end of each school year at the rate stated above.

April 2013

PERSONNEL SERVICES

Regulation 4324

Absences, Leave and Vacation

Leave at Separation from District

Effective for the 2013-14 school year, the maximum number of days an employee may accumulate of sick leave shall be ninety (90). At the end of each school year, all employees with more than ninety (90) days of accumulated sick leave shall receive a payment, according to policy rate listed below, for each day in excess of ninety (90) days.

Effective with the 2012-13 school year, any employee who departs the system after five or more years of consecutive employment in the district shall receive a payment for all accumulated unused days of sick leave at the rate established by the district.

<u>Rates Per Day</u>	<u>5 or More Years</u>
Support Staff	\$25 per day
Certificated Staff	\$35 per day

Policies 4322 & 4323 were deleted from district policy/regulation per board action on April 8, 2013.

PERSONNEL SERVICES

Policy 4330
(Regulation 4330)

Absences, Leave and Vacation

Holidays and Vacation

The Board will annually adopt a calendar, which will provide the holidays.

Staff members will not receive additional compensation for holidays unless they are required to work on such holidays.

Administrators employed on a twelve (12) month contract shall have vacation as provided in their individual contracts. Vacation shall be scheduled in compliance with the Superintendent's guidelines and is subject to Superintendent approval.

Absences, Leave and Vacation

Holidays and Vacation

Support Staff Vacation and Holidays

The school calendar, as adopted by the Board, establishes the school recess periods and holidays for support staff members employed on a school year basis.

A two (2) week vacation will be allowed eligible full-time staff members who have completed one (1) year of employment. A first year employee's two week vacation will be prorated to the number of days to work.

A three (3) week vacation will be allowed eligible full-time staff members who have completed ten (10) years' service.

A four (4) week vacation will be allowed eligible staff members who have completed twenty (20) years' service.

Vacation time must be used within one (1) year after earned and cannot be accumulated.

A staff member must notify the immediate supervisor concerning vacation scheduling and secure prior approval.

The supervisor is requested to notify the administrative office confirming vacation scheduling of a staff member.

The Superintendent of Schools will give consideration to any unusual request.

Calculation regarding employment time applying toward the completion of the tenth year of service for the purpose of determining eligibility for three (3) week vacation shall include both full-year and part-year employment. Employment in the same or similar area of work will apply. Equivalent time would be interpreted to be a full eight (8) hour – five (5) days per week, and ten (10) years duty, in the overall calculation (12 months per year).

PERSONNEL SERVICES

Policy 4335

Absences, Leave, Vacation

Employee Emergency Service

Staff members joining any fire department, fire protection district, volunteer firefighter department, the Missouri-1 Disaster Medical Assistance Team, Missouri Task Force One, Urban Search and Rescue Team, or staff member activated by the Federal Emergency Management Agency (FEMA) to respond to a national disaster will not be subject to dismissal due to their joining such organizations. However, such employees who are absent from work, or who are late to work, due to such service may be docked and/or required to submit written verification concerning the time and date of the emergency. In addition, such employees are required to make a reasonable effort to notify their supervisors that they will be absent or late due to emergency service.

January 12, 2009

PERSONNEL SERVICES

Policy 4400

1. **Professional Activities, Training and Professional Growth**

The District believes that the provision of the highest quality education to its students requires the continuous efforts of all employees and Board members to upgrade and evaluate their professional skills. A variety of professional development opportunities will be provided by the District.

PERSONNEL SERVICES

Policy 4410
(Regulation 4410)
(Form 4410)

Professional Activities, Training and Professional Growth

General Professional Development

Today's dynamic and rapidly changing society, with its tremendous accumulation of new knowledge and the attending obsolescence in some areas of practice, makes it imperative that all staff members, teachers, clerical, technical, operations maintenance, and administration be engaged in a continuous program of professional and technical growth in order that they may be qualified to provide a quality educational program for all students being served by the District.

It is the policy of the Board of Education that a program of in-service training be established to provide an opportunity for the continuous professional and technical growth of teachers of the school system. The program for in-service training for the next year will be outlined in the proposed budget for that year with estimated costs to be approved by the Board of Education.

As a result of the operation of this policy, staff members will become knowledgeable regarding new developments and changes in their specialized fields and will utilize new and improved methods in practice.

The administrative staff, employing administration and management techniques consistent with modern management development, will provide leadership, which will assist each staff member to make a maximum contribution to the District's effort to provide a quality educational program for all students.

PERSONNEL SERVICES

Regulation 4410
(Form 4410)

Professional Activities, Training, and Professional Growth

General Professional Development

Allocation Requirements

According to the directive from the United States Department of Education, beginning with the 2001-2003 school year excess funds in the Title II allocation must be spent for “special teacher quality activities to reduce the percentage of teachers who: 1) do not have state certification or are certified through emergency or provisional means; 2) are teaching out of field in some or all of the subject areas and grade levels in which they teach; and 3) lack sufficient content knowledge to teach effectively in the areas they teach to obtain knowledge.”

It is the decision of the local educational agency to determine the criteria staff will need to meet in order to receive funds. **Sedalia School District #200 has established the following criteria and guidelines:**

CRITERIA

Beginning in the fall of the 2001-2002 school year, courses from approved institutions that address deficiencies for which the reimbursement is being requested must be passed with a minimum grade of “B” for graduate credit and a minimum grade of “C” for undergraduate credit.

Beginning July 1, 2001, Praxis exams for which reimbursement is being requested, must be passed.

GUIDELINES

Due to the fact that the amount of reimbursement is unknown at the beginning of the year we will follow these guidelines:

All certified staff with the exception of temporary certificated personnel wishing to receive reimbursement will need to fill out an **Application of Intent** to take courses and/or exams with the projected costs included and submit to Central Office by September 10, January 10, and May 10 for the fall, spring, and summer semesters respectively.

Upon completion of coursework and/or exam the following applicable forms of proof must be submitted to central office.

- a copy of the grade card with the course, semester taken, and final grade listed
- a copy of the document listing the exam taken and the score obtained
- a copy of the original bill showing the amount of the course and/or the exam fee

Regulation 4410
Page 2

Summer courses beginning prior to July 1, will be reimbursed the following school year provided an **Application of Intent (Form 4410)** is on file.

Deadline for receipt of documentation of proof is June 5 or the Friday before if this happens to fall on a weekend. Reimbursement will be made at the end of each school year at 100% of exam fees and up to 80% of all coursework fees providing the above criteria are met.

PERSONNEL SERVICES

Policy 4411
(Regulation 4411)

Professional Activities, Training and Professional Growth

Professional Development Program

The Board shall provide a Professional Development Program to be in compliance with State Statutes regarding assistance for beginning teachers. A committee will be elected by the teachers to develop a plan to carry out the goals of the Professional Development Program.

The Professional Development Program shall further be in compliance with the "Outstanding Schools Act" Section 7 of Senate Bill #380 of the 87th General Assembly.

The District will establish a Professional Development Committee to work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; assist beginning teachers with implementation of their professional development plan; serve as a consultant upon a teacher's request; arrange training programs for mentors; assess faculty needs and develop in-service opportunities for school staff; present faculty suggestions, ideas and recommendations pertaining to classroom instruction within the School District; and review and evaluate the District's staff development program.

In any year, expiring with fiscal year 2024, in which the amount appropriated and expended for transportation of students is less than 25% of the allowable costs of providing student transportation, the Board, by a majority vote, may allocate less than 1% of professional development funds to student transportation. However, in no case will the amount allocated be less than 0.5% of professional development funds.

October 22, 2018

Professional Activities, Training and Professional Growth

Professional Development Committee

The District supports professional development of its certified staff through the maintenance of a professional development committee as well as assistance programs for new teachers and resource programs for experienced teachers.

Professional Development Committee

The purpose of the committee is to identify instructional concerns and remedies; assist beginning teachers with the implementation of their professional development plan; serve as consultant at a personal teacher's request; arrange training programs for mentors; assess faculty needs; develop in-service opportunities for school staff; and provide District administration with suggestions, ideas and recommendations concerning instruction.

Committee Composition

Eligibility to serve on the committee will be restricted to certified employees with a minimum of five years of teaching and /or administrative experience. Members selected will serve for a staggered three (3) year term with one of the committee selected each of three years. New members will be selected by classroom teachers, librarians and counselors. New members will be selected on or by April 30 of the year preceding the member's term. Teaching will be completed by June 30 and membership will commence on July 1 of the new school year. Efforts will be made to insure that each attendance center is represented on the committee and that a cross-section of grade levels and disciplines are represented. Administrators may be selected to serve on the committee but will not participate in the selection process.

New Teacher Assistance Program

Each inexperienced teacher employed by the District will be assigned a mentor by the building principal. Mentors will be required to possess at least five (5) years of teaching experience and have received or be willing to complete mentor training. Mentors will work closely with their assigned new teachers during the teachers' first two (2) years upon request or at the direction of the building principal during the mentoring period.

New teachers, with the assistance of their mentors, will prepare professional development plans. The plans will be consistent with the evaluation criteria and will establish plans of development for the teachers' first two (2) years of teaching.

Oct. 99

PERSONNEL SERVICES

Policy 4420
(Regulation 4420)

Professional Activities, Training and Professional Growth

Conferences and Travel

The Superintendent may authorize professional leave for attendance of personnel at state, regional, and national meetings without pay deduction. The number of absences allowable for professional leave is a judgment value on the part of the Superintendent and is subject to budget limitations for employing substitutes and reimbursement for travel, meals and lodging and registration.

Professional Activities, Training and Professional Growth

Conferences and Travel

In order to conservatively use funds and to provide an equal opportunity for staff to attend conferences, the following guidelines are established with respect to requests to be away from assigned duties in order to attend workshops and conferences:

1. Requests will be submitted in sufficient time to the Superintendent/designee fourteen (14) days prior to scheduled Board meetings. Further, requests must be submitted in sufficient time for Board approval prior to the date of the conference workshop.
2. The District will only pay membership registration fees, with nonmembers being reimbursed only for member fees.
3. Normally, no more than two persons from each school will attend conferences, depending upon available funding.
4. For major conferences held locally (reading, math, curriculum and instruction, etc.), normally only two (2) days of release time should be approved in order to permit attendance by as many teachers as possible.
5. The equitable allocation of travel funds to schools and offices will be the responsibility of the Superintendent/designee.
6. Conference requests need to have an invitation or pamphlet attached for verification of activity and a brief rationale for the request.
7. Conference attendees will not be paid unless a "report of conference" and verification of expenses are submitted.
8. Request to attend professional conferences in order to sell items or man booths for professional organizations will not be approved.
9. Employees must state on application whether or not the sponsoring organization is paying the conference attendee any "honorarium" or travel expenses. An employee receiving an honorarium must use a vacation or personal leave day. Otherwise, the honorarium must be remitted to the District.

Action

All administrators who process conference and workshop requests shall inform their personnel of these guidelines prior to making any recommendation and forwarding the request.

PERSONNEL SERVICES

Policy 4430

Professional Activities, Training and Professional Growth

District Committees

Guidelines for District-wide Committees

A written description of each district-wide committee established in the District will be posted in each building explaining the goals and objectives of the committee and the method used to select members to the committee.

Each committee will write a summary report of its findings and/or recommendations and present this to the appropriate administrator. The chairperson of said committee will present this report to the Board of Education at the appropriate scheduled Board meeting.

Guidelines for District-wide Committees with Employee Representation

District-wide committees may be formed for the purpose of recommending policy changes to the administration and Board. Employees who are selected to serve on these committees should represent all buildings and/or interests of the employee group(s).

PERSONNEL SERVICES

Policy 4440
(Regulation 4440)

Professional Activities, Training and Professional Grants

Mentoring

The District's mentoring goal is to facilitate the growth and development of new educators by pairing them with experienced veteran educators. Through the effort of both the mentor and the mentee, the mentee shall draw upon the experience and knowledge of the veteran mentor to enhance their own professional skills and enhance student learning. It is vital to the success of our students that new educators become integrated, through the mentoring program, into the school's culture and are given the opportunity to better themselves with the assistance of one of their veteran peers.

Through the mentoring program the Board hopes to not only create a stronger learning community but also a community where the strong professional and personal bonds between the educators in the District provide students and employees the best possible working and learning environment.

September 2014

Professional Activities, Training and Professional Grants

Mentoring

District mentoring guidelines are as follows:

- I. The mentor will introduce and help to integrate the mentee into the culture of the school, the district, and the community by:**
 - a. Instructing the mentee on the District's policies, procedures, CSIP, and goals.
 - b. Communicating the social environment of the surrounding community.
 - c. Familiarizing the mentee with local, district, and national organizations that are active within the school environment.
 - d. Discussing any classroom issue the mentee may have; such as how the school handles race, gender, or disability issues.
 - e. Providing ongoing assistance with data analysis, assessments procedures/practices.
 - f. Discussing any district initiatives or parental concerns the mentee would find helpful to know about.
 - g. If necessary, explaining district acronyms.

- II. The mentoring program will provide a systematic and ongoing program review/evaluation by all stakeholders:**
 - a. The program will identify all stakeholders.
 - b. The program will identify desired mentoring outcomes, timelines for those outcomes, and how the desired outcomes will be measured.
 - c. The program will include a systematic and continuous system for gathering feedback on the mentoring program from mentors, mentees and administrators. (One possible method of gathering data would be through pre and post surveys of mentors and mentees, etc.).
 - d. The program will be based on a foundation of best teaching and student learning practices.
 - e. The program will require independent/anonymous exit interviews, so clear reasons for staff departure can be determined.
 - f. The program will be supported by central office and school board trend data.
 - g. The program will be included in broader Professional Development program evaluations.

III. The mentoring program will include an individualized plan for beginning educators that aligns with the district's goals and needs and:

- a. The individualized plan will be aligned with the District's Teacher/Educator Evaluation standards.
- b. The individualized plan will be a systematic and concise mentoring and professional development plan that prioritizes the immediate and future needs of the new educator.
- c. The individualized plan will align with all the district's CSIP and certification requirements.
- d. The individualized plan will establish outcomes for new educators.
- e. The individualized plan will be an extension or part of a professional development plan that may have begun during student teaching/internship or culminating project in college.
- f. The individualized plan will establish classroom or on the job observations that are guided by and contain a checklist of best practices observed by the mentor.
- g. The individualized plan will encourage structured experiences and expectations for all new educators.

IV. The mentoring program will have appropriate criteria for selecting the mentors that will operate within the program:

- a. The mentor will have a minimum of three years of teaching experience.
- b. The mentor will be committed to optimizing student learning.
- c. The mentor will show enthusiasm and a commitment to the education profession.
- d. The mentor will have a commitment to self-growth and a commitment to the growth of any future mentee.
- e. The mentor will hold the same or similar position in respects to the grade and subject area of the mentee.
- f. The mentor/mentee will have the ability to use mechanisms that will be in place to end the pairing if either the mentor or mentee is not satisfied.
- g. The mentor will have an understanding of both broad educational issues and specific teaching/learning issues.
- h. The mentor will have a strong understanding of pedagogy, instructional expertise and relevant administrative issues.
- i. The mentor will be made available, through release time or some other mechanisms, to mentor their assigned mentee.
- j. The mentor will be assigned by the building principals with input from the grade level or department level chair person.
- k. The mentor shall be supported in time and effort by the administration and the school board.

- V. The mentor program will provide comprehensive mentor training to all mentors:**
- a. The mentor training program will teach the prospective mentors that the mentoring process is not an evaluation and that confidentiality is required between mentor and mentee (unless it is a situation involving child endangerment).
 - b. The mentor training program will include cognitive coaching and collaborative training skills.
 - c. The mentor training program will include observation and feedback on the training and skills of the mentors.
 - d. The mentor training program will provide the mentors with an awareness of the phases of first-year educators (stress, depression, etc.).
 - e. The mentor training program will provide mentors with a catalogue of the resources that are available to beginning educators.
 - f. The mentor training program will teach mentors the need to recognize the need for knowledge and strategies in regards to classroom management.
 - g. The mentor training program will provide for formation of mentoring consortia.
 - h. The mentor training program will teach mentors to focus on exemplary teaching and assessment practices.
 - i. The mentor training program will teach mentors to build working strategies that encourage problem solving and independent thinking.
 - j. The mentor training program will teach mentors the importance of student assessments and how these assessments may be utilized to guide future classroom instruction.
 - k. The mentor training program will instruct the mentors on the importance of including a self-assessment that identifies whether mentoring is meeting both the mentor's and the mentee's expectations.
 - l. The mentor training program will stress the importance of student learning.
- VI. During the mentoring program mentors will be given sufficient time to observe the beginning educators and for the beginning educators to observe master educators. The times of the observations should be structured in a way that limits that amount of time a substitute teacher is required while still allowing multiple opportunities for the observations. These results may be achieved by:**
- a. Aligning class schedules and planning periods in a way that allows for the completion of mentoring duties.
 - b. Utilizing state and local professional development funds, career ladder, or stipends to support the mentor's additional duties.
 - c. Providing release time for at least three observations and meetings between the mentor and the mentee.

- d. Encouraging colleges to support mentors and mentees, using online classes, having personal visits and/or using a beginning educators' assistance program.

Mentor Assignments/Program Delivery

Mentors will be allowed a sufficient amount of time to observe the teaching of the mentee. These observations should be accomplished via release time and schedule coordination. Additionally, when executing the mentoring program the following elements should be met:

1. That every new educator participates in a mentoring program approved and provided by the district for a minimum of two years.
2. That the program should provide the new educator with an introduction to District students, community, district, school, and classroom in a way that is systematic, ongoing and individualized.
3. The program will have classrooms visits with pre and post conferences and allow time for mentor/mentee activities and meetings.

Program Accountability

All mentor programs will have systematic and ongoing program review and evaluation by all stakeholders that identifies mentoring outcomes and their measurements, gathers feedback from stakeholders, and includes anonymous exit interviews.

PERSONNEL SERVICES

Policy 4500

Compensation

The Superintendent, with input from staff members, will prepare salary schedules annually for all employee groups. These schedules will be submitted to the Board of Education for approval.

The Board of Education will designate certain extra duty positions for additional compensation. The Board's designations of positions for additional pay will be based upon the time and responsibility required in specific performance. Extra duty and extended year positions are contracted on an annual basis and may be eliminated each year at the Board's discretion.

PERSONNEL SERVICES

Policy 4505
(Regulation 4505)
(Form 4505)

Compensation

Salary Schedules

The Superintendent, with input from staff members, will prepare salary schedules annually for all non-administrative employee groups. These schedules will be submitted to the Board of Education for approval. (See also Policy 4131 – Extra Duty and Extended Contracts.) Salary recommendations for all administrators will be prepared and submitted to the Board annually. Administrative salaries will be based upon a variety of factors including, educational preparation, years of service within the District, and within public education, years of service as an administrator at each administrative level, years of service within the District, regional comparisons to similar districts, number of contracted days, administrative responsibilities, and salaries of other District administrators within category – building and central office. Consideration will be given to administrators' previous salary for all newly hired administrators.

Course credits for horizontal movement on the salary schedule may be approved under the following guidelines:

1. Courses must carry graduate credit status, with the exception of undergraduate courses in an assigned teaching area in which a staff member has full rather than provisional certification. To receive credit for undergraduate courses, application must be made with the Superintendent/designee, and approval given, prior to taking the course.
2. Courses that relate directly to the major, minor, or teaching areas of certification do not need prior approval. To receive credit for those courses outside the major or minor areas of certification, application must be made with the Superintendent/designee, and approval given, prior to taking the course.
3. Courses in which the core content is the same, or which carry the same course number, can be used only once for horizontal movement on the salary schedule.
4. To receive credit, the staff member must submit an official course transcript and completed district for 4505 prior to September 1 of the school year for which movement is being sought.
5. Upon reaching the Master's level, credits start again at zero.

Aug. 07

PERSONNEL SERVICES

Regulation 4505
(Form 4505)

Compensation

In-service Credit

Participant Eligibility:

Only certified staff members employed on a full-time or part-time basis may receive in-service credit. Substitute teachers are not eligible for in-service credit. Staff members who resign forfeit all in-service hours obtained, (i.e. Upon return to the district, in-service hours start at zero).

Rate of Credit:

One (1) hour of in-service credit will be granted for fifteen (15) contact hours of approved in-service programs.

The minimum contact time that may be earned for a given District in-service activity is one (1) hour; thereafter, contact hours may accumulate in increments of five (5) minutes. Building level in-service sessions scheduled in the a.m. for less than one hour may, with the approval of the Director of Curriculum and Instruction, be accepted.

In-service credit may be accumulated from one school year to the next, until the fifteen contact hours have been reached. All records of approved contact hours will be kept in the office of Special Services.

Approved Credit Activities and Responsibilities:

The Director of Curriculum and Instruction shall approve all in-service and staff development activities.

In-service and staff development programs offered by the Sedalia School District which are scheduled outside the regular day and approved through the Office of the Superintendent shall be eligible for in-service credit.

All District program registrations will be made through the office of the Director of Curriculum and Instruction with input from the Staff Development Committee, so that decisions regarding accommodations, materials, and the scheduling and remuneration of presenters can be based upon accurate enrollment data.

In order for participants to receive credit on the salary schedule for in-service programs offered by the Sedalia School District, all requirements must be fulfilled, such as attendance, attentiveness, and feedback/evaluation. When the Director of Curriculum and Instruction determines that a staff member has completed all attendance and participation requirements for a given activity, the amount of in-service credit accumulated shall then be approved and retained by the staff member until such time as eligibility is met for horizontal movement.

Staff members in non-supervisory positions who present in-service approved through the office of the Director of Curriculum and Instruction may receive double in-service credit in lieu of remuneration. Teachers who wish to present in-service sessions may submit in-service proposals to their respective academic area coordinators or building principals.

Participation in curriculum development activities may be approved for in-service credit. District-level coordinators, directors, supervisors, and/or department chairpersons shall administer these sessions. All curriculum development activities must be approved by the Director of Curriculum and Instruction.

Non-Credit Activities:

In-service programs or activities conducted during the regularly scheduled school day (eight hours) are not eligible for in-service credit.

Unless in-service programs have been approved in advance, they are not eligible for in-service credit.

Staff members who accept remuneration for participating in a district-sponsored program are not eligible for in-service credit on the salary schedule. They will have the option of receiving credit or accepting remuneration.

NOTE: Staff members who take part in in-service activities that are:

- Outside the school day,
- Initiated by or through district level administrators and Board approved, or
- Part of a new or revised district initiative

will receive in-service credit for the workshop time to include initial training and necessary follow-up training for one-year in preparation for implementation of the activity, **EVEN THROUGH THE EXPENSES ARE BEING PAID BY THE DISTRICT.**

The maximum number of contact hours per day that can be applied is eight (8). Staff cannot receive both a stipend and in-service credit for the same activity/in-service. when both are offered, they may have a choice between the two.

In-service credit will be given only for the amount of time during professional workshop/conference schedules in which the principle activities are content presentation sessions. Credit will not be given for other types of activities, e.g., registrations, business meetings, breaks, exhibits, meals, social activities, etc.

When a staff member has earned college credit for a program or activity and submits a transcript of this credit to the Office of the Superintendent requesting to advance on the salary schedule, the staff member is not entitled to District in-service credit for this program or activity.

Staff members granted educational leave are not eligible for in-service credit.

Sedalia staff members who present programs for groups and/or organizations outside the Sedalia School District are not eligible for in-service credit for these presentations.

Approved Credit Activities Offered by Groups Outside the Sedalia School District

Salary credit for workshops and conventions outside the district is allowable provided the participant first submits a proposal meeting the following criteria:

- 1) Not for college credit
- 2) Be relevant to the person's employment
 - * grade level
 - * district goal
 - * building goal
 - * state or federal grant
- 3) Expenses not reimbursed by the district
- 4) Outside the school day
- 5) Written summary and commitment to share the content and the information concerning the use of the content and/or information in the employee's employment.

To receive in-service credit for participating in activities/workshops sponsored by groups outside the Sedalia School District, requests must be submitted on the "Application for State Development In-Service Credit" form, and approved prior to the date of the activity.

On the application form, applicants will provide information describing the professional growth activity for which in-service credit is being requested. i.e. sponsoring institution or association, location, and date. A copy of the program agenda must be attached to the application.

It will be the responsibility of staff members requesting credit to obtain approval from the professional institution or association and from the appropriate building principal.

When the out-of-district activity has been fully described and approval from the appropriate building principal obtained, the application should be submitted to the Director of Curriculum and Instruction.

If the application is complete and the request is consistent with established District guidelines, the Director of Curriculum and Instruction will tentatively approve the application and will send the applicant a form for submitting follow-up information.

If the request is not complete and/or is not consistent with established district guidelines, the request will not be approved and the applicant will be notified.

Within two weeks after participating in an approved professional activity, the in-service credit applicant must provide the office of the Director of Curriculum and Instruction with the following:

A copy of the conference agenda indicating which sessions the applicant attended and;

The signature of the appropriate building principal indicating the approval of a plan for sharing the professional growth activity.

When the appropriate follow-up information has been received, the staff member will receive the appropriate credit.

ADMINISTRATIVE AND SUPERVISORY PROGRAM DEVELOPMENT RESPONSIBILITIES

Building level in-service/staff development programs approved and implemented through the office of the Director of Curriculum and Instruction and scheduled outside the regular school day will be eligible for in-service credit.

Building principals will develop in-service session proposals which reflect district and building objectives and will submit proposals to the office of the Director of Curriculum and Instruction prior to the date of the in-service.

When approval has been received, building principals or their designees will administer building-level staff development sessions. The principal's responsibilities will include disseminating in-service programming information, obtaining attendance and evaluation records, and submitting this information to the Director of Curriculum and Instruction.

AMOUNT OF CREDIT

Staff may accumulate salary credit on the Sedalia School District #200 salary schedule in the following amounts:

Staff who have earned a Bachelors degree, but have not earned a Masters degree, may earn up to ten (10) hours of salary credit prior to completion of the Masters degree.

Staff who have earned a Masters degree or above may earn up to fifteen (15) hours of salary credit.

Compensation

Benefits

The Board of Education provides fringe benefits to full-time staff members. The extent and nature of fringe benefits provided may vary from employee group to employee group. Newly hired non-certified employees determined to be non-exempt by FLSA classification are eligible to become a participant in the benefit plan on the first day of the month following the sixtieth day after commencing active work with the district. The wait period for benefits will be waived for non-certified employees rehired within one year of their departure. Generally, newly hired certified full-time exempt staff members are eligible on September 1 of the current school year.

Full-time non-certified employee's insurance coverage includes:

1. Liability Insurance - immediately
2. Workers' Compensation Insurance - immediately
3. Unemployment Compensation Insurance - immediately
4. Medical Insurance - on the first day of the month immediately following 60 days from their start date
5. Vacation and Sick Days- pro-rated
7. Holiday Pay- immediately

Full-time certified employees' insurance coverage includes:

1. Liability Insurance - immediately
2. Workers' Compensation Insurance - immediately
3. Unemployment Compensation Insurance - immediately
4. Medical Insurance - on the first day of the month immediately following their start date
5. Vacation and Sick Days – pro-rated
7. Holiday Pay - immediately

PERSONNEL SERVICES

Policy 4520

Compensation

Salary Deductions

Withholding Taxes

A Federal withholding tax is retained for the Collector of Internal Revenue as payment on Federal Income Tax for the current year. The amount withheld is determined by salary and the number of dependents. No salary check will be issued until all withholding forms are submitted.

A State withholding tax is retained for the Missouri Department of Revenue. The amount withheld is determined in the same manner as the Federal Income Tax. Employees may authorize additional sums to be withheld by notifying the payroll department in writing and completing a new W-4 form indicating the additional amount to be withheld each pay period. No salary checks will be issued until all withholding forms are submitted.

Public School Retirement System (PSRS) of Missouri

PSRS membership is required, regardless of position, for certificated employees employed to work by an employer within the Retirement System in a position that normally requires the employee to work the full school day, or at least the same number of hours per week as required for such a position, and also normally requires the employee to work at least 600 hours during the school term. Certificated employees/teachers employed less than full-time for at least 17 hours per week on a regular basis in a position that requires the employee to work at least 600 hours during the school term may elect membership in the Public Education Retirement System (PEERS) within the first 90 days of their initial part-time employment.

Public Education Employee Retirement System (PEERS)

PEERS membership is required, regardless of position, for non-certificated employees employed to work at least 20 hours per week on a regular basis by an employer within the Retirement System in a position that normally requires the employee to work at least 600 hours during the school term.

Medical

Medical insurance payments will be deducted for all employees on a twelve (12) month pro-rated basis each month.

Tax Sheltered Plan

Tax Sheltered Plans will be deducted under the terms of the respective contracts.

Tax Sheltered Annuities

The School District provides for payroll deduction and processing for employees participating in tax-sheltered annuities.

2. **Additional Deductions**

Any staff member may authorize additional voluntary deductions for payment of tax-sheltered annuities, dues to professional organizations, credit union, and dependent coverage for medical and dental benefits.

PERSONNEL SERVICES

Policy 4525

Compensation

Payment of Salary

All certified employees who are employed in certificated positions will be paid in equal amounts paid over the twelve months of the school year.

July 2008

PERSONNEL SERVICES

Policy 4530
(Regulation 4530)

Compensation

Worker's Compensation Benefits

Employees who suffer an injury caused by an accident or occupational disease arising out of and in the course of employment ("work-related injury") will receive benefits paid by the District according to the Workers' Compensation Law of the State of Missouri ("the Law"). Absence from duty resulting from a work-related injury will be compensated according to the Law. Employees who receive workers' compensation benefits for lost time from work due to a work-related injury are not eligible for additional sick leave or vacation benefits under this policy, except with respect to those employees whose average weekly wage is defined by the Law ("average weekly wage") exceeds the actual wage necessary to obtain the maximum total disability rate as defined by the Law ("maximum wage").

In addition to the benefits for temporary total disability allowed under the Law, an employee whose average weekly wage at the time of the work-related injury exceeds the maximum wage at the time of the work-related injury will receive in wages the difference between the employee's average weekly wage and the maximum wage during the time period such employee is entitled to temporary total disability benefits under the Law. This additional benefit provided herein does not affect an employee's wage rate for purposes of permanent disability benefits.

Injury and Accident Prevention Program for Sedalia School District #200

Compensation

Workers' Compensation Benefits

Employees of the Sedalia School District who suffer an injury or illness caused by an accident or occupational disease arising out of and in the course of their employment (“a work-related injury”), when the accident or occupational disease is the prevailing factor in causing both the resulting medical condition and disability, will receive appropriate medical care and a managed return to work, in accordance with the Workers’ Compensation Law of the State of Missouri (“the Law”).

The Sedalia School District has developed an Injury and Accident Prevention Program, with the objective of maintaining a safe and healthful work environment for all employees. The safety of our employees is of utmost importance; therefore the District has adopted the following safety regulations. Employee workers compensation benefits may be reduced if an injury is caused by a violation of the following instructions. These rules not only contribute to providing our employees with a safer work environment but may also reduce the district’s workers compensation costs. It is important that you clearly understand these rules and follow them.

Workers' Compensation Benefits Payable

Employees who suffer a work-related injury will receive benefits paid by the District according to the Law.

If an injury is deemed compensable, the employee will receive, subject to all provisions of the Law:

1. Medical treatment approve by the District.
2. Temporary total disability (“TTD”) benefits from the District’s insurer, if the employee is absent from work for more than three working days. TTD benefits are equal to two-thirds of the employee’s “average weekly wage.” The “average weekly wage” is calculated by the District as the average of the employee’s wages for thirteen weeks preceding the work-related injury. Employees who receive workers’ compensation benefits for lost time from work due to a work-related injury are not eligible to use sick, personal or vacation leave benefits to supplement income while receiving TTD benefits under this policy.
3. If an employee is absent from work due to a work-related injury for only three (3) working days or less, the employee will not receive TTD benefits; however, the employee may elect to use any accumulated sick leave, vacation or personal days for any missed time from work.

4. If the injury is severe and it causes permanent disability, the Division of Workers' Compensation may award a lump-sum benefit for the disability.
5. An employee's available Family and Medical Leave Act (FMLA) absence allowance may be drawn down concurrent with absences due to a work-related injury, if the absence qualifies as a serious health condition under the FMLA.
6. District #200 requests that employees schedule medical treatment, physical therapy or evaluations after regularly scheduled work hours whenever possible. Employees will not receive TTD benefits for time missed from work to attend medical treatment, physical therapy or medical evaluations, including District-requested medical evaluations.
7. Employees may not receive TTD benefits while receiving unemployment benefits.
8. If an employee is terminated from employment with the District due to post-injury misconduct, the employee will no longer receive TTD benefits for any pre-termination injury or illness.

Direction of Medical Care

In Missouri, the District is afforded the right to select the medical care provider(s) for employee work-related injuries.

The District's Workers' Compensation Claims Administrator maintains a current list of approved medical providers. The employee, however, maintains the right to use the provider of the employee's choice, but any expenses associated with that use will be borne solely by the employee.

Continuation of Employee Benefits While Off Work Due to Compensable Injury

If an employee is not able to work due to a compensable injury, and as long as the injured person remains an employee of the District, all regular employee benefits may continue. However, since the employee will receive wage benefit checks directly from the insurer and not through the District's regular payroll system, the employee's portion of the cost for those benefits cannot automatically be deducted from the employee's payroll check. Therefore, the employee is responsible for making separate payment arrangements with the District's Payroll Office.

Compliance With Physician's Orders

An employee with a compensable injury must strictly follow any and all instructions of the treating physician. This compliance includes, but is not limited to: prescription use, therapy, rest, following activity restrictions, and returning for follow-up visits. Compliance with medical instructions is mandatory on and off the job. Failure to comply with the treating physician's instructions may result in the denial of benefits under the Law.

Notice Requirements

A work-related injury or illness, including all occupational diseases, must be reported in writing by the injured employee to the school nurse and to his or her supervisor immediately. At the very latest, an injury or illness, including all occupational diseases, must be reported in writing within thirty (30) days of the accident, or in the case of an occupational disease, of a diagnosis. Failure to report an injury in accordance with this provision may result in a denial of benefits under the Law. More specific notice requirements are set forth below.

Drug and/or Alcohol Use/Testing

Under the Law, workers' compensation benefits can be denied if an employee is found to be using alcohol and/or non-prescribed controlled drugs in the workplace and the use is the proximate cause of the injury. If the employee is found to be using drugs/alcohol and the use is not the proximate cause of the injury, a 50% penalty can be levied against otherwise payable benefits.

Note: There is a presumption that alcohol use was the proximate cause of an injury if an employee's blood alcohol level exceeds the legal limit. Additionally, an employee's refusal to take a drug or alcohol test requested by the District will result in the forfeiture of workers' compensation benefits.

Employees who sustain a work-related injury will be subject to alcohol/drug testing as provided for in Policies 4870 and 4871.

Rule Violation or Willful Failure To Use Safety Devices

If an employee violates a rule of the District or fails to use a required safety device, that employee's workers' compensation benefits may be reduced by 25-50%. Specific safety regulations are listed in detail below.

Failure To Return To Work After Physician Release

An employee who fails to return to work after receiving a release from his/her treating physician, will be considered absent from their job without authorization. Such employees may be considered excessively absent if they fail to return to work after being released to do so, in accordance with the District policy 4310.

Vocational Rehabilitation Assessment

It will be the option of the Sedalia School District to require employees to submit to a vocational rehabilitation assessment. The District will require these assessments on a case by case basis as deemed appropriate.

Transitional Modified Duty

Transitional Modified Duty is a temporary assignment when an employee returns from a work-related injury with medical restrictions or modified duties based on the physician's recommendations. The duration and type of duty an employee is assigned will vary on a case-by-case basis. The assignment can include tasks from the employee's current job duties or other work assignments based on the District's needs, the employee's ability to perform the job duties, and the health care provider's certification approving these duties. Employees may return to work full-time, part-time, or on an intermittent basis, based on the District's needs.

Penalties For Fraud

In accordance with the Law, any employee who submits a fraudulent workers' compensation claim and/or misrepresents facts can be found guilty of a Class A misdemeanor and may be subject to substantial criminal fines.

Procedure Immediately Following an Injury

Immediately following an injury, please comply with the following procedure:

1. Assess the situation. If emergency medical attention is needed, call 911 immediately! If not an emergency, get on site medical attention for your injury from a school nurse or trained staff whenever available.
2. If the injury requires a physician visit, all appointments must be made through the District's Workers' Compensation Claims Administrator. Do not make physician appointments on your own. Our group physician is Family Medicine, 3401 W. 10th St.,

Sedalia, Missouri, phone 827-2883. (If injury is an emergency, seek assistance immediately.)

3. Report all injuries to the school nurse during school hours and to your immediate supervisor. They will refer the incident to the District's Workers' Compensation Claims Administrator.
4. The school nurse or your supervisor will report all incidents and injuries to the District's Workers' Compensation Claims Administrator immediately. Linda Myers, Sedalia School District Insurance Coordinator, 660-829-6471.
5. Complete and sign an Incident Report Form.
6. Employees should report injuries within 24 hours of the accident or injury even if no immediate medical attention is sought. All injuries or accidents must be reported in writing within thirty (30) calendar days.
7. It is the employee's responsibility to notify his/her immediate supervisor if an accident occurs. **NOT REPORTING AN ACCIDENT OR INJURY WITHIN THE REQUIRED TIME PERIOD COULD RESULT IN DELAYED PAYMENTS AND INCREASED MEDICAL EXPENSES THAT WILL BE THE RESPONSIBILITY OF THE EMPLOYEE.**

Summary of Procedure Following an Injury

During your recovery period, please comply with the following procedure:

1. Follow the medical provider's orders; attend all scheduled medical and physical therapy appointments.
2. Cooperate with your workers' compensation carrier: **Missouri Rural Services, phone 1-800-596-1422.**
3. Contact your supervisor regularly, letting them know your progress.
4. When you are released to full duty or transitional duty, call your Missouri Rural Services adjuster, your Sedalia School District supervisor, and the District's Workers' Compensation Claims Administrator immediately.
5. A copy of any and all physician's work releases (containing weight limits, number of hours employee is released to work, etc.) must be provided to your immediate

supervisor and the District's Workers' Compensation Claims Administrator immediately.

General Safe Workplace Practices

All employees are required to comply with the following Safe Workplace Practices:

1. Never put yourself in a position in which you must use all your body strength. If you can barely lift a box up to a shelf, you have filled it too full. If you have to push or pull with all your might to open a door or an object, you are likely to slip when it finally gives way.
2. Keep floors clean and free of liquid or objects. Report spills immediately to the appropriate personnel.
3. Keep loose sleeves, ties, gloves, jewelry, and long hair away from moving equipment.
4. Climb on proper ladders or stepstools only, not on chairs, desks, or shelves.
5. Don't run electrical cords across aisles or wet floors.
6. Don't try to catch heavy or falling objects. Let them hit the floor.
7. Unplug power equipment before making adjustments or when not in use.
8. Don't pull out more than one file cabinet drawer at a time. Close drawers before you walk away. Put heavy items in bottom drawers.
9. Don't lock or block building exits.
10. Use a cart, dolly, or helper to move heavy objects. Maintenance and custodial staff must wear the lumbar belts provided by the district.
11. When operating power equipment on school grounds make sure children are kept away from the area of operation. Do not leave power equipment unattended.
12. Do not remove safety devices from power equipment. Report any safety devices that aren't working properly to your immediate supervisor.
13. When driving vehicles across occupied playgrounds or around school buildings, have a coworker or a school employee walk outside the vehicle to make sure children stay

clear. Always place vehicle in gear, set handbrake and remove keys when leaving the vehicle unattended.

14. If your job requires you to drive a company owned vehicle, or any vehicle on company business; and/or ride on local, private, or public streets, the **USE OF SEATBELTS IS MANDATORY** for the driver and all passengers. Obey all posted traffic signs and speed limits.
15. Employees must attend all safety seminars provided by the Sedalia School District.
16. Maintenance and custodial employees must wear the provided ice grips when removing ice from parking lots or sidewalks.
17. Food service and custodial personnel must wear slip resistant shoes during work hours.

Policy Compliance

Employees are expected to comply with these policies as a condition of their employment. This includes, but is not limited to, the expectation that employees shall:

- comply with physician's orders,
- immediately notify school nurse and supervisor of work-related injury or illness,
- refrain from the use of drugs and/or alcohol in violation of the District's policies,
- comply with safety standards,
- return to work upon release of physician, and be absolutely truthful and accurate in all claims and reports.

Failure to comply with this policy may result in District discipline, up to and including discharge.

PERSONNEL SERVICES

Policy 4540
(Regulation 4540)

Compensation

Group Health Insurance Benefits

The Board of Education directs that medical group insurance coverage for eligible staff members will be provided. Newly hired non-certified employees determined to be non-exempt by FLSA classification shall become eligible to be a participant in the benefit plan on the first day of the month following the sixtieth day after commencing active work with the district. Generally, newly hired certified full-time exempt staff members are eligible on September 1 of the current school year.

The Superintendent/designee will solicit proposals and make recommendations to the Board for approval of the insurance provider.

Employees shall be given information regarding COBRA benefits at the times of employment and separation, in accordance with law.

The contract for medical insurance will be submitted for competitive bidding at least once every three years. For purposes of this policy competitive bidding means public notice of the request for medical insurance bids and the provision of information about district participants, claims history, and the details of the District's existing health insurance policy and proposed modifications.

Any district health insurance contract or plan shall include a provision allowing persons who retire from the district to remain or become members of the plan if they are eligible to receive benefits under the Public School Retirement System of Missouri (PSRS) or the Public Education Employee Retirement System of Missouri (PEERS). In addition, the retiree's spouse and children must be allowed to become members of the plan if they are receiving or are eligible to receive benefits under the PSRS or PEERS. Unless otherwise required by law or agreement, retirees and their spouses and children who enroll must timely pay the full cost of the premiums in accordance with District procedures. Retirees and their spouses and children will have one year from the date of retirement to qualify and enroll in the coverage. Once that date has passed, if a retiree or his or her spouse or children discontinue district coverage, they are not eligible to re-enroll (unless the retiree returns to full-time employment with the district).

PERSONNEL SERVICES

Regulation 4540

Compensation

Group Insurance Benefits

The insurance program for all school personnel who are eligible shall be determined by the annual school budget as first approved by the Board of Education.

There may be years in which the amount determined by the Board to be set aside for personnel insurance benefit will not equal the total amount required by the coverage carrier. The employee must pay the difference or elect not to participate in the program

If the employee elects not to take the Board benefit, the Board is not obligated to reimburse the employee an equal amount of the benefit not taken.

The final date for notification of participation in the health benefit by the employee is the date set by the insurance company.

Group insurance benefits are made available to full-time personnel, as defined by the District and/or the insurance provider. For purposes of health coverage, a "full-time employee" is one who is credited with an average of 30 hours of service or more per week or 130 hours of service per month.

In general, when the district reasonably expects that an employee new to the district will be a full-time employee, the district will provide access to health coverage when the employee begins the position, after the appropriate waiting period. However, it is not always clear whether an employee will work full-time for the district. In those situations, for employees who are salaried or hourly, the district will use the look-back measurement method to regularly determine whether the employees are eligible for health coverage and whether they will continue to be eligible for health coverage.

Hours of Service

An hour of service is each hour for which an employee is paid, or entitled to payment, for the performance of duties for the district, and each hour for which an employee is paid, or entitled to payment by the district, for a period of time during which no duties are performed due to vacation, holiday, illness, incapacity (including disability), layoff, jury duty, military duty or leave of absence as detained by law. An hour of service does not include services performed by bona fide volunteers, as defined in the law.

Look-Back> Measurement Method

In accordance with law, the district will set a measurement period to give the district an opportunity to evaluate the employees' hours. Employees who are credited with an average of 30 hours of service per week or 130 hours of service per month during the measurement period will be offered access to district-sponsored health coverage during a stability period.

Standard Measurement, Administrative and Stability Periods

For ongoing employees, the standard measurement period begins on May 1 and ends on April 30.

Immediately following the standard measurement period is a standard administrative period that begins on May 1 and ends on June 30. During the standard administrative period, the district will analyze the number of hours the employee worked during the standard measurement period and contact the employee regarding his or her eligibility to join the district's health coverage.

If the employee is eligible, the employee will be given an opportunity to enroll in and remain on the district's health coverage for the standard stability period that begins on July 1 and ends on June 30, as long as the employee continues to be employed by the district, regardless of the number of hours of service credited to the employee during that time period.

Initial Measurement, Administrative and Stability Periods

For new employees, the initial measurement period begins on the first day of the month immediately following the first day of employment; however, if the employee begins employment on the first day of a month, that date will be used. The initial measurement period ends on a date 12 months later. New employees who are subject to the measurement period will not be offered district-sponsored health coverage during the initial measurement period.

Immediately following the initial measurement period is an initial administrative period that lasts one calendar month. During the initial administrative period, the district will analyze the number of hours the employee worked during the initial measurement period and contact the employee regarding his or her eligibility to join the district's health coverage.

If the employee is eligible, he or she will be given an opportunity to enroll in and remain on the district's health coverage for the initial stability period that lasts 12 months, as long as the employee continues to be employed by the district. Once an employee has completed the initial measurement, administrative and stability periods, the standard measurement, administrative and stability periods will be used to determine the full-time status of the employee.

Employment Break Periods and Special Unpaid Leave

Employment Break Period — An employment break period is a period of at least four consecutive weeks during which an employee is not credited with hours of service for the district, excluding special unpaid leave.

Special Unpaid Leave — Special unpaid leave is unpaid leave that is 1) subject to the Family and Medical Leave Act, 2) subject to the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA) or 3) due to jury duty.

The district will determine the average hours of service for a measurement period by first excluding any period of time attributed to any special unpaid leave or employment break period during the measurement period. The district will then calculate the average hours of service per week during the remaining period of time. The district will multiply that average weekly rate by the number of weeks of special unpaid leave and credit the employee with those hours of service. The district will also multiply that average weekly rate by the number of weeks in any employment break period and credit the employee with those hours of service up to 501 hours. The district will then add the hours of service credited to the employee for any period of special unpaid leave and employment break period to the hours of service accumulated during the measurement period and divide this number by the number of weeks or months in the entire measurement period to determine the average hours of service for the measurement period and the employee's eligibility for health coverage.

Other Breaks and Absences

In accordance with law, the district will use the following rules in determining the full-time employment status of a professional staff member:

Rule of Parity - If a new employee is employed by the district for less than eight consecutive weeks and then does not provide an hour of service for eight consecutive weeks or more, the district may consider the employee terminated and rehired once the employee has returned. The number of weeks initially employed is calculated after application of averaging methods related to employment break periods and special unpaid leave when applicable.

Termination Rule --If an employee is not credited with an hour of service for a period of at least 26 consecutive weeks and then resumes providing services to the district, the district may consider the employee as having terminated employment during the break and been re-employed as a new employee for the limited purpose of determining eligibility for health coverage. Applicable waiting periods for insurance may apply.

Special Rule for Employees Who Transition from Full-Time to Part-Time Positions or Status

For any full-time employee who transitions to a part-time position or status, including employees who retire from the district and return on a part-time basis, after the initial three full calendar months following the change in position or status, the District will use the monthly measurement method to determine whether the employee continues to qualify as a full-time employee. The monthly measurement method will be used until the end of first full measurement period and the subsequent administrative period in the new position or status. This rule is limited to employees who work on average less than 30 hours of service per week in the new position or status.

Payroll Deduction Administration

Voluntary Deductions

9 Month Employees

Voluntary payroll deductions are limited solely to ensuring that the employee's requested deduction is disbursed to the designated authorized vendor. Voluntary deductions are payroll deductions that an employee can authorize to be taken from their net pay and have it paid directly to an authorized vendor. All voluntary deductions must be approved by the Payroll Office.

Employees that do not receive a check each month, but do have insurance deductions that need to be paid for 12 months of the school year will have additional premium(s) withheld as a separate payroll deduction, and escrowed until disbursed to vendors.

Example: An employee's monthly deduction for health insurance is \$100.00. The individual receives a full pay check for only nine out of the 12 months (October through June). The cost for three months of premium(s) will be payroll deducted over nine months (October through June).

The monthly cost of the premium will be payroll deducted as three additional deductions each of the nine months, and will be held in escrow until the July, August, and September premium(s) are disbursed to the vendor. In June of each year, the employee's escrow deductions are subject to change due to open enrollment, and premium dollar amount changes. All open enrollment changes are effective as of July 1 of each year. The BCBS and Guardian June payroll deducted

Regulation 4540
Page 5

premium(s) are for the July payment. Employees with insurance coverage(s) that do not receive a check each month, and who terminates employment with the District will have coverage through the end of the month that employment is terminated. Example:

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June <small>Escrow calculations are updated due to open enrollment and premium changes.</small>
Premium Invoiced by Insurance Company	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00
Premium Deduction	\$0.00	\$0.00	\$0.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00
Escrow 10 Month (July)				\$11.12	\$11.12	\$11.12	\$11.12	\$11.12	\$11.12	\$11.12	\$11.12	\$11.04
Escrow 11 Month (Aug)				\$11.12	\$11.12	\$11.12	\$11.12	\$11.12	\$11.12	\$11.12	\$11.12	\$11.04
Escrow 12 Month (Sept)				\$11.12	\$11.12	\$11.12	\$11.12	\$11.12	\$11.12	\$11.12	\$11.12	\$11.04

Note: New Hires that are nonexempt full time employees (regularly scheduled to work 30 or more hours per week) will become eligible for benefits on the first day of the month following the 60th day after commencing active work with the District. Therefore, insurance benefits and deductions will not be escrowed their first year of employment.

Compensation

Retirement Compensation

Retirement provisions for all eligible employees will be in accordance with the provisions of the Missouri Public School Retirement System (PSRS) and the Public Education Employees Retirement System (PEERS).

Full-time certificated staff employed after April 15, 1986, are subject to the Medicare portion of Social Security.

At the time of initial employment an employee shall be given his/her first COBRA notification. Second notification and continuation of benefits are contingent upon the employee notifying the District of a qualifying event.

Any plan of group health insurance shall include a provision allowing persons who retire, or who have retired, to become members of the plan if they are eligible to receive benefits under the Retirement System, by paying premiums at the same rate as other members of the group.

Employees who retire or who have retired and who are eligible for retirement benefits from either the PSRS or PEERS Plans are eligible to participate in District health benefit programs. In addition, the spouse and/or unmarried dependent children of any employee may also participate in District health benefit programs provided that these family members are receiving or are eligible to receive retirement benefits from either the PSRS or PEERS Systems. The retiree must apply for insurance coverage within the first year he/she is eligible to receive retirement benefits.

Reporting Requirements

Ineligibility for Retirement Benefits

If an employee or former employee is charged or convicted of any of the listed felonies, where such felony is committed in direct connection with or related to the employee's duties with the District, the District will notify the employee's relevant retirement plan, PSRS or PEERS. Such reporting is only required where such filing was committed after August 28, 2014 and where District administrators knew of such charge or conviction. The District will further provide to the respective retirement plan all information related to the charge or conviction that is in the District's possession. Reportable offenses include:

1. Stealing involving money, property, or services valued at \$5,000.00 or more;
2. Receiving stolen property involving money, property, or services valued at \$5,000.00 or more;
3. Forgery;

4. Counterfeiting;
5. Bribery of a public servant;
6. Acceding to corruption 576.020

Conviction of one of the felonies set out in this policy may result in ineligibility for retirement benefits.

Reporting as Requested by PSRS

The District will cooperate with PSRS requests for information concerning the District's use of PSRS retired persons providing substitute teaching or other positions that would normally require certification. This reporting/assistance request applies to such retired persons who provide such services through an independent contractor.

Compensation

Teacher Post-Retirement Option

Any retired District employee in a position which requires teacher certification may be employed in a position that does not normally require teacher certification (PEERS Qualified). However, such person may only earn up to 60% of the minimum teacher's salary, currently \$25,000.00, for a maximum salary of \$15,000.00 without a discontinuation of the employee's PSRS retirement allowance. Such person will not contribute to PEERS or PSRS retirement systems, nor shall they acquire membership in the PEERS retirement system. In such instance, the District will pay its contribution into the PEERS system.

If such person is paid in excess of \$15,000.00 the employee will not be eligible to receive their retirement allowance for months paid in excess of the cap and will be required to pay into the PEERS retirement system for such period of time.

October 22, 2018

PERSONNEL SERVICES

Policy 4610 **(Form 4610)**

Performance Evaluation

Certificated Personnel Performance Evaluation

The Board of Education's ultimate goal in education is to provide the highest quality educational experience to all District students. The District's performance-based evaluation system contributes to that goal by promoting the professional improvement of each staff member and, when necessary, by providing data to remove an employee whose employment is detrimental to students.

Performance-based evaluation is a process endorsed by the Board of Education for performance improvement that includes identification of performance expectations, documentation of performance, discussion of performance, development of improvement plans, and making personnel decisions based upon performance. The evaluation process for every employee is an on-going process that takes place every day. Formal, summative evaluations will be prepared and reviewed with each tenured teacher at least every five years. All other District employees will receive summative evaluations annually.

The District's performance evaluation system incorporates the seven "Essential Principles of Effective Evaluation" adopted by the State Board of Education and set out as follows:

1. Uses research-based and proven practices to measure educator performance;
2. Establishes performance indicators for educators based on their level of performance;
3. Aligns the evaluation process with an educator's probationary period to provide for an appropriate accumulation of performance data;
4. Uses student learning, based on a variety of performance measures, in the evaluation process;
5. Assesses educator performance on a regular basis and provides feedback to teachers and administrators that they can use to improve their performance through their careers;
6. Ensures evaluators are highly trained so that evaluation ratings are fair, accurate and reliable; and
7. Uses the evaluation process to guide school district policies that impact the development of educators and student learning.

Notwithstanding the State's essential principles, the major focus on the District's evaluation system is on positive learning outcomes, cognitive and affective, for District students. Educators are responsible for the positive learning outcomes for their students.

PERSONNEL SERVICES

Policy 4620
(Form 4620,
4620.1)

Performance Evaluation

Support Staff Performance Evaluation

The development of a strong, competent support staff and the maintenance of high morale among the staff are major objectives of the Board of Education. The selection of qualified employees to fill vacancies, the determination of assignments and equitable work loads, the establishment of wage and salary schedules which encourage employees to put forth their best efforts, and the evaluation of employee achievements are some of the major responsibilities of the Board and administrative staff. A program of continuous evaluation is necessary in fulfilling these responsibilities.

All supervisors and/or principals will complete a written evaluation on all support staff under their supervision. All support staff employees will be evaluated at least twice during their first year of employment and then at least once every year thereafter. The supervisors and/or principals will evaluate the performance of employees under their supervision in the following areas:

1. Job knowledge.
2. Quality of work.
3. Quantity of work.
4. Dependability.
5. Cooperation.
6. Attendance.
7. Punctuality.
8. Other areas as appropriate for the specific job.

This evaluation will be used to increase job proficiency, and also to determine eligibility for reemployment.

Performance Evaluation

Staff Conduct

The Board of Education requires all staff members to serve as positive role models for District students. District schools exist to provide quality, cognitive, and affective education for District students in a safe and appropriate setting. In achieving these objectives, staff are required to meet certain performance criteria including, but not limited to:

1. Review and comply with Board policies, regulations, and procedures as well as related building rules and practices.
2. Properly prepare for student instruction.
3. Fully utilize instructional time for learning activities.
4. Maintain students under active supervision at all times.
5. Assess student performance in a regular and accurate manner.
6. Modify instructional goals to meet the needs of each student.
7. Comply with administrative directives.
8. Communicate with students in a professional and respectful manner.
9. Communicate with colleagues, parents and District citizens in a professional manner.
10. Properly operate and maintain district property.
11. Utilize district technology solely for school district business.
12. Maintain required records and submit requested reports in a timely manner.
13. Comply with all safety guidelines and directives.
14. Refrain from the use of profane and obscene language.
15. Dress in a professional manner.
16. Attend to all duties in a punctual manner.
17. Maintain student confidentiality pursuant to state and federal law.

18. Follow and implement student Individual Education Programs (IEP) under the Individuals with Disabilities Education Act (IDEA) or plans under Section 504 of the Rehabilitation Act.
19. Maintain and account for District funds in the staff member's possession and control.
20. Maintain professional relationships with students. With the exception of students who are immediate family with the staff member, this requirement also includes avoiding situations that could lead to allegations of inappropriate relationships with students, including, but not limited to:
 - a. Being present in any setting where students are provided or are consuming alcohol or illegal drugs.
 - b. Inviting students to be alone with a staff member at a staff member's residence, on staff member's private property, or in a staff member's motor vehicle without the prior consent of the building principal.
 - c. Communicating with students, electronically or in person, about the student's sexual activity or concerning the staff member's sexual or romantic conduct.
 - d. Being present on District premises alone with a student in a room where the door is closed, the door is locked, or the lights are off, unless required temporarily due to emergency circumstances. Counselors and administrators are exempted from this prohibition in performance of professional duties.
 - e. Covering the interior window(s) of instructional space and offices with any material that blocks or obscures outside vision into the space, unless required temporarily due to emergency circumstances.
 - f. Communicating with students about sexual topics outside approved District curriculum, unless done as part of a District investigation into sexual abuse or harassment.
 - g. Utilizing students to attend to personal errands for the staff member.
 - h. Allowing students to drive a staff member's vehicle.

PERSONNEL

Policy 4640

Performance Evaluation

Teaching Standards

District teaching standards include, but are not limited to:

- Ensuring that students are actively participating and are successful in the learning process.
- Teacher will monitor and manage student learning by specific assessment vehicles.
- Student and teacher will be prepared and knowledgeable of the curricular content.
- Teacher will maintain students' on task behavior.
- Teacher will use professional communications and interactions with the school community.
- Teacher will remain current on instructional knowledge.
- Teacher will seek and explore changes in teaching behaviors that will enhance student learning.
- Teacher will act responsibly in the overall mission of the school
- Teacher creates learning experiences that make the subject matter meaningful.
- Teacher demonstrates knowledge of the subject matter by implementing instruction pertinent to the subject matter.
- Teacher provides learning opportunities that support the intellectual, social and personal development of all students.
- Teacher cultivates the unique skills and talents of every student.
- Teacher will use a variety of instructional activities of critical thinking, problem solving, and performance skills.
- Teacher creates a positive learning environment that encourages active engagement in learning, positive social interactions and self-motivation.

- Teacher models effective verbal, nonverbal and media communication techniques with students and parents to foster active inquiry, collaboration and supportive interaction in the classroom.

- Teacher will use formal and informal strategies to assess learners' progress.

- Teacher will actively seek out opportunities to grow professionally in order to improve learning for all students.

- Teacher will maintain effective working relationships with students, parents, colleagues and community members.

Final standards for teaching in the District will be in place by June 30, 2010.

PERSONNEL SERVICES

Policy 4650
(Regulation 4650)

Performance Evaluations

Communications with Students by Electronic Media

The Board of Education requires that communications between employees and students conform to applicable state and federal law, as well as Board of Education policy and regulations. These requirements apply to electronic communications, as well as other direct and indirect communications between employees and students during and outside of school hours and school activities. Accordingly, the purpose of this policy is to prevent and provide consequences for employees who engage in inappropriate communications with students, whether by electronic or other means. For purposes of this policy, the term “inappropriate communications” includes, but is not necessarily limited to, communications that promote, constitute, or attempt to conceal illegal or immoral conduct and/or communications prohibited by Board of Education policy or regulation. For purposes of this policy, the term “electronic communications” includes, but is not necessarily limited to, written, oral, or other communications via landline, wireless, cellular, or cordless telephone; texting; email; facsimile; social networking sites; Internet-based video or teleconferencing; and/or other forms of communication that occur via electronic means.

December 2011

PERSONNEL SERVICES

Regulation 4650

Performance Evaluations

Communication with Students by Electronic Media

In accordance with Board Policy 4630, Item 8, staff members are required to communicate with students in a professional and respectful manner. Item 8 applies to all communications, including but not limited to the use of electronic media. Policy 4630, Item 9, further provides that employees are required to maintain relationships with students in a professional teacher-student model. Item 9 applies to all relationships between staff and students, including but not limited to the use of electronic media. By virtue of this policy pertaining to Communications with Students by Electronic Media, the requirements of Policy 4630, Items 8 and 9 are explicitly made applicable to all employees of the District. All school employees are required to communicate with students in a professional and respectful manner and are required to maintain professional relationships with students.

Additionally, Board Policy and Regulation 4810, Sexual Harassment, and Board Policy and Regulation 2130, Nondiscrimination and Student Rights, explicitly prohibit communications between District employees and students that constitute discrimination, harassment, and/or retaliation on the basis of a protected categories or activities. Each of these policies and regulations provides, as examples, non-exhaustive lists of oral and nonverbal communications that are prohibited when communicating in any manner with students. School employees may not engage in any communication, whether by electronic media or other means, that would violate Board Policy and Regulation 4810 and/or Board Policy and Regulation 2130.

Board Policy and Regulation 6320, Library, Media, and Technology Services, further requires all employees to conform to the District's Acceptable Use Policy when using the District's technology resources to communicate with students and others. The Acceptable Use Policy prohibits the use of the District's technology resources in a manner that would violate the Board policies and regulations specifically referenced in this policy or that would otherwise violate Board policy and regulation. Policy and Regulation 6320 further provide that employees who violate the Acceptable Use Policy may be disciplined up to and including termination. Accordingly, all employees are strictly prohibited from using District technology to communicate with students in a manner that is contrary to Policy and Regulation 6320, including but not limited to, the Acceptable Use Policy.

Furthermore, Missouri statutory and case law provides that teachers and other contracted employees may be terminated during the term of the employee's contract for behavior that would constitute immoral conduct as defined by Missouri law. Such conduct includes, but is not limited to, communicating with students for the purpose of promoting, engaging in, and/or attempting to conceal a sexual relationship between the employee and a student; promoting, engaging in, and/or attempting to conceal illegal conduct involving a student; and/or promoting, engaging in, and/or attempting to conceal other conduct prohibited by civil or criminal law, and/or Board policy or regulation. Accordingly, all employees are prohibited from communicating with students, whether by electronic or other means, in a manner that constitutes immoral conduct as defined by law under the Missouri Teacher Tenure Act.

Employees who engage in communications prohibited by this policy, regardless whether such communications occur during or outside the school day or school activities, will be subject to discipline, up to and including termination, in accordance with any procedures that may be prescribed by law for the employee's position.

PERSONNEL SERVICES

Policy 4710 **(Regulation 4710)**

Separation

Resignation: Certified Staff

The ability to plan and provide for continuity of instruction and a positive and supportive learning environment is essential to the education process and the welfare of district students. Therefore, the district encourages teachers to provide timely notice of the intent to resign or retire and to honor their contracts, as required by law. Therefore, the district has established principles and procedures applicable to requests to be released from permanent and probationary contracts. The procedures are set forth in the regulation adopted to implement this policy.

Letters of resignation shall be submitted to the Superintendent/designee and the principal/supervisor. The letter must include the reasons for the request to be released from the contract, and must provide the effective date for the resignation or retirement. The reasons provided must establish the existence of good cause, hardship, or other appropriate justification for release from the contract. The decision of the Board of Education regarding the request shall be final.

PERSONNEL SERVICES

Regulation 4710

Separation

Resignation: Certified Staff

Permanent Teachers

1. Permanent teachers must submit written notice of their intent to resign or retire on or before June 15 of each school year.
2. Permanent teachers who provide written notice of the intent to resign or retire after June 1 of a school year have no legal right to be released from their contracts.
3. Requests to resign or retire after June 15 will be considered by the Board of Education on an individual basis.
4. The factors to be considered in determining whether a permanent teacher shall be released after June 1 include but are not limited to the following:
 - a. The time of year the notice of resignation or retirement is received, and the effective date of the resignation or retirement;
 - b. The difficulty in locating a qualified replacement for the teacher due to the subject area, time of year, or other factors regarding the subject and/or grade level taught;
 - c. The disruption to the educational process, even if a suitable replacement is found;
 - d. Whether the reason for the request constitutes good cause, hardship, or other appropriate justification for release from the contract.

Probationary Teachers

5. Once a probationary teacher has signed a contract individually approved by the Board of Education, that contract is binding for the school year identified therein.
6. Requests to resign or retire after a probationary contract has been signed will be considered by the Board of Education on an individual basis.
7. The factors to be considered in determining whether a probationary teacher shall be released after signing a probationary contract are identical to those in No. 4 above.

All Contracted Employees

8. Contracted employees may be released from their contracts only by vote of the Board of Education. There is no provision for automatic release upon the payment of liquidated damages.
9. As a general rule, contracted employees will not be released solely because they have been offered or have accepted a different employment opportunity.
10. Contracted employees who abandon their contracts without consent of the Board of Education will be subject to legal action under law and Board Policy, including but not limited to, possible revocation of the contracted employee's certificate of license to teach.

11. Contracted employees who are released from their contracts by consent of the Board will be subject to liquidated damages in return for such release in accordance with the following schedule:
 - a. Resignation or retirement after June 15, but before July 1 \$ 500.00
 - b. Resignation or retirement after July 1, but before August 1 \$1,000.00
 - c. Resignation or retirement after August 1, but before September 1 \$1,500.00
 - d. Resignation after September 1 \$1,750.00
12. Absent unusual circumstances, the liquidated damages must be submitted to the district via cashier's check prior to any vote to release the contracted employee from his or her contract.
13. If the contracted employee's request is denied, the liquidated damages submitted to the district pending the Board vote will be returned to the contracted employee promptly.

PERSONNEL SERVICES

Policy 4711

Separation

Resignation: Support Staff

Educational support personnel who wish to resign should address a letter of resignation to the Superintendent with copies to the personnel administrator and the principal/supervisor. The letter should state reasons and an effective date for the resignation.

Seven (7) days written notice is the minimum amount of time for resignation by an educational support staff member.

Separation

Suspension or Termination: Support Staff

Non-Contractual Employees

Individuals employed without a contract are subject to suspension and dismissal at any time. The Superintendent is authorized to suspend such employees with pay subject to Board review. In addition, the Superintendent may recommend the suspension without pay or termination of non-contractual employees to the Board of Education.

Contractual Employees

During the term of the employment contract, a support staff employee may be suspended with pay pending review of the Board. Prior to suspension or termination, such support staff employees will be informed of the reason for discipline and will be given an opportunity to respond to those reasons. Upon request of the employee, a meeting with the Board of Education will be scheduled to review the recommendation for suspension or dismissal. Contractual employees, who are not offered a new contract, are not entitled to meet with the Board of Education. However, in such situations, the employee may review the non-renewal with the Superintendent/designee.

PERSONNEL SERVICES

Policy 4730
(Regulation 4730)
(Form 4730
4730.1)

Separation

Non-renewal/Termination: Probationary Teacher

Pursuant to section 168.126.2, R.S.Mo. (Supp. 1992), the Board of Education may choose to non-renew a probationary teacher's contract for the coming school year or may choose to terminate a probationary teacher's employment during the term of a contract in accordance with procedures outlined in Regulation 4730.

The Board of Education may terminate a probationary teacher's contract during the term of a contract for statutory causes as follows:

1. Physical or mental condition that renders the teacher unfit to instruct or associate with children.
2. Immoral conduct.
3. Willful or persistent violation of, or failure to obey, the school laws of the state or the published regulations of the School District.
4. Excessive or unreasonable absence from the performance of duties.
5. Conviction of a felony or a crime involving moral turpitude.
6. Incompetence, inefficiency, or insubordination.

Prior to mid-contract termination of a probationary teacher for causes 1-6, the teacher will be provided with written charges and will be provided with an opportunity for a due process hearing before the Board of Education as set forth in Regulation 4730. Prior to the mid-year termination for cause 6, the teacher will also be provided with a notice of deficiencies and probationary period as set forth in Regulation 4730.

Separation

Nonrenewal/Termination: Probationary Teacher

Pursuant to section 168.126.2, RSMo. (Supp. 1992), the Board of Education may choose to non-renew a probationary teacher's contract for the coming school year or may choose to terminate a probationary teacher's employment during the term of a contract in accordance with the following procedures:

Nonrenewal

1. On or before the 15th day of April in each school year, the Board will notify in writing each probationary teacher whose contract will be nonrenewed for the next school year.
2. A probationary teacher is not entitled to a warning, a probationary period, notice of charges, nor a hearing prior to the Board's decision to nonrenew the contract of a probationary teacher.
3. A probationary teacher whose contract is nonrenewed may request a concise statement of the reasons for the Board's decision.
4. The District will issue a notice to the teacher if the reason for nonrenewal is due to a decrease in pupil enrollment, District reorganization or the financial condition of the District.

Termination of Employment During the Term of a Contract

1. If, in the opinion of the Board of Education, a probationary teacher is performing his/her professional duties in an incompetent or insubordinate manner, the Board/Superintendent will provide the teacher with a written statement setting out the deficiencies in the probationary teacher's performance and will provide the teacher with a ninety- (90) day probationary period within which to resolve the deficiencies.
2. If improvement, satisfactory to the Board, has not been made during the ninety- (90) day probationary period, the Board may terminate the employment of a probationary teacher. Prior to consideration of termination, the Board/Superintendent will provide the probationary teacher with a written Statement of Charges and Notice of Hearing. Upon request, the Board will conduct a due process hearing to consider termination.
3. The Board may also terminate a probationary teacher's contract during the term of a contract for statutory causes as listed in Policy 4730.

PERSONNEL SERVICES

Separation

Termination of Contract: Permanent Teacher

Policy 4731
(Regulation 4731)
(Form 4731, 4731.1
4731.2, 4731.3,
4731.4)

Pursuant to sections 168.114 and 168.124, R.S.Mo. 1986, the Board of Education may terminate a permanent teacher's indefinite contract for one or more of the following causes:

1. Physical or mental condition that renders the teacher unfit to instruct or associate with children.
2. Immoral conduct.
3. Incompetence, inefficiency, or insubordination.
4. Willful or persistent violation of, or failure to obey, the school laws of the state or the published regulations of the School District.
5. Excessive or unreasonable absence from the performance of duties.
6. Conviction of a felony or a crime involving moral turpitude.

The indefinite contract of a permanent teacher may be terminated for the foregoing reasons only in accordance with the procedures prescribed by sections 168.116, 168.118, and 168.120, R.S.Mo. 1986.

PERSONNEL SERVICES

Regulation 4731
(Form 4731, 4731.1
4731.2, 4731.3,
4731.4)

Separation

Termination of Contract: Permanent Teacher

Pursuant to state statute, the Board of Education may terminate the contract of a permanent teacher at anytime during the teacher's employment in accordance with the following procedures:

Termination for Incompetency, Insubordination and Inefficiency

1. Permanent teachers considered for possible termination for incompetency, insubordination, and inefficiency will be provided with a notice of performance deficiencies and an opportunity to resolve the noted deficiencies. The notice of deficiencies will advise the teachers of the specific performance concerns which if not resolved may result in dismissal charges being filed. At the time of notice of deficiency is issued, the District administrator will be appointed to work with the teacher to assist in remediation.
2. The period of remediation will extend for a period of not less than thirty (30) days. In individual cases the period of remediation may be set for a period of time in excess of thirty (30) days. However, even where the remediation period is set for longer than thirty (30) days, if satisfactory improvement is not made, the remediation period may be terminated at any time after expiration of thirty (30) days. A meeting will be conducted between the teacher and designated administrator at the beginning of the period of remediation. The purpose of this meeting will be to review the notice of deficiency and to discuss the procedures to be utilized during the remediation period.
3. If any of the previously noted deficiencies have not been resolved by the end of the period of remediation, the Board or the Superintendent may authorize issuance of a Statement of Charges and a Notice of Hearing. The Statement of Charges will list the incidences of deficient performance that occurred during the period of remediation. The Notice of Hearing will well advise the teacher of the proposed date of hearing. However, if the teacher does not request a hearing, the Board may note to terminate the teacher's contract without a hearing. If requested by the teacher, a hearing before the Board will be held no sooner than twenty (20) days nor later than thirty (30) days after receipt of the Statement of Charges.

Termination for the Remaining Statutory Causes

1. In cases other than incompetency, insubordination or inefficiency, there will be no notice of deficiencies and no period of remediation. These procedures are not followed due to the gravity of the charges.
2. The dismissal process for cause under this subsection is initiated by a Statement of Charges and a Notice of Hearing. The Statement of Charges will provide the teacher with the alleged acts of misconduct which, if proven, may result in termination. The Notice of Hearing will advise the teacher of the proposed date of hearing. However, if the teacher does not request a hearing, the Board may note to terminate the teacher's contract without a hearing. If requested by the teacher, a hearing will be held no sooner than twenty (20) days nor later than thirty (30) days after receipt of the Statement of Charges.

PERSONNEL SERVICES

Policy 4732
(Regulation 4732)

Separation

Termination of Employment: Administrators

The terms and conditions of the Superintendent's employment are governed by the employment contract between the Board of Education and the Superintendent. Provision for employment and termination of the Superintendent are provided for in Policy 1720. The employment of all other certificated teachers who are employed as administrators and who are not eligible for permanent status as a teacher are provided for in this policy.

Such district administrators are not eligible for permanent status in their administrative position. However, as provided by law, administrators may be entitled to permanent status as a teacher should their administrative employment be voluntarily or involuntarily terminated. All such administrators may be assigned to other administrative positions or teaching positions as provided in the regulations enacted under this policy.

January 12, 2009

Separation

Reduction in Force: Administrators

Contracts for administrators under this policy and regulation may be non-renewed for any lawful reason. Administrators will be notified on or by April 15 of the Board's intention to re-employ them in their present positions, another position or to non-renew their employment. On or by May 15, the Board will provide each returning administrator with a written contract.

Administrators will have ten (10) calendar days from receipt of the offered contract to accept or reject the contract. Failure to respond in a timely manner will be considered a rejection of the Board's offer.

Non-Renewal Process

Administrators who have been re-employed by the Board as a District administrator five (5) times or more are entitled to certain due process procedures. Within ten (10) calendar days of receipt of notification of non-renewal or reassignment, eligible administrators have ten (10) calendar days within which to request in writing a statement of reasons for the Board's action. The Board will respond in writing within ten (10) days of receipt of the administrator's request. The administrator will then have ten (10) calendar days to submit a written request for a Board hearing. The hearing will then be held within ten (10) calendar days of the receipt of the request for a hearing. The purpose of the hearing is to provide the administrator with the opportunity to convince the Board to reconsider their decision.

Administrators who have been re-employed as a District administrator less than five times are entitled only to notice of non-renewal or reassignment by April 15.

Reduction in Force

Administrators are subject to reduction in their administrative positions at any time. The procedures for such reductions are the same as for probationary teachers. (Refer to Regulation 4740 – Reduction in Force: Certificated Staff.)

PERSONNEL SERVICES

Policy 4740
(Regulation 4740)

Separation

Reduction in Force: Certificated Staff

If it becomes necessary to reduce the number of teachers due to a decrease in enrollment, District reorganization or the financial condition of the District, the Board will act to retain the most qualified teachers while following all applicable statutory guidelines.

The Board of Education may place a permanent teacher upon un-requested leave of absence without pay when the Board determines that such action is necessary because of a decrease in pupil enrollment, School District reorganization or the financial condition of the School District. In placing such a teacher on leave, the Board will be governed by the provisions of the Teacher Tenure Law, and District policies and regulations.

Separation

Reduction In Force: Certificated Staff

Procedures

1. The Board and the Superintendent acting to maintain the highest quality education program will determine which positions need to be reduced or eliminated. In making this decision, the focus will be on the position and not upon the person filling the position.
2. Once it has been determined which positions are to be reduced or eliminated, the identity of the teacher to be placed on involuntary leave of absence will be decided. In identifying teachers, the following rules will be applied:
 - a. Probationary teachers will be the first teachers to be placed on leave within each area of specialization to be reduced. The selection of a specific probationary teacher will be made in the best interests of the instructional program.
 - b. If no probationary teachers, or an insufficient number of probationary teachers, are employed in the area to be reduced, permanent teachers will be considered for placement on involuntary leave. Permanent teachers will be selected on the basis of performance-based evaluations and seniority. However, seniority will not be controlling unless the performance-based evaluations are equal. In comparing the performance-based evaluations of permanent teachers, each teacher's three most recent summative evaluations will be considered.
 - c. In no case will a permanent teacher be placed on a leave of absence while probationary teachers are retained in positions for which the permanent teacher is qualified.

Reinstatement

1. Permanent teachers will be recalled in the inverse order of their placement on leave of absence – the last laid off, first recalled.
2. The District will not employ new teachers while there are District teachers on leave under this regulation who are properly qualified to fill such positions.
3. Probationary teachers will be recalled in the order best determined by the Board based upon the instructional needs of the students.

4. Failure to report to duty on the reinstatement date, without Board approval, will constitute a breach of contract and will terminate the employment of the teacher.
5. Leaves of absence under this regulation will continue for a period of up to three (3) years unless extended by the Board. If a teacher has not been recalled during this period, the teacher's employment will automatically terminate.

Additional Consideration

1. The tenure status of teachers placed on leave under this regulation will not be impaired because of such leave.
2. Teachers placed on leave under this regulation may engage in teaching or another occupation during such leave.

Due Process

1. Permanent teachers will be given a written statement of the reasons for the selection for involuntary leave under this regulation.
2. Upon request, the permanent teacher will also be provided with the following:
 - a. Description of the procedure used to implement the reduction in force.
 - b. The information relied upon by the Board and the administration in making reduction in force decisions.
3. Permanent teachers, upon written request, will also be provided with an opportunity to appear before the Board and to convince the Board that they were erroneously selected for involuntary leave under this regulation.

PERSONNEL SERVICES

Policy 4741
(Regulation 4741)

Separation

Reduction in Force: Support Staff

The Board of Education is authorized to reduce the number of support staff when in the Board's sole discretion factors including, but not limited to, decreases in student enrollment, District reorganization or financial reasons necessitate such reduction. In making such staff reductions, the Board will seek to retain those staff members best able to serve the needs of District's students.

PERSONNEL SERVICES

Regulation 4741

Separation

Reduction in Force: Support Staff

1. Educational Support Personnel placed on unrequested leave of absence because of a reduction-in-force (RIF) shall receive consideration for other District jobs for which they qualify. The unrequested leave of absence shall extend for a period of one (1) year.
2. Each support person while on unrequested leave shall keep the Personnel Office informed, in writing, of his/her current address and telephone number.
3. During the leave period the employee shall retain his/her seniority and accumulated sick leave for consideration and use upon recall.

Separation

Administrative Leave

The Superintendent is authorized to place individual employees on paid leave of absence whenever the Superintendent determines that such leave is necessary due to the employee's misconduct or to investigate potential employee misconduct. Paid leave of absences will not affect an employee's sick leave or vacation leave.

Notification

Employee – The Superintendent will notify employees placed on a leave of absence, under this policy, of the general reasons for placement on leave. This notification will occur within seven (7) days of placement on such leave and will be communicated in writing. Statements of general reasons are confidential and are not open records under Chapter 610.

Board of Education - The Superintendent will notify the Board of Education within thirty (30) days of the reason(s) for placement of an employee on a paid leave of absence. Provided the employee remains on leave, the Superintendent will update the Board of Education, at each subsequent regular Board meeting, of the status of the employee's leave of absence. The updates to the Board will continue during the pendency of each such leave of absence.

Hearing

A Board of Education hearing will be conducted within sixty (60) days of an employee's placement on a leave of absence. Following the hearing, the Board will determine whether the leave will be continued. For good cause shown by the Superintendent, the hearing may be continued for a period of time not to exceed 180 days from the date the employee was placed on a leave of absence. Leave of absence hearings will be conducted in closed meetings.

At such hearing, the employee will be permitted to be represented by an attorney and will be permitted to offer evidence. A record will be made of the hearing. If employee is removed from administrative leave within thirty (30) days of being placed on leave, then no hearing is required.

Exceptions

The provisions of Policy 4750 will not be applicable where:

1. The employee is a probationary teacher;
2. The Superintendent has referred the employee to a law enforcement agency or to another state or federal agency due to employee's misconduct; or

3. A law enforcement agency or other state or federal agency has begun an investigation of the employee's misconduct related to the general reasons for the employee's placement on leave under this policy.

PERSONNEL SERVICES

Policy 4810
(Regulation 4810)
(Form 4810, 4810.1)

Staff Welfare

Sexual Harassment

Sexual harassment constitutes unlawful sex discrimination. It is the policy of the Board of Education to maintain a learning and working environment that is free from sexual harassment.

It shall be a violation for any employee of the School District to harass another staff member or student through conduct or communication of a sexual nature. It shall also be a violation of this policy for students to harass other students through conduct or comments of a sexual nature. Furthermore, it shall be a violation of this policy for any person who is not an employee or student of the District to harass a staff member or student of the District through conduct or comments of a sexual nature while such employee is engaged in the performance of duties for the District or while such student is under District supervision.

PERSONNEL SERVICES

Regulation 4810
(Form 4810, 4810.1)

Staff Welfare

Sexual Harassment/Title IX

The Board of Education is committed to maintaining a work environment for its employees that is free from sexual harassment. Furthermore, the Board of Education strongly believes that no person in the School District shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity.

DEFINITION OF SEXUAL HARASSMENT

In Employment

Sexual harassment in employment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of sexual nature when:

1. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment.
2. Submission to or rejection of such conduct by an individual is the basis for employment decisions affecting that individual.
3. Such conduct creates an intimidating, hostile, or offensive work environment.
4. Qualified employees are denied employment opportunities or benefits because the opportunities or benefits are given to another employee who submitted to an employer's sexual advances or requests for sexual favors.

Under Title IX (applies to students and employees)

Title IX forbids discrimination on the basis of sex in any educational program or activity that receives federal funds. This includes a prohibition on sexual harassment. The Office for Civil Rights of the U.S. Department of Education defines sexual harassment under Title IX as follows: "Verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of a recipient that denies, limits, provides different, or conditions the provisions of aid, benefits, services or treatment protected under Title IX."

Sexual harassment under Title IX includes, but is not limited to, unwelcome⁵ sexual advances,

⁵ Sexual harassment of students by adults who otherwise come within this Policy is absolutely prohibited regardless of whether the conduct is "welcome."

requests for sexual favors, and verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's academic status or progress, or employment.
2. Submission to or rejection of such conduct by an individual is the basis for educational or employment decisions affecting that individual.
3. Such conduct creates an intimidating, hostile, or offensive educational or work environment.
4. Qualified students or employees are denied educational or employment opportunities or benefits because the opportunities or benefits are given to another student or employee who submitted to sexual advances or requests for sexual favors.

EXAMPLES OF SEXUAL HARASSMENT

Unwelcome Sexual Advances

Whether the advance is "unwelcome" is determined on a case-by-case basis. Unwelcome advances may include, but are not limited to, the following:

1. Any invitation (even subtle) intended to result in a sexual liaison.
2. Invitations to dinner or social events, when refusal results in the loss of a promotion or in other adverse employment action.
3. Propositioning an employee.

Unwelcome Verbal Conduct of a Sexual Nature

This may include, but is not limited to, the following:

1. Sexually provocative or explicit speech.
2. Publicly expressed sexual fantasies.
3. Jokes of a sexual or crude nature.
4. Derogatory comments directed to males or females as a class (language directed toward a specific employee is more likely to be viewed as sexual harassment).

5. Demeaning comments.
6. Threats for not agreeing to submit to sexual advances.
7. Writing sexually explicit memos.

Unwelcome Physical Conduct of a Sexual Nature

This may include, but is not limited to, the following:

1. Grabbing or twisting an individual's arm.
2. Any unwarranted touching.
3. Sexually offensive pranks.
4. Drawing sexually explicit cartoons, other drawings, or graffiti.
5. Gestures indicating sexual behavior.
6. Suggestive winks.
7. Kissing.

Conduct Toward Students

In addition to the foregoing examples, students may experience harassment that is unique to their situation, some of which may not be immediately recognized as sexual harassment, but which may support a potential claim against the District and/or its employees if not remedied. Such harassment may include, but is not limited to, the following:

1. Unwanted sexual behavior, such as touching, oral comments, sexual name calling, spreading sexual rumors, jokes, pictures, leers, overly personal conversation, cornering or blocking a student's movement, pulling at clothes, students "making out" on school premises.
2. A student in a predominantly single-gender class who is subjected to sexual remarks by a teacher or students who regard the comments as joking and part of the usual class environment.

3. Interfering with a student's achievement in a predominantly or historically single-gender class by hiding tools or equipment, questioning the student's ability to handle the work, or suggesting that the student is "abnormal" for enrolling in the class.
4. Purposefully limiting or denying students access to educational resources because of their gender.
5. Teasing a student about the student's enrollment in a predominantly or historically single-gender class.

Nature of Sexual Harassment

Sexual harassment is not limited to conduct by males toward females. Sexual harassment may occur between any or all of the following:

1. Student to student.
2. Staff to student.
3. Student to staff.
4. Male to male.
5. Female to female.
6. Male to female.
7. Female to male.

INVESTIGATION OF SEXUAL HARASSMENT COMPLAINTS

Complaints Involving Employees

1. If an employee believes that he/she is being sexually harassed, the employee is encouraged to bring the concern to the attention of the employee's supervisor.
2. If the employee feels that such contact with the supervisor would be inappropriate, if the situation is not satisfactorily resolved by the supervisor, or if the employee simply feels more comfortable speaking with someone other than the supervisor, the employee should contact the Title IX compliance coordinator for the School District.

3. If neither the employee's supervisor nor the Title IX compliance coordinator is of the same sex as the employee, or the employee for any other reason would prefer to report the employee's concern to another supervisor/administrator within the District, the employee may do so. However, it is essential that the report be made to someone with the authority and obligation to act upon the concern.
4. Any supervisor/administrator who receives a report, orally or in writing, from any employee regarding sexual harassment of that employee by another employee, non-employee doing business with the District, or student must notify the Title IX compliance officer within twenty-four (24) hours or within a reasonable time thereafter.
5. Oral complaints of sexual harassment will be put in writing by the complainant or by the person who receives the complaint, and should be signed by the complainant. However, the complainant's refusal to sign a complaint does not relieve the District of the obligation to investigate the complaint.
6. An employee who believes that he/she has been subjected to sexual harassment shall not be required to confront the alleged harasser prior to making the report.
7. Following receipt of the report, District personnel will promptly and fully investigate the complaint and will notify the employee and the alleged harasser of the results of the investigation. Investigations will be conducted with full recognition of the rights of all parties involved.
8. Upon receipt of the report, the Title IX officer will appoint an investigator to investigate the complaint. The investigation shall commence within forty-eight (48) hours after such appointment.
9. The District will maintain the confidentiality of the complaint and the details of the investigation to the fullest extent possible.
10. The investigator will put his/her findings in writing and will forward a copy to the Title IX compliance officer within one (1) week after concluding the investigation, or within a reasonable extension of time thereafter, for good cause shown.
11. If the investigation substantiates the complaint, the District will take appropriate disciplinary action against the offender(s), commensurate to the severity of the harassment (up to and including termination of employment). If the offender is a student, disciplinary action will be taken in accordance with Board established Policy 2610. If the offender is not an employee of the District, the District will take appropriate action within the scope of its authority to eliminate and redress the harassment.

12. If the investigation is indeterminate, the matter will be designated as unresolved, and the investigation file will be maintained by the Title IX compliance officer in a file separate and apart from any student or personnel file.
13. There will be no retaliation against or adverse treatment of any employee who uses this procedure to resolve a concern when such complaint has been brought in the good faith belief that the complainant has been subjected to sexual harassment.
14. The responsible administrator shall follow up regularly with the complaining employee to ensure that the harassment has stopped and that no retaliation has occurred.

ENFORCEMENT

Employees

Each supervisor and administrator is responsible for maintaining an educational and work environment free from sexual harassment. In accordance with that responsibility, each site manager, or his/her designee, shall take appropriate actions to enforce the School District's sexual harassment policy, including but not limited to the following:

1. The supervisor/administrator shall provide an inservice training regarding sexual harassment to all staff by the end of the first full calendar week of each school year.
2. The supervisor/administrator shall provide a copy of the policy to all new employees of the District prior to the commencement of the employee's duties.
3. The supervisor/administrator shall further instruct employees regarding the procedures for reporting sexual harassment in the educational setting on an as-needed basis.
4. The supervisor/administrator shall take prompt action to investigate all complaints of sexual harassment.
5. The supervisor/administrator shall take appropriate disciplinary action, as necessary.

Students

Each building administrator is responsible for maintaining an educational and work environment free from sexual harassment. In accordance with that responsibility, each building administrator, or his/her designee, shall take appropriate actions to enforce the School District's sexual harassment policy, including but not limited to the following:

1. All vulgar or sexually offensive graffiti shall be removed from the premises.

2. The building administrator shall provide an inservice training regarding sexual harassment (including sexual harassment involving students) to all staff by the end of the first full calendar week of school.
3. Student instruction regarding sexual harassment shall be provided annually by the end of September to all students in grades six through twelve. Age appropriate instruction will also be presented to pre-kindergarten through fifth grade students.
4. All homeroom teachers shall discuss this policy with their students within one month after its adoption by the Board and during the first week of the school year thereafter. Written copies of the policy shall be given to each student in grades six through twelve (and in lower grades as may be appropriate) as part of these discussions. Discussion shall be conducted in an age appropriate manner and should assure students they need not tolerate any form of sexual harassment.
5. All teachers, counselors, and administrators shall instruct students on the procedures for reporting sexual harassment within the educational setting on an as needed basis.
6. The building administrator shall take prompt action to investigate all complaints of sexual harassment.
7. The building administrator shall take appropriate disciplinary action, as needed.

NOTIFICATIONS

A copy of the School District's sexual harassment policy shall:

1. Be displayed in a prominent location at each work site.
2. Be provided to each current employee, and to each new employee prior to commencement of their duties.
3. Appear in any School District newsletter or work site publication that sets forth the School District's comprehensive rules, regulations, procedures, and standards of conduct for employees.

The District's Title IX compliance officer will be available to answer all questions regarding this policy or its implementation.

DISCIPLINE/CONSEQUENCES

Complaints Involving Employees

1. Any employee who engages in the sexual harassment of anyone while on school property, or while in the employ of the District off school property will be subject to disciplinary action, up to and including dismissal.
2. Any employee who permits or engages in the sexual harassment of a student will be subject to disciplinary action up to and including dismissal.
3. Any employee who receives a complaint of sexual harassment from a student and who does not act promptly to forward that complaint to the principal and the District's Title IX coordinator shall be disciplined appropriately.
4. Any employee who retaliates, or engages in conduct that could be interpreted as retaliation, against any person who has made a complaint of sexual harassment or who has participated in the investigation of a complaint of sexual harassment will be subject to discipline, up to and including dismissal.
5. Any nonemployee doing business with the District who engages in sexual harassment, or who retaliates against any person who has made a complaint of sexual harassment or who has participated in the investigation of a complaint of sexual harassment, will be subject to discipline to the extent that the District has control over the nonemployee and his/her employer.
6. Any employee who brings a false charge of sexual harassment shall receive appropriate discipline. The term "false charge" means a charge brought in bad faith, that is, without the good faith belief that one has been subjected to sexual harassment. The term "false charge" does not include a charge that was brought in good faith, but which the District was unable to substantiate.

Complaints Involving Students

1. Any student who engages in the sexual harassment while on school property or while participating in school activities, will be subject to disciplinary action, up to and including expulsion.
2. Any employee who permits or engages in the sexual harassment of a student will be subject to disciplinary action, up to and including dismissal.

3. Any employee who receives a complaint of sexual harassment from a student and who does not act promptly to forward that complaint to the principal and the District's Title IX coordinator, shall be disciplined appropriately.
4. Any student who brings a false charge of sexual harassment shall receive appropriate discipline. The term "false charge" means charges brought in bad faith, that is, without the good faith belief that one has been subjected to sexual harassment. The term "false charge" does not include a charge that was brought in good faith, but which the District was unable to substantiate.

TITLE IX GRIEVANCE PROCEDURE
(Sexual Harassment)

Level 1: Principal or Immediate Supervisor (Informal and optional-may be bypassed by grievant)

Many problems can be solved by an informal meeting with the parties and the principal or coordinator. A student who believes that he/she has been subjected to sexual harassment is encouraged to first discuss it with the teacher, counselor, or building administrator involved with the objective of resolving the matter promptly and informally. Employees with a sexual harassment complaint are encouraged to first discuss it with their principal or immediate supervisor with the same objective. If the individual's teacher/supervisor is the person alleged to have engaged in sexual harassment, the grievant should skip Level 1 and go directly to Level 2.

Level 2: Title IX Coordinator

If the complaint or issue is not resolved at Level 1 or if the grievant chooses to skip Level 1, the grievant may file a signed, written grievance stating: 1) the nature of the grievance; 2) the remedy requested; and 3) the date the grievance was submitted. The Level 2 written grievance should be filed with the Title IX Coordinator within fifteen (15) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence.

The Coordinator has authority to investigate all written grievances. If possible, the Coordinator will resolve the grievance. If the parties cannot agree on a resolution, the Coordinator will prepare a written report of the investigation which shall include the following:

1. A clear statement of the allegations of the grievance and remedy sought by the grievant.
2. A statement of the facts as contended by each of the parties.

3. A statement of the facts as found by the Coordinator and identification of evidence to support each fact.
4. A list of all witnesses interviewed and documents reviewed during the investigation.
5. A narrative describing attempts to resolve the grievance.
6. The Coordinator's conclusion as to whether the allegations in the grievance are meritorious.

If the Coordinator believes the grievance is valid, the Coordinator will recommend appropriate action to the Superintendent.

The Coordinator will complete the investigation and file the report with the Superintendent within fifteen (15) days after receipt of the written grievance. The Coordinator will send a copy of the report to the grievant.

If the Superintendent agrees with the recommendation of the Coordinator, the recommendations will be implemented.

The Coordinator and Superintendent may appoint an outside investigator once a written grievance is filed if the Coordinator or Superintendent is the alleged violator.

Level 3: The Board of Education

If the Superintendent rejects the recommendations of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within ten (10) days of receiving the report of the Coordinator to the Board of Education. On receipt of the written appeal, the matter shall be placed on the agenda of the Board of Education for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board of Education will be final.

Other Options for Grievant

At any time during this process, a grievant may file a complaint with the Missouri Human Rights Commission or with the U.S. Department of Education, Office for Civil Rights.

PERSONNEL SERVICES

Policy 4820
(Regulation 4820)

Staff Welfare

Employees with Communicable Diseases

An employee may be excluded from work if the employee (1) has, or has been exposed to, an acute (short duration) or chronic (long duration) contagious or infectious disease, and (2) is liable to transmit the contagious or infectious disease, unless the Board of education or its designee has determined, based upon medical evidence, that the employee:

1. No longer has the disease.
2. Is not in the contagious or infectious stage of an acute disease.
3. Has a chronic infectious disease that poses little risk of transmission in the school environment with reasonable precautions.

School officials may require an employee suspected of having a contagious or infectious disease to be examined by a physician and may exclude the employee from work, in accordance with the procedures authorized by this policy, so long as there is a substantial risk of transmission of the disease in the school environment.

Employees with acute or chronic contagious or infectious diseases have a right to privacy and confidentiality. Only staff members who have a medical reason to know the identity and condition of such employees will be informed. Willful or negligent disclosure of confidential information about an employee's medical condition by staff members will be cause for disciplinary action.

The District will implement reporting and disease outbreak control measures in accordance with the provisions of Missouri Department of Health publication PACH-16, "Prevention and Control of Communicable Diseases: A Guide for School Administrators, Nurses, Teachers and Day Care Operators," a copy of which shall be on file in the office of the Supervisor of Health Services and in the office of each school nurse.

Staff Welfare

Employees with Communicable Diseases

If an employee has, or has been exposed to an infectious or contagious disease or is reasonably believed to have an infectious or contagious disease the following guidelines apply:

1. The employee may be required to undergo a medical examination at District's cost by a physician of the District's choosing.
2. While a determination is made concerning the status of an employee, that employee may be placed on a paid leave of absence. Except in unusual circumstances such leaves will not exceed ten (10) days.
3. If the employee is determined to be infectious or contagious, he/she will be required to take such leave as provided by Board policy until it is medically determined that the employee is no longer able to transmit the disease.
4. Where a question exists concerning an employee's status, an individual assessment of the employee will be completed by a Review Team comprised of the employee's physician, a school nurse, a physician selected by the District, a county health official, the Superintendent and the employee's supervisor. Other individuals may be included, as is reasonably necessary and as designated by the Superintendent.
5. The review team will consider all available medical evidence and will determine the employee's medical condition, the employee's ability to return to work and whether the employee's infectious status requires any restrictions on the employee's work assignment. Normally the team will be convened within seventy two (72) hours of notice of the employee's contagious status. The employee's status will be reviewed thereafter as appropriate.
6. The written determination of the Review Team is subject to an appeal to the Board of Education where determination shall be final.

PERSONNEL SERVICES

Policy 4830
(Regulation 4830)

Staff Welfare

Board/Staff Communications

While the primary line of communication between the staff and the Board of Education remains through the Superintendent, the Board expresses a desire to maintain open communication with the certificated and support staff. Open communication between Board and staff facilitates continuing improvement of education and the proper disposition of personnel matters which may arise.

Oct. 99

PERSONNEL SERVICES

Regulation 4830

Staff Welfare

Board/Staff Communications

Staff Communications to the Board

Communication to the Board from District employees concerning personnel matters or personal complaints shall be filed in writing with the Superintendent. However, this procedure will not be construed as denying the right of any employee to appeal to the Board (regarding alleged misapplication of policy or administrative decisions) provided that the Superintendent shall have been notified of the forthcoming appeal and that it is processed in accordance with Board policies and regulations on staff complaints and grievances. Moreover, this policy will not be construed to preclude resident staff members from exercising their rights to discuss matters of public concern in the same manner as other District residents.

All regular meetings of the Board are open for the public to attend. As such, they provide an excellent opportunity to observe the Board's deliberations on problems of staff concern. Staff members may participate in Board meetings in accordance with the policies and regulations regarding public participation at such meetings. Further, at times and with the knowledge of the Superintendent, the Board may invite staff members to speak at Board meetings or to serve on advisory committees to the Board.

Board Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the Superintendent, and the Superintendent will employ such media as are appropriate to keep the staff fully informed of the Board's concerns and actions.

PERSONNEL SERVICES

Policy 4831
(Regulation 4831)

Staff Welfare

Collective Bargaining

In the event that a group of employees select a bargaining representative in accordance with state law, the District will satisfy its legal obligation as set out in Regulation 4831.

October 22, 2018

Staff Welfare

Staff Involvement in Decision Making

**SEDALIA COMMUNITY EDUCATORS ASSOCIATION
(Sedalia School District #200)
Policy Statement**

Teacher – Administrator – Board Relationships

- A. **Philosophy:** We believe it is imperative that teachers, administrators and the Board of Education establish a means of communication that will further the primary goal of all.

The primary goal is that of providing the best possible education for the students of the Sedalia School System.

- B. **Guiding Principals:** Involvement of Teachers. The legal responsibility for the adoption of school policies belongs to the Board exclusively. However, professionally prepared teachers are uniquely qualified to make contributions toward the formulation of school policies and should, therefore, be actively involved in educational decision making. The Board of Education has the responsibility for providing opportunities for teacher participation in policy making.

Teachers have the responsibility to be well informed on matters of common concern and must seek high levels of professional excellence both in teacher performance and ethics.

- C. **Policies in Writing:** A cooperatively developed, written School Board Policy is fundamental to good Board-Staff relationships. Written policies should be revised regularly, should be made available to the school staff, and shall continue to be used by the School Board as the basis for its actions.

D. **Procedures for Communication:**

1. The Sedalia School District No. 200 Board of Education recognizes the Sedalia Community Educators Association as the professional body representing the certificated staff in the Sedalia Public School System.
2. The Sedalia Community Educators Association shall file a copy of its current constitution and bylaws with the Board of Education and shall also file promptly any subsequent changes.

3. The Superintendent Advisory Committee (SAC) Committee shall function as a committee of the whole SCEA and shall serve as the direct link between SCEA, the Superintendent, and the Board of Education.
4. The Informal Conference – The SAC Committee shall establish a series of regular meetings with the Superintendent and/or the Assistant Superintendent for the purpose of discussing informal matters concerning the educational welfare of the Sedalia Public Schools. The timing and frequency of the meetings shall be determined by the Superintendent and the Chairperson of the above committee. The ideas and opinions resulting from these discussions will not be considered binding on either party.
5. The Formal Conference – The formal conference between the Superintendent and the SAC Committee may result in either of two ways:
 - a. The SAC Committee shall submit to the Superintendent a written proposal containing the item(s) along with a written request for a formal conference;
 - b. In the event the Superintendent and/or the Board of Education desires a conference with the SAC, a written proposal containing the item(s) along with a written request for a formal conference shall be directed to the Chairperson.
 - c. The formal conference resulting from “a” or “b” above shall be held within fifteen (15) calendar days from the date of the receipt of the request on a mutually acceptable date and place as arranged by the Superintendent and Chairperson of the SAC Committee.

PERSONNEL SERVICES

Policy 4840
(Regulation 4840)

Staff Welfare

Conflict of Interest

District employees are prohibited from engaging in any activity which would conflict, or raise a reasonable question of conflict, with their responsibilities in the District.

Oct. 99

PERSONNEL SERVICES

Regulation 4840

Staff Welfare

Conflict of Interest

The prohibition against conflicts and apparent conflicts of interest includes but is not limited to:

1. Employees shall not engage in or have a substantial interest in furnishing of real or personal property, commodity, equipment, supplies or services to the District, either directly or through an outside representative, except as provided in this paragraph. A substantial interest includes ownership by the employee, the employee's spouse or a member of the employee's household of 10% or more of a business entity, or annual receipt by the employee, employee's spouse, or member of the employee's household of \$1,000 or more in salary or other remuneration from a business entity. A business entity in which a District employee has a substantial interest may do business with the District provided competitive bids are obtained and the lowest bid is accepted.
2. Employees shall not make use of mailing lists or other information gained solely as a result of the employee's position with the District to either sell directly or indirectly services or merchandise to students or their parents who reside within the District. As provided by Board policy, this prohibition does not apply to student tutoring.
3. Employees shall not solicit or receive any payment or thing of value which might influence performance of the employee's duties.
4. Employees shall not disclose to any person, not otherwise entitled, information gained by virtue of the employee's duties or otherwise use such information for personal gain.
5. Employees shall not engage in outside employment which interferes with performance of the employee's duties. This prohibition includes outside employment which is performed during school hours or involves the use of school resources.

If an employee is in doubt concerning whether certain acts violate this regulation, the employee must seek an opinion from the Superintendent.

PERSONNEL SERVICES

Policy 4850
(Regulation 4850)

Staff Welfare

Staff Dispute Resolution

The Board of Education recognizes that in any workplace misunderstandings and disputes arise. If left unresolved, these disputes could undermine staff morale and can interfere with the educational mission of the District. The Board has adopted a formal process for dispute resolution that encourages specified employees to resolve concerns quickly and at the most immediate administrative level. This policy does not limit the right of any employee to file a complaint under Policy and Regulation 1300 based on harassment or discrimination because of an individual's race, color, national origin, ancestry, religion, sex, disability, age, genetic information, or any characteristic provided by law.

February 26, 2018

Staff Welfare

Staff Dispute Resolution

Definitions

Grievance - A claim by a nonsupervisory employee or employees that a written Board policy or administrative regulation has been violated or misapplied. This policy is not applicable to the content of performance evaluations nor to decisions for which state statute may provide a means of resolving disputes including, but not limited to, nonrenewal, termination, and reduction in force.

Day – When the dispute resolution policy requires certain action to be taken within a specific number of days, *days* means working days and specifically excludes weekends and school holidays. In counting days, the day on which the event initiating the time limit is not counted.

Informal Resolution

Employees who believe that a written Board policy or administrative regulation has been violated must meet with their immediate supervisor within ten (10) days of the alleged violation. The purpose of this informal conference is to attempt to provide clarification of the issue and, where possible, resolve the dispute.

If the dispute is not resolved within four (4) working days of the informal conference, the employee may initiate the formal procedure by completing an appropriate District dispute form and submitting this form to the employee's immediate supervisor. A completed grievance form must be submitted to the employee's immediate supervisor within ten (10) days of the informal conference.

Step One: Immediate Supervisor

Within four (4) days of receipt of the completed dispute form, the immediate supervisor will schedule a meeting with the employee and the employee's employee representative, if desired. Within ten (10) days of this conference, the immediate supervisor will provide the employee with a written response to the dispute.

Step Two: Superintendent's Designee

If the employee is not satisfied with the resolution at Step One, the employee may refer the dispute in writing to the Superintendent. To proceed to Step Two, the written dispute referral must be submitted to the Superintendent within four (4) days of receipt of the Step One decision. Upon receipt of the referral, the Superintendent shall designate a District employee to hear the

Step Two dispute. Within four (4) days of receipt of the Step Two referral, the Superintendent's designee shall schedule a conference with the employee and his/her employee representative if desired. Within ten (10) days of the conference the Superintendent's designee will provide the employee with a written response to the dispute.

Step Three: Review by the Superintendent

If the employee is not satisfied with the resolution of Step Two, the employee may refer the dispute in writing for the Superintendent's direct review. To proceed to Step Three, the written dispute referral must be submitted to the Superintendent within four (4) days of receipt of the Step Two decision. Within four (4) days of receipt of the written referral, the Superintendent shall schedule a conference with the employee and his/her employee representative, if desired. Within ten (10) days of this conference, the Superintendent will provide the employee with a written response to the dispute.

Step Four: Board of Education Review

If the employee is not satisfied with the resolution at Step Three, the employee may refer the dispute in writing for the Board's consideration. To proceed to Step Four, the written dispute referral must be submitted to the Superintendent within four (4) days of receipt of the Step Three decision. At the next regular Board meeting following submission of the Step Four referral, the Board will consider the dispute and determine whether to conduct a formal review of the dispute. If the Board determines that its formal review is not necessary, the decision at Step Three becomes final.

If the Board determines that its formal review is warranted by the dispute, the Board will set a date for formal review. At formal review both parties are entitled to be represented by legal counsel. Procedures for formal presentations of the dispute are determined by the Board in its discretion. Within ten (10) days of the formal review the Board will provide the employee with its written decision. The decision of the Board is final and binding on all parties.

Miscellaneous Provisions

1. Failure of an employee to comply with the timelines provided in the procedures above will result in final rejection of the dispute.
2. Failure of the administrator to comply with the timelines provided in the procedures above will result in the dispute being advanced to the next step.
3. Neither party to a dispute will be permitted to add witnesses or documentation that were not provided at preceding steps.
4. No employee will be retaliated against for the good faith submission and processing of a dispute under these regulations.

PERSONNEL SERVICES

Policy 4860

Staff Welfare

Personnel Records

Personnel files on all employees will be maintained in the District's administrative offices. It is the intent of the Board of Education to maintain complete and current personnel files, including all information necessary to comply with the Fair Labor Standards Act, for all District employees.

The District will maintain the following information in personnel files: applications, certification documents, performance evaluations, current transcripts, employment contracts and performance related documents. Medical records, including health insurance records, will be maintained separately. Files containing immigration records will be kept separate from personnel files.

The personnel file(s) of an individual employee will be considered confidential to the extent allowed by law. Access to personnel files will be on a strict need-to-know basis by appropriate District administrators, legal counsel, or state agencies with authority.

Upon request to and in the presence of the appropriate administrative official, any employee may have the right during regular working hours to inspect his/her own personnel file, with the exception of the ratings, reports and records obtained prior to the employment of the individual, including confidential placement papers.

Information of a critical nature will not be entered or filed in the employee's personnel folder until the employee is given notice, as well as an opportunity to review the information and comment thereon. The employee will have the right to append a reply to the statement, which will also be included in the folder.

PERSONNEL SERVICES

Policy 4865
(Form 4865)

Staff Welfare

Whistleblower Protection

The District is committed to provision of a quality education in a transparent and supportive environment. Employees who engage in certain discussions of District operations; disclosure of alleged prohibited activities or testimony before a court, administrative, or legislative body will not be subject to disciplinary action as provided in this Policy 4865. The protection of this policy extends to dismissal, demotion, transfer, reassignment, suspension, reprimand, warrant of such disciplinary action, withholding of work irrespective of whether such action affects the employees' compensation.

The following categories of employment activity are protected under this policy.

Discussion of District Operations

Employees are protected in discussing the operations of the District with any member of the legislature, state auditor, attorney general, a prosecuting or circuit attorney, a law enforcement agency, news media, the public or any state official or body charged with investigating any alleged misconduct described in this policy. Such protection will not restrict or preclude the administration from disciplining an employee who knew the information discussed was false; the information was closed or confidential under law, or when the discussions relate to the employee's own violations, mismanagement, a gross waste of funds, abuse of authority, or endangerment of public health or safety.

Disclosure of Prohibited Activity

Employees are protected in making disclosures of any prohibited activity under investigation or any related activity, or for the disclosure of information which the employee reasonably believes demonstrates:

- Violation of any law, rule or regulation.
- Mismanagement, a gross waste of funds or abuse of authority, violation of policy, waste of public resources, attention of technical findings, or communication of scientific opinion, breaches of professional ethical census, or a substantial and specific danger to public health or safety, if the disclosure is not specifically prohibited by law.

Similarly, no employee will be required to give notice to a supervisor prior to disclosing any activity set out in this subsection.

Employees are protected in their testimony before a court, administrative body, or legislative body regarding an alleged prohibited activity or disclosure of related information.

Limitations on Protected Activity

The employee protections set out in this policy will not prohibit:

- A supervisor from requiring employees to inform the supervisor concerning legislative requests for information; the substance of testimony made or the substance of testimony to be made to legislators on behalf of the District.
- A supervisor may preclude an employee from leaving their assigned work area during normal work hours or without complying with the applicable rules, regulations and policies. However, this limitation will not apply when an employee is requested by a legislator/legislative committee to appear before such legislative committees.
- A supervisor from disciplining an employee who represents his/her personal opinions as the opinion of the District.
- A supervisor from disciplining an employee who discloses or discusses information the employee knew was false; the information is closed or is confidential under the provisions of the open meetings law or any other law; or the disclosure relates to the employee's own violations, mismanagement, a gross waste of funds, abuse of authority or the endangerment of public health or safety.

Referral to the State Auditor

Where an employee alleges that they were disciplined for disclosure or discussion of information related to the receipt or expenditures of public funds, the employee may request the state auditor to investigate the alleged misconduct and whether unlawful disciplinary action was taken as provided in this policy.

Policy Posting

The District will post a summary of this policy in locations in all District facilities where it would reasonably be expected to come to attention of all District employees. In addition, this policy will be posted on the District's website.

Staff Welfare

Drug Free Workplace

The unlawful possession, use or distribution of illicit drugs and alcohol on school premises or as a part of school activities is strictly prohibited.

Employees under the influence of alcohol, drugs, or controlled substances while on duty are a serious risk to themselves, to students and to other employees. Employees, who display physical manifestations of drug or alcohol use while on duty, may be subject to drug testing. Any employee who violates this policy will be subject to disciplinary action up to and including termination and referral for prosecution. Employees may also be required to satisfactorily participate in rehabilitation programs.

As a condition of employment, all employees must abide by the terms of this policy. Employees who are convicted of a drug offense, which occurred on, school premises or while on duty must notify the Superintendent of their conviction. The employee must make notification to the Superintendent within five (5) days of the conviction. Within ten (10) days, the Superintendent will provide notice of such violation to the Impact Aid Program, United States Department of Education, or other appropriate government agency.

The District will institute a drug-free awareness program to inform employees of:

1. The dangers of drug and alcohol abuse in the workplace.
2. This policy of maintaining a drug-free workplace.
3. Available counseling and rehabilitation.
4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

On the basis of medical certification, employees with the illness of chemical dependency shall qualify for the employee benefits and group insurance coverages that are provided for under group health and medical insurance policies. The confidential nature of the medical records of employees with chemical dependency shall be preserved in the same manner as for all other medical records.

The District's responsibility for chemical dependency is limited to its effects on the employee's job performance. If the employee violates this policy, refuses to accept diagnosis and treatment,

or fails to respond to treatment, and performance is adversely affected, the employee will be subject to employment action in proportion to the performance problem. Implementation of this policy will not require or result in any special regulations, privileges or exemptions from the standard administrative practice applicable to job performance requirements.

Upon the request of the Department of Elementary and Secondary Education or an agency of the United States, the District shall certify that it has adopted and implemented the drug prevention program described in this policy, in the form required by such agency. The District shall conduct a biennial review of this policy to determine its effectiveness, implement necessary changes, and to ensure that the disciplinary sanctions are consistently enforced.

This policy shall be distributed in writing to all present and future employees.

PERSONNEL SERVICES

Policy 4871
(Regulation 4871)
(Form 4871, 4871.1)

Staff Welfare

Driver Drug Testing

The District recognizes that it shares the responsibility to prevent accidents and injuries resulting from the misuse of alcohol or the use of controlled substances by its employees who operate commercial motor vehicles. The District complies with the provisions of the Omnibus Transportation Employee Testing Act of 1991, which mandates that the District test its drivers who are required to hold commercial drivers licenses under specified conditions. The District will regularly evaluate its policies and procedures to ensure that it remains in compliance with federal regulations.

PERSONNEL SERVICES

Regulation 4871
(Form 4871, 4871.1)

Staff Welfare

Driver Drug Testing

Definitions

For purposes of this Regulation, the following terms are defined:

1. *Alcohol* – the intoxicating agent in beverage alcohol, ethyl alcohol or other low molecular weight alcohol, including methyl and isopropyl alcohol.
2. *Driver* – any person who operates a commercial motor vehicle (CMV) or is required by the District to hold a commercial drivers license (CDL). *Driver* includes, but is not limited to, full-time, regularly employed drivers, casual, intermittent or occasional drivers, leased drivers and independent, owner-operated contractors. For purposes of pre-employment/pre-duty testing, *driver* includes a person applying to the District for a position that involves the driving of a commercial motor vehicle.
3. *Employee* – an individual subject to drug, urine and breath alcohol testing. For purposes of pre-employment testing, *employee* includes an applicant for employment.
4. *Medical Review Officer (MRO)* – a licensed physician responsible for receiving laboratory results generated by the District's drug testing program who has knowledge of substance abuse disorders and has appropriate medical training to interpret and evaluate an individual's confirmed positive test result together with his/her medical history and any other relevant medical information.
5. *Safety-Sensitive Function* – a driver is considered to be performing a safety-sensitive function during any period in which he/she is actually performing, is ready to perform or is immediately available to perform any safety-sensitive function. *Safety-sensitive functions* include the following on-duty functions: all time at a facility waiting to be dispatched; all time inspecting or servicing a commercial motor vehicle; all time spent at the driving controls of a commercial motor vehicle; all time, other than driving time, spent on or in a commercial motor vehicle (except sleeping time); all time loading or unloading a commercial motor vehicle, assisting in loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle, or in giving or receiving receipts for shipments loaded or unloaded; all time spent performing the driver requirements associated with an accident; and all time repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.
6. *Substance Abuse Professional* – a person who evaluates employees who have violated a Department of Transportation (DOT) drug and alcohol regulation and makes

recommendations concerning education, treatment, follow-up testing and aftercare.

Covered Employees

Those District employees who are subject to the prohibitions and mandatory testing requirements of this regulation include all transportation workers, including, but not limited to, bus drivers and maintenance workers, who:

1. Hold commercial drivers licenses; and
2. Who perform safety-sensitive functions at any time during the course of their employment.

Program Coordinator

The Board designates the District's Manager of Transportation to be the Program Coordinator to ensure that the District's employee alcohol and drug program is implemented in accordance with federal regulations and District policy and regulations. The Coordinator will also be responsible for collecting and maintaining all records required by federal law. The Coordinator's name, address and telephone number will be provided to all covered employees.

Testing Program and Policy Information

Before beginning the testing program authorized by Policy 4871, the District will distribute to all covered employees educational materials that explain the requirements of the federal alcohol and drug testing regulations, and the District's policies and procedures with respect to meeting those requirements. The materials will include all information required by federal law. Each covered employee must sign a receipt indicating that he/she has received these materials prior to the beginning of alcohol and drug testing.

ALCOHOL MISUSE PREVENTION AND TESTING PROGRAM

Prohibitions

1. No driver shall use or possess, and the District shall prohibit a driver from using or possessing, alcohol while on duty or while performing a safety-sensitive function.
2. No driver shall use, and the District shall not permit a driver to use, alcohol for a minimum of four (4) hours before performing a safety-related function.

3. No driver shall perform, and the District shall not permit a driver to perform, safety-sensitive functions, where the driver is found, through testing conducted in conformity with federal rules, to have an alcohol concentration of 0.04 or greater until the driver has been evaluated by a substance abuse professional, completed any rehabilitation required by the substance abuse professional, and undergoes a return-to-duty test in which the driver tests at less than 0.02 for the presence of alcohol.
4. A driver who tests, through testing conducted in conformity with federal rules, at levels of 0.02 to 0.039 for the presence of alcohol shall be prohibited from performing, and shall be removed by the District from performing, safety-sensitive functions until the start of the driver's next regularly scheduled duty, but not less than 24 hours after the test was administered, and until he/she tests below 0.02.
5. A driver who exhibits behavior and/or the appearance characteristic of alcohol misuse will be prohibited from performing, and will be removed from performing, safety-sensitive functions until the driver tests at less than 0.02 for the presence of alcohol.
6. No driver required by federal law, or independent District policy, to take a post-accident alcohol test shall use alcohol for eight hours following the accident or until the driver undergoes a post-accident alcohol test, whichever comes first.

Administration of Alcohol Tests

Alcohol testing will be conducted through the use of a federally approved evidential breath testing device (EBTD), and by a trained breath alcohol technician (BAT), in accordance with federal regulations. The District will contract with an outside agency or organization to provide alcohol testing in accordance with federal regulations. The contract will provide that the alcohol testing site (1) must afford aural and visual privacy to the person being tested, and (2) must be secured while the testing is taking place.

DRUG MISUSE PREVENTION AND TESTING PROGRAM

Prohibitions

1. The District prohibits the unauthorized use of controlled substances. Illicit use of drugs by safety-sensitive employees is prohibited on or off duty.

2. No driver shall report for duty or remain on duty, and the District shall prohibit a driver from reporting for duty or remaining on duty, when the driver uses any drug, unless the drug is taken pursuant to the instructions of a physician who has advised the driver that the substance will not adversely affect his/her ability to safely operate a commercial motor vehicle.
3. The District may require a driver to notify it or the medical review officer of any therapeutic drug use if the driver tests positive, through testing conducted in conformity with federal law, for any controlled substance.
4. Following a determination through testing conducted in conformity with federal law that a driver has engaged in prohibited use of drugs, the District will remove the driver from performing safety-sensitive functions and will refer the driver to a substance abuse professional. The District will not permit the driver to return to the performance of safety-sensitive functions until the driver submits a verified negative test result and completes any rehabilitation required by a substance abuse professional.

Administration of Drug Tests

1. Collection Site – The District will contract with an outside agency or organization to serve as a collection site for the collection of urine samples for laboratory drug testing. The District will ensure that collection site personnel follow federally prescribed rules for the collection of urine samples. The District will ensure that the collection site generally ensures aural and visual privacy for the person giving the sample. The collection site person will be required to split the sample into two bottles (the primary specimen and the split specimen). Following completion of a chain of custody form, the collection site person will seal and ship both bottles to a laboratory certified by the Department of Health and Human Services for analysis.
2. Laboratory Analysis – The District will separately contract with a certified laboratory to perform the required drug analysis. If the primary specimen tests negative for drugs, the laboratory will dispose of the split specimen. If the laboratory confirms that the primary specimen tests positive, the laboratory will retain the split specimen to ensure that it remains available for testing.
3. Medical Review Officer – The District will contract with a Medical Review Officer (MRO) who possesses the qualifications required by federal regulations. The MRO will receive and review all laboratory results generated by the District's drug testing program and will report the results to the District's designee as required by federal regulations. In the event the MRO receives a confirmed positive

Test result from the laboratory, the MRO will make every reasonable effort to confidentially contact the driver and give him/her the opportunity to provide a legitimate, alternative medical explanation for the positive result. If the MRO is unable to reach the driver directly, the MRO shall, in accordance with federal regulations, contact the District's designee who shall direct the driver to contact the MRO immediately. The District's designee shall inform the employee of the consequences of failing to contact the MRO within the next seventy-two (72) hours. The designated management official shall employ procedures that ensure, to the maximum extent practicable, that the requirement that the employee contact the MRO is held in confidence. If the MRO determines that there is a legitimate alternative medical explanation for the positive result, the MRO will report the drug test as being negative. If the employee expressly declines the opportunity to discuss the test, the MRO may verify the test as positive. If the employee is contacted by the designated employer representative but does not contact the MRO within seventy-two (72) hours, the MRO may verify the test as positive. If neither the MRO nor the designated employer representative has been able to contact the employee within ten (10) days after making all reasonable efforts, the MRO may verify the test as positive. If the MRO verifies the presence of illegal, controlled substances, the MRO shall inform the covered employee that he or she has seventy-two (72) hours to request that the split specimen retained by the laboratory be sent to another certified laboratory for analysis. If the split specimen fails to confirm the presence of illegal, controlled substances, the employee's test will be reported as negative.

REQUIRED TESTS

Pursuant to federal law, the District will require that all covered employees submit to the following tests:

Pre-Employment Testing

1. Before any driver can perform a safety-sensitive function, the driver must take a controlled substances test with a verified negative result.
2. This testing is required of applicants and of employees transferring to a covered position. Testing for newly hired drivers shall be conducted prior to the employment offer, but in any event before commencing safety-sensitive functions. If an applicant refuses to submit to pre-employment drug testing, the District will remove the applicant from employment consideration.

3. After obtaining an applicant or employee's written consent, the District shall request information regarding the drug and alcohol testing record of employees it is intending to use to perform safety-sensitive duties, pursuant to federal regulations.

Post-Accident Testing

1. Pursuant to federal law, all drivers will be required to submit to drug and alcohol testing as soon as practicable after any accident (a) involving the loss of life or (b) after any accident in which the driver receives a citation for a moving violation, if the accident involved either (1) bodily injury to any person who, as a result of the accident, immediately receives medical treatment away from the scene of the accident, or (2) disabling damage to one or more motor vehicles which requires the motor vehicle to be transported away from the scene by a tow truck or other motor vehicle. Pursuant to its independent authority, the District requires all drivers to submit to drug and alcohol testing after any accident in which the driver was performing safety-sensitive functions.
2. All post-accident testing shall be conducted within the federally prescribed time periods. If a test is not conducted within the required time periods, then the District will not require the driver to submit to a test and the Program Coordinator, in accordance with federal regulations, will prepare and maintain on file a report and submit it to the Department of Transportation (DOT) documenting the reason(s) why the test was not promptly given.
3. Prior to performing safety-sensitive functions, all drivers will be instructed on the necessity for post-accident testing and the procedures to be followed for post-accident testing so that the drivers can comply with federal regulations.

Random Testing

1. The District will conduct random, unannounced testing for drugs and alcohol for covered employees. The District's designee will establish a scientifically valid random selection method and will select covered employees using this method at unpredictable dates and frequencies throughout the testing year. Under the selection method, each covered employee will have an equal chance of being selected for each testing date.
2. Each year, the number of random alcohol tests conducted by the District will equal at least twenty-five (25%) of the average number of covered employees. Each year, the number of random drug tests conducted by the District will equal at least fifty (50%) of the average number of covered employees.

3. Random alcohol testing will be conducted just before, during, or just after a covered employee's performance of safety-sensitive duties. Random testing for drugs does not have to be conducted in immediate time proximity to the performance of safety-sensitive functions.
4. Once notified of selection for testing, the covered employee must proceed immediately (or as soon as possible) to the collection site for testing.

Reasonable Suspicion Testing

1. The District will require covered employees to be tested for drugs and/or alcohol when the driver's supervisor and/or other properly trained District officials determine that there is reasonable suspicion to believe that the driver has violated the provisions of this Policy.
2. All determinations that reasonable suspicion exists will be only by trained individuals and will be made solely on the basis of specific, contemporaneous, articulable observations concerning the appearance, behavior, speech or body odors of the covered employee. Possession of alcohol, standing alone, will not lead to reasonable suspicion testing.
3. Covered employees will be required to submit to reasonable suspicion testing only if the required observations are made by a trained supervisor or District official during, just preceding, or just after the period of the workday that the covered employee is performing a safety-sensitive function.
4. The District designates the Program Coordinator as the District official who will receive the requisite training to determine whether reasonable suspicion exists to require a drug test and/or an alcohol concentration test.
5. The District designee will be responsible for making and signing a written record of the observations leading to reasonable suspicion testing for drugs and/or alcohol. With respect to drug testing, the District designee will ensure that this written record is completed within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

Return-to-Duty Testing

1. When a driver is determined, by testing in conformity with federal regulations, to have an alcohol concentration of 0.04 or greater and/or a verified positive test result

for drugs, the District will refer that driver to a substance abuse professional. The substance abuse professional will determine what assistance, if any, the driver needs in resolving problems related to drug or alcohol abuse.

2. Before a driver can return to the performance of safety-sensitive functions, the driver must be evaluated by a substance abuse professional to ensure that he/she has completed any necessary rehabilitation. The driver must also submit the results of (1) an alcohol concentration test showing an alcohol concentration of less than 0.02 and (2) a verified negative drug test.

Follow-Up Testing

1. When a covered employee who has violated prohibited alcohol and/or drug standards returns to the performance of safety-sensitive functions, he/she will be required to submit to follow-up testing.
2. Follow-up tests are unannounced and at least six (6) tests must be conducted in the first 12 months after the employee returns to duty. Follow-up testing may be extended for a period not to exceed 60 months following return to duty.

Refusal to Submit to Testing

1. Federal regulations require covered employees to submit to required testing. When a covered employee refuses to submit to testing, or engages in conduct that obstructs the testing process, the test will be considered to be positive and the driver will, in accordance with federal regulations, be prohibited from performing safety-sensitive functions until all preconditions are satisfied.
2. Refusal to submit or to provide a specimen has the same sanctions under the federal regulations as a positive test. Any employee who fails to provide adequate breath or urine for testing must obtain, as soon as possible after the attempted test, an evaluation from a licensed physician who is acceptable to the employer concerning the employee's inability to provide a sufficient specimen. If the physician determines, in his/her reasonable medical judgment, that a medical condition has, or with a high degree of probability could have, precluded the employee from providing a sufficient quantity, the employer's failure shall not be deemed a refusal to take a test. The physician shall provide the District a written statement of the basis for his/her conclusion. If the licensed physician, in his/her reasonable medical judgment, is unable to make such a determination, the employee's failure to provide

an adequate specimen shall be regarded as a refusal to take a test and a violation of this Policy.

TEST RESULTS, CONFIDENTIALITY AND RECORD RETENTION

Employee Records

1. All employee testing records are confidential and the District will ensure that all testing records are maintained in a secure location with controlled access. Test results and other confidential information may be released by the laboratory, the breath alcohol technician or the MRO only to designated District officials and/or the substance abuse professional. Any other release of confidential information is only pursuant to federal regulations or with the employee's written consent.
2. Covered employees are entitled, upon written request, to obtain copies of any records pertaining to the employee's use of alcohol or controlled substances, including records of tests and test results.

District Record Keeping and Retention

The District will comply with all federal record keeping and retention requirements. In addition, the Program Coordinator will maintain and compile all required statistics and reports and submit those reports to the necessary federal agencies. The District will notify the Director of the Department of Revenue within ten (10) days of notice that a District driver has failed a drug, alcohol or chemical test administered pursuant to this Regulation.

Evaluation, Referral and Rehabilitation

Employees who violate the alcohol and drug misuse rules will be referred to a substance abuse professional for evaluation and will be advised of the available resources for evaluation and treatment. Any treatment or rehabilitation will be provided in accordance with the health insurance, medical or other benefit plan, or under applicable labor or collective bargaining agreements. The District is not required to provide rehabilitation or pay for treatment. In addition, the District is not required to hold the employee's position or to reinstate the employee to a safety-sensitive position.

Consequences for Violations

Pursuant to federal regulations, the District will remove from the performance of safety-sensitive functions any covered employee determined to have violated the provisions of this

Policy and will refer to a substance abuse professional those drivers who, based on testing conducted in conformity with federal regulations, have an alcohol concentration of 0.04 or greater and/or are determined to have a verified positive test result for drugs.

Based on its independent authority, the District reserves the right to impose additional consequences for violation of the provisions of this Regulation, including, but not limited to, placing the covered employee on indefinite unpaid leave or termination.

PERSONNEL SERVICES

Policy 4873

Staff Welfare

Staff Cell Phone Usage

Beginning with the 2013-2014 school year, the use of cell phones, iPads, and similar personal electronic devices to enhance educational opportunities for students is strongly encouraged. The usage of these types of devices for personal communication and personal usage will continue to be prohibited during instruction time, including accessing social media sites such as Facebook, Twitter, etc., through a personal satellite connection. Exceptions will be made for bonafide school related emergencies upon approval by the administrator.

Bus drivers and other employees driving district vehicles and employees driving while on District business are prohibited from using cell phones, iPads, and related electronic devices while driving. If an emergency occurs, the vehicle should be parked and remain parked in a safe location during the use of the electronic device. Bus drivers and employees driving District vehicles should log those work time emergency calls with date, time, call duration and vehicle location with their supervisor as soon as is practicable

July 2013

PERSONNEL SERVICES

Policy 4880

3. Staff Welfare

Use of District Property

Employees may be provided access to and use of District property including, but not limited to, desks, file cabinets, closets, storage areas and computers for classroom use. These items remain the property of the District and are subject to inspection by District administrators.

Requests to use District property for non-instructional or non-classroom use should refer to Policy 5440.

SUPPORT SERVICES

Policy 5110
(Regulation 5110)

Buildings and Grounds Management

Buildings and Grounds Maintenance and Inspection

The Board recognizes the tremendous investment in the District's facilities, buildings, grounds and equipment. It is acknowledged that normal deterioration from natural elements and ordinary use will occur. However, with proper care and attention the rate of deterioration can be reduced and repair and replacement costs held within reasonable limits. Therefore, the Board believes that a proper program of preventive maintenance is a requirement for efficient and economic building operation.

The District shall survey and assess the exposure of friable asbestos in all buildings. A written report shall be filed with appropriate state agencies, and will be available for public review in the Superintendent's office. The report shall be filed as required by law. The District shall take all steps necessary to comply with the Asbestos Hazard Emergency Response Act, as described in regulations of the Environmental Protection Agency.

SUPPORT SERVICES

Regulation 5110

Buildings and Grounds Management

Buildings and Grounds Maintenance and Inspection

Each building principal shall give attention to the condition of the buildings in his/her care as to cleanliness, heating, ventilation and general maintenance, in order to safeguard the health, safety and comfort of the students and employees. Principals shall report conditions needing attention to the appropriate administrator.

The principal of each school shall regularly inspect and identify any hazardous conditions in his/her area of supervision and promptly report them in writing to the Superintendent's designee. The reports will identify conditions and suggest corrections. The designee shall regularly report to the Superintendent regarding such conditions and plans to correct.

The Superintendent/designee is directed to maintain a proper preventive maintenance program and include adequate funds to sustain this program in the budget recommendation. Provisions of this program should include the following:

1. The Superintendent and building principals will periodically inspect the buildings and grounds and report findings to the Board.
2. Improvements and additions to the buildings and grounds will be made as established by capital outlay line items approved in the budget by the Board.
3. An adequate custodial services program for all buildings will be maintained.
4. School grounds and fields will be maintained and improved when necessary to ensure a safe, functional and attractive environment.
5. District buildings and equipment will be repaired, painted and replaced as needed.
6. Obsolete equipment will be identified.

Oct. 99

SUPPORT SERVICES

Policy 5120

Building and Grounds Management

Maintenance of Facilities

A maintenance department shall be provided to perform general building maintenance tasks and a custodial department shall be provided to perform routine cleaning tasks. The maintenance and custodial personnel shall be under the supervision of a maintenance/custodial supervisor; however, supervision shall also be provided by the building principal.

Capital outlay work for new and existing buildings shall normally be done through a general contractor. District employees may be used when the use of a general contractor is not feasible.

SUPPORT SERVICES

Policy 5130
(Regulation 5130)

Building and Grounds Management

Energy Conservation Measures

In the interest of sound control of District financial resources and in general ecological management, the Board of Education directs that the Administration develop procedures for utilities use that will best meet the need of conservative utilization of these resources.

Oct. 99

SUPPORT SERVICES

Regulation 5130

Building and Grounds Management

Energy Conservation Measures

The conservation measures outlined below should be emphasized at the beginning of each heating season. School principals should advise students and faculty members to dress appropriately to offset lower building temperatures. Department heads should advise their personnel of conservation measures put into practice. The cooperation of all concerned will be necessary to make this conservation program successful. Continued emphasis on the need to conserve energy is necessary.

During the Heating Season

1. Lower thermostats to obtain a building temperature of ___degrees Fahrenheit during the day. Kindergarten, shower and locker room thermostats may be adjusted to maintain a ___ degree Fahrenheit room temperature.
2. Adjust heating setback switches to obtain nighttime building temperatures of 63°. All schools are to activate setback switches at the close of school. Where possible, school building thermostats will be set at ___degrees Fahrenheit to further conserve fuel resources.
3. Pay particular attention to door and window closures to reduce heat costs.
4. The Maintenance Division staff will coordinate with school principals on efficient boiler use to insure minimum boiler operations.
5. The Maintenance Division staff will assess outside air intake systems and adjust where needed to reduce heat loss.

During the Cooling Season

1. Hold cooling levels for air-conditioned areas at not lower than ___degrees Fahrenheit during working hours. Activate setback switches at 4:00 p.m. unless the physical plant is specifically exempt to provide comfortable temperatures for special programs in a school.

Other

1. Reduce interior hall lighting by 50 percent at all times. Insure that classroom lights are out when not in use. Night custodial staff will use minimum lighting necessary to accomplish tasks.

2. If a special hardship is sustained by an activity, an appeal may be made to the school principal, and Supervisor of Buildings and Grounds, in turn, for an exception to policy.
3. Drivers of public school vehicles are reminded of the State Air Pollution Control Board regulation which prohibits the running of vehicle engines for more than three minutes when the vehicle is parked, except when the engine provides auxiliary service other than for heating or air conditioning. Fuel economy is enhanced by eliminating unnecessary engine idling when idle time exceeds one minute.

SUPPORT SERVICES

Policy 5205
(Regulation 5205)
(Form 5205)

Safety, Security and Communications

Handling of Body Fluids

The body fluids of all persons should be considered to contain potentially infectious organisms. The term *body fluids* includes blood, semen, drainage from scrapes and cuts, feces, urine, vomitus, respiratory secretions (e.g., nasal discharge) saliva, tears, and perspiration. Contact with body fluids presents a risk of infection with a variety of organisms. In general, however, the risk is very low and dependent on a variety of factors including the type of fluid with which contact is made and the type of contact made with it.

Jan. 00

SUPPORT SERVICES

Regulation 5205
(Form 5205)

Safety, Security and Communications

Handling of Body Fluids

The following guidelines should be utilized to minimize health risks resulting from contact with body fluids.

Avoid Contact With Body Fluids

When possible, direct skin contact with body fluids should be avoided. Disposable gloves are available in at least the office of the custodian, nurse, or principal. Gloves are recommended when direct hand contact with body fluids is anticipated (e.g., treating bloody noses, handling clothes soiled by incontinence, cleaning small spills by hand). If extensive contact is made with body fluids, hands should be washed afterwards. Gloves used for this purpose should be put in a plastic bag or lined trash can, secured and disposed of daily.

If Direct Skin Contact Occurs

In many instances, unanticipated skin contact with body fluids may occur in situations where gloves may be immediately unavailable (e.g., when wiping a runny nose, applying pressure to a bleeding injury outside the classroom, helping a child in the bathroom). In these instances hands and other affected skin areas of all exposed persons should be routinely washed with soap and water after direct contact has ceased. Clothing and other nondisposable items (e.g., towels used to wipe up body fluid) that are soaked through with body fluids should be rinsed and placed in plastic bags. If presoaking is required to remove stains (e.g., blood, feces), use gloves to rinse or soak the item in cold water prior to bagging. Clothing should be sent home for washing with appropriate directions to parents/teachers. Contaminated disposable items (e.g., tissues, paper towels, diapers) should be handled with disposable gloves.

Removal of Spilled Body Fluids From the Environment

Most schools have standard procedures already in place for removing body fluids (e.g., vomitus). These procedures should be reviewed to determine whether appropriate cleaning and disinfection steps have been included. Many schools stock sanitary absorbent agents specifically intended for cleaning body fluid spills (e.g., ZGOOP, Parsen Mfg. Co.; Philadelphia, PA). The dry material is applied to the area, left for a few minutes to absorb the fluid, and then vacuumed or swept up. The vacuum bag or sweepings should be disposed of in a plastic bag. Broom and dustpan should be rinsed in a disinfectant. No special handling is required for vacuuming equipment.

Hand Washing Procedures

Proper hand washing requires the use of soap and water and vigorous washing under a stream of running water for approximately 15-20 seconds.

Soap suspends easily removable soil and microorganisms allowing them to be washed off. Running water is necessary to carry away dirt and debris. Rinse under running water. Use paper towels to thoroughly dry hands. Hold a paper towel while turning off the faucet.

Disinfectants

An intermediate level disinfectant should be used to clean surfaces contaminated with body fluids. Such disinfectants will kill vegetative bacteria, fungi, tubercle bacillus and viruses. The disinfectant should be registered by the U.S. Environmental Protection Agency (EPA) for use as a disinfectant in medical facilities and hospitals.

Various classes of disinfectants are listed below. Hypochlorite solution (bleach) is preferred for objects that may be put in the mouth.

1. Ethyl or isopropyl alcohol (70%)
2. Phenolic germicidal detergent in a 1% aqueous solution (e.g., Lysol).
3. Sodium Hypochlorite with at least 100 ppm available chlorine (1/2 cup household bleach in 1 gallon water, needs to be freshly prepared each time it is used).
4. Quaternary ammonium germicidal detergent in 2% aqueous solution (e.g., Tri-quat, Mytar, or Sage).
5. Iodophor germicidal detergent with 500 ppm available iodine (e.g., Wescondyne).

Disinfection of Hard Surfaces and Care of Equipment

After removing the soil, a disinfectant is applied. Mops should be soaked in the disinfectant after use and rinsed thoroughly or washed in a hot water cycle before rinse. Disposable cleaning equipment and water should be placed in a toilet or plastic bag as appropriate. Nondisposable cleaning equipment (dust pans, buckets) should be thoroughly rinsed in the disinfectant. The disinfectant solution should be promptly disposed down a drainpipe. Remove gloves and discard in appropriate receptacles.

Disinfection of Rugs

Apply sanitary absorbent agent, let dry and vacuum. If necessary, mechanically remove with dust pan and broom, then apply rug shampoo (a germicidal detergent) with a brush and re-vacuum. Rinse dustpan and broom in disinfectant. If necessary, wash brush with soap and water. Dispose of non-reusable cleaning equipment as noted above.

SUPPORT SERVICES

Policy 5206
(Regulation 5206)
(Form 5206)

Safety, Security and Communications

Automated External Defibrillator

SEDALIA SCHOOL DISTRICT #200 AUTOMATED EXTERNAL DEFIBRILLATOR

An automated external defibrillator (AED) is used to treat victims who experience sudden cardiac arrest. It is only to be applied to victims who are unconscious, not breathing, and have no pulse. The AED will analyze the heart rhythm and advise the operator if a shockable rhythm is detected. If a shockable rhythm is detected, the AED will charge to the appropriate energy level and advise the operator to deliver a shock.

Health and Safety Coordinator Responsibilities:

- Selection of medical emergency response team (MERT) for each school, and distribution of MERT member lists as required;
- Coordination of training for emergency responders;
- Coordinating equipment and accessory maintenance;
- Revision of this policy as required;
- Communication with medical director on issues related to medical emergency response program including post event reviews.

Medical Control:

The medical advisor of the AED program is (available from the District Nurse Coordinator.)

The medical advisor of the AED program is responsible for:

- Providing medical direction for use of AEDs;
- Writing a prescription for AEDs;
- Reviewing and approving guidelines for emergency procedures related to use of AEDs and CPR;
- Evaluation of post-event review forms.

Authorized AED Users:

- All members of the school's MERT who have successfully completed training;
- Any volunteer responder who has successfully completed an approved CPR + AED training program within the last two years and has a current successful course completion card.

MERT Member Responsibilities:

- Activating the internal emergency response system and providing prompt basic life support including AED and first aid according to training and experience;

Each AED will have one set of defibrillation electrodes connected to the device and two spare sets of electrodes with the AED. The spare sets will include adult and pediatric electrode pads. One resuscitation kit will be connected to the handle of the AED. This kit contains two pair of latex-free gloves, one razor, and one set of trauma shears, and one facemask barrier device.

Initial Training:

MERT Members:

- Must complete training adequate to provide basic first aid, CPR and AED. Training will be provided on site. AED training course must be one approved by the state department of health. MERT members will also be trained in universal precautions against bloodborne pathogen. The district health and safety coordinators shall maintain training records for the MERT members. MERT members will renew first aid, CPR and AED training every year.

Volunteer Responders:

- These responders will possess various amounts of training in emergency medical response and their training may be supplied by sources outside of the school district. Volunteer responders can assist in emergencies, but must only participate to the extent allowed by their training and experience. Volunteer responders may have training adequate to administer first aid, CPR and use the AEDs deployed throughout the campus. Any volunteer wishing to potentially use one of the AEDs deployed on the campus should have successfully completed a state approved AED course including CPR within the last two years. The school district will not maintain training record for the volunteer responders.

Medical Response Documentation:

It is important to document any medical emergency. The following forms shall be sent to the Health and Safety Coordinator within 24 hours of the medical events:

- An accident report form shall be completed by a responding MERT member for each accident requiring first aid of any type;
- If the medical even includes the use of an AED, an AED Reporting Form must also be completed and information presented to the medical director of the AED program, and the districts health and safety coordinator within 72 hours of the emergency.

Equipment Maintenance:

All equipment and accessories necessary for support of medical emergency response shall be maintained in a state of readiness. Specific maintenance requirements include:

- The building administrator and nurse shall be informed of changes in availability of emergency medical response equipment. If equipment is withdrawn from service, the building administrator and nurse shall be informed and then notified when equipment is returned to service;

- The building's staff nurse shall be responsible for informing response teams of changes to availability of emergency medical equipment;
- The district health coordinator shall be responsible for having regular equipment maintenance performed. All maintenance tasks shall be performed according to equipment maintenance procedures as outlined in the operating instructions;
- Following use of emergency response equipment, all equipment shall be cleaned and /or decontaminated as required. If contamination includes body fluids, the equipment shall be disinfected according to procedure.

System Verification and Review:

The medical emergency response system is ultimately successful if necessary medical assistance is provided to victims in a timely and safe manner. Since actual use of this system procedure is expected to be very infrequent, other measures of effectiveness are required.

Annual System Assessment:

Once each calendar year, the districts health coordinator shall conduct and document a system readiness review. This review shall include review of the following elements:

- Training records;
- Equipment operation and maintenance records.

Monthly System Check:

Twice each calendar month, the building nurse or designee shall conduct and document a system check. These records shall be retained according to the schedule established for the environmental health and safety function. This check shall include review of the following elements:

- Posted names of medical emergency response team members;
- Emergency supply kit;
- AED battery life;
- AED operation and status.

Post Event Review:

Following each deployment of the MERT, a review shall be conducted to learn from the experience. The building administrator and/or staff nurse shall conduct and document the post event review. All key participants in the event shall participate in the review. Included in the review shall be the identification of actions that went well and the collection of opportunities for improvement as well as critical incident stress debriefing. A summary of the post even review shall be sent to the district's health and safety coordinators.

Approvals

	Printed Name	Signature	Date
Medical Director:	_____	_____	_____
Health Coordinator:	_____	_____	_____
Safety Coordinator:	_____	_____	_____

SUPPORT SERVICES

Regulation 5206
(Form 5206)

Safety, Security and Communications

Automated External Defibrillator

SEDALIA SCHOOL DISTRICT #200 AUTOMATED EXTERNAL DEFIBRILLATOR PROCEDURE

NOTE: If AED is not immediately available, perform CPR until AED arrives on the scene.

Use of the AED is authorized for emergency response personnel trained in CPR and AED.

Medical Emergency Response Team (MERT) Member

- Assess scene for safety;
- Determine unresponsiveness;
- Call 911;
- Open airway (A);
- Check for breathing (B) – if not breathing, give two slow breaths;
- Check for signs of circulation, apply AED immediately to bare skin according to directions on pads;
- Press the LID RELEASE/ON-OFF button to open the lid; this turns on the AED. Follow voice prompts. Do not touch the victim unless instructed to do so;
- Follow voice prompts to apply electrode pads. Shave chest hair (if it is so excessive it prevents a good seal between electrodes and skin). If the victim's chest is dirty or wet, wipe the chest clean and dry;
- Stand clear of victim while machine evaluates victim's heart rhythm.

SHOCK ADVISED:

- Clear area, make sure no one is touching the victim. The device will indicate it is preparing to shock and begin charging, then it will prompt: EVERYONE CLEAR – DO NOT TOUCH PATIENT – DELIVERING SHOCK (plus a tone). Next the device will prompt: SHOCK DELIVERED. Continue to follow voice prompts. Device will evaluate the victim's heart rhythm and shock up to three times. After three shocks, device will prompt to check pulse (or for breathing or signs of circulation) and if absent, start CPR. If pulse or signs of circulation such as normal breathing and movement are absent, perform CPR for one minute. Device will count down one minute of CPR and will automatically re-evaluate victim's heart rhythm when CPR time is over.

NO SHOCK ADVISED:

- Device will prompt to check pulse (or for breathing or signs of circulation) and if absent, start CPR. If pulse or signs of circulation such as normal breathing and movement are

absent, perform CPR for one minute. If pulse or signs of circulation such as breathing or movement are present, check for normal breathing. If victim is not breathing, give rescue breaths as a rate of 12 per minute. AED will automatically evaluate victim's heart rhythm after one minute;

- Continue cycles of heart rhythm evaluations, shocks (if advised) and CPR until professional help arrives. Victim must be transported to hospital. Leave AED attached to victim until EMS arrives and disconnects AED.

AFTER USE:

- AED post event forms completed within 24 hours (weekdays) with copies sent to: Authorizing Physician and District's Health Coordinator;
- The AED will be wiped clean according to district body fluid protocol;
- Both the electrode packet and the battery charger must be replaced after every use;
- Contents of attached resuscitation kit must be replaced if used.

Authorizing Physician Signature: _____ Date: _____

Print or Type Name: _____

Address: _____

Telephone: _____

This Authorization Expires: _____

SUPPORT SERVICES

Policy 5210
(Regulation 5210)

Safety, Security and Communications

Hazardous Materials

The District will develop and implement written procedures for the purchase, use, storage and disposal of substances designated as hazardous by local, state and federal authorities.

Oct. 99

Safety, Security and Communications

Hazardous Materials

The District will follow procedures outlined below in order to comply with the Asbestos Hazard Emergency Response Act of 1986 (AHERA):

1. Contract with accredited/certified agencies to conduct inspections of school buildings for asbestos-containing materials.
2. Follow recommended procedures to control the release of asbestos fibers upon completion of asbestos inspections.
3. Develop a management plan which lists corrective steps and long-range maintenance of asbestos control procedures. This report shall be made available to the public and filed with appropriate state agencies.
4. Post warnings on all areas containing asbestos and notify students, parents, and employees regarding the afflicted areas.

Safety, Security and Communications

Eye Protection

All students, teachers and visitors are required to wear industrial quality eye protective devices when participating in or observing the following activities in any class

1. Exposure to molten materials.
2. Milling, sawing, turning, shaping, cutting, grinding or stamping of any solid materials.
3. Heat treatment, tempering or kiln firing of any materials.
4. Gas, electric arc or other forms of welding.
5. Repair or servicing of any vehicle.
6. Exposure to/or laboratory use of caustic or explosive materials, hot liquids or solids, injurious radiation, or other similar hazards.

Eye protective devices designed to provide protection for the hazards involved and to meet standards specified by state law will be provided by the School District. These devices may be issued to the students or provided at workstations for individual activities. If the devices are issued to the students, principals are authorized to charge students for loss, damage or failure to return any device issued.

Safety, Security and Communications

School Bus Safety

Safe transportation of students shall be the paramount obligation of the transportation staff. All procedures and rules developed by the administration shall be governed by this requirement. State and local laws pertaining to the operation of buses and vehicles used to transport students will be observed by drivers, students and staff.

The Administration will develop regulations for students to be included in Policy and Regulation 2610 – Behavioral Expectations. These rules and regulations will be published annually in student handbooks to be distributed to students and parents/guardians. Students will receive instruction for the safe loading, riding, unloading and emergency evacuation procedures.

District officials will file criminal charges of trespass against any person who unlawfully enters a District school bus where entry is not approved by Board policy or where the individual does not have written approval of the Board of Education.

SUPPORT SERVICES

Policy 5230
(Regulation 5230)

Safety, Security and Communications

Accident Reporting

In order that proper measures may be taken to avoid recurrence of accidents, written reports will be prepared on all accidents occurring on school premises or at a school-sponsored activity. Reports will include:

1. Date, time and place of accident.
2. Name and address of injured person(s).
3. Name of staff member(s) in attendance.
4. Type of accident.
5. Personal injuries incurred.
6. Treatment given.
7. Description of the accident.
8. Property damage incurred.
9. Name and address of any parties with first-hand information regarding the accident.
10. Name of staff member making the report.

All reports shall be sent to the Superintendent. The Superintendent shall report to the Board in writing all serious accidents and shall also submit to the Board periodic statistical reports on the number and types of accidents occurring in the School District.

Safety, Security and Communications

Accident Reporting

The following guidelines are to be used to determine whether or not a report is to be completed.

A report should be completed when:

1. The accident requires that a doctor be called.
2. The accident results in absence of student for one-half day or more.
3. The accident results in a serious injury.
4. When in doubt about whether or not a report is needed, complete one.

Accident Report Procedure

1. The building administrator, designee, or nurse initiates the report.
2. The person in charge at the time of the accident completes the Accident Report form.
3. The Accident Report form is returned in one day to the building office and is forward to the principal.
4. Principal reviews the report and makes a recommendation for corrective action to be taken or notes action taken.
5. The principal forwards the original copy to the Superintendent/designee. A copy remains in the school.
6. The Superintendent/designee is responsible for evaluation of the report. It is to serve as a basis for a safety and accident prevention program.

SUPPORT SERVICES

Policy 5240
(Regulation 5240)

Safety, Security and Communications

Weather, Earthquake and Fire Emergencies

At the direction of the Superintendent of Schools, the principal will determine areas in each building which are best suited for the protection of students during civil defense emergencies, including adverse weather conditions. School will not be dismissed in the case of a civil defense alert or tornado warning.

It shall also be the duty of the Superintendent of Schools to provide for fire inspections on an announced and unannounced basis in each building. The Superintendent is responsible for remedying unsafe conditions reported by local fire marshals acting in their official capacities.

The principal will assume responsibility for preparing a fire drill and emergency exit plan for each building. The plan will permit students to leave the building safely and quickly. Fire drills will be held the first full week of school and quarterly thereafter.

The District may adopt emergency plans for the use of the District's resources during natural disasters or other community emergencies. These resources may include food assistance through the use of federal commodity foods, and the use of school buildings and buses.

SUPPORT SERVICES

Regulation 5240

Safety, Security and Communications

Weather, Earthquake and Fire Emergencies

The Board recognizes the necessity for a planned safety program to ensure to the extent possible a safe environment for students, staff and visitors. The responsibility for ensuring safe conditions throughout the District is shared by the Board, Superintendent and staff. The Superintendent, at the Board's direction will be responsible for the development and implementation of a safety program to include, but not be limited to, weather, fire and civil defense emergencies.

The Superintendent/designee is authorized to dismiss schools, at his/her discretion, because of hazardous road conditions or other conditions which would make the operation of schools impractical or hazardous to students and staff.

At the direction of the Superintendent/designee, building principals will determine areas in each building which, in the principal's opinion, are best suited for the protection of students and staff during civil defense emergencies. School will not be dismissed in the case of civil defense alerts or tornado warnings.

The Superintendent/designee will provide for fire inspections on an announced and unannounced bases for each building. The Superintendent/designee will also be responsible for remedying unsafe conditions in school buildings which have been reported by local fire marshals acting in their official capacity. Building principals are responsible for preparing a fire drill and emergency exit plan for their buildings. Exit plans will be posted in each classroom and reviewed with the students on a regular basis. Fire drills will be conducted during the first full week of school and on a quarterly basis thereafter to ensure safe and efficient exit in the event of an emergency.

Earthquake Emergency Procedure System

At the direction of the Board, the District has established and implemented an earthquake emergency procedure system for each school. In developing and implementing its earthquake emergency procedure, the District has obtained assistance from the Missouri Emergency Management Agency.

The earthquake emergency procedure will include, but not be limited to, the following components:

1. Building disaster plans to monitor the safety and care of students and staff.
2. At least one earthquake emergency preparedness reminder in each school per school year.

3. Specific procedures and protective measures to be taken before, during and following an earthquake.
4. Awareness and training for students and staff concerning the District's earthquake emergency procedure system.

The District's earthquake emergency procedure system is available for inspection in the District's administrative offices during normal business hours.

At the beginning of each school year, the District staff will distribute to students the earthquake awareness and safety information prepared by the Federal and Missouri Emergency Management Agencies.

NOTE: The above earthquake procedure management system is required for the Missouri counties listed below.

Adair	New Madrid
Audrain	Oregon
Bollinger	Osage
Boone	Pemiscott
Butler	Perry
Callaway	Pike
Cape Girardeau	Putnam
Carter	Ralls
Chariton	Randolph
Clark	Reynolds
Cole	Ripley
Dunklin	Schuyler
Howard	Scotland
Iron	Scott
Jefferson	Shelby
Knox	St. Charles
Lewis	St. Francois
Lincoln	Ste. Genevieve
Macon	St. Louis
Madison	Stoddard
Marion	Warren
Mississippi	Washington
Monroe	Wayne
Montgomery	

SUPPORT SERVICES

Policy 5241

Safety, Security and Communications

Emergency School Closings

The Superintendent may order the delay of opening, early dismissal or the closing of schools due to inclement weather, hazardous road conditions or specific emergency situations which would make the operation of school impractical or hazardous to pupils. Notification of such actions will be given over local radio and television stations. Unless individually approved by the Superintendent, after school activities will be canceled on the day which school is closed or dismissed early due to weather or other emergency conditions.

Instructional time lost due to weather and other emergency conditions will be made up as required by the State and as approved by the Board of Education.

Safety, Security and Communications

Use of Tobacco Products

The Board of Education recognizes that the use of tobacco products represents a health and safety hazard. Similarly, the use of substances appearing to be tobacco products, including, but not limited to, e-cigarettes, creates an environment where tobacco products are endorsed. Therefore, the use of tobacco products and substances appearing to be tobacco products shall be prohibited in all District buildings, grounds and vehicles. This Policy applies to all employees, students and patrons attending school-sponsored activities and meetings.

Safety, Security and Communications**Safety Standards**

The Board of Education directs the Superintendent to ensure that the administration and management of all District operations be in compliance with local laws and regulations pertaining to student and staff safety and state and federal laws and standards regarding occupational safety and health. At various times District supervisors will issue specific safety standards and will provide ongoing directives, oral and written, to maximize employee and student safety. Failure to comply with such safety directives will be considered serious misconduct and will result in disciplinary action up to and including dismissal.

Safety Requirements

In order to promote safety and to reduce the occurrence of injuries to the employee; to the employee's colleagues, students and visitors to our schools, the following requirements are mandated by the Board. These requirements are not intended to be exclusive, but to be illustrative for measures required to promote safety. Moreover, these requirements are in addition to all relevant requirements of federal and state law, as well as, Board policy. Employees will be required to review, sign and return this policy on an annual basis. These requirements are:

1. All accidents are to be reported, in writing, to your supervisor on the date they occur.
2. All unsafe conditions are to be reported to your supervisor immediately.
3. No running or horseplay is permitted.
4. The use of alcohol or non-prescribed drugs during work hours is strictly prohibited. The use of prescribed drugs is permitted subject to the limitations imposed by the prescribing physician.
5. Standing on chairs, desks, boxes, or any object other than a ladder or step stool is prohibited.
6. When using chemicals, all appropriate safety equipment must be used. If the appropriate safety equipment is not available, the absence of same should be reported to your supervisor immediately.
7. If your duties require you to drive, the use of a seatbelt is mandatory. The use of a cell phone for phone calls or texting is prohibited in a moving vehicle.
8. The use of employer provided safety devices is mandatory.

SUPPORT SERVICES

Policy 5270

Safety, Security and Communications

Security of Buildings and Grounds

The administration will develop procedures to ensure that school facilities are safeguarded against criminal acts and negligent use. All District employees are responsible for the care and proper use of School District property. Maintenance personnel are responsible for the care, repair and annual maintenance of District equipment and facilities. After school access to District facilities is limited to authorized individuals and groups.

Oct. 99

SUPPORT SERVICES

Policy 5280

Safety, Security and Communications

Vandalism and Theft

The administration will take appropriate actions to punish individuals determined to have vandalized District property. Such actions include, but are not limited to school disciplinary action, restitution and criminal and civil charges.

Incident reports are to be sent to the Superintendent/designee and the Custodial/Maintenance Manager by the building administrator no later than the day following an incident. A telephone call to the Superintendent is to be made on the day of discovery as soon as practical.

SUPPORT SERVICES

Policy 5310

Purchasing and Supply Management

Purchasing Furniture and Equipment

The Superintendent/designee shall develop a standardized furniture and equipment list for each type of facility in the School District. Furniture or equipment needed in addition to the standardized list requires specific approval of the Superintendent/designee prior to bidding or purchase.

Furniture and equipment shall be purchased in accordance with the policies governing bidding requirements and purchasing procedures of the Board of Education.

The Board may purchase apparatus, equipment and furnishings for its schools and operations by entering into lease/purchase agreements with vendors. Any agreement that may result in District ownership of the leased object must contain a provision that allows the District an option to terminate the agreement on at least an annual basis without penalty. All expenditures related to lease/purchase agreements shall be considered expenditures for capital outlay and shall be made pursuant to the provisions of section 165.011, RSMo., Budget and Current Financing.

SUPPORT SERVICES

Policy 5320

Purchasing and Supply Management

Preference for Missouri Products

Preference will be given to making District purchases to all commodities manufactured, mined, produced, or grown within the state and to all firms, corporations, or individuals doing business as Missouri firms, corporations, or individuals when quality and price are approximately the same.

In addition and recognizing that the District is supported by tax moneys paid by individuals and businesses of the local community, it shall be the policy of the District to purchase locally and use local services when quality and price are competitive with other firms. In the case of products or services costing less than \$10,000 per bid item, local individuals or businesses will be awarded the bid when their quotation is within five (5) percent of the lowest bid and the product or service is determined to be of equal quality and specification.

SUPPORT SERVICES

Policy 5410
(Regulation 5410)

Inventory Management

Inventory Requirements

Annual Inventory

The Board shall require a physical count of all stock supply and equipment items at least once each year. This inventory total shall be recorded on the District's accounts.

This is done to provide:

1. Complete local property information for ready reference.
2. Information for insurance purposes.
3. Audit needs to determine capital worth.
4. Accountability of the physical property of the District.

The building principal is responsible for the inventory. The person responsible for the room and its contents should take the inventory.

"Physical Property" for inventory purposes is defined as that property other than the building and built-in facilities such as bookcases, wall lockers and toilets. "Physical Property" includes such items as desks, chairs, typewriters, computers, audio-visual equipment, shop, home economics and physical education equipment even though attached to the building (i.e., stage curtains, auditorium seating, clocks and public address systems). "Physical Property" meets all the following criteria:

1. Retains its original shape and appearance with use.
2. Is nonexpendable (more feasible to repair than replace).
3. Represents an investment of money which makes it advisable to capitalize the item.
4. Does not lose its identity through incorporation into a different or more complex unit.

"Physical Property" does not include supplies, textbooks, reference books, material, chalk and erasers, picture frames, cutlery, glassware, etc. Supply items which are not included are those which meet one or more of the following conditions:

1. Consumable
2. Loses its original shape or appearance
3. Expendable (more feasible to replace than repair)
4. Inexpensive item with value less than \$250.00.

Equipment Inventory

Inventory documentation includes:

1. Description
2. Serial/ID number
3. Finding source
4. Federal Award Identification Number (FAIN) where applicable
5. Title holder, if applicable
6. Acquisition date
7. Cost
8. Percentage of Federal participation, if any
9. Location
10. Use and Condition
11. Disposition, if applicable

SUPPORT SERVICES

Regulation 5410

Inventory Management

Inventory Requirements

Federal Program Equipment and Supplies

Definitions

Equipment - Tangible, nonexpendable personal property having a useful life of more than a year and an acquisition cost of \$1,000.00 or more per unit.

Supplies - All tangible personal property other than equipment. Computing devices are supplies if cost is less than \$1,000.00.

Additional Tracking Requirements

The District will maintain effective control over and accountability for all funds, property and other assets. Regardless of cost, the District will maintain effective control and will safeguard all assets and will assure that they are used solely for authorized programs.

Equipment Disposition

The District will use equipment used in the Federal program for which it was acquired as long as needed, whether or not the program continues to be supported by the Federal award.

When equipment acquired under a Federal award is no longer needed for the original program, the District will dispose of the equipment as follows:

1. Items with a current per unit fair market value of \$5,000.00 or less may be retained, sold or otherwise disposed of with no further obligation.
2. Items with a current per unit market value in excess of \$5,000.00 may be retained by the District or sold.
3. Sales procedures will comply with Policy 3390.

February 2017

SUPPORT SERVICES

Policy 5420

Inventory Management

Maintenance and Control of Instructional Materials

All School District instructional materials and equipment, including media materials and equipment, will be classified and catalogued. All textbooks purchased by the District are school property and will bear identification of School District ownership. Obsolete materials and worn out equipment will be replaced on a regular basis.

Textbooks will be made available to all students in sufficient quantity and at appropriate levels, enabling teachers to meet both the planned curriculum sequence and the special instructional needs of the students.

Principals are responsible for textbooks assigned to teachers, and for instituting an inventory of all books at the end of the school year. Each teacher shall keep an accurate record of books issued to students. Students will be held responsible for the proper care of all schoolbooks, supplies, apparatus and furniture supplied to them by the Board of Education. Any student who defaces or damages school property shall be required to pay for all damages. Any student who loses school property shall be required to pay for its replacement.

SUPPORT SERVICES

Inventory Management

Equipment on Loan

Policy 5440
(Regulation 5440)
(Form 5440)

School District equipment is not to be lent to individuals or groups outside the schools.

Deviation from this policy requires permission from the Superintendent/designee and receipt of Regulation 5440 as well as completion and approval of Form 5440.

Aug. 03

SUPPORT SERVICES

Regulation 5440
(Form 5440)

Inventory Management

Equipment on Loan

**EQUIPMENT ON LOAN
RULES AND REGULATIONS**

- Equipment must be picked-up and returned by the borrowing organization. The school district will not provide this service.
- No tables, computers/computer peripherals will be loaned.
- Sedalia School District #200 functions take priority over any other requests.
- The Equipment Loan form (Form 5440) must be completed and turned into the Central Office five to ten (5-10) days prior to usage.
- Destruction or damage of loaned property must be paid for by the borrowing organization.

SUPPORT SERVICES

Policy 5510

Food Service Program

Food Service Management

The Superintendent will develop and implement procedures for operating a food services program. In addition, the Superintendent will monitor the quality and efficiency of the District's food service program.

The District's food service program will comply with all state and federal regulations for food quality and financial reimbursement.

The Board may elect to contract with a food service management company to manage the District's food service program.

The duration of contracts with food service management companies will be limited to one (1) year with no more than four (4) annual renewals.

SUPPORT SERVICES

Policy 5520

Food Service Program

Uniform Policy for Free and Reduced-Price Meals

The District will participate in the national school lunch program. Eligible students will be identified for participation in the free and reduced-price lunch program based upon federal and state guidelines.

Information concerning the eligibility standards will be distributed annually within the District. The identification of student participants in the program will be confidential with such information disclosed to staff members on a strict need-to-know basis.

SUPPORT SERVICES

Policy 5530

Food Service Program

Competitive Food Sales

In order to comply with requirements of Part 210, National School Lunch Program, and Part 220, School Breakfast Program as amended, respecting the sale of food in competition with meals served under the National School Lunch Program and the School Breakfast Program, the sale of categories of foods of minimal nutritional value during the meal periods in the cafeteria is prohibited. The restricted categories of foods are identified as soda water (carbonated beverages), water ices, chewing gum and certain candies (hard candies, jellies and gums, marshmallow candies, fondants, licorice, spun candies and candy-coated popcorn).

SUPPORT SERVICES

Policy 5540
(Regulation 5540)

Food Service Program

Food Safety

The purpose of the District's food safety program is to ensure the delivery of safe foods to children in the school meals program by controlling hazards that may occur or be introduced into foods anywhere along the flow of food from receiving to service.

Serving safe food is a critical responsibility for school food service and is a key aspect of a healthy school environment. Keeping foods safe is a vital part of healthy eating. When properly implemented, the District's food safety program will help ensure the safety of school meals served to District students.

In order to carry out these goals and comply with federal law, the District's Food Safety Program will include written plans for each school and will be consistent with Hazard Analysis and Critical Control Point (HACCP) principles.

The District's Food Safety Program will focus on three (3) key points.

1. Food preparation areas will be maintained in a clean and sanitary manner. This includes ensuring that workers hands, utensils, and food contact areas are clean and sanitary so as to avoid cross contamination.
2. Temperature controls will be strictly adhered to. Food will be cooked and served at the proper temperature.
3. Standard Operation Procedures should be developed to ensure sanitation; to ensure that food is maintained at the proper temperatures, and to facilitate other safety aspects of the food service program.

SUPPORT SERVICES

Regulation 5540

Food Service Program

Food Safety

In order to implement the District's Food Safety Program, standard operating procedures should be developed in the following area:

General Safety Considerations

- Prohibit bare hand contact with ready to eat foods
- Store chemicals away from food and food related supplies

Personnel

- Require hand washing after restroom use, sneezing, coughing, or after performing any cleaning activity.
- Develop a policy for restricting or excluding ill employees from food production or preparation areas.

Product Procurement

- Follow recommendations for selecting vendors such as those found in State distributing agency vendor certification procedures.
- Develop buyer product specifications.

Receiving

- Reject all cans with swollen sides or ends, flawed seals and seams, rust or dents.
- Put perishable foods into the refrigerator or freezer immediately.

Storing

- Store all food and paper supplies 6 to 8 inches off the floor.
- Label all food with name of the school and delivery date.

Transporting

- Preheat transfer cart prior to use.
- Limit transport travel time to a maximum of 2 hours.

Holding

- Keep hot foods hot (above 135 °F) and cold foods cold (below 41 °F).

Preparation

- Do not keep food in the “danger zone” (between 41 °F and 135 °F) for more than 4 hours.
- Handle food with utensils, clean, gloved hands, or clean hands. (Bare hand contact with food during preparation should be limited. Bare hand contact with RTE foods should be prohibited.)

Cleaning / Sanitizing

- Use clean water, free of grease and food particles.
- Keep wiping cloths in sanitizing solution while cleaning.

Cooking and Documenting Temperatures

- Record all temperatures when they are taken.
- Use only a clean and sanitized thermometer when taking internal temperatures of food.

Cooling

- Cool rapidly by storing food in small batches in individual containers; cover loosely so that heat can escape quickly.
- Keep cold foods cold by pre-chilling ingredients for salads.

Reheating

- Transfer reheated food to hot-holding equipment only when the food reaches the proper temperature.
- Use only cooking ranges, ovens, steamers, and microwave ovens to reheat foods. Use hot-holding equipment only to maintain temperature and not for rapidly heating food.

Food Service Program**Meal Charges****Purpose**

The purpose of this policy is to maintain consistent meal account procedures throughout the District. Unpaid charges place a financial strain on District finances. The Food Service Department is responsible for maintaining food charge records and for notifying the District's accounting department of outstanding balances.

Administration

1. All students will be allowed to charge a maximum of fifty (\$50.00) dollars.
 - a) These meals will include only the menu items of the reimbursable meal.
 - b) After the balance exceeds fifty (\$50.00) dollars, the student may be given a designated menu alternate.
2. No charges will be allowed for ala carte foods and beverages.
3. Parents/guardians of students with a five (\$5.00) dollars or more negative balances will be contacted electronically, by correspondence, by phone call by the District Accounting Office, or by the Food Service Department.
4. Parents/guardians will be sent a written request for "payment in full."
 - a) All charges not paid before the end of the school year will be carried forward into the next school year.
 - b) Graduating seniors must pay all charges in full. Failure to do so may result in the delinquent student being denied participation in graduation ceremonies.
5. If a financial hardship is suspected, families will be encouraged to apply for free/reduced meals at any time during the school year.
6. Each building principal will send a letter to all parents on or before the first day of school notifying them of the requirements of this policy. This policy will also be published on the District's website.

May 8, 2017

Transportation

School Bus Drivers

The safety and welfare of District students is of paramount importance to the Board of Education. Accordingly, no person will operate any school bus owned by or under contract with the District unless the driver has qualified for a school bus endorsement and has complied with the relevant rules and regulations of the Department of Revenue and all final rules issued by the Secretary of the United States Department of Transportation. A driver may also qualify if they possess a valid school bus endorsement on a valid commercial driver's license.

School bus endorsements are issued to applicants who meet the following qualifications:

- Has a valid state license;
- Is at least 21 years of age;
- Has passed an operator's examination prescribed by the Department of Revenue. Such Examination to include the commercial driver's license skills test (CDL); and
- Has obtained a satisfactory health certificate which will be valid for two (2) school years.

As deemed necessary by the District, individual drivers may be required to provide evidence of continued good health.

Operators who are 70 years of age or older will be required to annually pass the commercial driver's license skills test. Such annual examination does not include the pre-trip inspection portion of the CDL.

SUPPORT SERVICES

Policy 5620 **(Regulation 5620)**

Transportation

Student Transportation Services

The Board of Education, in accordance with state law, shall provide free transportation for eligible students attending the District schools. The Superintendent shall ensure that the transportation services of the District meet all of the guidelines established by the Missouri Department of Elementary and Secondary Education, i.e., Missouri Pupil Transportation Administrative Handbook, Missouri Minimum Standards for School Buses, Missouri Certified Bus Driver Instructor's Manual, and Missouri School Bus Driver Manual, as well as the policies that pertain directly to the qualifications of bus operators and operational procedures adopted by the Board of Education.

According to regulations of the Department of Elementary and Secondary Education, bus transportation will be provided to and from District schools for all students who reside three and one-half (3.5) miles or more from the school located in their attendance areas. State regulations provide for reimbursement to districts providing transportation for those students living more than one (1.0) mile from their attendance area school. The District may transport students who reside less than one (1.0) mile from school when students are required to cross a state highway or county arterial without access to sidewalks, traffic signals, or a crossing guard and no existing bus stop is changed to avoid administrative penalty. In such instance the District will request a waiver of the administrative penalty. The Superintendent is directed to prepare annually a plan for student transportation services for the upcoming school year which addresses student transportation needs within the limitations of District finances, including state aid for transportation services. The plan will address mileage distance from school and grade level requirements for receiving transportation to be provided by the District. This plan shall be presented for School Board approval no later than the regular August Board meeting of each school year. In cases when the transportation plan remains the same as the prior school year, the plan may be submitted to the School Board as an information rather than an action item.

Qualified individuals under Section 504 or the IDEA will be provided bus transportation by the District between home and the special education program. Transportation for a student with disabilities under the IDEA or Section 504 will be provided between schools if the student's IEP team or Section 504 team determines that such transportation is necessary as a related service due to student's disability. Eligibility for transportation as a related service must be stated in the student's IEP or Section 504 Plan. If a disabled student's IEP team or Section 504 Team determines that certain accommodations, modifications or supports are necessary to appropriately transport the student, the District shall provide such accommodation, modifications or supports as indicated in the student's IEP or Section 504 plan.

Students are expected to comply with behavioral expectations as stated in Policy 2652 - Student Conduct on Buses, while they are passengers in District vehicles.

July 2010

Transportation**Student Transportation Services**

Pupil transportation is a necessary auxiliary service and an integral part of the total educational program of the District. The time students spend on the bus exerts an important influence on the physical and mental condition that students bring to the classroom. Therefore, the major objectives of the pupil transportation program are as follows:

1. Provide the means by which students can reach school under safe and healthful conditions with as little time on the bus as is reasonably necessary.
2. Provide for an efficient and economical transportation system.
3. Adapt transportation to the requirements of the instructional program.

Any student whose conduct on a school bus is improper or jeopardizes the safety of other students may have his/her right to school bus transportation suspended for such period of time as deemed proper by the Superintendent, building principal or designee. Students with disabilities who are suspended from bus transportation will be afforded the procedural safeguards, if necessary, as required by the IDEA or Section 504. Such bus suspensions will not constitute a "removal" under the IDEA or Section 504 unless transportation is included as a necessary related service in the student's IEP or Section 504 Plan. Uniform rules of conduct and disciplinary measures will be enforced.

The transportation service will be subject to continual supervision and regular evaluation on the basis of the following Board policies:

1. The Board of Education shall adopt policies governing pupil transportation upon the recommendation of the Superintendent, and shall include adequate funds in the budget to cover the cost of the transportation contract, secure proper authorization for the provision of transportation, and secure approval of bus routes from the Missouri State Board of Education when necessary.
2. The Superintendent shall assign administrative and operational duties regarding the transportation program, and shall keep the Board of Education informed as to the operation and needs of the student transportation program. The Superintendent shall recommend policies, budget and bus routes to the Board of Education for approval.
3. School administrators may be asked to ride certain bus routes and report their findings to the Superintendent. All violations of state and local requirements will be reported.

4. The Superintendent/designee will make spot checks of buses throughout the year to review compliance with requirements.
5. The Superintendent/designee will meet at least once a year with all the bus drivers.

Only those students who meet eligibility requirements by means of residence will be permitted to use school bus transportation for the purpose of travel to and from school. Other vehicles owned by the District or operated under contract with the School District shall transport no more children than the manufacturer suggests as appropriate for such vehicle.

SUPPORT SERVICES

Policy 5630

Transportation

Bus Routes and Schedules

The administration will prepare and monitor District bus routes and schedules. The Board will initially approve all bus routes no later than October 31 of each school year; the final bus routes must be approved by June 30 of each school year. Buses will be routed with student safety, efficiency and economy as the controlling factors.

Oct. 99

SUPPORT SERVICES

Policy 5640

Transportation

Bus Inspections

All District vehicles that are used to transport students will be inspected annually by the Missouri State Highway Patrol after February 1 of each school year.

State bus inspections conducted by District employees shall not be made more than sixty (60) days prior to operating the vehicles during the school year. Bus drivers and bus maintenance employees have the responsibility to inspect, report and remedy any condition of District buses which poses an unreasonable risk of harm to students and staff.

Newly purchased, newly leased, newly placed into service, newly contracted vehicles or vehicles replaced under contracted services with a rated capacity to carry more than ten (10) passengers including the driver, and used to transport students, shall meet state and federal specifications and safety standards applicable to school buses.

SUPPORT SERVICES

Policy 5650

Transportation

Transportation Records and Reports

The Superintendent will develop and maintain procedures for monitoring and reporting student transportation infractions.

Records of student ridership will be taken and reported for each route on the second Wednesday of October and February, as per Department of Elementary and Secondary Education (DESE) regulations.

SUPPORT SERVICES

Transportation

Policy 5660
(Regulation 5660)
(Forms 5660, 5660.1)

Field Trips

The use of bus transportation services for field trips may be authorized from Board of Education appropriated funds budgeted for field trips if approved by the Superintendent/designee.

Transportation services may be provided for school-related activities provided the sponsoring organization pays the cost. The Superintendent/designee will approve such requests based upon the availability of buses and drivers.

SUPPORT SERVICES

Regulation 5660
(Forms 5660, 5660.1)

Transportation

Field Trips

PROCEDURAL GUIDELINES FOR FIELD TRIPS

Definitions

1. *Field trip* - A planned visit outside the classroom taken by students under the supervision of a teacher or other school official for the purpose of extending the instructional activities of the classroom through first-hand experience and participation in functional situations that relate directly to what is being studied.
2. *Routine, local field trip* - A field trip that usually falls within a twenty-five (25) mile radius of the school, takes place within the regular school day and uses contracted means of transportation.
3. *Unusual field trip* - A field trip that fulfills any one of the following conditions: covers more than a twenty-five (25) mile radius, requires more than one day, uses noncontracted means of transportation, includes additional transportation fees, or involves other unusual circumstances.

Financing Field Trips

The use of bus transportation services for field trips may be authorized from Board of Education appropriated funds budgeted for field trips if approved by the Superintendent/designee.

Field trip transportation may be funded from sources other than Board of Education funds. This would include PTO contributions, foundation funds, authorized fees, government funds, and income generated by school activities, as long as the purpose of such income is not violated.

Requests and Permission Forms

All requests for use of school buses for field trips shall be made on the appropriate District form.

Requests for routine, local walking field trips to points in the immediate community shall be submitted to the principal for approval.

Requests for all unusual field trips shall be submitted through the principal for approval by the Superintendent. When District bus transportation is used, a copy of the Application for Bus Trip form should be attached.

Field trip requests should be submitted early enough to permit adequate review at all levels; otherwise requests shall be denied.

A permission slip for private car transportation, signed by the parents, shall be obtained from each student for each field trip. In cases where there is a series of trips such as physical education classes in ice skating, swimming, etc., only one permission slip is necessary.

Private car transportation refers to families using their own cars to transport children and for private car transportation provided by teachers, coaches or parents to transport other students.

In an athletic program which requires transportation, written permission for transportation will be included in the permission form for student participation in the program.

Transportation Provided by Families

When small groups of high school students are participating in school events away from home base, parents may be asked to make arrangements for their children to arrive there safely and on time.

OTHER TYPES OF FIELD TRIPS

Family Field Trips

As an alternative to trips scheduled on school time, the School District encourages families to visit historical sites and attend concerts, plays and films which may relate to the school program. Principals and teachers may be able to assist families by providing information for family trips. It is assumed that family trips will take place at times other than during the regular school day.

Study/Travel/Tour Programs

There are numerous study-travel-tour programs promoted and operated by commercial organizations, not only during summer vacations and holidays, but also at times during the school year.

1. Official Programs

On occasion, it may be appropriate for the schools to make use of the facilities of commercial organizations to offer study, travel or tour programs. In this event, all aspects of such programs shall have been approved by the school system and notification of the programs, together with implementing procedures, shall be sent to schools. These should be designed for the summer vacation, holidays or for other times that do not entail the long absences of either teachers or students from the regular school session.

In the event that any teachers would like to propose such a program, they should submit a written request for approval through the school principal and Superintendent. The request should cover the points in the Guidelines for Appraisal of Study-Travel-Tour Programs. The Request and Information for Unusual Field Trip form shall be completed and attached to the written request for approval. Requests should be submitted early enough to permit adequate review at all levels; otherwise requests shall be denied.

The program should be undertaken to achieve sufficiently valid educational objectives to warrant full or partial support by the school or school system by specific groups, classes or school organizations which have been formed primarily for purposes other than making the trip. Care should be exercised to avoid excluding students from participating in the program by reason of economic consideration.

2. Non-Official Programs

Study-travel-tour programs that do not carry the specific approval of the District are not officially either with the school system as a whole or with a local school.

Sometimes private groups involving school personnel, students and parents are formed for the purpose of studying, traveling or touring. Such activity should:

- a. Be scheduled outside of the regular school day in the same manner as any community-type activity.
- b. Not be sanctioned, recommended or advertised by school and/or school personnel in an official capacity.
- c. Not involve solicitation of participation by students in school during school time.
- d. Not receive school support in money, supplies or duty time of employees.

School personnel participating in nonofficial programs should:

- a. Be familiar with Guidelines for Appraisal of Study-Travel-Tour Programs.
- b. Be aware that administrative leave will not be granted for participation in such programs.
- c. Be careful not to imply in any way that a nonofficial program is receiving official sanction or recognition by the local school or school system.
- d. Be familiar with current policies and regulations regarding conflict of interest and be particularly careful not to accept or receive any gift, loan, gratuity, vor or service of economic value that might reasonably be expected to influence one in his/her position in the discharge of his/her duties, from any person.

SUPPORT SERVICES

Transportation

Field Trip Transportation in Private Vehicles/Common Carriers

Policy 5661
(Regulation 5661)
(Form 5661, 5661.1
5661.2)

Authorized vehicles other than approved school buses may be used for transportation of students. The number of students transported shall be limited to the number of seat belts available in the authorized vehicle. The School Board shall adopt regulations for transportation in other than approved school buses and standards for use of authorized common carriers.

SUPPORT SERVICES

Regulation 5661
(Form 5661, 5661.1
5661.2)

Transportation

Field Trip Transportation in Private Vehicles/Common Carriers

The following requirements will be enforced when transporting students by common carrier:

1. Terms of the transportation services provided by the common carrier will be recited in a written contract.
2. Common carriers will provide evidence of liability insurance in an amount equal to at least five (5) million dollars per accident.
3. Common carriers will provide evidence of safety inspection and compliance approved by the Federal Motor Carrier Safety Regulations.
4. Drivers of commercial carriers must possess a valid Missouri commercial driver's license and must comply with all provisions of the Federal Motor Carrier Safety Regulations.

The following requirements will be enforced when transporting students in vehicles other than district buses or common carriers:

1. Vehicles must be properly licensed and display a current safety inspection sticker.
2. Vehicle driver must have a current Missouri operator's license.
3. Vehicles must be equipped with operable safety restraints.
4. Vehicles must be insured by current liability insurance.

SUPPORT SERVICES

Policy 5670

Transportation

Use of School Buses

School buses will be used only for the transportation of students to and from school or for District educational purposes.

District buses used to transport children to Head Start programs will display signs indicating that the bus is a Head Start bus.

INSTRUCTIONAL SERVICES

Policy 6110

Curriculum Services

Curriculum Development

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

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

However, the Board of Education is responsible for the approval and adoption of curriculum used by the District.

Similarly, the Board may adopt the District's own education standards, in addition to those already adopted by the state, provided the additional standards are in the public domain and do not conflict with the standard adopted by the State Board of Education.

INSTRUCTIONAL SERVICES

Policy 6111

Curriculum Services

Curriculum Planning

The plan for curriculum development will address all requirements indicated by the Outstanding Schools Act of 1993 including the Show-Me-Standards: Section 160.514, RSMo and Code of State Regulations, 5 CSR 50-375.100. These standards include performance (process) standards and knowledge (content) standards. All curriculum developed by the District shall satisfy moving District students toward achieving Missouri's definition of what students should know and be able to do by the time they graduate from high school.

Oct. 99

INSTRUCTIONAL SERVICES

Policy 6112

Curriculum Services

Curriculum Research

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

Oct. 99

INSTRUCTIONAL SERVICES

Policy 6113

Curriculum Services

Curriculum Design

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

Oct. 99

INSTRUCTIONAL SERVICES

Policy 6114

Curriculum Services

Curriculum Adoption

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

Oct. 99

INSTRUCTIONAL SERVICES

Policy 6115

Curriculum Services

State Mandated Curriculum

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

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

Aug. 03

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

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

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

13. Teach students how to behave responsibly and remain safe on the Internet.
14. Teach students the importance of having open communications with responsible adults.
15. Teach students how to report an inappropriate activity to a responsible adult, and where appropriate, to law enforcement, Federal Bureau of Investigations or the National Center for Missing and Exploited Children's CyberTipline.
16. Teach students about the consequences, both personal and legal, of inappropriate text messaging, including texting among friends.
17. Teach students about sexual harassment defined as uninvited and unwelcome verbal or physical behavior of a sexual nature, including, but not limited to, conduct of a person in authority towards a subordinate.
18. Teach students about sexual violence defined as causing or attempting to cause another person to involuntarily engage in any sexual act by means of force, threat of force, duress or without the person's consent.
19. Advise students that in the context of sexual activity consent means a freely given agreement to engage in specific acts by a competent person. Consent is not given when:
 - a. A person does not verbally or physically consent; or
 - b. Submission to an act is the result of force, threat of force, or the placement of another in fear; or
 - c. A previous or current dating, social, or sexual relationship in and of itself; or
 - d. A person chooses to dress in any particular manner; or
 - e. A person is unable to make informed decisions because of the influence of alcohol or the influence of controlled substances.

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

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

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

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

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

INSTRUCTIONAL SERVICES

Policy 6117

Curriculum Services

Veteran's Day Commemoration

Each District school will devote at least one class period in preparation for Veteran's Day in order to convey the meaning and significance of Veteran's Day. In addition, the Board may annually designate Veteran's Day as a school holiday.

September 2014

INSTRUCTIONAL SERVICES

Policy 6120

Curriculum Services

Curriculum Guides

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

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

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

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

Oct. 99

Curriculum Services**Drug Education**

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

Therefore, the School District will abide by the following:

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

INSTRUCTIONAL SERVICES

Policy 6135

Curriculum Services

Driver's Training Program

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

October 22, 2018

INSTRUCTIONAL SERVICES

Policy 6140

Curriculum Services

Services for Students with Disabilities

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

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

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

October 22, 2018

INSTRUCTIONAL SERVICES

Policy 6145
(Regulation 6145)

Curriculum Services

Service Animals in Schools

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

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

Service Animals

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

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

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

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

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

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

INSTRUCTIONAL SERVICES

Regulation 6145

Curriculum Services

Service Animals in Schools

Guidelines for Use of A Service Animal on School Property or At School Functions

Students: Use of a service animal by a qualified student with a disability will be permitted in school when it is determined that the student's disability requires such use in order to have equal access to the instructional program, school services and/or school activities or when the student's IEP or 504 team determines that the student requires the use of a service animal to receive a free appropriate public education. All other requirements of this Policy apply.

Employees: Use of a service animal by a qualified employee with a disability will be permitted when such use is necessary to enable the employee to perform the essential functions of his/her job or to enjoy benefits of employment comparable to those similarly situated non-disabled employees. All other requirements of this Policy apply.

*Requests by students and employees to be accompanied by a service animal at school should be submitted in writing to their building principal. These requests must be renewed annually.

Parents and Patrons at School or School Events:

Individuals with disabilities may be accompanied by their service animals while on District property for events or activities that are open to the general public. All requirements of this Policy apply.

Control: A service animal must be under the control of its handler at all times. A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control through voice, signals or other effective means.

Supervision and Care of Service Animals: The owner or handler of a service animal is responsible for the supervision and care of the animal, including any feeding, exercising, and clean up. The District is not responsible for the care or supervision of a service animal. The District shall not be responsible for the training, feeding, grooming or care of any service animal permitted to attend school or a school function under this Policy.

Damages: The owner or handler of a service animal is solely responsible for any damage to school property or injury to personnel, students, or others caused by the animal.

Removal of Service Animals from School Property

District administrators may ask an individual with a disability to remove a service animal from District buildings, property, vehicles or activities if:

1. The animal is out of control and the animal's handler does not take effective action to control it;
2. The animal is not housebroken;
3. The presence of the animal poses a direct threat to the health and safety of others;
4. The student, employee or handler fails to appropriately care for the animal, including feeding, exercising, taking outside for performance of excretory functions, and cleaning up;
5. The presence of the animal significantly disrupts or interferes with the educational process, school activities or the instruction program; or
6. The presence of the animal would require a fundamental alteration to any school program.

If the District excludes a service animal based on the factors detailed herein or any other legal basis, the District will provide the individual with a disability the opportunity to participate in the service, program or activity without having the service animal on the premises.

Emotional Support/Professional Therapy Dogs

An animal that is used to provide comfort, emotional support, or other therapeutic service does not meet the definition of a Service Animal which is permitted for use by students, employees, and patrons of the District consistent with this Policy. However, the District may employ the use of such dogs to work with staff to provide certain types of support for its students at the discretion of District administration and counselors for their intended purpose.

INSTRUCTIONAL SERVICES

Policy 6146
(Regulation 6146)
(Form 6146)

Curriculum Services

Use of Therapy Dogs in Schools – Situations Not Covered by the IDEA, Section 504, the ADA, the MHRA, or Other Applicable Disability Law

The use of therapy dogs as an individualized intervention or accommodation under the IDEA, Section 504, the ADA, the MHRA, or other disability law pertaining to individual students or employees will be addressed under the policies, regulations, and laws applicable to those situations. This policy shall not apply to the use of therapy dogs as an individualized intervention or accommodation.

The purpose of this policy is to establish procedures applicable to the use of therapy dogs by staff members solely for the purpose of providing a general benefit to students, rather than providing individual interventions or accommodations for the benefit of a specific student or staff member. Accordingly, all references to “therapy dogs” in this policy shall apply only to the use of therapy dogs as a general benefit to students.

June 25, 2018

INSTRUCTIONAL SERVICES

Regulation 6146
(Form 6146)

Curriculum Services

Use of Therapy Dogs in Schools – Situations Not Covered by the IDEA, Section 504, the ADA, the MHRA, or Other Applicable Disability Law

The school district supports the use of therapy dogs for the general benefit of its students, subject to the conditions of this regulation. Benefits from working or visiting with a therapy dog include reduced stress, improved physical and emotional wellbeing, lower blood pressure, decreased anxiety, improved self-esteem, and normalization of the environment, thereby increasing the likelihood of successful academic achievement by the student. Examples of activities that students may engage in with a therapy dog include petting and/or hugging the dog, speaking to the dog, giving the dog simple commands that the dog is trained to respond to, and reading to the dog.

Animal Assisted Activities and Animal Assisted Interactions are non-goal-driven interactions where the specific content of the visit is spontaneous and is meant to provide motivational, educational, and/or recreational activities that enhance the quality of life.

Animal Assisted Therapy is a goal-driven intervention which is directed and/or delivered by an educational professional who is also a handler for the animal and is meant to improve physical, social, emotional and/or cognitive functioning of an individual.

A therapy dog is a dog that has been individually trained, evaluated and registered with his/her handler to provide animal assisted activities, animal assisted therapy, and animal assisted interactions within a school. Therapy dogs are not service animals, and do not have the same privileges and responsibilities as service animals.

A handler is an individual school district counselor or therapist who owns a therapy dog and who has been individually trained, evaluated and registered with his/her therapy dog to provide animal assisted activities, animal assisted therapy and animal assisted interactions within a school.

A therapy dog is the personal property of the handler and is not the property of the school district. The handler shall assume full responsibility for the therapy dog's care, behavior and suitability for interacting with students and others in the school while the therapy dog is on school district property.

Therapy Dog Standards and Procedures

The following requirements must be satisfied before a therapy dog will be allowed in school buildings or on school district property:

Regulation 6146

Page 2

1. Only one dog per building (prefer hypo-allergenic and non-shedding).
2. A handler who wishes to bring a therapy dog to school shall submit a completed written request form to the Superintendent or the Superintendent's designee, for approval.
3. The handler shall submit proof of registration as a therapy dog handler.
4. The handler shall submit proof from a licensed veterinarian that the therapy dog is in good health and has been immunized against diseases common to dogs. Such vaccinations shall be kept current and up to date at all times.
5. The handler must submit a copy of an insurance policy that provides liability coverage for the work of the handler and therapy dog while the two are on school district property.
6. The handler shall bring only a registered therapy dog onto school district property.
7. The handler shall ensure that the therapy dog does not pose a health and safety risk to any student, employee, or other person at school and that the therapy dog is brought to the school district only when properly groomed, bathed, free of illness or injury and of the temperament appropriate for working with children in the schools.
8. The handler shall ensure that the therapy dog wears a collar or harness and a leash no longer than four feet and shall maintain control of the therapy dog at all times that the therapy dog is on school district property.
9. The handler shall be solely responsible for the supervision and humane care of the therapy dog, including any feeding, exercising, and cleaning up after the therapy dog while the therapy dog is in a school building or on school property, shall not leave the therapy dog unsupervised or alone on school property at any time. The school district is not responsible for providing any care, supervision or assistance to the therapy dog.
10. The handler shall remove the therapy dog to a separate area as designated by the school administrator in such instances where any student or school employee who suffers dog allergies or aversions is present in an office, hallway or classroom.
11. The handler shall assume full responsibility and liability for any damage to school property or injury to district staff, students or others in the school caused by the therapy dog.
12. A therapy dog may be excluded from school district property if a school administrator deems such exclusion to be appropriate.

INSTRUCTIONAL SERVICES

Policy 6150

Curriculum Services

Curriculum for At-Risk

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

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

Oct. 99

Curriculum Services

Gifted Education Program

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

The District's Gifted Education Program will allow for grade acceleration for students who demonstrate:

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

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

Review of Application Denial

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

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

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

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

INSTRUCTIONAL SERVICES

Policy 6170

Curriculum Services

Early Childhood Education

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

INSTRUCTIONAL SERVICES

Policy 6180
(Form 6180, 6180.1)

Curriculum Services

English Language Learner (ELL)

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

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

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

Assessment test scores for students for whom English is a second language shall not be counted until the student has been educated for three full school years in a school in Missouri, or in any other state in which English is the primary language.

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

January 12, 2009

INSTRUCTIONAL SERVICES

Policy 6190
(Regulation 6190)

Curriculum Services

Virtual Education

The District will participate in the Missouri Course Access and Virtual School Program (“Program”). The Program offers District students the opportunity to enroll in virtual school courses in a variety of grade level and content areas from Kindergarten through grade 12. The District may elect to offer specific courses as part of the program. Any on-line courses or virtual programs offered by the District prior to August 18, 2018 will be automatically approved for program participation, where the District course meets program requirements.

October 22, 2018

Curriculum Services**Virtual Education**

The District will annually permit any eligible student, under the age of twenty-one (21) who resides in the District, to enroll in Missouri Course Access and Virtual School Program (“Program”) courses as part of the student’s annual course load. Course costs will be paid by the District provided that the student:

1. Is enrolled full-time and has attended a public school, including a charter school, for at least one (1) semester immediately prior to enrolling in the Program. However, if the reason for a student’s non-attendance in the prior semester is a documented medical or psychological diagnosis or condition which prevented attendance, such non-attendance will be excused; and
2. Prior to enrolling in the Program course has received District approval through the procedure set out in this Regulation 6190(A).

Each Program course successfully completed will count as one class and will receive that portion of a full-time equivalent that a comparable course offered by the District generates.

A. Enrollment

The enrollment process for participation in the Program will be substantially similar to the enrollment process for participation in District courses. The process may include consultation with a school counselor. However, consultation does not include the counselor’s approval or disapproval of enrollment in the Program.

When a District school denies a student’s enrollment in a Program course or enrollment as a full-time Program student, the District will provide in writing a “good faith” reason for the denial. Such good faith determination will be based upon a reasonable determination that the enrollment is not in the student’s best educational interest. Where enrollment is denied, the following process will be utilized:

1. The District will notify the student and the student’s family in writing of the right to appeal denial of Program enrollment to the Board of Education; and
2. The family will be given an opportunity to present the reasons for their appeal to the Board at an official Board meeting; and
3. The District, at such Board meeting, will provide the basis for its determination that Program enrollment was not in the student’s best educational interest; and

4. The written submissions by the family and the District will be incorporated into Board minutes; and
5. The Board's written decision and the reason for that decision will be provided to the family within thirty (30) days of such Board meeting; and
6. The family may appeal the Board's determination to the Department of Elementary and Secondary Education. The Department shall provide their decision within seven (7) calendar days.

Program credits previously earned by a student transferring into the District will be accepted by the District. Students who are participating in a Program course at the time of transfer shall continue in the course with the District assessing future monthly payments.

Home school and private students wishing to take additional courses beyond their school's regular course load will be permitted to enroll in Program courses under an agreement, including the student's payment of tuition or course fees.

B. Payment for Program Courses

Cost associated with Program courses shall be paid by the District for students satisfying subsection (1) of this Regulation 6190. Payments will be made on a monthly cost basis prorated over the semester enrolled. Payments will be made directly to the Program contract provider. Such payments per semester will not exceed the market cost, but in no case more than 7% of the state adequacy target per semester. In the event a Program participant discontinues their enrollment, the District will discontinue monthly payments made on the student's behalf.

In the case of a student who is a candidate for A+ tuition reimbursement and who is enrolled in a Program course, the District will attribute no less than ninety-five (95%) percent attendance to any such student who has successfully completed such Program course. K-8 Districts will be required to pay the District for Program attendees residing in the K-8 District.

C. Program Course Evaluation

The District will consider recommendations made by DESE relative to a student's continued Program enrollment. Based in part on DESE's recommendations, the District may terminate or alter a course offering if the District, in its reasonable discretion, determines that the Program course(s) is not meeting the student's educational needs.

Independently, the District will monitor student progress and success in Program courses. The District will annually provide DESE with feedback regarding Program course quality.

The District is not obligated to provide computers, equipment or internet access except for eligible students with a disability in compliance with federal and state law.

The District will include students' enrollment in the Program in determining the District's average daily attendance (ADA). For students enrolled in the Program on a part-time basis, ADA will be calculated as a percentage of the total number of Program courses in which the student is enrolled by the number of courses required for full-time students.

D. Notice

The District will inform District parents of their child's right to participate in the Program. Opportunity to participate in the Program will be provided in parent handbooks, registration documents and on the homepage of the District's website.

INSTRUCTIONAL SERVICES

Policy 6210

Instruction

Instructional Time

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

INSTRUCTIONAL SERVICES

Policy 6220

Instruction

Student Teachers and Interns

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

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

INSTRUCTIONAL SERVICES

Policy 6230
(Regulation 6230)

Instruction

Textbook Selection and Adoption

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

Instruction**Textbook Selection and Adoption**

The following procedure should be utilized in selecting textbooks:

1. The principal shall appoint a committee composed of teachers. The committee shall review different textbook choices. The principal shall confer with the committee during the selection process. The following factors shall be considered by the committee:
 - a. Content consistent with the goals and objectives of the Board.
 - b. Format and Physical Features.
 - c. Supplementary Services and Teaching Aids.

The Superintendent of Schools shall develop or cause to be developed a rating sheet to be utilized in evaluating textbooks concerning the above mentioned factors.

2. Upon reaching a decision concerning a particular textbook, the chairperson of the teacher committee shall forward to the principal the committee's choice in writing, and the statement shall include a list of the books reviewed and the reasons for the particular selection.
3. Upon receiving a recommendation on selection from a teacher committee, the principal shall review the recommendation and forward to the Superintendent his/her own recommendation relative to the particular selection with reasons thereof.
4. Upon receipt of a recommendation from a principal, the Superintendent shall forward to the Board of Education the recommendation of the Superintendent.
5. In the event there is disagreement between or among teachers, principal, or Superintendent relative to selection, an effort shall be made to resolve the difference of opinion by compromise. If compromise cannot be reached, the particulars relative to disagreement shall be forwarded along with the Superintendent's recommendation.
6. The Board of Education shall accept or reject the recommendation of the Superintendent of Schools. If a selection is rejected, another selection shall be recommended by the procedure as outlined above.

INSTRUCTIONAL SERVICES

Policy 6231
(Regulation 6231)

Instruction

Textbook Usage - Students

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

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

Instruction**Textbook Usage – Students**

At the beginning of each term, or semester as applicable, students are to be informed by each teacher of the school 's expectations of responsibility for school property and the need for care and return of books. A constructive and educational approach to the students is desirable, including a discussion of reasons for treating books with respect, caring for them, using them wisely, and returning them in good condition. Penalties for lost or damaged books are to be outlined. A monitoring process is to be devised such as textbook receipt cards or other charge-out system that requires the student's signature for use of the book(s).

Parents/guardians are to be informed by the principal/designee as to the textbook status in the building or department; i.e., in which subject students are provided with individual copies, class sets, consumable materials, etc. Newsletters to the homes, Open House presentations and PTO meetings may be used as means of communication.

Parents/guardians are to be informed of the penalties for lost or damaged textbooks early in the school year. Penalties may include a reasonable system of fines or repayments. For example, the student or the student's parents/guardians could be required to pay the fair value for replacement of a lost or destroyed book or for repair of a book. The student could choose to do some work for the school instead, if the principal finds that to be the best option.

No student is to be penalized if a book is lost because of factors beyond his/her control. All students will be made aware that if such losses are reported immediately, and if the administration agrees that the loss was beyond the student's control, fines will be canceled. The reporting procedure will be publicized in student handbooks and other school publications. Principals will handle cases individually.

INSTRUCTIONAL SERVICES

Policy 6240

Instruction

Instructional Materials

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

Oct. 99

INSTRUCTIONAL SERVICES

Policy 6241
(Regulation 6241)
(Form 6241)

Instruction

Challenged Materials

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

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

Instructional or media materials used in the District's educational program consist of various types of print and non-print materials: texts, books, films (16mm and 8mm), filmstrips, tapes, video (VCR), records, study prints, pictures, transparencies and other printed or published items. Despite the care taken to select those materials deemed to be educationally useful, occasional objections to the selection of instructional materials may be made by the public. However, the principals of academic freedom and the freedom to read must be defended, rather than the materials.

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

INSTRUCTIONAL SERVICES

Regulation 6241 **(Form 6241)**

Instruction

Challenged Materials

On occasion, honest differences of opinion may arise about books or materials used in the public schools. In order to handle questions that might arise in an impartial and orderly manner, the following procedures shall be followed:

1. All complaints shall be reported immediately to the building principal involved, whether these come by telephone, letter, or personal conference.
2. The person making the complaint shall receive the form "Review of Instructional Materials." A copy of this form may be picked up in the administrator's office.
3. This form must be completed and returned by the person making the complaint.
4. Media being questioned will be removed from use, pending committee study and final action by the Board of Education, unless the material questioned is a basic text.
5. The Superintendent of Schools shall, within fifteen (15) days of receipt of the written request, appoint a review committee of nine people. The committee shall consist of the administrator of the building involved, three teachers, a member of the Board of Education, and four lay persons. The administrator shall serve as secretary.
6. The classroom teachers appointed shall be represented by the grade level or subject area where the media is used, another grade level or subject area, and a librarian.
7. The four lay persons appointed shall be selected from a list of eight people recommended to the Superintendent by the president of the Board of Education. Two of the four persons appointed must be parents/guardians of children in the schools.
8. Within twenty (20) days of the appointment of the committee, the committee shall meet, review the written request for reconsideration, read the questioned materials, evaluate, and prepare a written report of its findings and recommendations to the Superintendent of Schools.
9. The committee may recommend that the questioned materials be:
 - a. Retained without restriction;
 - b. Retained with restriction; or
 - c. Not retained.

10. The Superintendent shall, at the next appointed meeting of the Board of Education, report the recommendations of the Review Committee to the Board of Education. The decision of the Board will be final.
11. The decision of the Board shall be reported to the principal of the school, to the complainant, and to other appropriate professional personnel on the next school day. The principal shall see that the decision of the Board is carried out.
12. The librarian responsible for that school shall keep on file all pertinent information concerning the questioned materials or any books or materials likely to be questioned.

Challenges to Information Accessible on the Internet

In compliance with the Children's Internet Protection Act ("CIPA"), 47 U.S.C. § 254, the District utilizes technological devices designed to filter and block the use of any District computer with Internet access to retrieve or transmit any visual and/or audio depictions that are obscene, child pornography, or "harmful to minors" as defined by CIPA and material which is otherwise inappropriate for District students.

Due to the dynamic nature of the Internet, sometimes Internet websites and web material that do not fall into these categories are blocked by the filter. In the event that a District student or employee feels that a website or web content has been improperly blocked by the District's filter and this website or web content is appropriate for access by District students, Board Policy 6320 should be followed to request that the website be opened on District computers. In the event that a parent or District patron feels that a website or web content has been improperly blocked by the District's filter and this website or web content is appropriate for access by District students, the process described below should be followed:

1. All concerns regarding blocked material shall be made to the District Superintendent/Superintendent's designee.
2. The District Superintendent/designee shall review the blocked material and make a determination regarding its appropriateness for District students.
3. The complainant will be notified within three (3) days if the blocked material is deemed appropriate for District students and student access to this web material will be allowed immediately upon processing by the District's technology department.
4. If the web content is deemed unsuitable for access by District students, the complainant will be notified within three (3) days of their request and this material will remain blocked by the District's software.
5. Appeal of the decision may be made in writing to the Board of Education.

6. In case of an appeal, the Board of Education will review the contested material and make a determination.
7. Material subject to the complaint will not be unblocked pending this review process.

Objections to Internet Access:

In the event that a student, employee, parent or District patron feels that a website or web content that is available to District students through District Internet access is obscene, child pornography, or “harmful to minors” as defined by CIPA or material which is otherwise inappropriate for District students, the process described below should be followed:

1. All concerns regarding access to material shall be made to the District Superintendent/Superintendent’s designee.
2. Material which is patently obscene, child pornography or “harmful to minors” will be blocked immediately by the Superintendent or his designee and the complainant will be notified.
3. For challenges to material on the Internet which is not patently obscene, child pornography, or “harmful to minors”, the District Superintendent/Superintendent’s designee shall appoint a review committee consisting of himself/herself, two (2) community members, the complainant, and two (2) educators from the District and a District network specialist. The first meeting of the review committee must take place no later than ten (10) school days after the concern has been raised.
4. The committee will review the material and return within ten (10) days a decision regarding whether or not the material will be removed or restricted in any manner.
5. The District Superintendent/Superintendent’s designee will report the recommendation of the review committee to the complainant.
6. Materials subject to the concern are not removed from use pending committee study and any final action by the Board of Education.
7. The complainant, if not satisfied, may appeal the decision in writing to the District Superintendent.
8. In case of an appeal, the Superintendent reports the recommendation of the review committee and the written appeal to the Board of Education. The Board of Education will review the information and make a decision within three (3) days after presentment of the information. The Board of Education's decision will be final.
9. The decision of the Board of Education is then reported to the District Superintendent/Superintendent’s designee who will inform the complainant.

10. If the Board deems that the material is unsuitable for access by District students, the material will be blocked within three (3) school days of the Board's decision.

INSTRUCTIONAL SERVICES

Policy 6242
(Form 6242)

Instruction

Religious or Controversial Issues

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

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

INSTRUCTIONAL SERVICES

Policy 6243

Instruction

Copyrighted Materials

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

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

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

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

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

INSTRUCTIONAL SERVICES

Policy 6250
(Regulation 6250)
(Form 6250)

Instruction

Instruction for Students with Disabilities

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

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

To obtain a copy of the District's IDEA procedural safeguards, including appeal procedures, please contact Mr. Chris Pyle at District Office, 2806 Matthew Drive, Sedalia, MO 65301; phone number 660-829-6450.

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

July 2013

INSTRUCTIONAL SERVICES

Regulation 6250
(Form 6250)

Instruction

Instruction for Students with Disabilities

The District will adhere to the Individuals with Disabilities Education Act, its implementing regulations, and the Missouri State Plan for Special Education. The District will observe the following guidelines in providing special education and related services to identified students with disabilities.

Determination of Eligibility for Children Ages 3 Through 5

To determine whether children ages 3 to 5 (not kindergarten-age eligible) are children with a disability under the Individuals with Disabilities Education Act (IDEA), the District will identify all such children using [*select **one** of the following: (1) any IDEA disability category except that of Young Child with a Developmental Delay; (2) only the IDEA disability category of Young Child with a Developmental Delay; or (3) any IDEA disability category including Young Child with a Developmental Delay*].

Transition Services

Beginning not later than the first IEP to be in effect when the child is sixteen (16), and updated annually thereafter, the District will implement appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills and the transition services (including courses of study) needed to assist the child in reaching those goals.

In addition, when a student with a disability reaches age eighteen (18), the District will provide to parent(s) of qualified disabled students under the IDEA a statement that the child has been informed of his or her rights under Part B of IDEA and that those rights will transfer to the student upon reaching the age of majority.

Extended School Year (ESY)

The IEP team will determine on an annual basis whether the student requires extended school year (ESY) services. If appropriate, the notice of the IEP meeting will include that the team will consider ESY services.

In determining whether the student requires ESY services, the IEP team may consider, among other factors, whether the student will suffer regression to such a marked degree that the student's skills may not be recouped in a reasonable time at the inception of the subsequent school year, the degree of impairment, the ability of the student's parents/guardians to provide educational structure at home, the student's rate of progress, the student's behavioral and physical problems, the availability of alternative resources, the ability of the student to interact with students without disabilities, the areas of the student's curriculum that need continuous attention, or the student's vocational needs

If an IEP team determines that a student requires ESY, decisions regarding the type of special education and related services and their frequency, intensity and duration shall also be determined by on an individualized basis and by the student's IEP team.

The IEP will reflect that the IEP team considered ESY services. If the IEP team determines that ESY services are required, the team will be responsible for preparing an appropriate ESY IEP or determining that the regular school year IEP will be implemented.

PLACEMENT - STUDENTS VOLUNTARILY ENROLLED IN PRIVATE SCHOOLS BY THEIR PARENTS

The District's activities under the Individuals with Disabilities Education Act (IDEA) regarding the location, identification, and evaluation of parentally-placed private school students with disabilities will be comparable to the activities undertaken for students in public schools.

However, a student with a disability voluntarily enrolled in a private school by his/her parents/guardians does not have an individual right to receive some or all of the special education and related services that the student would receive if enrolled in a public school. Students with disabilities voluntarily enrolled in private schools by their parents/guardians are not entitled to a free appropriate public education.

In order to meet its obligations under the IDEA to students with disabilities voluntarily enrolled by their parents/guardians in private schools, the District will spend, for children ages 5 through 21, an amount that is the same proportion of the District's K-12 entitlement under Part B of the IDEA as the number of private school children with disabilities ages 5 through 21 residing in the District is to the total number of children with disabilities ages 5 through 21 residing in the District. For children ages 3 through 5, the District will spend an amount that is the same proportion of the District's Preschool entitlement under Part B of the IDEA as the number of private school children with disabilities ages 3 through 5 residing in the District is to the total number of children with disabilities ages 3 through 5 residing in the District. Expenditures for child find activities will not be considered when determining whether the District has met its obligation.

The District will consult with representatives of the private schools located within the District to decide which disabled students will receive services, what services will be provided, how and where the services will be provided, and how the services provided will be evaluated. The District will make the final decisions regarding the services to be provided to private school children with disabilities.

For each private school student designated to receive services, the District will prepare a service plan that describes the specific special education and related services that the District will provide to the student. The District will ensure that a representative of the private school attends meetings to develop, review, and revise a services plan, or, if the representative cannot attend, will use other methods to ensure participation by the private school. To the extent appropriate,

the services plan will be developed in a manner consistent with the requirements under the IDEA for an IEP.

Missouri case law and the Missouri Constitution prohibit the provision of personnel, services, materials, and equipment on the premises of a student's private school unless they are provided in a neutral site. The private school may be considered a neutral site if the setting of the services is secular and void of ideological items. The District will determine how and where services will be provided to students with disabilities attending private or parochial schools.

Due process rights for students with disabilities voluntarily enrolled in private schools and their parents are limited. Only issues related to child find, including evaluations, can be raised in a due process complaint. There is no due process right to challenge the services that a student receives. The District is responsible for child find and the provision of services for disabled students *attending* private schools within the District but NOT for resident students whose parents choose to enroll the student in a private school in a different school district.

INSTRUCTIONAL SERVICES

Policy 6255
(Regulation 6255)

Instruction

Independent Educational Evaluation Policy for Disabled Students under the IDEA

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

Definitions:

1. An *independent educational evaluation* (IEE) means an evaluation conducted by a qualified examiner who is not employed by the District. An independent educational evaluation must meet the educational evaluation criteria used by the District when it initiates an evaluation to the extent those criteria are consistent with the parent’s right to an IEE.

2. *Public expense* means that the District either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent. The District may, therefore, use whatever State, local, Federal or private sources of financial support are available to pay for the costs of an independent educational evaluation.

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

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

(1) Provide the parent or legal guardian with a copy of this policy and the District’s procedures; and

(2) Provide the parent with information about where an IEE may be obtained within the parameters of this policy and the District’s procedures; and

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

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

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

INSTRUCTIONAL SERVICES

Instruction

Independent Educational Evaluation Procedures for Students with Disabilities Under the IDEA

I. PARENT REQUEST FOR INDEPENDENT EVALUATION

1. The parent or legal guardian of the disabled student must present his or her request for an independent educational evaluation in writing to the District's Director of Special Education, Nancy Scott. If any other District staff member receives a written request for an IEE, such request must be immediately forwarded to the District's Director of Special Education, Nancy Scott.

2. When the parent or legal guardian of a student with a disability under the IDEA requests an independent educational evaluation, the Director of Special Education, Nancy Scott shall, within 10 business days, provide the parent or legal guardian a copy of this policy and procedure as well as information about where an independent educational evaluation may be obtained and the District's criteria for such evaluations.

3. When the District receives a request from the parent or legal guardian for an independent educational evaluation, the District will, without unreasonable delay and within 15 business days from the receipt of the request inform the parent or legal guardian that (1) the District will pay for the requested evaluation subject to the requirements of this policy; or (2) will initiate due process to defend the District's evaluation.

4. Before making the decision indicated in paragraph 3 above, the Director of Special Education may ask the parent or legal guardian for the reason or reasons why he or she objects to or disagrees with the District's evaluation or any component of that evaluation. However, the parent or legal guardian is not required to provide that reason and the District will not use the request or a lack of parental response to such a request to unreasonably delay its decision regarding whether to provide the requested independent educational evaluation at public expense or to initiate due process to defend the District's evaluation.

5. If the District's decision is to pay for the independent educational evaluation, the Director of Special Education will offer the parent or legal guardian the opportunity to convene the student's multidisciplinary team to develop an evaluation plan to address the areas to be evaluated and the independent evaluators who will assess the student. That plan will comply with the District's criteria for evaluator qualifications, geographic location and costs limitations as specified below in this procedure. Upon written parental consent for the independent evaluation, the District will arrange for completion of the evaluation.

6. Independent evaluators must agree to release the results of their independent evaluations to the District prior to receipt of payment for services. The results of any IEE will be considered by the student's multidisciplinary or IEP team with respect to any decisions involving the provision of a free appropriate public education to the student, as long as the IEE meets the criteria set forth in this procedure.

7. The parent or legal guardian may also proceed to arrange for completion of the independent educational evaluation without the multidisciplinary team meeting as described in Paragraph 5 above. However, the parent or legal guardian will then be responsible for ensuring that the independent educational evaluation, as completed, complies with the requirements of this procedure. Otherwise the District will not be obligated to pay for the cost of the IEE.

II. PARENT REQUESTS PAYMENT FOR COMPLETED INDEPENDENT EVALUATIONS

1. The parent/legal guardian of a student with a disability under the IDEA may obtain an independent evaluation without notification to the District and then request payment for that evaluation.

2. If the parent is requesting payment for an IEE already completed, the parent must notify the District's Director of Special Education, Nancy Scott, in writing, that they are requesting such payment. Upon receipt of that request, the District will provide the parent with a copy of the District's policy and procedures relating to IEEs, and the District may request that the IEE be provided to the District directly from the Agency or individual that completed it, along with an invoice for the amount due.

3. Within 15 business days of the receipt of the request, the District will notify the parent as to whether the District will initiate due process to establish the appropriateness of its own evaluation or pay for the cost of the IEE.

4. If the district decides the pay for the cost of the IEE, the district criteria for the geographic locations of the evaluator(s), the minimum qualifications of evaluator(s), the costs of the evaluation, and as indicated in this procedure must be met. If the cost of the IEE exceeds the District's cost limitations, the District will inform the parent that the District will pay that portion of the cost that is within the District's limitations, if the District determines that an appropriate IEE could have been obtained within the cost limitations.

5. If the District initiates a due process hearing pursuant to paragraph 3 above and the final decision of the due process panel is that the District's evaluation is appropriate, the parent or legal guardian still has the right to an independent educational evaluation, but the District will not be required to pay for that evaluation.

6. If the parent or legal guardian obtains an independent evaluation at private expense, the results of that evaluation must be considered by the District, if that privately funded independent evaluation meets the District's criteria for evaluations, with respect to any decisions regarding the provision of a free appropriate public education to the child.

III. LOCAL LIMITATIONS FOR EVALUATIONS

Approved evaluators must be located within 100 miles of the District's Administrative Offices. Evaluators outside of this area will be approved only on an exception basis and the parent or legal guardian can demonstrate the necessity of using personnel outside the approved geographic area.

IV. COST LIMITATIONS FOR EVALUATIONS

The total cost of a multidisciplinary independent evaluation will be limited to a total cost of \$1,000.00. Single evaluations will be limited to the cost schedule listed below. These same cost limitations apply to the District when it conducts an evaluation. The maximum charges have been established to allow the District and parents to choose from among qualified professionals in the area and is intended to result only in the elimination of excessive fees. Costs above this amount will not be approved unless the parent or legal guardian can demonstrate that such costs reflect a reasonable and customary rate for such evaluative services within the designated geographic area or that the student's unique circumstance justify an evaluation that exceeds the allowable cost criteria. When Medicaid or other public insurance will cover all or part of the costs of the independent educational evaluation, the District will assume payment only for the portion of the costs not covered by public insurance, provided that the use of that public insurance would not decrease any insurance benefit or otherwise negatively impact the child's or family's insurance coverage. If the child is covered by private insurance, the District may request parental consent to access that private insurance coverage.

V. MINIMUM QUALIFICATIONS FOR EVALUATORS

Evaluators with credentials other than those listed below will not be approved unless the parent or legal guardian can demonstrate the appropriateness of using individuals with other qualifications.

<u>Type of Assessment</u>	<u>Qualifications</u>
Academic Achievement	Certified Special Education Teacher, School Psychological Examiner, School Psychologist, Licensed Psychologist, Certified Regular Education Teacher

Adaptive Behavior	Licensed Psychologist, Certified Special Education Teacher, School Psychological Examiner, or School Psychologist
Assistive Technology	Certified or Licensed Speech/Language Pathologist, Certified or Licensed Occupational Therapist, Or Certified Special Education Teacher (Master's Degree)
Audiological	Licensed or Certified Audiologist
Central Auditory Processing	Licensed or Certified Audiologist
Cognition	Licensed Psychologist Certified School Psychological Examiner, School Psychologist
Health	Licensed Physician
Motor	Licensed Physical Therapist or Occupational Therapist, or Certified Teacher of the Physically Impaired, or Adaptive Physical Education Specialist
Music Therapy	Licensed or Certified Music Therapist
Orientation/Mobility or Residual Vision or Functional Vision	Certified Teacher of the Visually Impaired
Social/Emotional/ Behavioral	Certified Special Education Teacher, School Psychological Examiner, School Psychologist, Licensed Social Worker, Licensed Psychiatrist or Psychologist
Speech/Language	Certified or Licensed Speech/Language Pathologist
Transition	Certified Special Education Teacher (Master's Degree)

Vision Licensed Ophthalmologist or Optometrist

Visual Perceptual or Visual Motor Licensed Ophthalmologist or Optometrist, Licensed Occupational Therapist, Certified Special Education Teacher, School Psychologist Examiner, or School Psychologist

VI. COST LIMITATIONS FOR EVALUATORS

A comprehensive, independent evaluation will be limited to a total cost of \$1,000.00. Single disciplinary evaluations will be limited to the following schedule:

Academic Achievement	\$200 - \$300
Adaptive Behavior	\$200 - \$300
Assistive Technology	\$100 - \$300
Auditory Acuity	\$60 - \$150
Auditory Perception (CAP)	\$100 - \$175
Cognitive	\$300 - \$400
Health	\$50 - \$100
Neurological	\$500 - \$700
Motor	\$50 - \$250
Sensory-Motor Integration	\$200 - \$300
Speech/Language	\$200 - \$400
Social/Emotional/Behavioral	\$300 - \$400
Vision	\$75 - \$175
Functional Vision	\$60 - \$ 150
Transition	\$100 - \$200

July 2011

INSTRUCTIONAL SERVICES

Policy 6260

Instruction

Educational Surrogate

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

The District designates Mr. Chris Pyle who is responsible for overseeing the educational surrogate program in the District.

July 2013

INSTRUCTIONAL SERVICES

Policy 6270
(Regulation 6270)

Instruction

Instruction for At-Risk

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

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

Instruction**Instruction for At-Risk**

At-risk students are identified by reviewing permanent records, school performance, and teacher and parent/guardian conferences and interviews. Teacher, counselor, social worker, nurse, and/or parent/guardian referral may initiate a staffing by appropriate school personnel to identify and determine appropriate services for children at-risk of academic failure.

Once identified, these students are given necessary support and intervention services such as Educable Mentally Handicapped (EMH), Behavior Disorder (BD), Learning Disability (LD), or Title I reading, language arts, and/or mathematics instruction, frequent parent/guardian conferences and involvement and curriculum modifications to accommodate the special needs of these students.

Examples of students who may be educationally at-risk include, but are not limited to:

1. Academic problems - one or more years behind age group; promotion doubtful due to poor grades; without access to appropriate educational program.
2. Discipline/Behavior problems - recurring discipline problems; has rebellious attitude; unable to relate to authority; has been referred for social work or psychological assistance.
3. Disengaged from school - has negative attitude toward learning; has high absentee or truancy rate.

INSTRUCTIONAL SERVICES

Policy 6271

Instruction

Instruction for Gifted and Talented Students

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

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

October 2016

INSTRUCTIONAL SERVICES

Policy 6272

Instruction

Instruction for Pre-school

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

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

INSTRUCTIONAL SERVICE

Policy 6274

Instruction

Instruction for Migrant Students

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

The educational plan may consist of the following:

1. Assess the educational ability of student and determine an accurate grade placement, course assignments and any special education services that may be needed.
2. Identify any health and social needs and contact the appropriate public agencies for extended services.
3. Provide professional development activities for the teachers and support staff as related to migrant students.
4. Involve the parents in the educational program.

INSTRUCTIONAL SERVICES

Policy 6275
(Regulation 6275)

Instruction

Instruction for Homebound Students

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

January 2011

INSTRUCTIONAL SERVICES

Regulation 6275

Instruction

Homebound Instruction for Non-Disabled Students

The District will consider placing nondisabled students on homebound on a case-by-case basis pursuant to the following procedures:

1. The parent or guardian of a student under 18 or the legal guardian of a student 18 or older must provide a written request for homebound to the building principal where the student attends. An emancipated student or a student 18 years or older must provide the written request to the building principal. The written request must include the reason or reasons for the request.
2. If the request is based on medical, psychiatric or psychological reasons, the parent, guardian or emancipated student must provide a properly signed release that complies with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) that authorizes the physician, psychologist, social worker or therapist who is currently treating the student to provide all relevant records to the District and to discuss the student's situation and the need for homebound services with the building administrator and other relevant school personnel. This release must be provided to the building administrator prior to any decision regarding the need for homebound services.
3. The parent, guardian or eligible or emancipated student must also provide the District with a properly signed release that complies with the Family Educational Rights Privacy Act (FERPA) that authorizes the District to discuss relevant information from the student's education records with the currently treating physician, psychologist, social worker or therapist.
4. The District may ask the parent, guardian or eligible or emancipated student to sign other educational or medical releases as necessary based on the reasons for the homebound request.
5. Upon receipt of the written homebound request and the medical, psychiatric, psychological and other relevant information, the building principal, in consultation with the student's teachers, therapists, school counselors, and/or other relevant school personnel, will review all information submitted by the parent, guardian or eligible or emancipated student as well as any relevant education records. If, after conducting this review, the administrative team determines that a referral for evaluation under the IDEA or Section 504 should be made, IDEA and/or 504 procedures will be instituted.
6. For a nondisabled student, the building level administrative team will make a decision with respect to the need for homebound services. The parents, guardian or eligible or emancipated student are not required participants in this process, but the administrative team has the discretion, on a case-by-case basis, to decide if their participation would be helpful.
7. If the building level administrative team determines homebound services are not needed, the building principal or his/her designee will notify the requesting party within 5 school days of the decision. The administrative team's decision is final and may not be appealed.
8. If the administrative team determines that the student needs homebound services, the administrative team will develop a written plan for such services.

9. The homebound plan should include: (1) the reason for homebound; (2) the anticipated length of homebound; (3) the classes or areas of curriculum to be addressed in homebound; (4) whether a homebound teacher is necessary or whether the provision of assignments is sufficient; and (5) the location of homebound services if a homebound teacher is deemed necessary. If a homebound teacher is necessary, the plan should also state the number of minutes or hours per week that homebound instruction will be provided. The homebound plan will also list the members of the administrative team. Finally, the homebound plan must indicate when the homebound instructor is expected to report the students' grades and attendance to the school of record.
10. If the administrative team concludes that a homebound instructor is necessary in the home, a parent or other adult (over age 21) must be present during the homebound instruction. The homebound instructor will not be required to administer medications or perform any other health related or medical procedures.
11. Requests for homebound for students covered by the IDEA and/or Section 504 are not covered by this procedure. Such requests for these students must be presented to the student's IEP or 504 team.
12. Homebound services under this procedure will be available only during the regular school calendar and not during summer or holiday breaks.
13. The District will not provide homebound services, through this procedure, to nonpublic students. Nonpublic students are those students who are voluntarily enrolled by their parents/guardian in private and/or parochial schools or are home schooled during the regular school year.
14. If a student who is designated to receive homebound pursuant to this procedure fails to attend, participate or otherwise cooperate with the services described in the homebound plan, the building principal may, upon review of the situation, cease homebound services. If there is a decision to cease homebound services, the building principal or his/her designee will inform the parents/guardian or eligible student, in writing, of that decision. Missouri's compulsory attendance laws will then apply.
15. The building principal's decision regarding cessation of homebound pursuant to Paragraph 14 above is final and may not be appealed.
16. The District will provide the homebound student with textbooks and other routinely supplied materials that are necessary for a student's homebound instruction.

INSTRUCTIONAL SERVICES

Policy 6280

Instruction

Vocational and Technical Education

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

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

INSTRUCTIONAL SERVICES

Policy 6310
(Regulation 6310)

Libraries, Media and Technology Services

School Libraries

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

Intellectual Access

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

Confidentiality

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

Library, Media and Technology Services**School Libraries**

District library guidelines are based on the American Library Association Library Bill of Rights. School District media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

1. To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.
2. To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.
3. To provide materials for teachers and students that will encourage growth in knowledge and that will develop literary, cultural and aesthetic appreciation, and ethical standards.
4. To provide materials which reflect the ideals and beliefs of religious, social, political, historical, and ethnic groups and their contribution to American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.
5. To provide a written statement, approved by the local Board of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.
6. To provide qualified professional personnel to serve teachers and students.

Selection Procedures

Curriculum needs are considered first and foremost in selection of library materials and equipment. The librarian must have a thorough knowledge of the curriculum, the strengths and weaknesses of the current collection, and an understanding of the students' abilities and skills. The librarian can then effectively select materials which will not only meet the instructional objectives, but will be educationally enriching to the student and fully utilized by the teacher.

Having a knowledge of student interests and capabilities will enable the librarian to select educational and enjoyable materials acceptable to the student for recreational reading.

The faculty and the students are encouraged to suggest materials to be considered for purchase. The final decision is left to the librarian (based on the criteria listed below) and with the principal approving the requisition. Materials will be examined upon delivery and will be kept if they fill the need for which they were intended.

Selection Criteria to Consider

1. Importance and Need of Subject Matter
2. Intended Age Level and Comprehensibility
3. Potential User Appeal
4. Quality and Durability
5. Authoritativeness
6. Price

Weeding Procedures

Removing materials from the library that are no longer useful is important in maintaining a collection which is timely, reliable, and inviting. The librarian will examine materials while doing the end of year inventory and during routine day-to-day circulation of materials. Anything meeting the criteria for weeding will be withdrawn from library records and discarded. If it is an item for which there is still a need, a replacement will be purchased; if a purchase is not possible at that time, it shall be added to the Teacher/Student Request List for future consideration.

Criteria for Materials to be Weeded

1. Items which are soiled, damaged, or torn beyond repair.
2. Items which are so outdated that they are useless.
3. Items found to contain unreliable information or information which is no longer true.

Objectionable Materials

Students or parents/guardians who find materials in the library objectionable in any manner may make a formal complaint by obtaining from the Superintendent's office a form titled "Review of Instructional Materials." (See Regulation 6241, page 3.)

This written complaint will be considered by the Superintendent and the librarian in weighing the educational value of that particular book, filmstrip, etc., against the segment found objectionable to the complainant. Contingent with their decision, the material will be returned to the shelf for continued use, or removed from library circulation.

INSTRUCTIONAL SERVICES

Policy 6320
(Regulation 6320)

Libraries, Media and Technology Services

Internet Safety Policy

A. Introduction

It is the policy of the District to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

B. Access to Inappropriate Material

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

C. Internet Safety Training

In compliance with the Children's Internet Protection Act, each year, all District students will receive internet safety training which will educate students about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms, and cyberbullying awareness and response. Such training will include Internet, cell phones, text messages, chat rooms, email and instant messaging programs. (See also Policy 6116 – State Mandated Curriculum – Human Sexuality).

D. Inappropriate Network Usage

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

E. Supervision and Monitoring

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

October 2015

Library, Media, and Technology Services**Technology and Internet Usage**

The Sedalia 200 School District's technology exists for the purpose of enhancing the educational opportunities and achievement of district students. Research shows that students who have access to technology improve achievement. In addition, technology assists with the professional enrichment of the staff and increases engagement of students' families and other patrons of the district, all of which positively impact student achievement. The district will periodically conduct a technology census to ensure that instructional resources and equipment that support and extend the curriculum are readily available to teachers and students. The existing rules found in the District's Behavioral Expectations policy (Board Policy/Regulation 2610) as well as employee handbooks clearly apply to students and employees conducting electronic research or communication.

The purpose of this policy is to facilitate access to district technology and to create a safe environment in which to use that technology. Because technology changes rapidly and employees and students need immediate guidance, the superintendent or designee is directed to create procedures to implement this policy and to regularly review those procedures to ensure they are current.

Sedalia School District #200

Acceptable Use Policy (AUP)

For the use of Computers, Mobile Devices, Cell Phones, Internet Access, and Internet Applications

Definitions

User includes anyone, including employees, students, and guests, using Sedalia School District technology, including, but not limited to, computers, networks, Internet, email, chat rooms and other forms of technology services and products.

Network is wired and wireless technology networks including school and district networks, cellular networks, commercial, community or home-based wireless networks accessible to students.

Equipment are cellular phones, 'Blackberry' [smartphone] type devices, PDAs, MP3 players, iPod type devices, and portable computers such as laptops, iPads, desktops, tablets and netbooks, as well as portable storage devices.

Acceptable Use

Technology provides students with unique and powerful ways to enhance their learning. The Sedalia 200 School District supports the use of technology for the purpose of enhancing and

supporting learning and is pleased to offer Users access to computer networks so that they can access district-supplied technology to enhance learning any time of day.

It is one of the technology goals of the district to ensure that each User's interactions with technology contribute positively to the learning environment both at school and in the community. Negative use of technology through the Sedalia School District-owned devices inside or outside of our schools that degrades or defames other Users, or members of our community is unacceptable. The Sedalia School District also recognizes that Users have widespread access to both technology and the Internet; therefore, use of personal devices and connectivity is considered to be included in this Acceptable Use Policy (AUP)

Access to Sedalia School's network is a privilege, not a right. The use of technology whether owned by the Sedalia School District or devices supplied by the Users entails personal responsibility. It is expected that Users will comply with Sedalia School District rules, act in a responsible manner, and will honor the terms and conditions set by the classroom teacher, the school, and District. Failure to comply with such terms and conditions may result in temporary or permanent loss of access as well as other disciplinary or legal action as necessary. In particular, students will be held accountable for their actions and are encouraged to report any accidental use immediately to their teacher or school administration.

With the increased usage of free educational applications on the Internet, digital storage areas, containing less sensitive User information, may or may not be located on property of the school, district, or county. In some cases, data will not be stored on local servers. Therefore, Users should not expect that files and communication are private. The Sedalia School District reserves the right to monitor Users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. **Users should have no expectation of privacy regarding their use of school district property, network and/or Internet access or files, including email.**

The Sedalia School District has a private and secure system for sensitive school records, which will be managed by school district Technology Staff.

Terms and Conditions

These are examples of inappropriate activity on the Sedalia school district network, but the district reserves the right to take immediate action regarding activities 1) that create security and/or safety issues for the district's network, Users, schools, network or computer resources; 2) that expend district resources on content it determines lacks legitimate educational content/purpose; or 3) other activities as determined by the school district as inappropriate.

Violating any state or federal law or municipal ordinance, such as: Accessing or transmitting

pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials.

Criminal activities that can be punished under law.

Selling or purchasing illegal items or substances.

Obtaining and/or using anonymous email sites, spamming, spreading viruses.

Causing harm to others or damage to their property.

Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials. Deleting, copying, modifying, or forging other Users' names, emails, files or data, disguising one's identity, impersonating other users, or sending anonymous email.

Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance.

Using any district computer/mobile devices to pursue "hacking," internal or external to the Sedalia School District, or attempting to access information protected by privacy laws.

Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes."

Using web sites, email, networks, or other technology for political uses or personal gain.

The Sedalia School District's internet and intranet property must not be used for personal benefit.

Users must not intentionally access, create, store or transmit material that may be deemed to be offensive, indecent, obscene, intimidating, or hostile; or that harasses, insults or attacks others.

Advertising, promoting non-school district sites or commercial efforts and events

Users must adhere to all copyright laws.

Users are not permitted to use the network for non-academic related bandwidth intensive activities such as network games or transmission of large audio/video files or serving as a host for such activities.

To the maximum extent permitted by law, students and employees are not permitted to obtain, download, view or otherwise gain access to “inappropriate matter,” which includes materials that may be deemed inappropriate to minors, unlawful, abusive, obscene, pornographic, descriptive of destructive devices, or otherwise objectionable under current District policy or legal definitions. **Similarly, the use of any District computer to access sites which allow the user to conceal their objective of accessing inappropriate material is not permitted. This includes the use of proxy sites used to bypass the school district’s filter**

The District and school administration reserve the right to remove files, limit or deny access, and refer staff or students violating the Board policy to appropriate authorities or for other disciplinary action.

Internet Access

In compliance with the Children’s Internet Protection Act (“CIPA”), 47 U.S.C. § 254, the District uses technological devices designed to filter and block the use of any District computer with Internet access to retrieve or transmit any visual depictions that are obscene, child pornography, or “harmful to minors” as defined by CIPA and material which is otherwise inappropriate for District students.

Due to the dynamic nature of the Internet, sometimes Internet websites and web material that do not fall into these categories are blocked by the filter. In the event that a District student or employee feels that a website or web content has been improperly blocked by the District’s filter and this website or web content is appropriate for access by District students, the process described below should be followed:

1. Follow the process prompted by the District’s filtering software (or to remain anonymous, log in under log in name: 123anonymous) and submit an electronic request for access to a website, or:
2. Submit a request, whether anonymous or otherwise, to the District’s Superintendent/the Superintendent’s designee.
3. Requests for access shall be granted or denied within three days. If a request was submitted anonymously, persons should either attempt to access the website requested after three days or log back in at 123anonymous to see the status of the request.
4. Appeal of the decision to grant or deny access to a website may be made in writing to the Board of Education. Persons who wish to remain anonymous may mail an anonymous request for review to the Board of Education at the School District’s Central Office, stating the website that they would like to access and providing any additional detail the person wishes to disclose.

5. In case of an appeal, the Board of Education will review the contested material and make a determination.
6. Material subject to the complaint will not be unblocked pending this review process.

In the event that a District student or employee feels that a website or web content that is available to District students through District Internet access is obscene, child pornography, or “harmful to minors” as defined by CIPA or material which is otherwise inappropriate for District students, the process described set forth in Regulation 6241 should be followed.

Adult users of a District computer with Internet access may request that the “technology protection measures” be temporarily disabled by the chief building administrator of the building in which the computer is located for lawful purposes not otherwise inconsistent with this Policy.

Cybersafety and Cyberbullying

All Users - Despite every effort for supervision and filtering, all Users and Students’ parents/guardians are advised that access to the network may include the potential for access to content inappropriate for school-aged students. Every User must take responsibility for his or her use of the network and make every effort to avoid those types of content. Every User must report security or network problems to a teacher, administrator, or system administrator.

Personal Safety – In using the network and Internet, Users should not reveal personal information such as home address or telephone number.

Confidentiality of User Information – Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian. Users should never give out private or confidential information about themselves or others on the Internet.

Active Restriction Measures – Sedalia School District will utilize filtering software or other technologies to prevent Users from accessing visual depictions that are (1) obscene, (2) pornographic, or (3) harmful to minors. Attempts to circumvent or ‘get around’ the content filter are strictly prohibited, and will be considered a violation of this policy. The Sedalia School District will also monitor the online activities of Users through direct observation and/or other technological means.

Interactive Web 2.0 Tools

Technology provides an abundance of opportunities for Users to utilize interactive tools and sites on public websites that benefit learning, communication, and social interaction.

Users may be held accountable for the use of and information posted on these sites if it detrimentally affects the welfare of individual users or the governance, climate, or effectiveness of the school(s). From time to time, teachers may recommend and use public interactive sites that, to the best of their knowledge are legitimate and safe. As the site is “public” and the teacher, school, and district is not in control of it, all Users must use their discretion when accessing information, storing, and displaying work on the site. All terms and conditions provisions in this AUP also apply to User-owned devices utilizing the Sedalia schools network.

Student Use of Interactive Web 2.0 Tools

Online communication is critical to the students’ learning of 21st Century skills, and tools such as blogging, podcasting, and chatting offer an authentic, real-world vehicle for student expression. Student safety is the primary responsibility of teachers.

Therefore, teachers need to ensure the use of classroom blogs, student e-mail, podcast projects, email chat features, or other Web interactive tools follow all established Internet safety guidelines including:

The use of blogs, podcasts or other web 2.0 tools is considered an extension of the classroom. Therefore, any speech that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, podcasts, or other web 2.0 tools. This includes—but is not limited to—profanity, racist, sexist, or discriminatory remarks.

Students using blogs, podcasts or other web tools are expected to act safely by keeping ALL personal information out of their posts.

Students should NEVER post personal information on the web (including, but not limited to, last names, personal details such as address or phone numbers, or photographs).

Students should NEVER, under any circumstances, agree to meet someone they have met over the Internet.

Any personal blog a student creates in class is directly linked to the class blog which is typically linked to the student profile and therefore must follow these blogging guidelines. In addition to following the information above about not sharing too much personal information (in the profile or in any posts/comments made), students need to realize that anywhere they use the blog login it links back to the class blog. Therefore, anywhere that login is used (posting to a separate personal blog, commenting on someone else’s blog, etc.), the account should be treated the same as a school blog and should follow these guidelines.

Students should never link to web sites from their blog or blog comments without reading the entire article to make sure it is appropriate for a school setting.

Students using such tools agree to not share their user name or password with anyone besides their teachers and parents and treat Web posting spaces as classroom spaces. Speech that is inappropriate for class is also inappropriate for a blog.

Students who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or be subject to consequences appropriate to misuse.

Student Use of Mobile Devices

When the Sedalia School District provides students with mobile devices such as iPads for use both in school as well as away from school, the District-owned devices follow the stipulations outlined in this AUP.

School Administration and District Technology staff may search the student's memory device if they feel school rules have been violated, which may include, but are not limited to, audio and video recording, photographs taken on school property that violate the privacy of others, or other issues regarding bullying, etc.

Students may not use an audio recording device, video camera, or camera (or any device with one of these, e.g. cell phone, laptop, tablet, etc.) to record media or take photos during school unless they have permission from both a staff member and those whom they are recording.

These rules apply to student-owned devices as well. A student-owned mobile device is a non-district supplied device used while at school or during school or district-sponsored activities. The students may use the student-owned mobile devices in class only with the teacher's expressed permission.

Student Supervision and Security

The Sedalia School District does provide content filtering controls for student access to the Internet using the district's network as well as reasonable adult supervision, but at times inappropriate, objectionable, and/or offensive material may circumvent the filter as well as the supervision and be viewed by students. Students are to report the occurrence to their teacher or the nearest supervisor. Students will be held accountable for any deliberate attempt to circumvent Sedalia School District's technology security and supervision.

Students using mobile and cellular devices while at school, during school or district-sponsored activities are subject to the terms and conditions outlined in this document and are accountable for their use.

Privileges

The use of District technology and electronic resources is a privilege, not a right, and inappropriate use will result in the cancellation of those privileges. All staff members and students who receive a password/account code will participate in an orientation or training course regarding proper behavior and use of the network.

The password/account code may be suspended or closed upon the finding of user misuse of the technology system or its resources.

Network Etiquette and Privacy

Students and employees are expected to abide by the generally accepted rules of electronic network etiquette. These include, but are not limited to, the following:

1. System users are expected to be polite. They may not send abusive, insulting, harassing, or threatening messages to others.
2. System users are expected to use appropriate language; language that uses vulgarities or obscenities, libels others, or uses other inappropriate references is prohibited.
3. System users may not reveal their personal addresses, their telephone numbers or the addresses or telephone numbers of students, employees, or other individuals during E-mail transmissions.
4. System users may not use the District's electronic network in such a manner that would damage, disrupt, or prohibit the use of the network by other users.
5. System users should assume that all communications and information is public when transmitted via the network and may be viewed by other users. The system administrators may access and read E-mail on a random basis.
6. Use of the District's electronic network for unlawful purposes will not be tolerated and is prohibited.

Services

While the District is providing access to electronic resources, it makes no warranties, whether expressed or implied, for these services. The District may not be held responsible for any damages including loss of data as a result of delays, non-delivery or service interruptions caused by the information system or the user's errors or omissions. The use or distribution of any information that is obtained through the information system is at the user's own risk. The District specifically denies any responsibility for the accuracy of information obtained through Internet services.

Security

The Board recognizes that security on the District's electronic network is an extremely high priority. Security poses challenges for collective and individual users. Any intrusion into secure areas by those not permitted such privileges creates a risk for all users of the information system.

The account codes/passwords provided to each user are intended for the exclusive use of that person. Any problems, which arise from the user sharing his/her account code/password, are the responsibility of the account holder. Any misuse may result in the termination of user privilege.

The District shall use filtering, blocking or other technology to protect students and staff from accessing internet sites that contain visual depictions that are obscene, child pornography or harmful to minors. The District shall comply with the applicable provisions of the Children's Internet Protection Act (CIPA), and the Neighborhood Internet Protection Act (NCIPA).

Vandalism of the Electronic Network or Technology System

Vandalism is defined as any malicious attempt to alter, harm, or destroy equipment or data of another user, the District information service, or the other networks that are connected to the Internet. This includes, but is not limited to the uploading or the creation of computer viruses, the alteration of data, or the theft of restricted information. Any vandalism of the District electronic network or technology system will result in the immediate loss of computer service, disciplinary action and, if appropriate, referral to law enforcement officials.

Consequences

The consequences for violating the District's Acceptable Use Policy include, but are not limited to, one or more of the following:

1. Suspension of District Network privileges;
2. Revocation of Network privileges;
3. Suspension of Internet access;
4. Revocation of Internet access;
5. Suspension of computer access;
6. Revocation of computer access;
7. School suspension;
8. Expulsion; or
9. Employee disciplinary action up to and including termination

INSTRUCTIONAL SERVICES

Policy 6410

Evaluation Services

Evaluation of Instructional Programs

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

Oct. 99

Evaluation Services

Test Security

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

8. Teacher Responsibilities for Test Administration

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

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

1. Teachers are not to review the test questions or content prior to its being given to the students.
2. Teachers are not to give any assistance to the students during the administration of the test.
3. Teachers are to review only the purpose of the test, the directions, the time restraints and what the students are to do upon completion of the test.

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

INSTRUCTIONAL SERVICES

Policy 6430

Evaluation Services

Semester Examinations

In grades 6 – 12 , semester examinations are to be given by all teachers and recorded properly on permanent records.

Oct. 99

Evaluation Services

Statewide Assessments

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

Evaluation Services**Screening for Dyslexia**

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

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

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

Screening

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

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

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

The following groups are exempt from dyslexia screening:

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

Screening Components

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

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

Supports and Accommodations

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

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

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

Practicing Teacher Assistance Problems

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

Such in-service training should include:

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

INSTRUCTIONAL SERVICES

Policy 6450

Evaluation Services

Assignment of Grades

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

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

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

INSTRUCTIONAL SERVICES

Policy 6510

Community Education/Continuing Education Program

Instruction for Adults

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

Oct. 99

Office Methods and Data Management

E-Mail Records and Electronically Stored Information

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

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

GENERAL ADMINISTRATION

Policy 6531
(Regulation 6531)

Office Methods and Data Management

Records Retention/Destruction

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

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

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GENERAL ADMINISTRATION

Office Methods and Data Management

Records Retention/Destruction

For purposes of this Records Retention/Destruction Policy, the term “record” is defined as only those documents, including documents in digital or electronic format, which were made or received pursuant to law or in connection with the transaction of official business. Generally, the District will not maintain documents which do not meet the definition of “record” except to the extent that such document threatens or involves ongoing litigation.

If the record is in the form of a correspondence, including e-mails, the following guidelines apply, and are applicable to all district personnel that would normally create or receive record correspondence:

Correspondence - General:

Routine correspondence sent or received by District administrators that is handled in accordance with existing policies and procedures and that do not contain significant information about office policies or program should be retained for one (1) year.

Correspondence – Policy:

Correspondence which state or form the basis of policy, set important precedents or record important events in the operational history of the District should be kept permanently.

Remaining Records

For all the remaining records that do not constitute correspondence, the Superintendent will appoint an administrator to oversee the District’s adherence to the Record Retention/Destruction Policy and Regulation 6531. These non-correspondence records should be retained/destroyed as stated in the Public School Records Retention Schedule listed on the Missouri Secretary of State website.

FACILITIES DEVELOPMENT

Policy 7110

Facilities Planning and Design

Educational Specifications

To ensure that all new and remodeled facilities are designed to best implement the educational program of the School District, the Superintendent will provide for the development of detailed educational specifications to apply to the design and construction of new or remodeled buildings. The preparation of educational specifications will serve the following purposes.

1. Clarify and consolidate the thinking of the staff, administration, Board and community on the needs, desires and objectives of educational programs to be conducted within the proposed new or remodeled building.
2. Organize important information in a manner that can be easily and clearly interpreted by an architect.

When educational specifications are prepared, an introductory section will be devoted to a brief description of the community, enrollment trends, and the educational philosophy of the District. Educational specifications are detailed descriptions of the following items:

1. Activities that will take place in the building.
2. Organization of instruction and curriculum to be housed in the building.
3. Specific architectural characteristics desired.
4. Facilities needed, equipment required and space relationship to other facility elements.
5. Pertinent budget and other governing factors.

The persons involved in developing educational specifications should include: the Board, which adopts policies, approves final specifications, employs the architect and provides the budget; the Superintendent, who provides administrative leadership, interpretation and evaluation; principals, staff members, students and patrons, who utilize the facilities; and the architect, who develops architectural plans for the facility.

Consultants may be used in the development of educational specifications when deemed necessary by the Superintendent and the Board.

Oct. 99

FACILITIES DEVELOPMENT

Policy 7120
(Regulation 7120)

Facilities Planning and Design

Procurement of Architects, Engineers, and Land Surveyors

The School District may need to engage the services of an architect, engineer, or land surveyor when capital improvement or other District needs arise. The District recognizes that hiring architects, engineers, or land surveyors who have performed acceptable work for the District in the past promotes continuity, efficiency, and quality. The District also recognizes that a construction contractor retained by the District may wish to work with a particular architect, engineer, or land surveyor with whom it has a solid working relationship. The District will observe the procedures as outlined in Regulation 7120 when selecting architectural, engineering, or land surveying services.

Under this policy, the terms *architect*, *land surveyor*, and *professional* include, but are not limited to, any individual, firm, partnership, corporation or other entity providing architectural, engineering, or land surveying services.

FACILITIES DEVELOPMENT

Regulation 7120

Facilities Planning and Design

Procurement of Architects, Engineers and Land Surveyors

When the District determines that it may need to engage the services of an architect, engineer, or land surveyor, the Board of Education shall first attempt to select and conduct contractual negotiations for such a service with a professional who falls within one of the two following categories: (1) any architect, engineer, or land surveyor who has contracted previously with the District to provide services to the District; or (2) any architect, engineer, or land surveyor who has been recommended to the District by a construction contractor with whom the District is familiar.

If the Board of Education determines that an architect, engineer, or land surveyor selected from one of the two categories in the prior paragraph is appropriate for the project contemplated, then contractual negotiations may be conducted with that architect, engineer, or land surveyor, and a contract may be executed between the District and that professional. The determination of whether a particular architect, engineer, or land surveyor is "appropriate" for a project is discretionary on the part of the Board of Education.

If the District cannot agree upon the terms of a contract with the architect, engineer, or land surveyor whom it has selected and with whom it has negotiated, or if the District determines that a professional selected according to this policy is not appropriate, the District will then attempt to select an appropriate architect, engineer, or land surveyor through advertisements inviting the submission of proposals or by directly contacting other architects, engineers, or land surveyors. After making its selection pursuant to this paragraph, the District will attempt to negotiate a contract with that professional. The District will continue to follow the procedures outlined in this regulation until a contract has been executed between the District and an appropriate architect, engineer, or land surveyor.

FACILITIES DEVELOPMENT

Policy 7130
(Regulation 7130)

Facilities Planning and Design

Construction Manager Selection

The Board of Education may desire to engage the services of a construction manager when planning, designing, improving, altering, repairing, or constructing a building or structure. The District recognizes the need to enter into contracts with qualified construction managers at a price the District considers to be fair and reasonable. It shall be the formal policy of this District to observe the procedures set forth in its Administrative Regulations when the District determines that construction management services are needed.

FACILITIES DEVELOPMENT

Regulation 7130

Facilities Planning and Design

Construction Manager Selection

When the District determines that it may need to engage the services of a construction manager, the Board of Education shall select a construction manager and negotiate with that construction manager to obtain a contract that is fair and reasonable. To select a construction manager, the District shall advertise and solicit proposals from qualified construction managers in the following manner:

1. If the total cost for the project exceeds five hundred thousand dollars (\$500,000), the solicitation shall be advertised for a period of ten (10) days in one (1) newspaper of general circulation in the county.
2. If the total cost of the project exceeds one million five hundred thousand dollars (\$1,500,000), the solicitation shall be advertised for ten (10) days in two (2) daily newspapers in Missouri which have not less than fifty thousand (50,000) daily circulation in addition to the advertisement required by number 1 above.
3. If the total cost of the project is five hundred thousand dollars (\$500,000) or less, the solicitation need not be advertised.

Solicitations shall require the bidders to submit the following information:

1. Fees for overhead and profit.
2. Reimbursable costs for reimbursable items.
3. Qualifications.
4. Demonstration of ability to perform projects comparable in design, scope and complexity.
5. Demonstration of good faith efforts to achieve compliance with federal, state and local affirmative action requirements.
6. References from owners for whom construction management services have been performed.

7. Financial strength.
8. Qualifications of personnel who will manage the project.
9. Demonstration of successful management systems which have been employed for the purposes of estimating, scheduling, and cost controls.

If the Board of Education selects a construction manager on the basis of the above factors, then contractual negotiations may be conducted with that construction manager and a contract may be executed between the District and that construction manager.

If the Board of Education cannot reach an agreement upon the terms of a construction management services contract through negotiations with the selected construction manager, then the Board of Education will attempt to select another construction manager and negotiate a contract with that construction manager. The Board of Education will continue to follow the procedures outlined in this policy until a contract has been executed between the District and a construction manager.

Furthermore, the Board of Education shall not award a contract for construction management services on a negotiated basis to any construction manager (or a firm that controls, is controlled by or shares common ownership or control with the construction manager), if such construction manager:

1. Guarantees, warrants or otherwise assumes financial responsibility for the work of others on the project.
2. Provides the District with a guaranteed maximum price for the work of others on the project.
3. Furnishes or guarantees a performance or payment bond for other contractors on the project.

A construction management services contract to such a construction manager may only be awarded through a competitive bid process.

Under this policy, the term “project” shall mean the erection or construction of a building or structure or the improvement, alteration or repair of a building or structure. The term “construction manager” includes, but is not limited to, consulting, advising, assisting and making recommendations on any and all aspects of preconstruction planning, design, bidding,

and contract award and providing general observation, coordination and direction of the work and processing of payment requests and change orders during construction.

FACILITIES DEVELOPMENT

Policy 7131
(Regulation 7131)

Facilities Planning and Design

Design – Build Selection

Where appropriate the District may utilize a design-build method for construction of a specific project. Under this method of construction, a construction entity provides architectural, engineering, labor, material, supplies and equipment related to the construction itself. If the Board chooses a design-build method, the procedures of Regulation 7131 shall be followed.

FACILITIES DEVELOPMENT

Regulation 7131

Facilities Planning and Design

Design-Build Selection

Board Action

To initiate the design-build method, the Board will:

1. Publically disclose its intent to utilize a design-build method during an open session of a regular Board meeting. This meeting will occur at least one week prior to publishing a request for proposals.
2. Retain a design criteria consultant who shall be a duly licensed architect or engineer, to assist in preparation of a design criteria package and request for proposal. Among the functions to be performed by the consultant are the following:
 - a) To perform periodic site reviews to determine adherence to design criteria;
 - b) Prepare progress reports and additional services by the District;
 - c) Assist in the development of project design criteria;
 - d) Assist in the development of requirements for proposal; and
 - e) Assist in evaluation of proposals.

However, the consultant may not submit a proposal or furnish, design or consultation services for the contract for which they were retained to consult. The consultant will be selected and its contract negotiated consistent with the process utilized in Policy 7120 for selection of architects and engineers, unless the consultant is a District employee.

3. Publish a notice of the request for proposals with a description of the project, the procedures for submission and the selection criteria to be used. This notice will be publicized in a newspaper of general circulation located in the county within the boundaries of the District. The publication will occur once per week for two consecutive weeks prior to opening of proposals.

Selection Process/Design Criteria Consultant

1. A design criteria consultant will be retained by the District to assist in preparation of the design criteria package and request for proposals.

2. The consultant will assist the District in the development of project design criteria, requests for proposals, evaluation of proposals and any additional services requested by the District.
3. Requests for Proposals will include:
 - a) Procedures for submitting proposals.
 - b) Criteria for evaluating proposals including the relative weight of each criteria.
 - c) Terms and conditions of the design-build contract.
 - d) The design criteria package.
 - e) Description of the drawings and specifications.
 - f) A schedule of the planned commencement and completion of the design-build contract.
 - g) Budget limits, if any.
 - h) Requirements for performance bonds, payment bonds and insurance.
 - i) Amount of stipend.

Bid Process

Phase One.

1. All bidders will be required to submit a statement of qualifications to include:
 - a) Demonstrated ability to perform projects comparable in design, scope and complexity.
 - b) References of Owners of design-build projects completed.
 - c) Qualifications of personnel will manage the design and construction aspects.
 - d) Names and qualifications of the primary design consultants and primary trade contractors proposed to be utilized.

Phase Two/Evaluation Team.

1. The District will select qualified design-builders to proceed to Phase Two. The number selected to proceed will not be more than five, nor less than two in number.
2. Neither price nor fee will be a part of the pre-qualification criteria.
3. Design-builders will participate in an interview.
4. Qualified design-builders will assemble a Phase II proposal to include:
 - a) Project design.
 - b) Ability to meet the approved schedule.
 - c) Points will be awarded as follows:
 - i. Up to 20% based on qualification and ability to design, contract and deliver the project on time and within budget.
 - ii. Phase II points will account for not less than 40% of the total points.

Phase Three.

1. Qualified design-builders will submit a firm, fixed cost of design and construction and will include a bid security bond as well as a statement of minority participation.
2. Phase III will account for no less than forty (40%) percent of the total points.
3. Proposals for Phase II and Phase III will be submitted concurrently in separate envelopes.
4. Phase III cost proposals will be opened only after the Phase II design proposals have been evaluated; assigned points, ranked in order and pointed.
5. Cost proposals shall be opened and read aloud at the time and place specified in the RFP. Simultaneously, the scoring of Phase II will be made public.
6. In evaluating cost proposals, the lowest responsive bidder will be awarded the total number of points to be awarded in Phase III. Higher bidders' point totals will be reduced by one (1%) percent for each percentage point by which the bidder exceeds the lowest bid.
7. If the District rejects the bidder with the highest total points, all proposals will be rejected.

8. A stipend in the amount of one-half (1/2) of one (1%) percent will be paid to each prequalified bidder where proposal is responsive but not accepted. Upon payment the District will acquire a non-exclusive right to use the design submitted by the proposer. The proposer may retain the design rights by releasing the stipend.
9. Construction Oversight. The design criteria consultant will be responsible for among other things:
 - a) Perform regular site visits to determine adherence to the design criteria.
 - b) Prepare progress reports.
 - c) Review and approve progress and final pay applications of the design-builder
 - d) Review shop drawings and submissions
 - e) Provide input in disputes
 - f) Interpret construction documents
 - g) Perform inspections upon substantial and final completion
 - h) Complete warranty inspections.

FACILITIES DEVELOPMENT

Policy 7132
(Regulation 7132)

Facilities Planning and Design

Selection of Construction Manager At Risk

Among several construction methods available to the District is the Construction Manager at Risk method. This method will only be considered for projects when the cost is in excess of three million dollars. As opposed to the traditional construction manager method, a “construction manager at risk” assumes the risk for the construction project at a contracted price. In essence, under this method, the construction manager serves as a general contractor and as a consultant to the District regarding all phases of construction during and after the design of the project. If the cost of project exceeds the contract price, the construction manager at risk is responsible for the excess cost. Conversely, where the actual project cost is less than the contract price, the construction manager at risk receives the difference.

The District will evaluate each construction project to determine which construction method will be used.

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FACILITIES DEVELOPMENT

Regulation 7132

Facilities Planning and Design

Construction Manager Selection

When the Board elects to utilize the construction manager at risk method of construction, the following procedures will be follows:

Initial Board Action

At least one week prior to publishing request for construction manager qualifications, the Board will disclose at a regular meeting, open session, its intent to utilize a construction manager at risk (hereinafter "CM-AR") and the selection criteria it will utilize in the process.

Prior to or at the same time the Board selects a CM-AR, the Board will select an architect who will be responsible for preparation of construction documents.

Publication of Request for Proposals/Qualifications

The District will publish its requests for proposals or qualifications for a CM-AR in a newspaper of general circulation located in a county within the District's boundaries once per week for two consecutive weeks prior to the opening of proposals.

Process for Selection of a Construction Manager

Step One: The District's Request for Qualifications will include such general information to include:

1. Project site
2. Project scope
3. Schedule
4. Selection criteria
5. Time and place for receipt of proposals/qualifications

Selection criteria will include but not be limited to the following:

1. Construction manager experience
2. Past performance
3. Safety record
4. Proposed personnel and methodology
5. Similar projects performed for other school districts during the past five years
6. The request for qualifications will not require fees or price

Step Two: The District will, based upon qualifications, select two (2) to five (5) potential CM-ARs to provide additional information including each potential CM-AR's proposed fee and its price for fulfilling the general conditions.

Proposal Openings

At the conclusion of each of the two steps, the District shall receive, publically open and read aloud the names of the CM-ARs.

Selection

In making its selection the District will weigh the proposing CM-AR's qualifications a minimum of forty (40%) percent. Cost shall account for a maximum of sixty (60%) percent.

The District will select the CM-AR that submits the proposal that offers the best value based upon the published selection criteria and on its ranking evaluations.

Within forty-five (45) days after the date of opening proposals, the District will evaluate and rank each proposal in relation to the proposal/qualifications submitted in relation to the criteria contained in the District's RFP.

The District will then interview at least two of the top ranked proposers as part of the final selection process. The District will first attempt to negotiate a contract with the selected CM-AR. If negotiations are unsuccessful, the District will notify such CM-AR, in writing, that negotiations have ended. The District will then begin negotiations with the second highest most ranked CM-AR following the same process until a contract is reached.

Selection of Subcontractors

The selected CM-AR will publically advertise for bids from trade contractors for performance of all major elements of the work in the same manner as if the bids were solicited directly by the District.

The CM-AR may submit sealed bids for portions of the construction work that they may elect to perform in the same manner as other trade contractors. However, the District has the right to restrict the CM-AR from submitting such bids to perform trade work.

The CM-AR will review all bids and recommend approval of trade work bids. Where the CM-AR is permitted to and does submit sealed bids for certain subcontracts, the District will determine if the CM-AR's trade work bid offers the best value for the District.

If the CM-AR reviews, evaluates and recommends a bid for trade contractor, the Board may accept or reject the recommendation and require that another bid be accepted. In such case, the

District will compensate the CM-AR by a change in price, time or guaranteed maximum cost due to additional cost or risk occasioned by rejection of the CM-AR's recommended bidder.

Construction

If a selected trade contractor materially defaults in its performance or fails to execute a subcontract, the CM-AR, without further authorization may fulfill the requirements of the defaulted contract or may select a replacement subcontractor.

Performance and Payment Bonds

The CM-AR will deliver performance and payment bonds to the District no later than the tenth (10th) day after the date the fixed contract amount, or guaranteed price is established. The sums of such bonds shall equal the sum of the fixed contract amount or guaranteed maximum price.

FACILITIES DEVELOPMENT

Policy 7210

Facilities Construction

Construction Contracts, Bidding and Awards

All facilities construction projects which exceed an expenditure of \$15,000 shall be advertised once a week for two consecutive weeks in a newspaper of general circulation located in the city or county in which the District is located. In addition to the city or county newspaper, the District may also advertise in business, trade or minority newspapers. Competitive bids shall be solicited according to state law only after the plans and specifications have been approved by the Board of Education. In order to protect the Board, each bidder will be required to submit, with his bid, a bidder's bond in an amount determined by the estimated cost of the project.

The construction contract shall be awarded to the best bidder whose bid is in accordance with the Board approved plans and specifications and has provided the required security. The Board reserves the right to waive any informalities in, or reject any or all bids or any part of any bid. No bid for the construction, alteration, or repair of any building shall be accepted if it does not conform to the Board approved plans and specifications. Notwithstanding Board policies and regulations providing for construction manager and design build methods, the District may elect to proceed with the traditional method set out in this policy.

Whenever two or more proposals or bids of equal amount are the lowest proposals submitted by reasonable bidders pursuant to the advertisement of bids, the Board of Education may award the contract to any one of the bidders as determined by exercise of discretion.

The contractor shall receive monthly payments for the work completed, less a percentage to be determined to ensure completion. The contractor will be required to submit a performance bond and a material and labor bond to the satisfaction of the Board. The final payment shall be made only after acceptance of the project by the Board of Education and completion of the items to be corrected. Lien waivers shall be provided by the contractor and his subcontractors and suppliers.

All pay requests by the contractor shall be approved by the architect prior to submission to the Board of Education for payment.

October 2016

Facilities Construction

Construction Cooperative Projects with Municipalities

The Board of Education may enter into an agreement with the County in which the District is located, or with a city, town, or village, wholly or partially, for specific construction projects. Such projects may include acquisition, construction, improvement, extension, repair, remodeling, renovation and financing of sites, buildings, facilities, furnishings and equipment for use of the school district for educational purposes.

Such agreements may provide for the present or future acquisition of an ownership interest in such facilities by the District by means of lease, lease purchase, option to purchase or similar arrangements. In addition, the agreement may provide for a joint venture with the municipal authority to share the costs of acquisition, construction, repair, maintenance and operation of such facilities.

The District may wholly own such facilities or may acquire a partial interest along with an eligible municipal entity with which the agreement was executed.

FACILITIES DEVELOPMENT

Policy 7220

Facilities Construction

Board Inspection and Acceptance

The Board of Education shall withhold the acceptance of new construction until all details are complete and the buildings are certified complete by the Superintendent of Schools in consultation with the architect.

Oct. 99

FACILITIES DEVELOPMENT

Policy 7230

Facilities Construction

Prevailing Wage

The District will comply with the provisions of Missouri's Prevailing Wage Law Chapter 290. However, for District construction projects where either the engineer's estimate or the bid for the total project accepted by the Board is Seventy-five Thousand Dollars (\$75,000) or less, prevailing wage requirements will not be required. In calculating whether the bid amount or engineer's estimate is Seventy-five Thousand Dollars (\$75,000) or less, the total cost of the project will control.

October 22, 2018

FACILITIES DEVELOPMENT

Policy 7300

Site/Facilities Retirement

Certain school buildings may no longer be adequate for instructional purposes and should be used to benefit the School District or public in other ways. In determining when a facility is to be retired from regular school purposes, the Board will be guided by a combination of factors, to include:

1. Review of the in-depth demographic studies and population groupings.
2. Age and current physical condition of the building, its operating systems and program facilities.
3. Adequacy of site, location, accessibility, surrounding development, traffic patterns, and other environmental conditions.
4. Reassignment of children, including alternative plans, according to Board policy.
5. Transportation factors including numbers of children bused, time, distance and safety.
6. Alternate uses of the building.
7. Costs/savings
 - a. Personnel
 - b. Plant operation
 - c. Transportation
 - d. Capital investment
 - e. Alternate use

If the Board determines to close a school, it will first consider other uses that the School District might make of the building; then it will consider its sale.

The historic value of any building will also be considered by the Board. It may take special action to provide for a building's preservation.

Oct. 99