



Ferguson-Florissant School District

2021-2022

Policies and Procedures

Ferguson-Florissant School District policies and procedures can change throughout the year with approval from the Board of Education. This document reflects the policies and procedures in effect at the time the book was printed. For the most updated version of district policies and procedures, please refer to our website at www.fergflor.org

Policies and Procedures of the Ferguson-Florissant School District

St. Louis County
Missouri

This booklet contains policies and procedures officially adopted by the Board of Education governing the operation of the Ferguson-Florissant School District. The statements in this volume supersede policies and regulations developed in the past relating to the specific subject matter contained herein. Other written policies and regulations of the Board of Education shall remain in force until expressly modified by new or amended written policy statements.

BOARD OF EDUCATION 2021-2022

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Tiffany Bush, Secretary
Kevin M. Martin, Assistant Secretary
Leslie Suzanne Hogshead, Director
Donna Paulette-Thurman, Director
Terry Tyson, Director
Dr. Joseph Davis, Superintendent

PHILOSOPHY

The Ferguson-Florissant School District will provide an educational program for students which will prepare them to be citizens in a democratic society. We recognize that the communities and the country they will eventually lead will be complex and constantly changing. As a result, it is incumbent upon us to develop in students the ability to think, a sense of responsibility, and a love of learning.

The district is responsible for offering educational opportunities that recognize and celebrate diversity. This requires a curriculum that looks to the future as well as the past and which is represented in a way that accommodates a variety of learning styles, interests, and talents. We want our students to experience success that is the result of giving their best efforts to meaningful work. Above all, we believe that every student we teach is valuable and deserving of an education that will help the student to live a happy, fulfilling life.

MISSION STATEMENT We will empower all students to achieve their potential by cultivating a love of learning in an environment of respect, accountability, and responsibility.

VISION STATEMENT All students will grow to become lifelong contributors to the success of the societies in which they work and live.

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CHAPTER ONE—PERSONNEL

Section One: Employment and Assignment

1010 DISTRICT POLICY AND PROCEDURE MANUALS (Reference Collective Bargaining Agreement Article 6 Section 12)

Revised 09/18

1011 SELECTION

The Board of Education, upon recommendation of the Superintendent, votes to accept or reject 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.

It shall be the duty of the Superintendent to ensure that persons nominated for employment meet all qualifications established by law and by the Board for the type of position for which nomination is made.

Revised 4/03, 04/12

1011.1 CRIMINAL BACKGROUND AND REFERENCE CHECKS

The Ferguson-Florissant School District is committed to providing a safe environment for students to learn. As part of this effort, the district will require criminal background checks of employees as well as certain volunteers and others working on school grounds in accordance with this policy. The Board directs the superintendent or designee to develop procedures and practices consistent with this policy.

Definitions

Criminal Background Check - A search of the Federal Bureau of Investigation's criminal history files, the Missouri Highway Patrol's criminal database and sexual offender registry, the central registry of child abuse and neglect of the Children's Division (CD) of the Department of Social Services, or other databases designated by law or by the district.

Driving Records - Traffic-related offenses contained in the Missouri Department of Revenue's databases.

Employees

Generally, the district will conduct a criminal background check in accordance with law on all new employees before they have contact with any student; however, the district will forgo a criminal background check on any teacher hired on a part-time or substitute basis if the teacher is hired within one (1) year of having retired from the Ferguson-Florissant School District. The district may forgo a criminal background check on any employee or potential employee who has had a background check conducted by another Missouri public school within the past year if the district receives a copy of the background check directly from the other district. Any offer of employment is contingent upon the satisfactory outcome of the criminal background check, when required by the district. The district has the sole and absolute discretion to determine whether the outcome is satisfactory.

Drivers

The district will conduct a criminal background check on all bus drivers, regardless of when they were first hired. The district may allow bus drivers to operate district transportation pending the results of the criminal background check.

If the district contracts for student transportation services, the contract will require that the transportation company that provides services for the district conduct criminal background checks and will allow the district access to that information.

Volunteers

The district will conduct a criminal background check on all persons volunteering in positions where they will be left alone with a child. The superintendent or designee is directed to identify the volunteer positions in the district that require a criminal background check. The superintendent or designee must receive the results of the background check and officially approve the volunteer before he or she may begin service in the identified volunteer position.

Payment

All applicants for employment and volunteers are responsible for the cost of the criminal background check, but the district may later reimburse the person at the district's discretion. The district will pay the expenses associated with conducting and renewing criminal background checks for current employees. In cases where the district requires independent contractors to conduct criminal background checks, payment for the background checks will be determined by the contract.

Updating Information

The district reserves the right to require any person to submit to additional criminal background checks at the district's expense or to rerun background checks at any time. The district will update the driving records for all drivers of district transportation at least every six (6) months. Any employee refusing to submit to a background check may be disciplined or terminated. The district may decline to utilize the services of volunteers or contractors who refuse to participate.

District Notification

Every employee who is arrested for a criminal act, felony, or misdemeanor, excluding minor traffic violations, must notify the Chief Human Resources Officer within three (3) work days of the arrest. Similarly, every employee must notify the Chief Human Resources Officer 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.

*Requirement under Amy Hestir Act

Reporting Requirements

The district will report to the Department of Elementary and Secondary Education (DESE) when information is obtained that a certificated person has pled guilty or no contest to or been found guilty of a crime or offense, regardless of whether a sentence has been imposed, in this state, another state, or another country that may put the person's certificate in jeopardy pursuant to Missouri law.

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 reports.

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.

Confidentiality

Information received by the district pursuant to a criminal background check is confidential. Except as allowed by law, the district will only use this information for the district's internal purposes in determining the suitability of an applicant, employee, volunteer, or other worker on district property. The district will keep this information in a location that is only accessible to persons who need to know the information to carry out their responsibilities with the district. Any person submitting to a criminal background check may receive a copy of the background check information received by the district.

Pursuant to state law and upon the written request of an employee or former employee, the district may transfer a criminal background check to another school district within one (1) year of receiving the background check.

Consequences

The superintendent or designee is directed to exclude any person from employment, or to take action to terminate employment, whose criminal background check reveals that they have exhibited behavior that is violent or harmful to children or adults. Contracts with independent contractors will likewise address the suitability of workers on school grounds.

New Policy 04/12

1012 APPLICATIONS

A formal application on a form supplied by the District is required of every applicant. In addition, college credentials, if applicable, and references are required. Individually identifiable records pertaining to applicants for employment are closed records. A personal interview will precede the hiring of each new staff member.

All applications received are kept on file for one year.

Revised 04/93, 04/09

1012.1 HIRING GUIDELINES FOR NON-ADMINISTRATIVE POSITIONS

1. Employment opportunities shall be posted externally whenever possible. Should the district decide to make a job posting internal only, the Assistant Superintendent of Human Resources Services shall inform the Association President and provide the rationale.
2. Criteria used for paper screening of applications will be selected from the criteria in the job description. The Human Resources Services office will provide a list of weighted criteria to the committee for review, discussion, and final approval by the entire committee.
3. The Association will provide Human Resources Services with a list of trained representatives to serve on screening or interview committees for non-administrative positions. Building/unit administrators or committee chairs shall select and contact a representative from the list. In the event that there are no representatives from the list available, the administrator or committee chair shall contact the Association President for a representative.
4. The person leaving a position shall not be a member of either the screening or interview committees.
5. Paper Screening Committees for full-time personnel will typically screen at the same time unless mutually agreed upon by the District and Association committee representatives. Each member will screen every eligible applicant.
6. The paper-screening committee will agree on candidates to be interviewed. Members shall sign off on the Paper Screening Candidate Form. The committee will then identify, in priority order, any alternates from the applicant list to include in the interview process should candidates

withdraw. The committee will sign off on the alternate(s), if applicable. Interview committees will be established within four working days of completion of the paper screening. Candidates shall not move forward from the paper screening process if minimum requirements for the position are not met. The only exception is if the requirement, such as a certification, can be met within 90 days of hire.

7. For positions with two interview rounds, interview committee members may participate in either first or second round interviews, but not both.
8. When the size of an interview committee reaches seven (7) members appointed by the administration, an additional Association representative shall be appointed by the Association President.
9. Interviews will be conducted in a timely fashion.
10. The chairperson of an interview committee, as well as the committee members, will receive a confirmation email of their selection to serve on the interview committee. The email will contain a copy of the "Conducting a Lawful Interview" booklet and "Procedures for Conducting an Interview" document to be reviewed prior to interviews.
11. Non-administrative interview committees shall reach consensus verbally (no secret ballot) in recommending finalists. All applicants must be considered in the consensus building process as outlined in the "Conducting a Lawful Interview" booklet. The final written report of the recommendations of the interview committee shall be reviewed and signed by all members and forwarded to the Assistant Superintendent of Human Resources Services. Finalists shall not be ranked.
12. Once the committee has agreed on the finalists, it will decide whether any other candidate could serve as an alternate should one of the finalists withdraw or be disqualified. If the committee reaches consensus on an alternate candidate, the name will be given to the Assistant Superintendent of Human Resources Services and will be held pending need.
13. To protect the privacy of applicants and the hiring process, all participating committee members shall maintain absolute confidentiality of applicant information and deliberations. The committee members should not discuss the candidates outside the interview room.
14. During debriefing, committee members should only discuss things that were brought to their attention during the interview. Hearsay has no part at this phase of the interview process.
15. Staff members participating in the interview process will be scheduled in rotation whenever possible, appropriate to the level of the position.
16. Committee members, including those who have written a letter of reference for a candidate, must remain objective at all times during the interview process. Committee members must excuse themselves from the committee if they cannot remain objective. Any employee who is related to an applicant shall not take part in the initial interview or selection process to avoid a conflict of interest. Employees may not interview for a position if they have served on an interview committee for the same position within a six-month period. (Reference Policy 1015 – Employment of Relatives)
17. In the event a finalist withdraws, is disqualified, or rejected, the Assistant Superintendent of Human Resources Services will provide the name of the alternate for consideration. If a suitable choice cannot be made, the process will begin again unless it is within 30 calendar days of the original posting, and the posting remains unchanged. In this case, the District may return to the original pool of applicants for a new round of interviews. This does not include administrative positions.
18. In the event a position is reposted, all candidates will be eligible to re-apply to be considered for the reposted position and may go through the hiring process. At times, positions in critical shortage areas need to be posted on an "until filled" basis. Critical shortage areas shall be defined as positions where upon in the first posting five or fewer applications are received. These shall also include: Industrial Technology, Art, Secondary Math, and Secondary Science. Candidates who have previously interviewed for positions that are posted "until filled" will be allowed to resubmit their application if an additional interview process is deemed necessary. Those candidates will be notified electronically that a new hiring process will begin, and they are welcome to submit additional material to their online application folder for any subsequent rounds of interviews.

Employees who violate this policy put themselves in a position that could jeopardize their participation in future interviews.

Revised 04/02, 04/05, 04/06, 04/07, 04/08, 04/09, 04/10, 03/15, 03/16, 03/17

1013 TEACHER ELIGIBILITY

To be eligible for appointment as a regular teacher in the Ferguson-Florissant School District, a person must possess a bachelor's degree from a college or university approved by the State Department of Education and having standards equivalent to those of the North Central Association of Colleges and Schools. Individuals hired for certified positions must be eligible for a provisional, temporary, or regular teaching certificate. If teachers are interviewing for positions prior to graduation, a transcript must be provided to the Human Resources Office. The teacher's college work must be such as to guarantee certification or approval by the Missouri State Department of Education. If necessary to fill critical teaching positions, the District may employ non-certified individuals under State Board of Education Regulations granting Temporary Authorization. In such cases, the Board shall be informed and receive the justification.

Revised 12/01, 04/05, 04/09

1013.1 PROFESSIONAL CONTRACTS

For purposes of this policy, "teacher" shall mean all certified teachers, counselors and librarians paid under a teaching contract.

1. **Probationary Contract** All teachers new to the district will be employed on a probationary contract for one year and will continue on one-year probationary contracts until qualified for and awarded indefinite contract status. On or before April 15, the Board shall notify in writing probationary teachers whose contracts will not be renewed. Upon request, the notice shall include a concise statement of the reason or reasons for non-renewal. Probationary teachers not notified before April 15 shall be employed for the next school year under the terms of the contract for the preceding year. Probationary teachers who are informed of reappointment by written notice shall be tendered a contract on or before May 15, and shall provide written notices of acceptance or rejection within 15 days of receiving the contract. Failure to provide notice within this period is a rejection of the Board's offer. Any teacher employed under a part-time contract by the district shall accrue credit toward permanent status on a prorated basis.

Indefinite Contract Permanent teachers, as defined in 168.104, RSMo., will receive any modifications of the indefinite contracts, on or before May 15 of each year. These modifications may include: a) determination of the date of beginning and length of the next school year, and b) fixing the amount of annual compensation for the following school year as provided by the salary schedule adopted by the Board of Education, and applicable to all teachers. All affected teachers will be furnished written copies of the modifications within 30 days after their adoption by the Board.

2. **Teacher Promotion to Administrator** Any permanent teacher who is promoted with his or her consent to a supervisory position including principal or assistant principal, or is first employed by the district in a supervisory position including principal or assistant principal, shall not have permanent status in such position but shall retain tenure in the position previously held within the district, or, after serving two years as principal or assistant principal, shall have tenure as a permanent teacher of the district in accordance with 168.104(4) RSMo.
3. **Release from Contract** After a contract has been signed by the Board of Education and the teacher, both parties have a legal and professional obligation to fulfill it. Any contract may be terminated at any time by mutual consent. Any request for release from a contract by a teacher shall be submitted to the superintendent or the superintendent's designee. A teacher requesting release from his/her contract must present valid reasons in writing to the Superintendent (or Superintendent's designee) giving as much advance notice as possible.

Prior to June 1, a teacher will be released from a signed contract only if a suitable replacement is available, and then only on conditions set forth in Missouri Statutes. Beginning on June 1, the Board will not release a teacher from a contract unless it is for one of the reasons listed below:

- A. *Health*--Any request for a release of contract based upon health of the teacher shall require a certificate by a physician that continued employment will be detrimental to the person's health.
- B. *Transfer of Spouse*--If a teacher's spouse receives a transfer out of the metropolitan region, the Board may grant a release.
- C. *Promotion*--If a teacher obtains an administrative position in another district, the Board may grant release.

- D. *Other reasons*--Recognizing that the teacher's contract is a legal document which binds both the teacher and the Board, the Board's position shall generally be one of disapproval for request of release from a contract for reasons other than health, transfer of a spouse, or promotion. The Board will, at all times, hold the welfare of the students and the educational program paramount during all considerations and deliberations of requests for release. (*Reference Missouri Statutes §168.101 through 168.126*)

When such a release of contract would impair the efficient operation of the school system, a teacher may be asked to stay until a suitable qualified replacement is found.

Employees released from their contract after July 1 for reasons other than those listed in A – C (above) will be subject to a \$1,000 penalty.

New 06/00, Revised 04/06, 04/09, 03/16

1014 EQUAL EMPLOYMENT OPPORTUNITY

The Ferguson-Florissant School District provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, disability, genetic information, marital status, amnesty, or status as a covered veteran in accordance with applicable federal, state and local laws. The Ferguson-Florissant School District complies with applicable state and local laws governing non-discrimination in employment in every location in which the district has facilities. This policy applies to all terms and conditions of employment, including, but not limited to, hiring, placement, promotion, termination, layoff, recall, transfers, leaves of absence, compensation, and training. Any inquiries regarding the Ferguson-Florissant School District's compliance with this policy should be directed to the Office of the Superintendent. The District shall not grant preferential treatment to any individual or group due to the aforementioned classifications.

The Superintendent shall be directly responsible for the effective implementation of the District's Equal Employment Opportunity Program and shall expect all administrative and supervisory personnel to support programs and practices designed to enhance equal employment opportunities. The Administration will submit an annual report to the Board of Education concerning the progress and effectiveness of the District's Equal Employment Opportunity Program.

Legal Refs: Title VII, IX, ADA, 213.055 RSMo
Revised 04/14

1015 EMPLOYMENT OF RELATIVES

The Board of Education shall not contract with or employ or re-employ to any position an immediate relative of the Superintendent of the District. For purposes of this policy, the term "immediate relative" includes: 1) husband or wife; 2) father or father-in-law; 3) mother or mother-in-law; 4) brother or brother-in-law; 5) sister or sister-in-law; 6) son or son-in-law; 7) daughter or daughter-in-law; 8) step-children or their spouses.

If the immediate relative of any employee shall become the Superintendent of the District, said employee shall terminate his/her employment at the end of the fiscal year during which the immediate relative becomes employed as Superintendent.

To avoid nepotism or conflict of interest, no employee or Board member will be involved in or communicate with other employees, supervisors, or administrators regarding employment or personnel issues of an immediate relative (i.e. hiring, termination, evaluation, assignment, pay, problem-solving, etc.). Anyone contacted by an employee on behalf of an immediate relative shall notify the Assistant Superintendent of Human Resources of the violation. Employees involved in personnel issues must notify their supervisor if an immediate relative is involved and recuse themselves.

Employees shall not be assigned to a building or program which may put them in a position of being evaluated or supervised by an immediate relative. Immediate relatives shall not be assigned to the same building except in critical situations approved by the Superintendent.

Violations of this policy will result in disciplinary action, up to and including termination. Refer to Appendix R - VOLTS BP-5 - Section 6.

Revised 04/01, 09/08

**1016 VOLUNTARY TRANSFER AND INVOLUNTARY REASSIGNMENT
(Reference Collective Bargaining Agreement Article 12 Sections 1-5)**

(Educational Support Employees - Reference Collective Bargaining Agreement Article 13 Section 12.)
Revised 09/18

1016.1 EMPLOYEE ACCOMMODATIONS

The District will respond to employee requests for reasonable accommodations when an employee has a disability as defined by section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act Amendments Act of 2008 (ADAAA). The District will only make medical inquiries, require physical exams or keep medical information on an employee in accordance with law. Medical records will be maintained in files separate from employee personnel files, and shall be kept confidential. Employees should contact their immediate supervisor regarding ADA accommodations or adjustments. An employee may appeal a decision under these guidelines to the Superintendent.

In accordance with the law, the District will provide lactating employees, including teachers, an opportunity to express milk, breast-feed a child, or address other needs relating to breast-feeding at least three times a school day for one (1) year after the child's birth. The District will provide an exclusive location, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public that employees may use to express milk. The District-provided location will be located in close proximity to a sink with running water and a refrigerator to store expressed milk. In addition, the District-provided location will, at a minimum, have ventilation and a door that may be locked; a work surface and a chair; and conveniently-placed electrical outlets.

For non-exempt employees, time used to express milk may not be counted as part of their work hours unless the time used coordinates with scheduled breaks.

(Reference Policy 121 – Hours of Work)
Adopted 04/10, Revised 04/11, 04/12, 11/21

1017 PLACE OF RESIDENCE

No restrictions are placed on employees as to their place of residence. However, it is highly desirable that employees live in the District. Employees who live a great distance from their assigned work cannot be excused on this account from assuming a full share of the responsibility which their job entails.

1018 DRUG-FREE WORKPLACE

It is the District's intent and obligation to provide a drug-free work environment. The unlawful manufacture, distribution, dispensation, possession, use of a controlled substance, or alcohol, or being under the influence of a controlled substance or alcohol on District premises is absolutely prohibited. (RSMo 161.500, 195.214, 574.075) Violations of this policy will result in disciplinary action, up to and including termination, and may have legal consequences.

During work hours, employees will be tested for alcohol and controlled substances if the district has reasonable suspicion that the staff member has violated this policy. Reasonable suspicion must be based on specific observations which may include the appearance, behavior, speech, body odor, or conduct of the employee.

When a district administrator has reasonable suspicion to believe an employee is in an intoxicated or disorderly condition due to the consumption of alcoholic beverages or the use of controlled substances, the employee will not be allowed on school property or to participate in the school activity.

The District recognizes drug dependency as an illness and a major health problem. The District also recognizes drug abuse as a potential health, safety, and security problem. Employees needing help in dealing with such problems are encouraged to use appropriate District services. Conscientious effort to seek such help will not jeopardize any employee's job and will not be noted in any personnel record. Employees should be aware that while they will not be penalized for asking for help, such a request will not allow them to avoid consequences in the event of an accident or other problems on the job.

Employees must, as a condition of employment, abide by the terms of the above policy and report any conviction under a criminal drug statute for violations occurring on or off District premises while

conducting District business. A report of conviction must be made within five (5) days after the conviction. (This requirement is mandated by the Drug-Free Workplace Act of 1988.)

Revised 04/93, 03/15

1018.1 TRANSPORTATION EMPLOYEE ALCOHOL AND DRUG TESTING

The Ferguson-Florissant School District, as directed by the Omnibus Transportation Employee Testing Act of 1991, requires any employee whose position requires a Commercial Driver's License to have a post-accident, random and reasonable suspicion drug and alcohol test. Pre-employment drug tests are also required. The drug and alcohol tests are required to meet the Federal requirements of 49 CFR 10 and 382. (Refer to the Transportation Employee Handbook and Appendix M for procedures for implementation.)

Adopted 12/94, Revised 05/96

1019 OUTSIDE EMPLOYMENT

Outside employment is not prohibited to any employee of the District except that no employment may be engaged in which in any way lessens the effectiveness of the employee in his/her District job. No employment may be accepted or continued which interferes with the hours, duties, or responsibilities required of the school employee.

If an employee is offered remuneration for providing services during regular working hours; the employee, upon superintendent approval, may 1) accept the remuneration and take vacation or unpaid leave, 2) return the remuneration to the District, or 3) provide the services for no remuneration.

District materials shall be used only with prior approval and with all reproduction costs paid for by the outside agency.

Revised 04/97

1019.1 CHRONIC COMMUNICABLE DISEASE

The Ferguson-Florissant School District will permit employees with a communicable disease to continue in their positions as long as they provide a medical release to return to work, do not pose a danger to either their own health and safety or to the health and safety of others, are medically able to perform and meet satisfactory performance standards.

Any employee infected with a communicable disease shall be evaluated on an individual basis, considering the most current and reliable medical information available to the District.

To encourage voluntary disclosure of a communicable disease, the Ferguson-Florissant School District shall treat employees in a nondiscriminatory manner consistent with the District's legal and ethical obligations and to handle such personal health matters in a most confidential manner. When an employee becomes infected with a communicable disease, the employee is strongly encouraged to inform the Superintendent or designee.

Currently, mandatory HIV screening programs or tests for employees are not warranted and shall not be performed. Mandatory screening programs or tests for other diseases shall be evaluated periodically on an individual basis.

All employees will receive annual mandatory training on universal precautions and the District's communicable disease policy.

Revised 04/10

Section Two: Personnel Records

1020 PERSONNEL RECORDS

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. There shall be one personnel file for the district maintained in the Human Resources office and one personnel file maintained in the building by the unit administrator.

The Equal Employment Opportunity Commission (EEOC) and the Office for Civil Rights (OCR) of the U.S. Department of Education (ED) require districts to collect and maintain data about the ethnicity and race of their employees. Employees cannot be forced to answer the race or ethnicity questions. If the employee refuses to answer these questions, the district must find a way to collect the information necessary to satisfy its reporting requirements.

Reported data may be used:

1. To enforce laws prohibiting discrimination based on ancestry, national origin, or race.
2. To satisfy reporting requirements of the Individuals with Disabilities Education Act (IDEA).
3. To monitor progress under the No Child Left Behind Act (NCLB).
4. As part of the accountability requirements of the Elementary and Secondary Education Act (ESEA).
5. To inform decisions about local programs and services.
6. To help with parent/community involvement efforts.

All information provided will be kept confidential in accordance with law.

(Reference Collective Bargaining Agreement Article 8 Section 1) Principals may keep files for each employee working under their supervision. Nothing should be in the file that has not been discussed with the employee. Employees may ask to see their file at any time. These files may contain copies of evaluations, professional growth plans, and developmental data forms from observations, and unplanned, unobserved data. Notes and/or written comments should be discussed with the employee, initialed, dated, and signed by the employee and supervisor, and if attached to a developmental data form both parties must sign if they are to be kept in the file. At the end of the evaluation cycle, only the Summative Evaluation Form and the Professional Growth Plan are to be sent to the Human Resources Office.

When an incident occurs that may require serious disciplinary action, the incident is to be documented on the Developmental Data Form and that form, along with supporting documentation, is to be sent to the Human Resources Office.

The file of an individual employee will be considered confidential information and a closed record, to the extent allowed by the law, and will only be available to authorized administrative personnel and to the employee. Files containing employment eligibility verification records will be kept separate from personnel files.

(Reference Collective Bargaining Agreement Article 8 Section 1) Upon request to and in the presence of the appropriate administrative official, any employee will have the right during regular working hours to inspect his or 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. An employee may request from his/her supervisor the removal of any derogatory information that has stated deficiencies that have been corrected or found irrelevant to present behavior or performance after one calendar year. The supervisor's decision may be appealed to the Assistant Superintendent of Human Resources.

Revised 05/00, 04/05, 04/06, 04/09, 04/10, 04/11, 09/18

1021 TRANSCRIPTS

State accreditation standards require that each professional staff member file with the Superintendent complete, official transcripts showing all course work completed at colleges and universities and degree(s) conferred. The transcripts must bear an official seal. Grade cards and other unofficial documents cannot be accepted. New transcripts should be filed as additional course work is completed.

1022 CERTIFICATES

The school laws of Missouri require that each educator have on file in the Human Resources office a valid certificate covering his/her teaching/administrative assignment. In addition, before the Board votes to employ an applicant in a position that requires a license or other necessary certification, such as a nurse or an electrician, the superintendent or designee will verify that the applicant currently possesses the appropriate license or certification. The superintendent or designee will also re-verify licenses and certifications once they are renewed. The responsibility for filing proper certification /licensures rests with the educator. The certificate/license must be filed prior to the opening of school unless there are extenuating circumstances which prevent this being done.

Should the Superintendent change the assignment of a teacher so that his/her work is not covered by his/her certificate, the Administration will seek special approval for the teacher for one year. At the end of the one-year period, the teacher will be returned to his/her area of certification if the teacher so desires and provided that a position is available. If the teacher prefers to remain in the assigned area outside of his/her certification, it is the teacher's responsibility to see that his/her certificate is renewed. Temporary certificates require that deficiencies be removed. Failure to have a temporary certificate properly renewed constitutes a breach of contract.

Revised 07/02, 04/05, 04/09, 04/11

1022.1 RENEWAL OF CERTIFICATE

It is the responsibility of the teacher/administrator to maintain a valid teaching certificate at all times. The District will provide notice to teachers/administrators when advised by the State that an educator's certification will expire in the up-coming school year. The unit administrator will also receive a copy of the notification. Failure of teachers/administrators to obtain renewal of certification will be considered a breach of contract which may result in dismissal.

04/07, Revised 04/09

1023 HEALTH CERTIFICATE

Each new employee shall complete a physical examination including a PPD test by the Mantoux method before employment is approved by the Board. Any employee who has tested positive to a PPD test shall for three succeeding years provide the Human Resources Office documentation of a medical evaluation including documentation of an X-Ray prior to the first day of class. Employees who test positive and have provided documentation that they have successfully completed INH treatment will not be required to provide further documentation.

The health and physical fitness of employees is of vital importance to the operation of the school program. The District may require evidence of continued good health from a staff member at any time. If in doubt, the Board reserves the right to request a fitness examination at District expense by a physician of the Board's selection to determine whether an employee is capable of continued employment or reassignment to duty after a period of absence.

1024 EMPLOYEE WITHHOLDING TAX EXEMPTION CERTIFICATES--FORMS W-4, MO. W-4

Every new staff member must file both forms before beginning employment. If a returning staff member desires to change the number of exemptions on the W-4 and Mo. W-4 previously filed, it will be necessary to complete additional forms.

1025 RETIREMENT SYSTEM MEMBERSHIP RECORD

Each new employee is required to fill in this form. This should be completed during the first week of employment.

Revised 05/96, 04/09

1026 EMPLOYMENT CARD

This card, which is to be filled out by new employees, provides personnel data for permanent office files.

1027 BACKGROUND CHECK INFORMATION

Each new employee, prior to the first day of work, will be required to have clearance from F.B.I., state, and local agencies, as well as the Department of Social Services Child Abuse/Neglect Registry and Sex Offender Registry. Compliance with the USCIS I-9 form and E-Verify are required for all new employees.

Adopted 05/94, Revised 05/96, 04/09

1028 DRIVER'S LICENSE

Employees shall maintain a valid Driver's License of the proper class when driving is a requirement of their job assignment. Any suspension or revocation of the license must be reported to the employee's unit administrator immediately. Tickets for moving violations must be reported within 10 days. Any employee driving a district vehicle shall have a pre-employment and post-accident drug and alcohol test as provided in the testing and consequences sections of Appendix M.

Adopted 05/98, Revised 05/99

Section Three: Attendance

1031 ABSENCE

(Educational Support Employees - Refer to ESP Procedures Manual.) A teacher is expected to be present each contract day. If it is necessary to be absent, a teacher should give notice as soon as possible following the procedure established by the principal. Teachers may request a particular substitute. Lesson plans, teacher guides, schedules, seating charts, and similar materials shall be made available so that the substitute teacher may continue the sequential education program. Excessive absence lessens the teacher's effectiveness and may be a contributing factor in failure to re-employ. Absences may not be excused except as provided by Board policy.

Revised 04/06

1032 CONTRACTUAL ATTENDANCE

Working from out-of-district locations may not occur unless prior approval is granted by the employee's supervisor.

Adopted 04/14

1033 ABSENTEE REPORTS

The State Retirement Act and other applicable federal and state laws mandate that an accurate record be kept of employee attendance. Each unit administrator is responsible for accurate employee attendance reporting for their school or department. The unit administrator shall designate an attendance office professional to monitor employee absences on a daily basis.

An absence shall be entered and coded whenever an employee has been away from their regular duties, for whatever reason. Employees shall report the absence using the procedures provided by their unit administrator and/or the Human Resource Services office. Compensable Leave balances for all employees and vacation balances for 12-month employees are given on each paycheck stub. Pay will be deducted for employees exceeding leave balances.

The Board of Education may require verification of the reason for any absence other than personal days and verification of fitness to return to work. This may take the form of a physician's written statement or other reasonable documentary evidence. (Refer to policy under FMLA.)

The Human Resources Department processes absentee reports and maintains a permanent record of all absences. Requests for corrections to leave balance should be sent in writing to the Human Resources Department along with justifying documentation. Corrections must be requested within 90 days of the alleged error.

Revised 03/03, 04/09, 07/18

1035 EARLY DEPARTURE AND END OF THE SCHOOL YEAR LEAVE

All teachers will be expected to remain through the entire school term. Should it become necessary to report to the District after all or part of Orientation Week or to leave prior to the end of the term for any reason, written request for such permission must be made to the Human Resources Office. If the request is granted, the teacher will receive a leave of absence without pay.

Revised 04/09

Section Four: Substitute Teachers, Teacher Aides, and Student Teachers

1040 LEAVE AND JOB ASSIGNMENTS

Any employee, granted planned leave, shall assure that all records and assignments under his/her responsibility are up to date prior to beginning the leave. Failure to comply will delay the leave.

1041 SUBSTITUTE TEACHERS

A substitute teacher shall be a person qualified under regulations of the State Department of Education to instruct in our schools upon the absence of a regular teacher. Substitutes are employed and paid by the Board of Education. A fully certificated substitute teacher may be employed to assume all the duties of the teacher. Salary and fringe benefit adjustments may be made by the Superintendent based upon experience and preparation on a pro rata basis. Substitute teachers who do not have the same assignment for two weeks or more shall be paid on a daily basis.

The principal shall make arrangements early to have a substitute replace any staff member who officially and routinely needs to absent himself/herself from the classroom because of sports, music, or other planned and approved events. Substitutes will be provided for approved field trips. Only in an emergency situation shall the principal assign a regular staff member to substitute. This kind of emergency assignment shall be of short duration and rotated as much as possible among staff members. **(Reference Collective Bargaining Agreement Article 9 Section 12)** The principal or designee shall divide students equitably between staff members. In the event a teacher gives up planning time or takes in additional students to substitute due to an unfilled assignment, the teacher will be paid per the following table:

# of students	
1-8	\$15/hour
9+	\$25/hour

Teachers will submit an electronic time card.

Substitutes will be provided for professional support teaching personnel when necessary. A substitute will be provided for librarians when substitutes are available.

Revised 04/02, 03/17, 09/18

1042 VOLUNTEERS

The Board of Education recognizes that community and parent volunteers make valuable contributions to the district's schools and encourages volunteer participation in district programs. Further, parent and community involvement are essential components of high student achievement.

The superintendent or designee will create appropriate procedures for attracting, screening and training community and parent volunteers. Volunteering in the district is a privilege, not a right. The district may decline the services of any volunteer for any legal reason. All information collected on volunteers will be considered confidential to the extent allowed by law and will only be used to protect the students or minimize disruption to the educational environment.

Although volunteers will provide support services, they are not substitutes for the professional building staff. Volunteers will work under the direction and supervision of district staff.

Adopted 05/94, Revised 04/08, 04/12

1043 TEACHER AIDES

The Superintendent is authorized to employ teacher aides who will be used to strengthen the educational program by assisting the teaching staff. Teachers should be relieved of non-instructional duties by teacher clerks or teacher assistants whenever possible. Teacher aides are classified as:

1. Teacher Clerks—Shall have as a minimum a high school diploma.
2. Teacher Assistants—Shall have as a minimum 60 semester hours of college credit from an appropriately accredited institution of higher education.
3. Library Aides/Assistants – Shall have as a minimum 60 semester hours of college credit from an appropriately accredited institution of higher education.

The principal will orient assistants and clerks thoroughly to the general objectives of the District and to their specific assigned duties. He/she also will ensure that all aides have qualifications appropriate to the duties assigned. The principal will evaluate the work of the aide with the participating classroom teacher or librarian and make appropriate adjustments. Teacher aides shall provide assistance in activities assigned by and under the direct control of the classroom teacher. Library aides shall provide assistance in activities assigned by and under the direct control of the librarian.

Aides will not be hired and assigned to replace certificated classroom teachers and aides shall not make grade assessments on report cards.

Revised 05/96, 04/05

1044 STUDENT TEACHERS

The Board of Education acknowledges a responsibility to assist in the education of teachers by providing opportunities for student teachers to serve in schools in the District. Accordingly, the Superintendent may make arrangements with accredited teacher preparation institutions for acceptance of a reasonable number of student teachers each year, provided that:

1. General control of student teacher arrangements rests with the District.
2. The conduct of the ongoing school program not be negatively affected.
3. Each student teacher be responsible to a well-qualified, experienced member of the professional staff.
4. No staff member be required to accept a student teacher.
5. The student teacher receives assistance from a supervisor employed by the preparing institution.

Resolutions drafted by teacher preparation institutions covering the approval of student teachers may be approved by the Superintendent, provided that conditions in such resolutions do not conflict with existing regulations and policies of the District.

Adopted 12/01

Section Five: Personal and Professional Behavior

1050 EMPLOYEE EXPECTATIONS

The public's trust toward education employees has to be sanctioned and protected. Education employees are to serve the public and aspire to a high degree of integrity to maintain the public's trust, support and cooperation. The District has the utmost duty to protect and provide for the safety and well-being of students. The District also has an obligation to provide a safe place to work for its employees.

It is important that all education employees exhibit exemplary judgment and conduct both on and off duty. This judgment and conduct will maintain a culture of trust and safety among students, parents, the community, and employees. Violations of this trust could lead to action under Missouri Revised Statutes 168.071, 168.114, 168.126, or other specifically appropriate State and local statutes.

The Board of Education expects that each certified and support staff member shall put forth every effort to promote a quality instructional program in the school district. The Board of Education shall cause:

- All employees to be in-serviced yearly on the policies and procedures of the District
- Each year, employees will be given time within their work day but excused from their duties to view the training videos mandated by the district. This time shall be equal to the time required to view these videos at a time mutually agreed upon by the Chief Human Resources Officer and the Association.
- All employees access to the District's Policies and Procedures manual so that all employees may:
 1. Become familiar with, enforce, and follow all Board policies, regulations, administrative procedures, staff handbooks, and state and federal laws as they affect the performance of job duties.

2. Maintain courteous and professional relationships with pupils, parents/guardian, other employees of the district, and all patrons of the district. (ref 1053 Professional Relationships, 1053.1 Threats of Violence, 1059 Threats Against Staff Members, 1060 Harassment-Free Environment, 1060.1 Bully Free Environment, 2037 Engaging in Parent Conferences, 8014 Public Complaints)

Electronic Communication

Staff members are encouraged to communicate with students and parents/guardians for educational purposes using a variety of effective methods, including electronic communication. As with other forms of communication, staff members must maintain professional boundaries with students while using electronic communication regardless of whether the communication methods are provided by the district or the staff member uses his or her own personal electronic communication devices, accounts, web pages, or other forms of electronic communication.

The district's policies, regulations, procedures, and expectations regarding in-person communications at school and during the school day also apply to electronic communications for educational purposes, regardless of when those communications occur. Staff communications must be professional, and student communications must be appropriate. Staff members may only communicate with students electronically for educational purposes. Staff members may use electronic communication with students only as frequently as necessary to accomplish the educational purpose.

1. When communicating electronically with students for educational purposes, staff members must use district-provided devices, accounts, and forms of communication (such as computers, phones, telephone numbers, e-mail addresses, and district-sponsored web pages or social networking sites), when available. If district-provided devices, accounts, and forms of communication are unavailable, staff members communicating electronically with students must do so in accordance with number two below. Staff members may communicate with students using district-provided forms of communication without first obtaining supervisor approval. These communications may be monitored. With district permission, staff members may establish websites or other accounts on behalf of the district that enable communications between staff members and students or parents/guardians. Any such website or account is considered district sponsored and must be professional and conform to all district policies, regulations, and procedures.
2. A staff member's supervisor may authorize a staff member to communicate with students using the staff member's personal telephone numbers, addresses, web pages or accounts (including, but not limited to, accounts used for texting) to organize or facilitate a district-sponsored class or activity if the communication is determined necessary or beneficial, if a district-sponsored form of communication is not available, and if the communication is related to the class or activity. The district will provide notification to the parent/guardians of students participating in classes or activities for which personal electronic communications have been approved. Staff members may be required to send the communications simultaneously to the supervisor if directed to do so. Staff members are required to provide their supervisors with all education-related communications with district students upon request.
3. Staff use of any electronic communication is subject to the district's policies, regulations, and procedures including, but not limited to policies, regulations, procedures, and legal requirements governing the confidentiality and release of information about identifiable students. Employees who obtain pictures or other information about identifiable students through their connections with the district are prohibited from posting such pictures or information on personal websites or personal social networking websites without permission from a supervisor.
4. This policy does not limit staff members from appropriately communicating with relatives or members of their social community who happen to be students of the district when staff members are not acting as an employee of the school district.

Revised 06/00, 04/10, 04/12, 04/14

1050.1 ADULT AND STUDENT NON-FRATERNIZATION

Definitions

Adult: For the purposes of this policy, an adult is a district employee, a special school District employee, a volunteer, or a Board member.

Student: For the purposes of this policy, the term "student" only applies to a student currently attending school in the Ferguson-Florissant R-II School District.

Educational purpose: An activity reasonably considered to be part of the staff member's duties in the district including, but not limited to, counseling and the treatment of a student's physical injury, depending on the employee's job description.

The relationship between an adult and a student should be one of cooperation, understanding, and mutual respect. All employees have a responsibility to provide an atmosphere conducive to learning, and to motivate each student to perform to his/her capacity.

The Board of Education believes that students and adults should interact with each other in a warm, open, and positive fashion. However, there must be maintained a certain distance in order to preserve the professional atmosphere that is necessary to achieve the educational mission of the District.

Any sexual relationship, sexual contact, or sexually nuanced behavior or communication (verbal or non-verbal) between an adult and a student is prohibited. The prohibition extends to students of the opposite sex or the same sex as the staff member, and applies regardless of whether the student or the staff member is the initiator of the behavior and whether or not the student welcomes or reciprocates the attention.

Dating between adults and students is prohibited.

Adults may not knowingly allow students access to an adult's personal social networking website or webpage that discusses or portrays sex, nudity, alcohol, or drug that would be inappropriate to discuss with a student.

Adults may not post information about identifiable students on a personal website or webpage or a social networking site.

Reporting

All adults who know or have reasonable cause to suspect child abuse shall immediately report the suspected abuse in accordance with board policy. (ref 3067 Reporting Child Abuse)

Adopted 04/10

1050.2 SUPERVISION OF EMPLOYEE CHILDREN

During non-contracted times, the supervision of an employee's child or children is the direct responsibility of the employee, even on Ferguson-Florissant School District Property.

Adopted 04/14

1051 PERSONAL AND PROFESSIONAL BEHAVIOR REGARDING COPYRIGHTED MATERIAL

The Ferguson-Florissant School District Board of Education expects employees and students to adhere to all provisions of Title 17 of the United States Code, titled "Copyrights," and other federal legislation and guidelines related to the duplication, retention, and use of copyrighted materials. In order to accomplish this, the school district has approved guidelines as well as a staff-training program. The Board does not sanction or condone illegal use of copyrighted materials. (*Cross Reference 2021, Copyright of Materials and Appendix S, Copyright Procedures and Guidelines*)

Adopted 04/10

1052 STAFF CELL PHONE USE

The Ferguson-Florissant R-II School District encourages district employees to use technology, including communication devices, to improve efficiency and safety. The district expects all employees to use communication devices in a responsible manner that does not interfere with the employee's job duties. This expectation applies regardless of whether the communication device used is owned by the employee or provided by the district. No person shall operate a district vehicle while using a hand-held mobile telephone, unless using a hands-free device. No person shall operate a district vehicle while using a wireless communications device to send, read, or write a text message or electronic message. Employees who violate district policies and procedures governing the use of communication devices may be disciplined, up to and including termination, and may be prohibited from using communication devices while at work. Communication devices may not be used in any manner that would violate the district's policy on student-staff relations.

Definitions

Communication Device—Any portable device that sends or receives calls or text messages, allows the retrieval of e-mail or provides access to the internet.

Use/Using—Answering the phone or talking on the phone; sending or responding to a text, e-mail, or other communication; opening and viewing pictures or digital recordings; or opening and listening to music or audio communications.

Employees are responsible for keeping communication devices secure and, if possible, password protected.

Regardless of other provisions of this policy, unless there is an emergency, employees shall not use communication devices when driving district-provided vehicles.

Association Use

The district allows Association leadership to use communication devices as needed for Association business.

Adopted 04/10, Revised 04/13, 04/14

1052.1 DISTRICT PROVIDED COMMUNICATION DEVICES

Use of District-Provided Communication Devices

The district may provide communication devices and services to some employees to assist them in carrying out their employment-related duties on and off district property. The superintendent or designee has sole discretion as to which employees will be provided communication devices and may recall any previously issued communication device. Employees do not have any expectation of privacy in district-provided devices or any information stored on them, and such devices may be confiscated and searched at any time.

Employees are expected to exercise reasonable care to protect district-provided communication devices from damage or theft and must report any such incidents immediately. The district may require employees to reimburse the district for any damage or theft that was the result of the employee's negligence. Users of district-provided communication devices must abide by any use limitations included in the district's service contract.

Personal use of District-Provided Communication Devices

Personal use of district-provided communication devices is permissible as long as the use does not exceed the limits of the applicable plan. An employee whose use exceeds plan limitations will be required to reimburse the district for all expenses beyond those covered by the plan and may have privileges suspended or revoked unless the employee can show that all use was for employment-related duties and the device was not used for personal reasons.

Adopted 04/13, Revised 03/17

1053 PROFESSIONAL RELATIONSHIPS

Staff members are expected to maintain cordial, cooperative working relationships with all colleagues. Making non-constructive or derogatory remarks about the personal behavior or professional performance of other staff members is a violation of professional ethics. Personal relationships with students or other staff members which decrease in any way the individual's ability to carry out his/her professional responsibilities shall be avoided.

1053.1 THREATS OF VIOLENCE

Threats of violence (i.e. physical, verbal, or written) or violence by any staff member against another staff member(s) are prohibited and will lead to disciplinary action up to and including termination.

Adopted 04/02

1054 CONFIDENTIAL INFORMATION

Staff members should not give out confidential information to unidentified persons, especially by telephone. Care shall be taken that personal data about pupils, teachers, or other employees, are not revealed to unauthorized persons. School records shall remain confidential. (Refer to FERPA requirements in Policy 3080). All requests for information regarding matters such as credit ratings, employment, and personal lives of employees should be referred to the Human Resources Office. The District will comply with requests for information in accordance with the Missouri Sunshine Law.

Revised 04/09

1055 STAFF CONFLICT OF INTEREST

Employees of the Board will not engage in, or have direct financial interest in, any activity that raises a reasonable question of conflict of interest with their duties and responsibilities as members of the Ferguson-Florissant School District staff, by adhering to the following policies:

1. Employees will not participate for financial remuneration in outside activities wherein their position on the staff is used to sell goods or services to students or their parents/guardians, except when permitted by the Board of Education and Policy 1056. (Reference Policy 6034 for deposit of funds for approved fee based programs.)
2. Employees who have patented or copyrighted any device, publication or other item will not receive royalties for use of such item in the district schools.
3. Employees will not engage in any type of work where the source of information concerning customer, client or employer originates from information obtained through the school district, except when permitted by state law and the Board of Education.
4. Employees shall not act as agents or accept commissions or other rewards for books or other school materials, the selection or purchase of which they may influence. The school district will not purchase products distributed directly or indirectly by employees of the school district.
5. State law permits administrative or executive employees to make sales of real estate or services to the district if the total amount paid is \$500 or less per year, or after public notice and competitive bidding, where the bid or offer is the lowest received. Competitive bidding shall not be required in the case of real estate. State law permits sales of services and real estate by other employees to the district without restriction. All employees are prohibited from selling or providing to the district property other than real estate, such as goods and supplies.
6. Employees shall notify the superintendent’s office in writing of any direct financial interest by the employee or an immediate family member in a vendor about to sell goods or services to the District.

Adopted 04/97, Revised 05/99

1056 FEE-BASED INSTRUCTION

Upon request of a parent and approval by the principal, a staff member may provide instruction to students for a fee outside of school hours and off district property. (Refer to Policy 1055 - Staff Conflict of Interest, Subsection 1 for limitations and Policy 6034 - Cash Deposits for fees for school sponsored activities).

Revised 04/98

1057 REFERRALS

Teachers should avoid making recommendations to parents for tutoring, or referring pupils to agencies, or for special services without discussing the matter with the principal. The counselor may be consulted as an additional resource.

**1058 COMPLAINTS REGARDING STAFF MEMBERS
(Reference Collective Bargaining Agreement Article 8 Section 2)**

Revised 09/18

**1058.1 EMPLOYEE RIGHTS REPRESENTATION (NON-ADMINISTRATIVE)
(Reference Collective Bargaining Agreement Article 8 Section 4)**

Adopted 04/06, Revised 04/07, 04/10, 04/13, 03/15, 03/17, 09/18

1058.2 SECURITY OF DISTRICT PROPERTY AND ASSETS

It is the duty and responsibility of all district employees to safeguard and protect district property and assets from damage, loss and theft. These duties include securing work areas and equipment upon departure, reporting damaged or lost property immediately and reporting any knowledge of theft or dishonesty. Suspicion of theft or intentional damage by non-employees will immediately be reported to the police for investigation and possible prosecution.

The district may utilize police departments, internal or contracted investigations and polygraph examinations (per Federal Law) to investigate reasonable suspicion of employee collusion or participation in intentional damage, loss, or theft of district property or assets. Personnel actions which could result include, but are not limited to: job restriction, transfer or disciplinary action including termination. Theft or collusion related to theft is grounds for termination.

Adopted 01/98

1058.3 SCHOOL BUILDING SECURITY

If an unauthorized person is encountered in a building, employees shall direct the individual to the office and/or report the unauthorized person to the unit administrator or building security. The unit administrator shall contact the police if there is any real or potential threat to building security. Except for uniformed custodial, maintenance, cafeteria and security personnel, District employees and secondary students shall wear District I.D. badges. Visitors to all schools shall wear Visitor Badges. Outside doors not normally required for building entry shall be locked to prevent entry from the outside.

Adopted 04/01

1058.4 SECURITY ADVISORY COMMITTEE

A committee to advise on security issues throughout the District will be established. This Committee will solicit input from administrators and Building Improvement Committees and may make recommendations to improve security. The Committee will meet once per semester or more often if necessary.

The Committee shall be composed of the following:

1. Director of Safety and Security, Chair
2. Security Supervisor
3. High School Administrator
4. Middle School Administrator
5. Elementary School Administrator
6. Two School Resource Officers from different municipalities
7. Building security officer in a non-supervisory role
8. Three FFNEA Representatives (one per level)
9. School district bus driver

Adopted 04/01, Revised 04/12

1059 THREATS AGAINST STAFF MEMBERS

If any staff member is verbally or physically threatened by a non-student, the staff member will terminate the conversation, notify the immediate unit supervisor as soon as possible, and document the incident on a Threat Incident Form. *(See Appendix Q and Policy 8014)*

Adopted 05/94, Revised 05/99

1059.1 THREATS BY STUDENTS

The Ferguson-Florissant School District has established a policy of zero tolerance toward violence. A student may not threaten anyone. A student may not cause, attempt to cause, or behave in a way that could cause physical injury to anyone; this includes fighting.

Threats or acts of violence will be dealt with by excluding students from schools according to the Student Code of Conduct and the Missouri Safe Schools Act.

Staff members retain the right to contact the police in response to a threat after notifying the unit administrator.

Students who have been referred to the police for making a threat will be requested to complete a risk assessment.

Adopted 03/03, 04/13

1060 HARASSMENT-FREE ENVIRONMENT

All employees and students of the Ferguson-Florissant School District, in accordance with Board policy and federal and state statutes, have the right to an environment free from all forms of discrimination and conduct which can be considered harassing, coercive or disruptive. The prohibitive conduct includes all forms of harassment or discriminatory conduct because of age, race, sex, religion, gender, disability, national origin, or as to any other conduct which creates an intimidating, hostile or offensive environment by any employee, affiliated staff, student, or any other persons visiting the District.

Definitions:

- **"Harassment"** -- Whenever the term "harassment" is used in the policy or these guidelines it shall mean any unwelcome or inappropriate communication or conduct (verbal, written, electronic or physical) toward another because of that individual's race, color, religion, sex, national origin or disability which has the direct or indirect purpose or effect of unreasonably interfering with an individual's work, academic performance, extracurricular performance or use of school district facilities, or conduct which has the effect of creating an intimidating hostile or offensive work or learning environment.
- **"Environment"** -- Whenever the term "Environment" is used in the policy or these guidelines, it shall mean any curricular or extra-curricular activity sponsored in whole or in part by the school district wherever located. It also includes off campus actions which may impact or be related to school relationships.
- **"Severe, Pervasive or Persistent"** -- Whenever the term "severe, pervasive or persistent" is used in the policy or these guidelines, it shall mean conduct which generally consists of sustained and non-trivial conduct which constitutes more than casual or isolated incidents which are severe or harmful to the employee, student or individual. Generally the severity of the incidents which are needed to establish a hostile environment vary inversely with their pervasiveness or persistence.

It is illegal and against District policy for any person to harass another person by:

- a. knowingly making unwelcome sexual advances or requests for sexual favors, or by making other verbal or physical gestures or conduct which are not welcome, personally offensive, or otherwise undermines the integrity of the work environment;
- b. making submission to or rejection of conduct as a basis for making employment decisions affecting another employee; or
- c. exhibiting conduct that has a purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive environment.

Employees/students who are victims of harassment or who witness harassment should document and report the matter immediately to their direct supervisor/teacher unless the alleged harasser is the direct supervisor/teacher, in which case the employee/student should bypass the supervisor/teacher and take the complaint to an administrator or report the same to the Assistant Superintendent of Human Resources. The supervisor/teacher or administrator receiving the complaint shall investigate promptly. If the matter is not resolved satisfactorily at the supervisory level, the employee should report the matter to the Assistant Superintendent of Human Resources. A student should report the matter to the building principal, or to the Title IX Coordinator at 687-1931.

Upon receiving a complaint of harassment, the Assistant Superintendent of Human Resources will cause a prompt investigation to be made. Information regarding complaints of harassment will be handled in a confidential manner, and the information gathered will only be revealed to those directly involved with the investigation and/or as needed to resolve the complaint, or as required by law.

Appropriate action will be taken by the District against any person found after appropriate investigation to have engaged in prohibitive conduct or to have falsely accused another of harassment. Appropriate disciplinary action of employees, up to and including termination consistent with applicable District policies and guidelines, will be taken. In the event the person involved is not an employee, other appropriate action will be taken to prohibit a reoccurrence or to bar the person from the premises. Students who harass others shall be subject to disciplinary action consistent with the District's Student Code of Conduct.

Any person bringing a complaint of harassment or who assists in the investigation by giving testimony of such a complaint will not be retaliated against nor adversely affected provided they have not presented false testimony or accusations.

It is the responsibility of all staff/students to report, in a timely manner, all forms of harassment or conduct which violate this policy. (Refer to Policies 8014 and Appendix O)

See Appendix C, Ferguson-Florissant School District Title IX Grievance Procedures, for specific information for sexual discrimination or sexual harassment formal complaints.

Revised 04/01, 3/21

1060.1 BULLY FREE ENVIRONMENT

All members of the school community, including but not limited to students, parents, and employees of the Ferguson-Florissant School District, in accordance with Board policy and federal and state statutes, have the right to an environment free from all forms of conduct which would be considered bullying.

All forms of bullying or intimidating behavior that would consist of systematically and chronically inflicting physical hurt and/or psychological distress on one or more individuals are prohibited. This would include intimidation or harassment that would cause a reasonable person to fear for their physical safety or property.

"Bullying" is defined as the intimidation, unwarranted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for their 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 threats of retaliation for reporting such acts.

"Cyberbullying" is defined as bullying under this policy 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 has jurisdiction to prohibit cyberbullying that originates on a school's campus or at a school District activity if the electronic communication was made using the school's technological resources, if there is a sufficient nexus to the education environment or if the electronic communication was made on the school's campus or at a District activity using the student's own personal technological resources. The District may discipline a student for cyberbullying to the greatest extent allowed by law.

"Cyberthreats" are electronic communications that threaten or raise concerns about violence against others, suicide, or self-harm. This includes behavior that may occur while on school property, at any school function, on the way to or from school, or on a school bus.

No individual shall be bullied on the basis of the person's association with any individual or group. There are no protected classes of individuals entitled to receive special treatment under this policy. The consequences of bullying are in accordance with the Student Expectation Code and with the District's Policies and Procedures. The District's anti-bullying policy requires all District employees to report any instance of bullying of which the employee has firsthand knowledge. Students are encouraged to report behavior they consider to be bullying to their teacher or the principal.

Employee Reporting

District employees must report any instance of bullying of which the employee has firsthand knowledge. The principal at each school is hereby designated the individual at each school to receive reports of incidents of bullying. Specifically, an employee who witnesses an incident of bullying must report the

incident to the principal within two days of the employee witnessing the incident. Within two days of receiving the report, the principal or their designee shall initiate an investigation of the incident. The principal may appoint other school staff to assist in the investigation, as needed. The investigation shall be completed within ten school days from the date of the written report unless good cause exists to extend the investigation.

The District prohibits reprisal or retaliation against any person who reports an act of bullying and the consequence and appropriate remedial action for a person who engages in reprisal or retaliation.

Publication and Training

This policy will be publicized annually in the Student Expectation Code. The District will provide annual notice of the policy to students, parents or guardians and staff.

All employees of the District shall receive information regarding this policy and staff who have significant contact with students will receive annual training related to the District's bullying policy to enable them to implement the provisions of the policy in the course of their duties.

Students will receive education and information regarding bullying, including information regarding this policy, 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 any act of bullying. To this end, the administration will instruct the District 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 shall include, but not be 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. The administration shall 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.

160.775 RS Mo. (2006) Revised 11/10, 06/21

Section Six: Solicitations and Gifts

1061 RAISING MONEY

The school does not act as an agent to sell articles, subscriptions and admissions to raise funds except for school programs and advertising for the senior high school annual. All fund-raising activities must have the explicit approval of the principal, Superintendent, or designee.

Fund-raising efforts shall be authorized under conditions that do not conflict with instructional programs. Fund-raising refers to the raising of non-appropriated funds for the educational benefit of students and their school's funds.

Fund-raising shall be permitted by students attending middle and high school, provided such activities are approved in writing and carefully monitored and regulated by the school principal. Elementary schools may not conduct any sales campaign, project, or other process which requires, encourages, or otherwise promotes the utilization of students in door-to-door solicitation except with continuous adult supervision.

Each principal shall develop and maintain a list of all approved fund-raising activities.

Revised 05/98

1063 CONTRIBUTIONS

The collection of miscellaneous contributions for charitable or other causes among the employees of the District is discouraged. The District recognizes the excellent work done by a number of organizations and will cooperate with some of these after Board or administrative approval.

1064 GIFTS TO STAFF MEMBERS

Students and their parents shall be discouraged from the routine presentation of gifts to District employees.

1066 SELLING OF ARTICLES AND SERVICES

Staff members must have approval of the unit administrator before selling any items or services other than those connected with the normal operation of the District.

1067 PRIVATELY ORGANIZED AND FUNDED TRIPS AND EVENTS

District employees sometimes accompany students and other participants from this and/or other districts on trips or to events that are not funded by the district, do not use district transportation or equipment, and are administered by other organizations, (e.g., foreign language trips, social studies trips, etc.). If there is to be any involvement by the District (i.e., recruitment on school time, independent study credit, excused absences, etc.), the participating staff members(s) must obtain District approval prior to communicating with students and parents. (Ref. *Appendix P - Approval Process and Form*). These trips or events, if approved by the district, require the participants and sponsors to submit the necessary hold-harmless and medical insurance forms to the district.

Adopted 02/99

Section Seven: Professional Growth

1070 STAFF DEVELOPMENT

All employees shall be provided opportunities for the development of increased competence beyond that which they may attain through the performance of their assigned duties. In light of their impact upon the lives of students and in keeping with the breadth of experience and depth of training which they possess, opportunities for the professional staff shall be especially rich and varied. Staff development funds shall be equitably distributed among educational units in order to meet the needs of students.

The Superintendent may provide the staff with opportunities in areas such as the following:

1. Attendance at approved professional conferences, conventions, and workshops involving other personnel from the District, county, state, region, or nation.
2. Training in classes and workshops offered within the District, some of which may be held in cooperation with universities/colleges for graduate credit.
3. Consultative services by employees and outside specialists.
4. Observations of other teaching situations and of demonstration teaching within the teacher's own class.
5. Membership on curriculum study committees.
6. When training is required outside of the staff member's contractual obligation (refer to Policy 2030), the staff member will be compensated at a minimum of the district's current personnel department hourly rate.

Occasional periods of supplementary professional employment in other settings, such as colleges, universities, adult schools, and summer schools are encouraged as means of professional growth, providing that such employment does not interfere with the contractual responsibilities of the employee.

The District may provide tuition reimbursement for employees wishing to work voluntarily toward additional certification in areas of District need. Such reimbursement shall have prior approval of the Administration.

The District's annual calendar will be designed to reflect professional development days. These days will be clearly identified on the calendar.

Revised 04/04, 04/08

1071 THE PROFESSIONAL DEVELOPMENT COMMITTEE

The Ferguson-Florissant School District Professional Development Committee (PDC) shall be established under the provisions of RSMo. 168.400 and in accordance with the Missouri School Improvement Program and Board goals. It shall work with beginning and experienced teachers in identifying instructional concerns and remedies; shall establish a confidential consultant assistance

procedure which shall function upon a teacher's request; shall assess faculty needs and develop in-service opportunities that reflect the stated needs of District teachers; shall develop the Teacher Mentor Program (see Appendix I) in accordance with state law and the Missouri School Improvement Program and Board Goals; and shall report to the Superintendent and the School Board. The school district shall allocate one percent of moneys received pursuant to section 163.031, RSMo., exclusive of categorical add-ons, to the professional development committee of the district as established in subdivision (1) of subsection 4 of section 168.400, RSMo. Of the moneys allocated to the professional development committee in any fiscal year as specified by this subsection, seventy-five percent of such funds shall be spent in the same fiscal year for purposes determined by the professional development committee after consultation with the administrators of the school district and approved by the local Board of Education as meeting the objectives of a school improvement plan of the district that has been developed by the local board. The Professional Development Committee will schedule and notify personnel of available workshops, curriculum study groups, and other in-service meetings.

The PDC shall be composed of the following members:

- One elementary, two middle, and two high school teacher representatives. One teacher representative from each educational unit supervised by an administrator.
- Three administrators (one elementary, one middle school, one high school) representative of the high school attendance areas.
- The Ferguson-Florissant NEA president, or designated representative.
- The Administrator of Staff Development of the Ferguson-Florissant School District.
- One Curriculum Advisory Committee representative.

All members shall be voting members.

Special personnel shall serve as liaisons between the PDC and the Instruction Department.

Revised 04/01, 04/12

1072 PROFESSIONAL LIBRARIES

To assist employees, the District maintains professional libraries at the Administration Center and other schools in the District. Employees engaged in formal study may find these libraries helpful as a source of professional books and reference materials. Books and pamphlets may be checked out for a reasonable length of time.

Revised 04/93

1073 MEMBERSHIP IN PROFESSIONAL GROUPS

Each staff member is encouraged to join professional organizations devoted to improvement of educational practice. District funds shall not be used to purchase individual memberships in professional organizations unless the staff member is assigned as the district representative with the organization.

Employees have the right to join or refrain from joining any professional organization. Membership or lack of membership in any such professional organization will not form the basis for discriminatory treatment.

Revised 04/93

1075 ABSENCE TO CONDUCT BUSINESS OF PROFESSIONAL ORGANIZATION

Upon request, the Administration will excuse an Association representative or member who wishes to take time off their assigned responsibility, provided the situation permits and provided such request has been approved by the local Association. However, the Administration may refuse to excuse a member at a time when absence from their responsibility will interfere seriously with the instructional program or create an undue hardship.

Such absence shall be without pay, with eligibility for sickness and other benefits. Employees can request a leave of absence to perform duties in the professional organization at the national or state level for a period of one year under the following conditions:

1. Without pay.
2. With credit for term of employment.

Employees on leave under Policy 1075 may annually request extensions in one-year increments.

Section Eight: Community Activities

1082 COMMUNITY ACTIVITIES BY EMPLOYEES

The Board of Education recognizes and encourages the right of its employees as citizens to engage in political, civic, and other community service activities. However, the Board also recognizes that school property and school time which are paid for by all of the people shall not be used for the above purposes.

“Political activity” is not to be construed as that which pertains to essential school matters, such as school legislation, bond issues, and tax levies.

Section Nine: Evaluation

1091 TEACHER AND COUNSELOR EVALUATIONS (Effective 7/1/2021)

Reference Collective Bargaining Agreement Article 8 Section 4 and Article 10)

(Educational Support Employees – ref. Collective Bargaining Agreement Article 13 Section 7)

Revised 09/18, 06/21

Performance-Based Developmental Teacher and Counselor Evaluation Procedures

The following is an explanation of the procedures for Performance-Based Developmental Teacher and Counselor Evaluation. The process begins with orientation for administrators and professional staff, continues with the Developmental Phase, and culminates in the Summative Evaluation. This evaluation process is intended to be continuous and constructive. Probationary teachers and counselors are in a one-year evaluation cycle. Permanent teachers and counselors are in a three-year evaluation cycle. Performance-Based Teacher and Counselor Evaluation requires the active participation of both the teacher or counselor and the evaluating administrator.

I. Orientation

A. Evaluating Administrators

Each evaluating administrator will receive annual inservice training. Annual inservice sessions will be facilitated by the District to improve the consistency and quality of supervisory skills. Building-level administrators are responsible for evaluation of teachers and counselors at school sites. Directors are responsible for evaluating teachers and counselors not assigned to school sites. Teachers and counselors assigned to more than one site will be evaluated by their evaluating administrators according to an annual written agreement that details the division of evaluative duties. This agreement should reflect time assigned to each location. A copy of this agreement will be given to the teacher or counselor. In the event that a teacher or counselor is absent, evaluating administrators shall wait until the teacher or counselor returns to conference with the teacher or counselor concerning documented data on the Observation Form.

B. Teachers and Counselors

New teachers and counselors shall receive orientation about Performance-Based Developmental Teacher and Counselor Evaluation at the beginning of their employment. Annual inservice for all teachers and counselors will also occur. These sessions will be conducted to provide information on the evaluation process and procedures, and promote an understanding of the roles of the teacher and/or counselor and the evaluating administrator in the evaluative process.

Observations of teachers and counselors assigned to school sites conducted by anyone other than a respective building-level evaluating administrator will not be used for evaluative purposes (see policy 1091.1).

II. Developmental Phase

The Developmental Phase is critical to the success of performance-based evaluation and the improvement of instruction for students. This phase is an ongoing process of data collection, documentation, conferencing, and designing Professional Development Plans.

Following are the essential components of the Developmental Phase:

A. Data Collection

Effective supervision includes the collection and sharing of information about teacher or counselor performance. The data may be planned or unplanned.

Each type may include observed data, non-observed data, and artifact data. The following is an explanation of each type of data:

1. Planned Data

Planned data is information gathered purposefully through observations and artifacts. Observations may include classroom and non-classroom data.

a. Observation Data (Planned)

Observations provide focused comprehensive information. Probationary teachers will receive a minimum of six observations each year. Permanent teachers will receive a minimum of three (3) observations each year.

One of the observations for all teachers will be a scheduled observation. Teachers or counselors, and evaluating administrators may also request unscheduled or scheduled observations.

Each unscheduled observation should last at least ten (10) minutes.

The Observation Form should only reflect performance areas and indicators observed during the observation time frame. It should be noted that all selected indicators might not be observed during a single observation. Assumptions should not be made which would negatively impact the observation.

An observation will not be used for evaluation purposes unless notes were taken during the observation, transferred or attached to the Observation Form, and discussed in a post-observation conference. All data must be current, documented on the Observation Form, and discussed with the teacher within three (3) days when the evaluating administrator and teacher are at school.

Scheduled observations provide focused and comprehensive information. A minimum of one scheduled observation will occur each year for both probationary and permanent teachers.

Prior to a scheduled observation, the teacher or counselor will establish the time and date of the observation with the evaluating administrator. The teacher or counselor and evaluating administrator will discuss the lesson/activity to be observed in a pre-observation conference.

For a scheduled classroom observation, the teacher or counselor will participate in a discussion with their evaluating administrator. The evaluating administrator will take notes during the observation and transfer or attach them to the Observation Form. The duration of a scheduled observation will be an entire lesson, activity, or class period. The evaluating administrator and teacher or counselor will discuss the data in a post-observation conference.

An observation will not be used for evaluation purposes unless notes were taken during the observation, transferred or attached to the Observation Form, and discussed in a post-observation conference. Unexpected events may necessitate a change in the scheduled observation time. If so, the teacher or counselor and evaluating administrator will work together to identify an appropriate time for another observation and determine the need for another Pre-Observation conference. All data must be current, documented on the Observation Form, and discussed with the teacher or counselor within three (3) days when the evaluating administrator and teacher or counselor are at school.

b. Artifact Data (Planned)

Planned artifact data should enhance the evaluating administrator's understanding of the skill of the teacher or counselor for specific indicators. Artifact data is typically identified at the beginning of the evaluative cycle and is collected during the Developmental Phase. The teacher or counselor will attempt to obtain the data requested by the evaluating administrator and may provide additional data about performance. Examples of planned artifact data include input from other supervisors, student performance information, teaching or counseling materials, such as

curricula or a lesson plan, management records, and information from other sources that relate to the developmental process. All data must be current, documented on the Observation Form, and discussed with the individual at a mutually agreeable time.

2. Unplanned Data

Unplanned data is information which comes to the attention of the evaluating administrator without purposeful intent to collect this data. Unplanned data may be observed by the evaluating administrator or by others and may include artifacts not purposefully collected. The following is an explanation of each type of unplanned data appropriate to the evaluative process:

a. Observed Data (Unplanned)

Teachers, counselors, and their evaluating administrators typically work in the same school. This frequent contact provides the opportunity for the evaluating administrator to observe the teacher's or counselor's performance at times when the evaluating administrator was not purposefully collecting data for the evaluation process. When the evaluating administrator notes performance which is significant, either of a positive or negative nature, the evaluating administrator may choose to document that performance on a Developmental Data Form. The evaluator should then reference the Developmental Data Form on the Observation Form by adding the following: "Please see the Developmental Data Form date MM-DD-YYYY" in the comment section of the appropriate indicator. The evaluator may include the information as part of the teacher's or counselor's evaluation process. "Significant" shall be construed to mean sufficiently great or important to be worthy of attention. Whenever information is included in this manner, the teacher or counselor and evaluating administrator will discuss the information and the teacher or counselor will receive a copy of the Developmental Data Form and the Observation Form. All data must be current, documented on the Developmental Data Form and the Observation Form, and discussed with the teacher or counselor within three (3) days when the evaluating administrator and teacher or counselor are at school.

b. Non-Observed Data (Unplanned)

Unplanned non-observed data is unsolicited information brought to the attention of the evaluating administrator by others in written or oral form. Examples include telephone calls, personal discussions, letters, and memos. When non-observed data is shared with the evaluating administrator, the responsibility of the evaluating administrator is to determine its significance, discuss the issue with the teacher or counselor within three (3) days when the evaluating administrator and teacher or counselor are at school, and, if determined significant, document on a Developmental Data Form. The evaluator should then reference the Developmental Data Form on the Observation Form by adding the following: "Please see Developmental Data Form dated MM-DD-YYYY" in the comment section of the appropriate indicator. "Significant" shall be construed to mean sufficiently great or important to be worthy of attention. The teacher or counselor will receive a copy of the Developmental Data Form and the Observation Form.

B. Data Documentation

Concerns involving job performance shall first be shared either verbally or in writing with the employee. If the concern is deemed significant, it may be referenced on the Observation Form. "Significant" shall be construed to mean sufficiently great or important to be worthy of attention.

The Observation Form provides the format for documenting all data collected in the evaluative process. The role of the evaluating administrator is to record pertinent data. The data becomes the basis for discussions between the teacher or counselor and evaluating administrator about job performance.

At least once during the developmental phase, the evaluating administrator and teacher or counselor will discuss each selected indicator. Other pertinent indicators may also be discussed.

C. Conferencing

After recording data on the Observation Form, the teacher or counselor and evaluating administrator will privately discuss the data. For observed data, this conference shall occur within three school days. If more than three (3) days when the evaluating administrator and teacher or counselor are at school transpire between the observation and the conference, either party has the option to request another observation. Teachers and counselors shall not be asked to backdate Observation Forms.

Upon documentation of non-observed data on the Developmental Data Form, a conference will be held with the teacher or counselor within three (3) days when the evaluating administrator and teacher or counselor are at school. Planned artifact data will be discussed at a mutually agreeable time.

The teacher or counselor and evaluating administrator sign the Observation Form, indicating the information has been discussed. Either party will have the opportunity to make written comments. Any additional written comments by either party must be shared within ten (10) working days, appended to the Observation Form, and discussed at a mutually agreeable time. Observations that were not documented on an Observation Form, signed by the teacher or counselor, and on file will not be included in the Summative Evaluation Report. During the conference, if the teacher/counselor refuses to sign the Observation Form, "refused to sign" with the date will be noted in lieu of the teacher or counselor's signature.

D. Administrative Conferencing

In the event of significant data requiring a conference with the Assistant Superintendent of Human Resource Services, teachers or counselors and their Association representatives will meet with the Assistant Superintendent of Human Resource Services at a mutually agreeable time.

E. Professional Development Plans (PDPs)

Professional Development Plans are used to strengthen performance on specific indicators. A well-written Professional Development Plan includes an identifiable, precise objective, strategies for achieving that objective, and the means for determining when that objective has been completed. The Professional Development Plan will be created using the Professional Development Plan tools available.

All teachers and counselors will develop or extend a Professional Development Plan based on a selected indicator annually. The teacher or counselor will work to accomplish the plan and discuss progress and results as appropriate. These plans may be developed collaboratively or individually, at the teacher's or counselor's discretion.

F. Student Learning Objectives (SLOs)

Each permanent and probationary teacher will complete two Student Learning Objectives every year. Student Performance Measures will be a significant contributing component of the teacher's summative evaluation. These SLOs may be developed collaboratively or individually.

G. Student Growth

Student growth data will be utilized as a significant contributing component of the teacher's summative evaluation. Measures of growth in student learning will include multiple years of comparable student data and may include when available: district benchmark assessments; student learning objectives; as well as state assessments.

Teachers

50% Observation data
20% PDP/Student Surveys (when available)
30% combined student growth data

Counselors and Librarians

50% observation data
50% PDP/Student Surveys (when available)

H. Student Surveys

Probationary and tenured teachers with students in grade (4) or higher give the survey each year. Survey results will be discussed during evaluation conferences and will be included in the Summative Evaluation Report.

I. Professional Improvement Plans

If the evaluating administrator believes a teacher's or counselor's performance on one or more indicators is consistently below expectations, and after specific supports have been offered and documented, the evaluating administrator will work with the teacher or counselor to develop and

implement a separate Professional Improvement Plan on each indicator identified as below expectations. The plans should be written as soon as the evaluating administrator documents the need for improvement on the Observation Form. All evaluating administrators must inform the Assistant Superintendent of Human Resource Services and the appropriate Area Superintendent prior to the creation of any Professional Improvement Plan. All evaluating administrators must also inform the Central Office Administrator in charge of the mentoring program prior to the creation of any Professional Improvement Plan for any teacher or counselor participating in the mentoring program. This section will not apply to policy and legal violations.

If multiple indicators are identified, multiple plans for improvement must be written. The appropriate Central Office Administrator will work with the evaluating administrator and teacher or counselor to prioritize objectives associated with indicators identified as below expectations.

Prior to a teacher or counselor being marked as not recommended for re-employment on the Summative Report, the teacher or counselor must at a minimum be placed on a Professional Improvement Plan, with the time and supports necessary for improvement. A probationary teacher not meeting the performance expectations of the Professional Improvement Plan may be non-renewed effective the end of the school year. However, the inability to resolve concerns through a Professional Improvement Plan could result in an Assistance Plan as outlined in Section V.

Professional Improvement Plans will include short-term and/or long-term goals. The teacher's or counselor's evaluating administrator will work to assist the teacher or counselor in the accomplishment of plans. Plans and related goals may be revised as appropriate during the evaluation cycle.

Once a Professional Improvement Plan has been initiated, subject area coordinators, directors, professional associations, and others may be asked to provide assistance to the teacher or counselor. Participation in activities that occur outside of or during the school day may need to be facilitated by the evaluating administrator.

III. Summative Phase

The Summative Phase is the review and synthesis of developmental data pertaining to teacher or counselor performance. It includes the teacher's or counselor's summative report and a summative conference about performance and job recommendation. Observations or Developmental Data Forms that were not documented on an Observation Form, electronically signed by the teacher or counselor, and available in the employee's electronic file will not be included in the Summative Evaluation Report. During the conference, if the teacher/counselor refuses to sign the Observation Form, "refused to sign" with the date will be noted in lieu of the teacher or counselor's signature.

A. Summative Report

The Summative Report represents the evaluating administrator's judgment about the teacher's or counselor's performance during the evaluation cycle. The document is a summary of all information pertinent to the teacher's or counselor's performance including documented data, artifacts, and Professional Plans. It also includes the evaluating administrator's recommendation to the Superintendent and Board of Education about continued employment.

B. Summative Conference

After completing the Summative Report, the evaluating administrator will conduct a conference with the teacher or counselor to review the report. The Summative Report and the conference will be completed prior to March 1 for probationary teachers and counselors, and by May 15 during the final year of the three-year evaluative cycle for permanent teachers and counselors and shall be dated on the conference day. Teachers and counselors shall not be asked to backdate summative evaluations. Input provided to the evaluating administrator by other evaluating administrators shall be clarified during the conference.

The teacher or counselor and evaluating administrator will electronically sign the Summative Report, indicating the document has been read and discussed. Either party will have the opportunity to attach written comments on the report at that time. Additional written comments by either party must be shared within ten (10) working days and will be appended to the original

copy of the Summative Report. Electronic Copies of the report will be available in the employee's electronic file.

IV. Evaluation Cycle

A. Scheduling for Permanent Teachers and Counselors

A Summative Report will be completed at least once every three years for permanent teachers and counselors. The Summative Report will be completed during the final year of the three-year cycle. This report shall be completed prior to May 15. Additional Summative Reports may occur as deemed necessary by the evaluating administrator or as requested by the teacher or counselor. If a Summative Report of a permanent teacher or counselor is going to occur more frequently than once every three years, the teacher or counselor will be notified.

B. Scheduling for Probationary Teachers and Counselors

A Summative Report will be completed for probationary teachers and counselors for each year of probationary status. This report shall be completed prior to March 1.

V. The Formal Assistance Plan

If a teacher or counselor fails to meet the expectations for performance as outlined by the Professional Improvement Plan, a Formal Assistance Plan may be initiated. The Formal Assistance Plan consists of:

1. A statement of deficiencies.
2. A program, containing suggested corrective measures, to be followed.
3. Sources of assistance for the teacher or counselor.
4. A monitoring system for the program.
5. A timeline for improvement.
6. A definition of success and how it will be measured.

In discussing, organizing, and implementing the Formal Assistance Plan, the evaluating administrator shall work with the appropriate Assistant Superintendent and make available all appropriate District resources to the teacher or counselor, such as peer teachers, in-service, clinics, District support staff, professional associations, medical assistance, etc. The teacher or counselor and evaluating administrator may seek additional support in this plan from a mutually agreed upon observer and/or observation team of peer representatives and supervisory staff.

In the event a teacher or counselor is in need of a medical treatment during the formal assistance plan, the plan will be placed on hold to resume when teacher/counselor returns to work. If a medical professional deems the medical condition of the teacher or counselor to be a significant contributing factor to the need for the plan and determines the condition to be managed, the plan shall remain on hold for 30 calendar days upon return of the teacher or counselor. While the plan is on hold, any non-evaluative supports may continue. At the end of the 30 days, a review of the appropriateness of the plan to continue will occur.

Once the Formal Assistance Plan is initiated, success of the plan is based upon the teacher's or counselor's performance on the objectives of the Formal Assistance Plan.

The Formal Assistance Plan must precede an employment recommendation made by the Superintendent to the Board for non-renewal or termination of a permanent teacher's or permanent counselor's contract due to performance except as specified by state law (168.114 and 168.126).

VI. Appeal

A teacher or counselor who is dissatisfied with the Summative Report should be directed to have a second conference with the evaluating administrator to discuss the disagreements.

If the disagreement cannot be resolved by the evaluating administrator, the teacher or counselor should have a conference with the administrator's immediate supervisor.

Should such a conference fail to produce satisfactory results, the teacher's or counselor's next step is to arrange a meeting with the Chief Human Resources Officer.

If that meeting does not end the dissatisfaction, the teacher or counselor may take the disputed matter to the Superintendent.

The teacher's or counselor's final recourse is an audience with the Board of Education.

VII. System Review

The Superintendent will cause an annual review of the evaluation system to promote the maintenance of an effective, fair, and efficient system that is comprehensive and performance-based. This review will be made by a District Evaluation Committee composed of seven teachers designated by the president of the recognized Teachers' Association and six administrators designated by the Superintendent.

Revised 4/03, 04/06, 04/09, 04/11, 04/12, 04/14, 07/15, 03/16, 02/20, 3/21

1091.1 CURRICULUM COORDINATORS, CONTENT AREA LEADERS, AND DEPARTMENT CHAIRPERSONS

Curriculum coordinators, content area leaders, and department chairpersons serve as a resource for curricular and supporting materials. Staff with curricular or material concerns may contact the appropriate curriculum coordinator, content area leader or department chairperson. The function of the curriculum coordinators, content area leaders, and department chairpersons is one of support and shall not include teacher evaluation. Evaluating administrators shall not require curriculum coordinators, content area leaders, or department chairpersons to evaluate teachers.

03/15

1092 ADMINISTRATOR EVALUATION

Any specific data collected by the administrator from unit operations and surveys for the Administrator Evaluation Process shall be strictly confidential between the administrator, immediate supervisor, and superintendent.

The Formal Assistance Plan (similar to Policy 1091 Section H Part 5) must precede an employment recommendation made by the Superintendent to the Board for termination of contract due to incompetency except as specified by state law (168.114 or 168.126).

Adopted 04/03, 03/16

Section Ten: Compensation

1101 SALARY GUIDES

After appropriate investigation and deliberation, the Board shall adopt schedules for the setting of employees' salaries. Salary schedules shall be designated so as to place the Board in a position to compete with comparable suburban communities for both beginning and experienced personnel. The schedule also shall be designed to provide a pattern of compensation which is equitable in its treatment of both beginning and experienced personnel.

1102 SALARY DIFFERENTIALS

For personnel placed on the Teachers Salary Schedule, differentials above the stated schedule may be paid only for the following reasons:

1. *Supervision*—Directors and persons who are assigned supervisory authority over the work of other professional employees may be paid differentials while they perform such assignments.
2. *Doctorate*—A staff person who earns a doctorate shall receive an additional \$1,750 on his/her scheduled salary. If the degree is awarded after the beginning of the school year, the teacher or administrator will receive a pro rata share of the \$1,750 based upon the remaining months of the contract year effective the first day of the month following official documentation to the Human Resources Department.
3. *National Board Certification* – A staff person who earns National Board Certification shall receive an additional \$1,000 annually on his/her scheduled salary for the life of the certificate. If

certification is awarded after the beginning of the school year, the teacher or administrator will receive a pro rata share of the \$1,000 based upon the remaining months of the contract year effective the first day of the month following official documentation to the Human Resources Department.

Revised 04/93, 04/10, 04/12, 04/14, 03/15

1103 ADMINISTRATIVE SALARIES

A minimum salary will be established for each administrative position. These minimum salaries will have planned relationships to the salary schedule established for teachers, based both on level of responsibility and on length of work year.

An administrator's beginning salary shall be determined on the basis of background and experience.

A set of performance salary differentials shall be established for use when an administrator's professional performance is strikingly different from what is normally expected for his/her position. These differentials shall be formulated by applying a single percentage to the maximum of each administrative salary range. Upon the recommendation of the Superintendent, the Board may in any year apply the stipulated differential, usually in its entirety, either to increase or to decrease the salary which the administrator would otherwise receive.

Revised 05/99

1104 STEP ASSIGNMENT ON THE TEACHER/COUNSELOR SALARY SCHEDULE

The initial step assignment will be based on the applicant's qualifications for the position, educational experience, and related vocational experience. Credit on the salary schedule may be granted for previous experience-

- Step 1 - 0 year experience
- Step 2 - 1 year experience
- Step 3 - 2 years experience
- Step 4 - 3 years experience
- Step 5 - 4 years experience
- Step 6 - 5 years experience
- Step 7 - 6-9 years experience
- Step 8 - 10 or more years of experience

Parts of teaching/counseling years shall not be added to form full years; however, a partial year contract which results in a teacher/counselor completing over fifty percent (50%) of a contract year will entitle the teacher/counselor to receive the step.

When a teacher or counselor's contract is renewed, he/she will advance to a higher step on the salary schedule to which he/she is assigned.

Revised 04/02, 04/09, 04/10, 04/11, 03/15

1105 SCALE ASSIGNMENT ON SALARY SCHEDULE

(Educational Support Employees - Refer to ESP Procedures Manual.) Teachers will be placed on scale in accordance with their preparation and certification status. The following qualifications apply for assignment to a scale:

- I. Valid teaching certificate / Bachelor's Degree
- II. Valid teaching certificate / Bachelor's Degree / Fifteen approved semester hours of graduate or undergraduate credit earned after Bachelor's Degree.
- III. Valid teaching certificate / Master's Degree or a Bachelor's plus 40 approved semester hours and nine years of completed service.
- IV. Valid teaching certificate / Master's Degree plus 15 approved semester hours. For teachers without a Master's Degree, a Bachelor's plus 55 approved semester hours and nine years of completed service.
- V. Valid teaching certificate / Master's Degree
Thirty approved semester hours of graduate credit earned after Bachelor's Degree and not applied on Master's Degree.

In order to advance to a higher scale, a teacher must 1) hold a valid Missouri teaching certificate for his/her school assignment, and 2) complete a program of college training appropriate to his/her professional assignment and approved by the Superintendent in the amount indicated above for each scale.

Revised 04/02

1106 CHANGE OF STATUS

(Educational Support Employees – Refer to ESP Procedures Manual.) When staff members under contract complete established requirements, they become eligible for change of status to a higher scale and will move laterally across the salary schedule. Request for change of status on the salary schedule must be received in the Human Resources Office by August 15th for advancement to a higher scale to become effective with the second biweekly check issued in September, or September 15th for administrators. To effect a change of status later in the school year for advancement to a higher scale, the request must be received in the Human Resources Office by January 15th. The advancement to a higher scale will be reflected beginning with the second biweekly check issued in February, or February 15th for administrators, and shall be one-half (1/2) of the increase the employee would have received if approved in September. Request should be made by a signed letter or email to the Human Resources Office and must include the following information: current step and scale, position in the district, home base, proposed step and scale, and the name of college or university that will be sending official transcripts with the additional hours earned. Transcripts must be received in the Human Resources Office by August 30th for the September Cycle and January 31st for February Cycle. The university or college issuing credits must be an institution which has received official approval by a recognized regional accrediting body (i.e. North Central Association of Colleges and Schools or National Council for Accreditation of Teacher Education). It is the responsibility of the applicant to provide the accreditation information. All course work or degree program, must be pre-approved by the Human Resources Office for salary credit based on criteria established by the Board. See Policy 1106.1 Course Work/Degree Program Approval Forms are available in the Human Resources Office.

Change of Status Cycle	Course Work/Degree Program Form Approved	Change of Salary Request Deadline	Transcript Deadline	Payroll Effective Date
September	Before employee registers for course	August 15	August 30	2nd biweekly check in Sept., or Sept. 15 for administrators
February	Before employee registers for course	January 15	January 31	2nd biweekly check in Feb., or Feb. 15 for administrators

Revised 04/04, 04/10, 04/11, 04/14, 03/15

1106.1 CRITERIA FOR GRADUATE AND TECHNICAL COURSE WORK

- I. All course work anticipated by the individual for salary credit must receive prior approval from the Human Resources Office. Staff members must complete a Course Work/Degree Program Approval Form available in the Human Resources Office. Staff members seeking approval for a Degree Program must include a copy of the Program Coursework Requirements with the completed Course Work/Degree Program Approval Form.
- II. An official transcript shall validate the successful completion of District approved course work.
- III. The college or university offering the course work shall be accredited by a proper regional agency (i.e. North Central Association of Colleges and Schools or National Council for Accreditation of Teacher Education.)
- IV. The college or university granting course credit shall be willing to accept the credit as being applicable to a degree program at that institution unless the District asks the staff member to take undergraduate or technical coursework for additional certification.
- V. Student preparation shall be consistent with typical on-campus course work offered during the school year. One hour of credit normally requires 15 meetings of approximately 50 minutes each.
- VI. Courses shall be relevant to the teacher’s assignment or educational career goals.

- VII. Courses promoted and implemented through District initiative shall be approved for salary credit.

Course Work Appeals Board

1. The Board would consist of members of the Salary Evaluation Committee plus the Assistant Superintendent of Human Resources who shall be the chairperson.
2. A teacher who has proposed course work rejected because it does not meet criteria may appeal and request a hearing.
3. The request for a hearing shall be put in writing and sent to the office of the Assistant Superintendent of Human Resources.
4. The Committee shall conduct the hearing within 10 school days or at a mutually agreed to time.
5. The Committee shall decide on the merits of the appeal on a case-by-case basis.
6. The person making the appeal shall receive a response within five school days unless additional information is needed for a decision. After that information is received, the Committee shall give its response within five school days.

1106.2 TUITION REIMBURSEMENT PROGRAM

(Reference Collective Bargaining Agreement Article 17 Section 4)

Revised 04/04, 04/05, 04/10, 04/11, 04/13, 04/14, 03/15, 03/16, 03/17, 09/18

1106.3 TUITION REIMBURSEMENT PROGRAM FOR ADMINISTRATORS

The District provides a Tuition Reimbursement Program for Administrators. Administrators must complete District approved courses related to their assignment or certification. Courses taken in a degree program leading to an advanced degree in administration will be reimbursed at a rate of \$250 per credit hour.

This amount may vary based upon the number of administrators applying for the \$15,000 fund. Any remaining funds of the \$15,000 budget available at the end of the school year may be used to reimburse other administrators up to three hours of credit.

Only tuition charges are eligible for the reimbursement. Administrators who resign prior to the reimbursement distribution will not receive the reimbursement. Administrators who do not serve as an administrator the following year will repay the reimbursement.

Revised 04/04, 04/05, 04/10, 04/11, 04/13, 04/14, 03/15, 03/16, 03/17

1107 SALARY ADJUSTMENT FOR PARTIAL EMPLOYMENT

A staff member who serves for less than a full contract year shall receive compensation calculated on the number of full contract days during which actual service is rendered, in relation to the total contract days on which full-time compensation is based. This condition could occur due to: 1) starting to work after the beginning of the contract year, 2) termination before the end of the contract year, and 3) unexcused absences.

Staff members who serve on a part-time basis shall be compensated based upon the number of contract days worked and prorated by the daily portion of a teaching contract for the appropriate step and scale. They shall be entitled to all fringes and prerequisites of full-time employees prorated to the extent of the part-time contract.

1108 SALARY COMPENSATION FOR REASSIGNED PERSONNEL

(Educational Support Employees - Refer to ESP Procedures Manual.) A staff member assigned to another position in the District will receive a salary commensurate with the responsibilities of the new position. When such reassignment involves a salary increase, the new salary allocation will take effect when the new position is assumed. Increases for promotions to positions with a different salary schedule normally are current annual base salary plus 10% or the base salary of the new position (whichever is greater). The relation to salaries of more experienced individuals in comparable positions in the District will be a consideration and may impact the promotional adjustment. Actual salaries require the recommendation of the Superintendent and the approval of the Board.

When a staff member requests and receives reassignment to a less critical position for reasons other than health, his/her salary reduction will take effect when the new position is assumed.

Special consideration may be given to a staff member whose salary is to be reduced due to reassignment to a position of lesser responsibility: 1) if the reassignment is initiated by the District or, 2) if the reassignment is initiated by the staff member for reasons of health and is approved by the Superintendent. In either case, the Superintendent may maintain the current salary during the first year of reassignment and reduce the salary in systematic stages over a period not to exceed three years thereafter (Normally 10 percent incremental reductions).

Revised 07/02

1109 EXTRA PAY POSITIONS

Individuals who are assigned sponsorship of extra class activities shall be eligible for extra compensation if sponsorship activities require more than 60 hours per year. Whenever possible, only one such sponsorship per year will be assigned to a given individual.

All extra pay positions are classified according to seven levels of responsibility and compensation upon approval of the Board of Education. Changes to the Extra Pay Position List should be recommended to the Administration by the Extra Pay Committee and then approved by the Board of Education. A schedule of extra class assignments, including payments, shall be recommended by the Superintendent and approved by the Board of Education. Department chairs and teachers in charge shall be compensated for these additional duties at the same rate of increase as other extra pay positions.

All extra pay compensation will increase by 2%.

Amendments to such schedule shall be recommended by the Superintendent and approved by the Board.

When an individual is assigned extra student activities by the Superintendent, the individual shall receive an extra duty and/or extended time contract. This contract shall be issued prior to the employee assuming sponsorship. The employee shall not be held responsible for any responsibilities related to the position until a contract has been issued and accepted by the employee. These documents shall specify the extra student responsibility and the amount of extra compensation. An annual extra pay salary schedule can be found on the Ferguson-Florissant website under salary schedule information. Extra duty and/or extended time contracts are in effect only during the school year of issuance (July 1-June 30). If an individual is relieved of an extra student activity, extra compensation shall terminate. When this occurs during the school year, an equitable pro rata arrangement shall be made. In the event that positions that are listed on the extra-pay positions list will not be filled, the extra pay committee will be notified by the May 1st meeting, and each employee who will not receive a contract will be notified by Human Resources prior to the start of the extra pay responsibility.

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1109.1 EXTRA PAY COMMITTEE

The Extra Pay Committee shall be comprised of:

- One (1) elementary administrator
- One (1) middle school administrator
- One (1) high school administrator
- Athletic Director from each high school
- Three (3) NEA Representatives (one from each level)

The committee shall meet once a semester prior to November 1 and prior to May 1. The Committee chair shall be selected by the committee.

Adopted 04/01, Revised 04/07

Section Eleven: Payroll Procedures

1111 PAYROLL

Administrators will be paid on the 1st and 15th of each month. All other staff members will be paid on a biweekly basis (every other Friday). Payment for all compensation (except supplemental contracts) will occur on these dates. A payroll schedule will accompany contracts and notices of employment.

Pay will be calculated by dividing the annual contract or salary amount by the number of pay periods during the school year. Teachers and nurses will be paid through the final payroll run in June of the contract year.

There will be separate payroll runs for supplemental contracts. Paychecks for these contracts are November 10, February 10, and May 10.

Each non-exempt employee must submit an approved time card. Employees will receive a schedule when time cards are due. Any deviation from the above procedures must be approved by the Superintendent or designee.

Revised 04/09, 04/13, 03/15

1112 PAYROLL DEDUCTIONS

Except for deductions for absences not covered by paid leave or those required by law (state and federal taxes, garnishments and retirement contributions), all deductions from salary will be subject to Board approval, and shall be voluntary on the part of the individual employee. For each voluntary deduction, the employee shall complete a deduction authorization which shall be filed with the Payroll Department.

Board Approved Optional Deductions

- Continuous membership in FFNEA
- Direct deposit payments
- District scholarship fund
- Deductions in place prior to the 1975-76 school year
- United Way
- U. S. Savings Bonds
- District insurance programs
- Tax-deferred annuities
- National Association of Secondary Principals
- Missouri Association of Secondary Principals
- National Association of Elementary Principals
- Missouri Association of Elementary Principals
- St. Louis Suburban Elementary Principals' Association
- Missouri Education Employees Memorial Scholarship Fund Arts and Education Council
- Section 125 Cafeteria Plan (Flexible Benefit Plan)

(Note: The one time and monthly administrative costs associated with the implementation and maintenance of this Section 125 plan will be paid out of the insurance fund; the plan document will stipulate this arrangement.)

Procedures

Persons employed after the school term begins may authorize optional deductions within 30 days of the employment date.

Certified members of the Association who depart during the school term will have the remaining dues deducted from the final check.

For non-certified members of the Association who depart the District, dues deduction will cease with the final check.

Association Continuous Membership Deductions may be canceled by notifying the Association President in writing between May 1 and August 31. The Association shall forward a copy to the Payroll Department. Other optional payroll deductions may be canceled by notifying the Payroll Department in writing.

Certified Member Association Dues will be paid by the District to the Association - (1/3) October 25, (1/3) November 25, and (1/3) December 25. Non-certified Member Association Dues will be paid by the District to the Association monthly.

Deduction Discrepancies

The Board of Education prohibits improper pay deductions. Employees who believe that improper pay deductions have been taken should immediately report the concern to the Assistant Superintendent of Finance. Employees will be reimbursed for improper deductions. If an employee's request for reimbursement is denied, the employee may appeal that decision by following the grievance procedure

set forth in Board policy. Nothing in the policy shall prevent the district from properly charging absences against sick leave, personal leave, or other such leave, or from making deductions from pay for unapproved or unpaid absences, as established in Board policy.

Revised 04/05, 04/07, 04/12, 03/16

1112.1 DIRECT DEPOSIT

All employees will be required to participate in payroll direct deposit. New employees will sign up during the employment process through the Office of Human Resources.

Employees who do not provide bank account information to the Payroll office prior to their first pay period will be assigned a District bank account pay card and all pay will be deposited onto the card until bank information is received. Failure to notify the Payroll department of account closures or changes before a payday may result in a hold on the employee's pay until funds are received back to the District bank account.

Adopted 04/14, Revised 03/15

Section Twelve: Fringe Benefits

1121 INSURANCE

(Reference Collective Bargaining Agreement Article 16 Sections 1-8)

The following insurance programs are available to staff members at District expense:

- 1. Hospitalization and Medical Care Protection**
- 2. Dental Insurance**
- 3. Life Insurance**
- 4. Worker's Compensation**
- 5. Public Liability Insurance**
- 6. Unemployment Compensation**
- 7. Long Term Disability Insurance**
- 8. Short Term Disability Insurance**

Legal Refs: Chapters 287-288 RSMo.
Revised 04/98, 04/12, 03/15, 03/17, 09/18

1121.1 INSURANCE INFORMATION

Each September the District will hold an informational meeting to explain the various insurance choices available to staff.

Revised 02/03

1122 RETIREMENT SYSTEM (Reference Collective Bargaining Agreement Article 17 Section 7)

Revised 09/18

1123 TAX DEFERRED ANNUITIES (Reference Collective Bargaining Agreement Article 17 Section 6)

Revised 09/18

1124 COMMUNITY EDUCATION

Community Education classes are offered tuition free to current and retired employees with a limit of one free class per semester when space is available. Any materials required must be purchased by the employee. The District reserves the right not to waive the tuition when the paid enrollment falls below the minimum for the class or the district is billed on a cost per student basis.

Revised 04/11

1125 DEATH BENEFIT

(Reference Collective Bargaining Agreement Article 17 Section 8)

Adopted 04/97, 09/18

1126 EXCHANGE TEACHERS

The District cooperates with various programs which make it possible for staff members to teach and study in other countries for limited periods of time. Some of these programs involve an exchange teacher relationship whereby a teacher from another country becomes a member of the faculty of the District. Interested persons should contact the Office of the Superintendent.

An exchange teacher from another country who is assigned to this District may be eligible for salary compensation from the Board depending upon his/her personal financial circumstances. The total financial compensation available to such teacher should be approximately equivalent to the salary he/she would earn as a full-time employee here.

Revised 04/93

1127 RETIREMENT BENEFIT - COMPENSABLE LEAVE BUY BACK

(Reference Collective Bargaining Agreement Article 17 Section 9)

Revised 04/02, 04/14, 09/18

1128 DISTRICT COURTESY CARD

(Reference Collective Bargaining Agreement Article 17 Section 10)

Revised 05/96, 09/18

Section Thirteen: Compensable Leave

1131 GENERAL PROVISIONS

Full-time employees shall be entitled to various types of compensable leave as provided in Policies 1132 – 1137. Educational Support Personnel refer to the ESP Procedures Manual for additional information. **(Reference Collective Bargaining Agreement Article 14 Section 1)**

Each year’s leave entitlement will be granted on the first day of the school year for teachers and school nurses, and July 1 for 12-month employees. During the first month of each school year, the employee shall be notified of the number of days of compensable leave which has accumulated. However, in the event that an employee has exceeded the accumulated entitlement and leaves the District, an adjustment in pay will be made to reimburse the District for days beyond this entitlement.

Unavoidable absences due to circumstances such as personal sickness, sickness in the immediate family, bereavement, personal absence, religious observance, and emergencies shall constitute legitimate use of compensable leave.

In the cases of absences that are not permissible uses of compensable leave as defined by Board policy, or that exceed the employee’s available compensable leave, a deduction will be made from the pay of the individual concerned **(Reference Collective Bargaining Agreement Article 14 Section 4)**. If the individual leaves the District, a deduction will be taken from his/her final paycheck to reimburse the District for excessive days used.

All approved absences for which compensation is granted shall be chargeable to the allotted days as specified in policies 1132-1137.

For all absences, the employee shall notify the principal or immediate unit administrator upon first knowledge of the necessity for absence. The Board of Education through the Human Resource Services office may require verification of the reason for any absence and verification of fitness to return to work (**Reference Collective Bargaining Agreement Article 14 Section 3**). This may take the form of an examination by a physician, a physician's written statement, or other reasonable verification. To avoid unanticipated loss of wages, it is advised that the employee consult with the principal or immediate unit administrator regarding the propriety of each leave prior to its use.

Extended absences or recurring periods of short absences that contribute to inefficient school operations will be investigated by the administration. Upon finding that the employee's absences are excessive or unnecessary, the district may take disciplinary action against the employee up to and including dismissal.

Failure of an employee to return to work when declared able by the attending physician shall constitute voluntary termination (**Reference Collective Bargaining Agreement Article 14 Section 5**).

Absences due to injuries which occur in the performance of assigned duties will not be charged against the employee's compensable leave as specified in District policies. (Reference Policy 1139 Worker's Compensation Procedures.)

No allowance can be made for reasons other than those stated in this section. In cases of additional absences, a deduction will be made from the pay of the individual concerned. A written statement as to the cause of absence is required in the Employee's Absence Report.

If a death of an employee occurs while under contract with compensable leave days remaining their salary will continue until the end of the current pay period.

Revised 04/04, 04/05, 04/10, 03/17, 09/18

1132 PERSONAL SICKNESS (effective July 1, 2017)

Employees shall be granted 10 days of compensable leave for personal illness per year (12-month employees receive 12 days per year) that may be accrued up to a maximum of 180 days (**Reference Collective Bargaining Agreement Article 14 Section 2**). An employee who is absent five consecutive days or longer shall provide the principal or unit administrator with a physician's statement which attests to the employee's ability to return to full-time duties.

For employees eligible for leave under the Family Medical Leave Act (FMLA), refer to policy 1142.1 Family and Medical Leave.

In the event of extended sick leave, or should the Board require further medical information than would normally be provided, it may request examination by a designated physician. In this case, the Board will pay the expense of the examination.

Revised 05/00, 04/10, 03/17, 09/18

1133 ILLNESS IN IMMEDIATE FAMILY

Allowance also may be made for the illness of a member in the immediate family of a staff member, when such illness requires care for an individual who cannot be left unattended. For this policy, a member of the immediate family is defined as spouse, mother, mother-in-law, father, father-in-law, daughter, daughter-in-law, son, son-in-law or other relative or dependent living in the staff member's home. The Assistant Superintendent of Human Resource Services may grant further allowance and consideration for members of the immediate family not living in the employee's home when the illness or other medical need of the immediate family member requires that they not be left unattended. (*Explanation – Deducted from Accumulated Compensable Leave*).

Revised 03/18

1133.1 PAID PARENTAL LEAVE

Maternity/paternity/adoption leave under this policy is a paid leave associated with the birth of an employee's own child or the placement of a child with the employee in connection with adoption or foster care. Parental leave shall be granted up to 12 weeks. The district shall provide 20 days of paid leave not charged against the employee's other compensable leave. After the 20 days of paid leave provided by district have been used, the employee may use any accrued compensable leave up to the parental leave

maximum of 12 weeks. If the employee does not have adequate compensable leave to cover the full parental leave period, then the rest of the parental leave may be taken unpaid.

If both parents are employees, the district shall provide 20 days paid leave to the employees combined, but only one may access the paid benefits of this policy at a time.

Temporary employees are not eligible for paid parental leave under this policy.

Continuation of Benefits

Health insurance benefits will continue to be provided during the paid parental leave under this policy at the same rate as in effect before the leave was taken regardless of length of service, provided the employee has at least one full year of service. Paid leave benefits will continue to accrue.

Requirements for Obtaining Paid Leave

The employee must provide to the human resources department 30 days notice of the requested leave (or as much notice as practicable if the leave is not foreseeable), complete the necessary forms and file them with the human resource department.

Paid leave under this policy will run concurrently with FMLA leave. After paid parental leave is exhausted, the employee is required to apply any other available paid leave, which will also run concurrently with FMLA leave, to include short/long term disability benefits.

Employees not eligible for FMLA leave should refer to the Leave of Absence Policy 1149 after the paid parental leave and any other paid leave have been exhausted regarding continuation of insurance coverage for employees on unpaid leave of absence.

Employees choosing to access leave under this policy must sign an agreement to continue employment for at least one year following leave taken under this policy. Failure to complete employment for one year will result in repayment of the 20 days of pay.

New 03/17

1134 BEREAVEMENT (effective July 1, 2017)

Up to Three (3) consecutive days bereavement leave per bereavement will be granted if a death occurs in the immediate family of the employee or employee's spouse and will not be charged against the employee's sick leave. If extra time is needed, three (3) additional days may be requested from the assistant superintendent of human resource services which will be charged against the employee's sick leave. The Board defines "immediate family" to include spouse, parents, children, children's spouses, grandparents, grandchildren and siblings of an employee or employee's spouse and any other family member residing with the employee.

Two (2) days bereavement leave may be granted for attending the funeral of a relative other than the immediate family of the employee which will not be charged against the employee's sick leave. One (1) additional day may be requested from the assistant superintendent of human resource services which will be charged against the employee's sick leave.

One (1) day leave may be granted for attending a funeral other than for a relative, but it will be charged against the employee's sick leave.

Revised 05/94, 04/10, 03/17

1135 EMERGENCY

An employee may be allowed leave to attend any sudden or unforeseen situation requiring the employee's immediate attention or action. The emergency situation should be reported to the building principal or unit administrator as soon as possible so that a substitute may be provided. Normally, such an emergency would result from a dire event, such as a flood, storm, etc., or an accident involving the employee or a member of his/her immediate family as defined above. (*Explanation - Deducted from Accumulated Compensable Leave*).

Revised 04/93, 04/10

1136 RELIGIOUS OBSERVANCE

An employee may be granted leave for a religious observance obligation which cannot be fulfilled after the normal school day schedule or a Saturday or Sunday. (*Explanation - Deducted from Accumulated Compensable Leave*).

1137 PERSONAL ABSENCE

In special instances not otherwise covered under compensable leave as stated above, an employee may be granted leave up to three contract days per year for personal absences at the discretion of his/her principal or unit administrator. Except in cases of emergencies, employees shall give their principal or unit administrator five school days notice of their intent to use personal leave via the electronic form provided by the Human Resources Department. The principal or unit administrator should respond to the request by the next school day. Unused personal days will accrue as compensable sick leave days.

A personal leave day shall not be taken during Orientation Week or immediately before or after Thanksgiving Break, Winter Break, Spring Break, or on a full-day professional development day. However, if the day before or after a holiday is a teacher workday, employees may be granted leave. Approval of exceptions may only be granted by the Assistant Superintendent of Human Resources Services or, if unavailable, an administrator designee after receipt of a written request with the reason for the absence submitted no less than four weeks prior to the absence. If the employee is not eligible for the personal leave day without being docked, due to the vacation or holiday block, then the employee shall be docked for that one day that is ineligible.

Sometimes an employee may have unusual circumstances that require compensable leave which is not covered by the above Personal Absence policy. Normally, such circumstances would include a trial or legal hearing involving the employee or the employee’s immediate family.

Personal leave will not be approved for recreational purposes.

Compensable leave will be granted upon documented need and approval of the Assistant Superintendent of Human Resources after the employee has exhausted the regular personal days. An employee may grieve a decision under the guidelines established in Policy 1152.

Revised 04/04, 04/08, 04/10, 04/14, 03/17, 03/18

1138 EMPLOYEE DELEGATE

An employee may request a leave of absence, not to exceed one day, to attend a convention as a delegate. Such leave shall be with pay and without reimbursement for travel expenses.

1138.1 ASSOCIATION LEAVE

(Reference Collective Bargaining Agreement Article 6 Section 5)

Employees who are officers or representatives designated by the Employee Association may be granted leave with pay and without deduction from accumulated compensable leave by the Assistant Superintendent of Human Resources at the request of the Ferguson-Florissant NEA. The Association agrees to notify the Administration no less than two weeks in advance of such leave. The Association shall reimburse the District for substitute pay for these absences. (*Explanation – Not deducted from Accumulated Compensable Leave*).

Revised 09/18

1139 WORKER’S COMPENSATION

Pursuant to state law, an employee of the Ferguson Florissant School District who is injured, killed or who is exposed to and contracts any occupational disease arising out of and in the course of employment is eligible for compensation in accordance with this policy and the Missouri Workers' Compensation Law.

Reporting

An employee must report all injuries immediately to his or her immediate supervisor. An employee must also report all injuries in writing to their immediate supervisor by completing the district’s Employee Injury Report in its entirety. If the nature of the injury or illness is such that the employee cannot immediately submit the completed injury form, the employee's immediate supervisor will assist the employee in completing the form as soon as possible, but no later than 30 days after the injury or illness. Employees who fail to report an injury or illness arising out of and in the course of employment within 30 days of such injury or illness may jeopardize their ability to receive compensation and other benefits pursuant to law and

this policy. Depending on the nature of the injury or illness, a Staff Incident Report will be completed by a district school nurse reporting care given and follow-up advice. If the Staff Incident Report is completed, it must be submitted with the Employee Injury Report.

Upon receiving a report of an injury or illness, the supervisor or designee will immediately forward the report(s) to the superintendent's designee. The superintendent's designee will promptly forward a copy of the report(s) to the district's workers' compensation insurance carrier and will be responsible for keeping the carrier informed of the employee's status.

Use of Leave

By law, an employee will not receive workers' compensation wage benefits for the first three days of absence. If the total absence is less than 14 days, the district will apply available paid leave for those days. However, the employee will only receive compensation for those days once the district knows that the employee will not receive workers' compensation wage benefits for those days. Effective day four of the claim, an employee's compensable leave time (1/3 of salary for each day) may be used to make up the difference between the Worker's Compensation payment and the regular salary take-home pay.

Employees who are absent due to an illness or injury compensable under workers' compensation and who are receiving such compensation will not lose seniority or any accumulated paid leave due to the absence.

Employees may have the option to have their full retirement deduction to which they would normally be entitled. The employee's retirement deduction will be matched by the District.

Temporary, partial or total disability workers' compensation wage benefits are discontinued after an employee is released by the treating physician to return to work. Employees are required to use accumulated paid leave to receive medical treatment, evaluation or to attend physical rehabilitation during work time. If paid leave has been exhausted and the employee must be absent during work time to receive medical treatment, evaluation or to attend physical rehabilitation in conjunction with a work-related injury or illness, the employee will be granted unpaid leave.

Medical Providers

The district will designate medical providers to be used in the administration of workers' compensation claims and treatment. A list of district-designated providers will be available to employees upon request. If a medical provider has been designated by the district and the employee chooses to use his or her own provider, the employee is responsible for all costs associated with the provision of those services.

Loss of Benefits

An injury caused by the failure of employees to use safety devices which are federally approved and provided by the district or obey policies and procedures adopted by the district for the safety of employees will result in the reduction of benefits payable under this policy and pursuant to law.

Violation of the district's Drug-Free Workplace policy or any other district policy, or procedure relating to the use of alcohol or non-prescribed controlled substances will result in a reduction or loss of benefits of no more than 50% payable under this policy and pursuant to law if the injury was sustained in conjunction with the use of alcohol or nonprescribed controlled substances unless it is the proximate cause.

The Board authorizes post-injury testing for non-prescribed controlled substances or alcohol in accordance with Board policy and law. Refusal to submit to the test will result in the loss of benefits.

An employee is disqualified from receiving temporary total disability workers' compensation benefits during any period of time in which the employee receives unemployment benefits.

Temporary, partial or total disability workers' compensation benefits are not payable if an employee is terminated from employment for misconduct post-injury.

Temporary, partial or total disability benefits shall be paid throughout the rehabilitative process and will continue until an employee is released by the treating physician back to work on full duty without restrictions or restrictions that the district can safely accommodate.

The permanency of the employee's disability shall not be established, determined or adjudicated while the employee is participating in rehabilitation services.

Refusal of the employee to accept rehabilitation services or submit to a vocational rehabilitation assessment as deemed necessary by the employer shall result in a 50% reduction in all disability payments to an employee, including temporary partial disability benefits for each week of the period of refusal.

Modified Duty and Light Duty

If an employee is released to work with restrictions, the employee's immediate supervisor may assign the employee to a temporary modified or light duty assignment that is suitable for the employee's physical limitations. When making light duty assignments, every effort will be made to place employees in assignments that are appropriate for their skills and level of experience. Employees with work-related injuries, who are approved for light or modified duty assignments, may not refuse an assignment within the limits of their capabilities, as defined by their attending physician or a physician designated by the district, and continue to receive workers' compensation benefits. While on light or modified duty, the employee will maintain the pay grade assigned to his/her regular full-time duty. Additionally, an employee on restricted duty is not eligible for overtime.

Adopted 04/10, Revised 03/15

1140 SCHOOL BUSINESS

The Superintendent may approve absences to conduct business related to achieving goals of the District. Such activities shall include but not be limited to curriculum planning, conventions, workshops or conferences of a professional nature. Leaves approved by the Superintendent will be with pay and with reimbursement for previously approved expenses within budget limitations. (*Explanation – Not deducted from Accumulated Compensable Leave*).

Adopted 04/07

Section Fourteen: Leave of Absence

1141 SABBATICAL LEAVE

Any member of the professional staff holding a Master's Degree and having served six years in the District may apply to the Superintendent for sabbatical leave. The sabbatical leave shall be for the purpose of pursuing a planned program of full-time, advanced graduate study in fields related to the professional assignment of the applicant. The grantee shall be in residence for a period of one full academic year.

The Superintendent shall evaluate all applications and nominate persons for appointment by the Board of Education. In preparing nominations, the Superintendent shall consider the following factors:

1. The availability of funds for personnel services during the following school term.
2. The value of each candidate's proposed study program to the needs of the District.
3. The appropriateness of each candidate's proposed study program to his/her professional assignment.
4. The ability of each candidate to profit from advanced graduate study.
5. The performance record of each applicant as a professional employee of the District.
6. The accreditation status of the university selected by each candidate and its reputation in the proposed field of study.

In nominating each candidate, the Superintendent shall recommend the amount of District compensation to be allowed, based on the availability of fellowships, scholarships, and other sources of funds.

Each appointee shall receive compensation not to exceed one-half (1/2) the salary which he/she would have received during the school year for which leave is granted. He/she shall agree to return to the District for two full years immediately following termination of the leave, or repay all District funds granted under provisions of this policy.

Returning, the appointee shall receive full credit for the sabbatical leave as a year of employment in determining his/her salary status.

The Board reserves the right to reject any or all applications, according to the quality of such applications or the financial condition of the District.

1142 EDUCATIONAL LEAVE

The Board of Education, upon the recommendation of the Superintendent, may grant leaves of absence to employees for professional travel and study. Such leaves shall be without pay and not greater than one year in length.

In recommending leaves for travel and study, the Superintendent shall take into account the following factors and report them to the Board:

1. The expectation that the employee will return to the District for at least two years after termination of the leave.
2. The availability of personnel to replace the candidate during the leave period.
3. The value of the candidate's proposed travel or study program to the needs of the District.
4. The appropriateness of the candidate's proposed travel or study program to his/her probable future assignment.
5. The performance record and length of service of the candidate.

An employee granted a leave under provisions of this policy shall be eligible to resume employment in the District immediately after termination of the leave, although he/she may not necessarily be assigned to the position he/she vacated. When the employee is re-employed, the period of leave shall be considered as a period of employment in determining his/her salary status.

Employees granted such leave have the option of continuing group, life, and health insurance at their own expense.

1142.1 FAMILY AND MEDICAL LEAVE

The district will administer leave that qualifies for Family and Medical Leave Act (FMLA) protection in accordance with federal law. This policy is intended for guidance and shall not be interpreted to expand the district's responsibilities beyond the requirements of the law. For employees who are not eligible for FMLA leave, including employees who have exhausted available FMLA-protected leave, requests for leave shall proceed according to the district's established policies.

Definitions

The following definitions apply to FMLA leave:

Covered Active Duty: In the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country. In the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty in accordance with law.

Armed Forces: Army, Navy, Air Force, Marine Corps, Coast Guard.

Child: A biological, adopted or foster child; a stepchild; a legal ward; or a child of a person acting as a parent if the child is under 18 or 18 or over but incapable of self-care due to mental or physical disability at the time that FMLA leave is to commence. For the qualifying exigency leave and military caregiver leave only, the age of the child does not matter.

Covered Service member (for qualifying exigency leave): The employee's spouse, child or parent under a federal call or order to covered active duty.

Covered Service member (for military caregiver leave): The employee's spouse, child, parent or next of kin who is 1) a member of the Armed Forces (including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or 2) a veteran who is undergoing medical treatment, recuperation or therapy, for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of five (5) years preceding the date on which the veteran undergoes that medical treatment, recuperation or therapy.

Instructional Employees: Employees whose principal function is to teach and instruct students in a class, a small group or an individual setting. This term includes athletic coaches, driving instructors and special education assistants such as signers for the hearing impaired. It does not include teachers' assistants or aides who do not have as their principal job actual teaching or instructing, nor does it include auxiliary personnel such as counselors, psychologists or curriculum specialists. It also does not include cafeteria workers, maintenance workers or bus drivers.

Next of Kin: For the purposes of military caregiver leave, the nearest blood relative other than a spouse, parent, son or daughter, in order of priority as established by 29 C.F.R. ' 825.127.

Outpatient Status: Covered service member assigned to a military medical treatment facility or a unit established for the purpose of providing command and control of members of the armed forces as outpatients.

Parent: The biological, adoptive, stepparent or foster parent of a "child" as defined in this policy.

Qualifying Exigency: Issues that arise due to covered active duty or a call to covered active duty of an employee's spouse, child or parent, including issues involved with short-notice deployment, military events and related activities, childcare and school activities, the need for financial and legal arrangements, counseling, rest and recuperation, post-deployment activities, and other activities as defined by 29 C.F.R. ' 825.126.

Serious Health Condition: Illness, injury, impairment or physical or mental condition that involves inpatient care in a hospital, hospice or residential medical facility or continuing treatment by a health care provider.

Serious Illness or Injury (for military caregiver leave): 1) An injury or illness incurred in the line of duty on active duty in the armed forces, including the National Guard or Reserves, or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty, that may render the member medically unfit to perform the duties of the member's office, grade, rank or rating; and 2) in the case of a veteran who was a member of the Armed Forces (including the National Guard or Reserves) at any time during the period of five (5) years preceding the date on which the veteran undergoes medical treatment, recuperation, or therapy, an injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces, or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty, and that manifested itself before or after the member became a veteran.

Spouse: Husband or wife as defined or recognized under the state law in the state in which the employee resides.

Uniformed Services: The armed forces, the Commissioned Corps of the National Oceanic and Atmospheric Administration and the Commissioned Corps of the Public Health Service.

Veteran: A person who served in the active military, naval or air service and who was discharged or released therefrom under conditions other than dishonorable.

Eligibility

To be eligible for FMLA leave benefits, the employee must:

1. Have been employed in the district for at least 12 months (but not necessarily consecutively).
2. Have been employed for at least 1,250 hours of service during the 12-month period immediately preceding the leave.
3. Be employed at a worksite where 50 or more employees are employed by the district within 75 miles of that worksite.

An absence may qualify for FMLA protection if it is for one (1) of the following reasons:

1. Birth and first-year care of the employee's child.
2. Adoption or foster placement of a child with the employee.

3. Serious health condition of the employee that makes the employee unable to perform one (1) or more of the essential functions of his or her job or the serious health condition of the employee's spouse, child or parent.
4. Care of a spouse, child, parent or next of kin who is a covered service member with a serious illness or injury (military caregiver leave).
5. A qualifying exigency arising out of the fact that the spouse, child or parent of the employee is on covered active duty, or has been notified of an impending call or order to covered active duty, in the armed forces.

Notice to Employees

General Notice

The district will post notice to employees explaining FMLA benefits in accordance with law. If the district employs 50 or more employees, it will include FMLA notice in an employee handbook or other written guidance to employees concerning employee benefits or leave rights, or by distributing a copy of the general notice to each new employee upon hiring. Notice may be provided electronically in accordance with law.

Eligibility and Rights and Responsibilities Notices

Absent extenuating circumstances, the district will provide the employee notice of the employee's eligibility to take FMLA leave and the rights and responsibilities of the employee within five (5) days of the request for leave or acquiring knowledge that an employee's leave may be for an FMLA-qualifying reason. Such notice will be provided at the commencement of the first instance of leave for each FMLA-qualifying reason in the applicable 12-month period, and no subsequent notice is required in the 12-month period unless leave is taken for a different qualifying reason or the employee's eligibility status has changed.

Designation Notice

When the district has enough information to determine whether the leave is being taken for an FMLA-qualifying reason, the district will notify the employee in writing whether the leave will be counted as FMLA leave within five (5) business days, absent extenuating circumstances. The district will notify the employee whether a fitness-for-duty certification is required before returning to work and, if required, include a list of the essential functions of the employee's position. The district will notify the employee of the number of hours, days or weeks that will be counted against the employee's FMLA leave entitlement, if known. The district may designate leave as FMLA leave retroactively if the retroactive designation will not cause harm or injury to the employee.

Employee Notice to the District

Employees must notify the district of the need for leave and explain the reasons for the leave so the district can determine whether the leave qualifies for FMLA. The leaves may be delayed or denied if the employee fails to give such notice.

In all cases of foreseeable leave, the employee must provide notice to the superintendent or designee of the reasons for the leave, the anticipated duration of the leave and the anticipated start of the leave, in the same manner that is required under the district's leave policies. If an employee fails to provide the required notice, the district may delay or deny the FMLA-protected leave.

When the approximate timing of the need for leave is not foreseeable, an employee must provide notice to the district as soon as practicable under the facts and circumstances of the particular case, in the same manner that notice is required under the district's leave policies. The employee or the employee's spokesperson, if necessary, shall provide sufficient information for the district to reasonably determine whether the FMLA may apply to the leave request.

If the leave is for a qualifying exigency, an employee must provide notice as soon as practicable, regardless of how far in advance the leave is foreseeable. For all other qualifying reasons, an employee must provide 30 days' notice of the need to take FMLA leave when the need for leave is foreseeable.

When 30 days' notice is unforeseeable or impractical, the employee must provide notice as soon as practicable. If fewer than 30 days' notice is given, the employee shall explain upon request why such notice was not practicable. "As soon as practicable" means as soon as both possible and practical under all the facts and circumstances of the individual case.

Leave Use

For all FMLA purposes except military caregiver leave, the district adopts a 12-month leave year beginning on July 1 and ending the following June 30.

All eligible employees are entitled to leave for a period not to exceed 14 workweeks per leave year for:

- The birth and first-year care of the employee's child.
- The adoption or foster placement of a child with the employee.
- A serious health condition of the employee that makes the employee unable to perform one (1) or more of the essential functions of his or her job or the serious health condition of the employee's spouse, child or parent.
- A qualifying exigency arising out of the fact that the spouse, child or parent of the employee is on covered active duty, or has been notified of an impending call or order to covered active duty, in the armed forces. The amount of leave available for a particular type of qualifying exigency may be limited by law.

The FMLA leave year for military caregiver leave begins on the first day that such leave is taken and runs for the following 12 months. All eligible employees are entitled to military caregiver leave for a period not to exceed 26 workweeks of leave per single 12-month period for the care of a spouse, child, parent or next of kin who is a covered service member. Twenty-six weeks of leave are available per covered service member, per injury/illness; however, no more than 26 weeks of leave may be used during each single 12-month period. During the 12-month duration of military caregiver leave, an employee is limited to a total of 26 weeks of leave for all combined FMLA reasons; with a 26-week limit on military caregiver leave and a 12-week limit for birth, adoption and serious health condition of the employee or the employee's spouse, child or parent. For example, an employee could take 16 weeks of military caregiver leave and still have ten (10) weeks available for the birth of a child. However, an employee who used ten (8) weeks of military caregiver leave could not take 18 weeks for the birth of a child because that exceeds the 14 weeks allowed for such leave. Leave that qualifies as both military caregiver leave and leave for the serious health condition of a parent, spouse or child will be designated first as military caregiver leave.

When a husband and wife entitled to FMLA leave are both employed by the district and both wish to use FMLA leave for the same qualifying event, both employees will be limited to an aggregate total of 14 workweeks during a 12-month period in cases where the leave is taken for the birth or first-year care of the employees' child, adoption or foster placement of a child with the employees, or to care for a parent with a serious health condition. However, where the husband and wife both use a portion of the total 14-week FMLA leave entitlement for the same qualifying event, the husband and wife would each be entitled to the difference between the amount he or she has taken individually and 14 weeks for another qualifying purpose. When a husband and wife are both employed by the district and both wish to use military caregiver leave or a combination of military caregiver leave and leave for the birth or first-year care of their child, adoption or foster placement of a child with the employees, or to care for a parent with a serious health condition, both employees will be limited to an aggregate total of 26 workweeks of leave.

The district shall apply all appropriate paid leave to an FMLA absence to the extent allowed by law and policy, giving proper notice to the employee. If an employee's accrued paid leave is exhausted, but an FMLA-qualifying reason for absence persists or a new FMLA-qualifying reason for absence occurs, the resulting absences will continue to be protected FMLA leave until allowable FMLA leave has been used, but such absences will be unpaid.

When an employee has an absence that meets the criteria to be an FMLA-qualified absence, the district will designate such absence as part of the employee's total annual FMLA entitlement, even if the employee has not requested FMLA leave and/or is absent under paid or unpaid leave in accordance with law or district policy. If an employee is on a Workers' Compensation absence due to an injury or illness that would also qualify as a serious health condition under the FMLA, the

same absence will also be designated as an FMLA-qualifying absence and charged against the employee's FMLA-protected time entitlement.

FMLA leave may be taken intermittently as required for the health of the employee or family member or as reduced- schedule leave in increments used by the employer to account for use of other leaves,

provided that it is not greater than one (1) hour and provided that the FMLA entitlement is not reduced by more than the amount of leave actually taken. Instructional employees may take intermittent or reduced-schedule leave to be with a healthy newborn only when the district and the employee have reached agreement for how the leave will be used.

The district reserves the right to require adequate certification and recertification of any FMLA-qualifying event or condition of the employee or employee's spouse, child, parent or next of kin and authentication or clarification of such certification no more than 30 days in connection with an absence. Failure to provide such certification within 15 days when requested will result in denial of the leave, and may result in discipline or termination of employment unless it is not practicable to do so despite the employee's diligent, good faith efforts. Employees on FMLA-designated leave must periodically report on their status and intent to return to work. The district may also require that an employee present a certification of fitness to return to work.

Instructional Employees

If intermittent leave or reduced-schedule leave equals more than 20 percent of instructional time, the district may require instructional employees who take such leave due to medical reasons to take block leave or to find an alternative placement for the period of planned medical treatment. If an instructional employee begins leave for a purpose other than the employee's own serious health condition during the five week period before the end of the term, the district may require the employee to continue taking leave until the end of the term if the leave will last more than two weeks and the employee would return to work during the two-week period before the end of the term. The district may require an instructional employee to continue taking leave until the end of the term if the employee begins leave that will last more than five working days for a purpose other than the employee's own serious health condition during the three-week period before the end of the term. When an instructional employee on FMLA leave is scheduled to return close to the end of a school term, the district may elect to use a special rule to find an alternative placement until the beginning of the next school term.

Leave Protections

The use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of the employee's leave. Eligible employees who are absent for an FMLA-qualifying reason generally may return to the same position or an equivalent position with equivalent pay, benefits and working conditions at the conclusion of the leave, in accordance with law. Eligible employees are entitled to continued participation in the district's health plan as long as they are entitled to FMLA leave protection; however, an employee who fails to return to work after the expiration of his or her allowed leave time will be expected to reimburse the district for those benefits paid, as required by law.

The FMLA makes it unlawful for any employer to interfere with, restrain or deny the exercise of any right provided under the FMLA. Additionally, it is unlawful for any employer to discharge or discriminate against any person for opposing any practice made unlawful by the FMLA or for involvement in any proceeding under or relating to the FMLA.

Recordkeeping

The superintendent or designee will ensure that personnel records regarding FMLA eligibility and leave are maintained in accordance with law and available for inspection, copying and transcription by representatives of the U.S. Department of Labor upon request.

Enforcement

The U.S. Department of Labor is authorized to investigate and resolve complaints of violation of the FMLA. An eligible employee may bring a civil action against an employer for violations. For additional information, contact the nearest office of the U.S. Department of Labor's Wage and Hour Division.

Revised 04/04, 4/07, 4/10

1142.2 SICK LEAVE BANK (for the 2017-18 School Year Only)

The Board of Education will offer to all eligible employees an opportunity to participate in a sick leave bank. In the event of an FMLA qualifying illness of the employee or a member of the immediate family as defined by FMLA, an employee may borrow from the sick leave bank. Sick Leave Bank days are

donated by district employees from their compensable leave to the bank. These days are for employees who have exhausted their compensable leave days, vacation days, and compensable time (where applicable). The Sick Leave Bank will be maintained by the Sick Leave Bank Board. This board shall include the Assistant Superintendent of Human Resources, the Association President or designee, and a teacher or ESP employee selected by the Association President.

The Sick Leave Bank will no longer operate as of June 30, 2018.

Adopted 04/10, 04/13, 03/17

1142.3 NON-WORK RELATED ILLNESS OR INJURY RESTRICTIONS

For an employee out on leave for a NON-work related injury or illness who has been released with restriction by his/her physician, the supervisor may allow the employee to work his/her regular job if the employee can safely perform his/her job within the restrictions set by his/her physician. The District restricts light duty assignments to employees who are injured on the job in accordance with Worker's Compensation policy 1139.

New 03/15

1143.1 LEAVE FOR PERSONAL HEALTH, FAMILY HARDSHIP, AND CHILD REARING

The Board of Education has established a policy for granting employee leave of absence for personal health, family hardship, and child rearing. (168.122 RS Mo.) If applicable, the provisions of the Family and Medical Leave Act (FMLA) will be followed as required by law.

An employee requesting leave under this policy must submit a written request to their unit administrator. Upon the unit administrator's recommendation, the Superintendent may permit an employee to take leaves without pay not in excess of one year in length for rest, restoration of health, the alleviation of hardship involving themselves or their immediate families, child rearing, or adoption. An employee granted such leave have the option of continuing group life and health insurance at their own expense.

In considering whether to recommend leaves, the Superintendent shall take the following factors into account:

1. Expectation of the employee to return to the District and to perform with full effectiveness.
2. Benefit that would result for the school system.
3. Length of time the employee has served in the District's schools.

An employee who is denied leave of absence under this policy by the Superintendent may appeal the decision to the Board of Education.

Although an employee granted such a leave may return to a position in the District without loss of status or tenure, at the termination of the leave he/she will not necessarily be assigned to the position he/she vacated.

Revised 03/07, 04/10

1144 APPEARANCE IN COURT LEAVE

Employees are encouraged to accept jury duty when summoned as a civic responsibility. Leave will be granted for the period of jury service or to appear as a witness under subpoena or summons providing the employee involved is neither plaintiff nor defendant. If the employee pays to the District all funds received for jury duty or witness appearance, with the exception of travel reimbursement, the employee will continue to receive full salary from the District during the approved leave period.

Absences to appear in court concerning school district issues shall be considered School Business and approved by the Assistant Superintendent of Human Resources.

Other absences to appear in court shall be considered under Personal Absence Policy 1137.

Revised 04/10

1145 MILITARY LEAVE

An employee called into the military services while in the employ of the District shall be granted leave without pay and without loss of status for the period of the service. Upon honorable discharge from such service, the employee will be reinstated with full credit for time in service. If the position the employee vacated is not available, the employee will be given another position for which qualified.

Revised 04/93, 04/10

1146 MILITARY SERVICE DURING THE SCHOOL YEAR

An employee who is a member of the National Guard or any Reserve component of the Armed Forces of the United States will be granted a leave while engaged in the performance of military duty for the United States under competent orders.

The employee shall be entitled to leave without loss of time, pay, regular leave, impairment of efficiency rating, or of any other rights or benefits to which otherwise entitled.

The salary compensation shall be granted in accordance with law and shall not exceed the total of 17 calendar days, including travel time where necessary, in any one federal fiscal year. The employee shall file with the Office of Superintendent all information necessary to process the request for leave and return from leave, including determination of any compensation which may be due.

Revised 04/93

1147 RETURN FROM LEAVES

(Reference Collective Bargaining Agreement Article 14 Section 8)

Employees on leave of absence without pay for at least 60 calendar days must notify the Human Resources Office in writing of their intent to return from said leave. Such notification shall be postmarked no later than 15 calendar days prior to the scheduled expiration of their leave, except that persons whose leaves are scheduled to expire between April 1 of the current school year and September 1 of the following school year shall have their notifications postmarked no later than March 15 of the current school year.

The Human Resources Office shall inform those persons in writing at their last known address of their obligations under this policy. This notice of leave obligations shall be sent by certified mail, signed receipt requested, and postmarked no later than 30 calendar days prior to the scheduled expiration of the leave. Failure to notify the Human Resources Office as set forth herein or failure to accept a comparable position shall be considered a resignation.

Revised 04/10, 09/18

1148 PROFESSIONAL ASSOCIATION LEAVE

(Reference Collective Bargaining Agreement Article 6 Section 5)

The Administration will consider proposals for leave time for the president of the Association which do not result in the District underwriting cost of the leave and which do not interrupt the instructional process.

Revised 04/10, 09/18

1149 LEAVE OF ABSENCE WITHOUT PAY

Any employee may request a leave of absence without pay to work in public service or to benefit from alternative teaching experiences. Such leave, if granted, shall be for one year. Use of such leave will not interrupt seniority or years of service. Employees on leave under this provision may continue to participate in the District's insurance program at their own expense. Such leave may be renewable upon request each year for a period not to exceed four years.

Revised 04/10

1149.1 LEAVE FOR VICTIMS OF DOMESTIC OR SEXUAL VIOLENCE

An employee may request up to two weeks of unpaid leave due to domestic or sexual violence during the course of employment. Such leave shall be available to District employees who are victims of domestic or sexual violence, including if a family member or a household member is a victim, and may be utilized to address any issues regarding domestic or sexual violence. The District requests that employees give 48 hours' notice of the intent to take leave when feasible. Employees may be required to provide certification to the District that the leave is necessary.

The District may make other reasonable safety accommodations for victims and must maintain health benefits for the employee during the unpaid leave, but the premium may be recovered if the employee does not return to work.

New 11/21

1150 SUSPENSION OF PROFESSIONAL STAFF MEMBERS

The Superintendent is vested with the authority to suspend any teacher for violation of the policies and regulations of the Board of Education, for violation of state law, and to investigate allegations of serious misconduct. Such action shall be taken when, in the judgment of the Superintendent, the best interests of the school will be served by immediate suspension.

Prior to suspension during the term of a contract, a teacher shall be notified of the charges by the superintendent or the superintendent's designee and given the opportunity to discuss the charges. Teachers shall be suspended with pay until the Superintendent renders a decision.

Revised 04/97

1150.1 ADMINISTRATIVE LEAVE

The Board of Education has vested the Superintendent with the authority to place an employee on paid administrative leave before suspending the employee for violation of the policies and procedures of the Board of Education, for violation of state law, and to investigate allegations of serious misconduct. Investigations completed by the Superintendent or designee shall be completed within five (5) working days, except in cases that involve third party investigations. If the District investigation will take longer than 5 working days, the employee will be notified. Employees shall not be sent home arbitrarily or capriciously or simply as a matter of course.

Prior to putting an employee on administrative leave, the Superintendent or designee at the Director level or above shall meet with the employee at the Administration Building to explain the allegations. Options other than administrative leave may be considered at this time.

Revised 04/14

Section Fifteen: Grievances

1151 GRIEVANCES – BASIC

(Reference Collective Bargaining Agreement 15 Section 2)

1. A grievance is defined as an allegation by an employee that written District policies, procedures, and agreements reached as resolutions to a prior grievance have been violated or unfairly applied.
2. The grievance procedure is provided to secure equitable solutions to problems at the lowest possible administrative level.
3. Grievance adjustments should be more concerned with what is right and less concerned with who is right. Effective adjustment of grievances requires that all parties involved conduct themselves with decorum and restraint and that commonly accepted principles of ethical professional conduct be observed at all times.
4. The grievance procedure is not intended to be a method to challenge or change the law or the policies, rules, and regulations of the Board of Education, nor will it be utilized if there are other means of review which are specifically prescribed in law or by District policy.
5. The grievance procedure is not intended to supplement, eliminate, or replace informal consultations, personal conferences, or similar administrative techniques which may be effective in resolving difficulties. Every reasonable effort should be made to settle complaints without resort to the established grievance procedure. If such efforts fail, the employee shall be informed of the employee's rights under the formal grievance procedure of the District.
6. Grievance processing shall be viewed as a positive and constructive effort which seeks to establish the facts upon which the grievance is based and come to a fair conclusion.
7. Employees shall neither be discriminated against nor shall reprisal be attempted against an employee because a grievance was filed.

Revised 09/18

1152 GRIEVANCES PROCEDURE

(Reference Collective Bargaining Agreement Article 15 Section 2)

If a grievance affects an individual or a group, that individual or group may file a grievance. If the FFNEA wishes to file a grievance in behalf of its members, such grievance shall be filed by the president of the Association or the president's representative.

Release of information to all employees concerning a grievance must be approved by both parties involved. Time limits have been established within which each step of the grievance procedure must be completed. Established time limits prescribed in each step of the grievance procedure may be extended by mutual agreement of the parties involved. Special consideration of time periods will be given to grievances extending into recess periods.

While both parties may maintain files of grievances and dispositions thereof, the District shall not make any entry or file papers in the personnel file of any employee involved in a grievance except as may be required to implement the disposition of the case. After a two-year time limit, the formal records of the grievance will be destroyed.

Grievance decisions which have system-wide implication should be communicated to the total staff in an impersonal manner. If indicated by the findings, it may be necessary to initiate, revise, or clarify District policy.

NEW INFORMATION

In case new information is introduced by the grievant subsequent to the completion of any step in the grievance procedure, the grievance shall be directed to the Assistant Superintendent for Human Resources who will assign the grievance to the step where such information would have been pertinent had it been known. The grievance shall proceed according to the procedure.

INFORMAL PROCEDURE

The aggrieved employee and the immediate unit administrator should make every effort to resolve the difficulty informally. In case of a difficulty involving two or more employees, the employees and/or Association representative and the immediate unit administrator should make every effort to resolve it informally. If requested by the employee, a representative of the Association who is a member of the Ferguson-Florissant School District staff, may be present during the conference. All parties should state positions clearly with explanations of the background and reasons for the problem. The conciliatory efforts of colleagues in the teaching or administrative staff may be utilized effectively at this stage. Usually, at least one personal conference between the employees and the immediate unit administrator will occur. The decision by the unit administrator must be made within two working days. However, if the aggrieved find(s) it necessary, and sufficient reason exists to proceed to the next Administration level, the employees must notify the immediate unit administrator in writing of such intention.

FORMAL PROCEDURE

Step I—Formal Filing of Grievance and Decision by Immediate Principal or Unit Administrator

The grievance must be filed in writing on a prescribed form with the immediate principal or unit administrator within 30 working days of the alleged policy violation and a copy of the grievance forwarded to the Assistant Superintendent of Human Resources, whose function it is to monitor the processing of grievances. A copy of the grievance shall be forwarded to the chairperson of the Grievance Committee of the Association. The following information shall be required:

1. Identification of the policy, procedure, or agreement that is alleged to have been violated or unfairly applied.
2. A description of the general and specific grounds of the grievance.
3. A listing of the specific actions and events alleged to be unfair, discriminatory, arbitrary, or capricious. All persons involved should be named stating times, places, and events in which each person so named was involved.
4. A statement of the reasons why the specific actions identified in Section 2 above are unfair, discriminatory, arbitrary, or capricious.
5. A statement of the steps initiated by the aggrieved to resolve the problem
6. A listing of the specific actions which the aggrieved employee desires that the District take to remedy the employee's grievance.

Following the written submission of the grievance, the immediate principal or unit administrator shall prepare, in writing, the solution he/she proposed, if any, for the resolution of the grievance. The filing of the formal decision shall be made within six working days from the time the written grievance was registered by the employee, and copies of the decision shall be forwarded to the aggrieved, to the Assistant Superintendent for Human Resources, and to the chairperson of the Grievance Committee.

Step II—Investigation at Assistant Superintendent Level

An employee who desires further consideration may, within 16 working days after Step I, request in writing that a formal investigation be conducted by the responsible Assistant Superintendent.

The request for the investigation shall be made in writing to the administrator designated to monitor grievances who will, in turn, arrange immediately for the investigation to be conducted by the appropriate Assistant Superintendent or other administrator who has jurisdiction under the policy.

All written information available regarding the efforts undertaken previously to adjust the grievance shall be made available to the appropriate Assistant Superintendent and to the chairperson of the Grievance Committee. The administrator shall also be authorized to gather additional information. Within six working days of the filing, the investigation shall be concluded and summarized in writing, and the decision, in writing, shall be made known to the aggrieved employee, the Assistant Superintendent for Human Resources, and the chairperson of the Grievance Committee.

Step III—Investigation at Superintendent Level

An employee who desires further consideration shall, within six working days after receipt of the written decision of the Assistant Superintendent, appeal in writing to the Superintendent of Schools to review the decision of the Superintendent’s representatives. The Superintendent shall render a written decision on the appeal within 16 work days after receipt of the appeal.

If the employee is not satisfied with the decision of the Superintendent, a request for Step IV, a review by the Board of Education, may be made in writing within 11 working days after the decision is rendered by the Superintendent.

Step IV—Review by the Board of Education

The request for review by the Board of Education shall be made in writing and the Board shall have available all records and transcripts of previous efforts to resolve the grievance. The appeal must be received by the Superintendent eight days prior to the Board’s next regularly scheduled business meeting. An appeal received by the Superintendent less than eight days prior to the Board’s regular business meeting will be heard at the next regular business meeting. The Board shall reach its decision during a regular business meeting and record the same in its official minutes.

Association Grievance

An Association grievance is one which affects two or more employees.

Prior to filing an Association grievance, the president of the Association and/or the Grievance Chair, as representatives of the aggrieved employees, shall meet with the unit administrators and discuss informally the District policy which they feel has been violated or unfairly applied.

In the event the aggrieved is not satisfied with the informal response, the Association may proceed with the grievance to the Assistant Superintendent Level (Step II) with copies of the formal grievance directed to the unit administrator involved.

The formal grievance must be filed by the Association within 16 working days from the time the first informal discussion was held with the unit administrator and must contain all the information required under Step I of the grievance procedure.

Revised 04/05, 04/08, 09/18

Section Sixteen: Termination of Employment

1161 CERTIFIED EMPLOYEES

Any teacher whose employment is terminated will be afforded the procedures outlined in State Statutes 168.101 through 168.126, depending on the teacher's tenure status. Terminated teachers may request, in writing, and receive a written statement of the reasons for their termination. In cases of teacher misconduct, the Administration and the Board will consider a range of disciplinary alternatives up to and including termination.

Revised 04/09

1163 REDUCTION IN FORCE

(Educational Support Personnel - Refer to ESP Procedures Manual.)

Policy for Tenured Staff (Reference Collective Bargaining Agreement Article 12 Section 6)

Under ordinary circumstances, attrition shall handle all layoffs. However, the Board of Education may place a permanent teacher on unrequested leave of absence without pay when the Board determines that such action is necessary because of a decrease in pupil enrollment, District reorganization, or the financial condition of the Ferguson-Florissant School District. In placing a teacher on leave, the Board will be governed by the following provisions of the Teacher Tenure Law, 168.124 RSMo. (1978), as amended.

State Guidelines

1. No permanent teacher shall be placed on leave of absence while probationary teachers are retained in positions for which a permanent teacher is qualified.
2. Permanent teachers shall be retained on the basis of performance-based evaluations and seniority. However, seniority shall not be controlling within the field of specialization.
3. Permanent teachers shall be reinstated to the positions from which they have been given leaves of absence, or, if not available, to positions requiring like training and experience or to other positions in the District for which they are qualified by training and experience.
4. No appointment of new teachers shall be made while there are available permanent teachers on unrequested leave of absence who are properly qualified to fill such vacancies.
5. A teacher placed on leave of absence may engage in teaching or another occupation during the period of such leave.
6. The leave of absence shall not impair the tenure of a teacher.
7. The leave of absence shall continue for a period of not more than three years unless extended by the Board, upon written request of the teacher, before the expiration of three years.

Additional Guidelines

1. The Board of Education shall determine the number of teachers and other staff members to be placed on leave of absence and the support area(s), field(s) and/or program(s) to be affected.
2. Whenever possible, reduction of staff shall be made through normal attrition. This would include early retirement, long-term voluntary leave of absence, and reduced use of substitute teachers, teacher aides, part-time teachers, and teacher interns.
3. The Superintendent shall select tenured staff members on a district-wide basis for unrequested leave using the following criteria:
 - a. Teachers within the area of certification to be reduced will be grouped based upon full years of continuous service within the District. All teachers with the same total continuous years of service will be grouped in the same experience group (i.e., six years, seven years, 20 years).
 - b. Reductions will be made first within the group with the least experience. If additional reductions are necessary, the next least experienced group will be utilized.
 - c. Within the experience group to be reduced, teachers will be ranked based upon the number of evaluation criteria marked "Improvement Needed to Meet Expectations" on each teacher's most recent performance evaluation. Teachers will then be reduced based on the number of unsuccessful criteria, with the highest number reduced first and the lowest number reduced last.

- d. Ties will be broken first by the number of areas of certification. Teachers with the fewest areas of certification will be reduced first. Should ties still exist, they will be broken by scale location on the Salary Schedule—preference given to higher scales. Ties beyond this point will be broken first by the date of first District contract and last by drawing lots.
- e. No teacher will be reduced until all teachers within the preceding experience group in the area of certification to be reduced have been placed on leave of absence.
- f. Board approved leaves of absence will not interrupt years of continuous service.

Reinstatement

- 1. Tenured staff members shall be recalled in the inverse order of having been placed on leave.
- 2. Written notice of recall to a tenured staff member on unrequested leave shall be delivered by hand or certified mail to the individual at the last known address. Failure to respond in an affirmative manner within 10 calendar days after receipt of written notice of recall shall constitute a breach of the person’s contract and further terminate all obligations of the parties, with respect to present and future contract or employment of any kind.
- 3. Failure to report for duty on the reinstatement date shall constitute a breach of the tenured staff member’s contract and terminate the employee/employer relationship between the individual and the school district.
- 4. Each tenured staff member, while on unrequested leave, shall keep the Personnel Office currently informed of his/her address and telephone number, permanent and temporary. Failure to do so shall result in loss of place on the recall list.

Policy for Probationary Teachers

(Reference Collective Bargaining Agreement Article 12 Section 7)

The Superintendent may recommend that the contract of a probationary teacher not be renewed. In a school year in which probationary teachers are non-renewed because of financial exigency, decreased enrollment, or District reorganization, the probationary teacher(s) so affected will receive a letter stating the same. The Superintendent will recommend that such non-renewed teacher(s) be given priority for vacant positions during the following school year. Such priority shall include:

- 1. That the non-renewed teacher will be hired over new hires for a position in his/her former discipline,
- 2. and that if two or more non-renewed teachers have equal qualifications for a position in their former discipline, the most senior teacher shall receive the position.

Such probationary teachers will be advised of their priority status and will be advised of vacancies within their teaching area.

Career Counseling / Retraining / Recertification

The Superintendent through the Human Resources Office will explore and implement, if possible, the following to assist non-renewed teachers and those who would be placed on involuntary leave:

- 1. Explore credentials for the possibility of recertification.
- 2. Communicate to districts that are members of the Cooperating School Districts the availability for employment of staff members non-renewed or placed on involuntary leave.
- 3. Direct the Administration Center to explore with local teacher training institutions the possibility of giving credit courses in the District to help toward obtaining licensing in other subject fields. All course fees would be the responsibility of the person enrolled.
- 4. Explore and execute, if practical, the opportunities for workshops or other means to direct the non-renewed or those on involuntary leave into alternative career patterns. The approval of services will be mutually agreed upon with the FFNEA. The FFNEA will share half the expense.
- 5. The personnel records of staff members separated from the District under this policy will be maintained in active status for a period of three years.

(All of the above is contingent upon time, expense, and practicalness of implementation.)

Revised 04/93, 04/11. 09/18

1164 SEPARATION

The Superintendent is authorized to accept or reject resignations of staff members. Each month a list of resignations and the reasons therefore will be presented to the Board for ratification.

1165 EXIT INTERVIEWS

When an employee leaves the district she/he shall be allowed to have a brief exit interview with the Assistant Superintendent of Human Resources or the Assistant Superintendent of Human Resources and another administrator of the employee's choice. If the exit interview is requested by the employee due to concerns with the Assistant Superintendent of Human Resources, the employee may schedule an appointment with the Superintendent. Upon receipt of a written (or electronic) request to the Human Resources department, the request will be granted within 30 calendar days of the request. Employees who wish an exit interview must make the request within 90 calendar days of the employee's last day of employment with the District.

New 03/15

CHAPTER TWO—INSTRUCTION

Section One: Instruction Program

2010 PHILOSOPHY

The Ferguson-Florissant School District will provide an educational program for students which will prepare them to be citizens in a democratic society. We recognize that the communities and the country they will eventually lead will be complex and constantly changing. As a result, it is incumbent upon us to develop in students the ability to think, a sense of responsibility, and a love of learning.

The district is responsible for offering educational opportunities that recognize and celebrate diversity. This requires a curriculum that looks to the future as well as the past and which is represented in a way that accommodates a variety of learning styles, interests, and talents. We want our students to experience success that is the result of giving their best efforts to meaningful work. Above all, we believe that every student we teach is valuable and deserving of an education that will help the student to live a happy, fulfilling life.

MISSION STATEMENT We will empower all students to achieve their potential by cultivating a love of learning in an environment of respect, accountability, and responsibility.

VISION STATEMENT All students will grow to become lifelong contributors to the success of the societies in which they work and live.

Revised 05/98, 08/14

2010.1 BASIC INSTRUCTIONAL PROGRAMS

The educational program of the Ferguson-Florissant School District will provide studies to meet the general academic needs of students, and opportunities for individual students to develop specific talents and interests in the performing arts, practical arts, vocational-technical education and other specialized fields.

The various instructional programs offered by the district will be developed with the goal of maintaining a balanced and sequential curriculum that will serve the educational needs of all school-aged children in the district. The curriculum will meet requirements established by state law, the Missouri State Board of Education and/or the Missouri Department of Elementary and Secondary Education. Written curriculum for all subject areas will be developed by the staff and reviewed by the Board annually. All curricula will be formally adopted by the Board of Education.

The ultimate aim of the instructional program will be the development of proficiency in each student's ability to read well, write effectively, spell accurately, listen attentively, speak standard English, think critically, use basic mathematical computational skills, observe carefully, solve problems, participate effectively in groups, maintain a healthy lifestyle, enjoy aesthetic experiences, and develop interest in and/or start career development.

Any program which is required by state or federal guidelines such as, but not limited to, AIDS education, citizenship education, health and physical education, will be provided to students and procedures will be developed to ensure requirements are met. As needed and as required by law, a reading intervention plan will be developed for grades K-3.

Adopted 08/98, Revised 04/05

2011 ACCREDITATION

The Ferguson-Florissant schools have been fully accredited by the North Central Association of Colleges and Schools since 1915. The schools are also accredited by the Missouri State Department of Education. The District strives to meet all requirements of both agencies.

The organization of instruction is designed to meet community standards and the standards established by the Missouri Department of Elementary and Secondary Education. All curriculum is aligned with state standards and curriculum frameworks.

Revised 08/98

2012 DISTRICT CALENDAR

1. **Adoption.** In a regular business meeting prior to January 1, the Board shall review a draft copy of the school calendar for the ensuing school year. After consultation and agreement with the Association, the Board will adopt the calendar at or prior to the April business meeting.
2. **Minimum Hours.** The school calendar shall meet or exceed the state minimum of 1044 hours of actual student attendance. Several days of orientation for staff take place preceding the first day of student attendance.
3. **Orientation Week.** Several days of orientation for staff take place preceding the first day of student attendance. At least fifty (50) percent of the contract time or two full days (whichever is more) shall be designated for certified staff to work in their classrooms/office (**Reference Collective Bargaining Agreement Article 9 Section 8**).
4. **School Opening Day.** The State of Missouri authorizes each school district to set its opening date each year, provided that the date cannot be earlier than ten days prior to Labor Day. **Section 171.031.1 RS Mo.**
5. **Student Non-attendance Days.** On specific days approved by the Board of Education, students will be dismissed and teachers will participate in local programs of staff development (including department and grade level meetings), teacher orientation, parent conferences, teacher conferences, teacher workdays and teachers' conventions approved by the Board.
6. **Observances.** School is dismissed on the following days: 1) Labor Day; 2) Thanksgiving and the Friday following; 3) Martin Luther King, Jr. Day; 4) Presidents' Day; 5) Memorial Day; and 6) Independence Day.
7. **Student Academic Breaks.** School will be dismissed for Winter Break (normally a period of ten school days including Christmas and New Year's Day) and Spring Break (a five-day period).
8. **Inclement Weather**—six make-up days for inclement weather will be identified on the school calendar by the Calendar Committee.

Revised 06/93, 04/05, 04/06, 12/07, 04/12, 04/13, 04/14, 03/17, 09/18, 02/20

2013 PLACING EVENTS ON DISTRICT CALENDAR

All dates for school events are to be placed on the district calendar. Teachers and principals having charge of school events are requested to turn in the dates selected to the Office of Public Information at the earliest opportunity. Except for contracted athletic contests, evening activities for high schools should be scheduled on Thursdays, middle school events on Wednesdays and elementary school events on Tuesdays, whenever possible. Care should be taken to avoid conflicting schedules between secondary schools and their respective feeder elementary schools.

Revised 04/95, 04/06

2014 ASSIGNING STUDENTS TO CLASS

A number of factors in addition to academic achievement should be considered in placing a student the grade, level, or class in which he/she can achieve. These include age, learning capabilities, physical maturity, social adjustment, study habits, and attitude toward school. Appraisal of these factors along with scholastic achievement will determine the student's readiness for the next level of work.

Principals will make every effort to equitably assign students with disabilities among teachers in each grade level/class.

Revised 04/04, 04/08

2015 HOMEWORK

Most students will receive homework assignments which shall be appropriate to their learning needs.

Homework should be an instrument to reinforce concepts taught in class, to practice the skills learned in class independently, and to prepare for future classes. Students should be punctual in completing homework, allowing for sufficient practice of learned concepts and timely feedback from teachers. Students may experience varying amounts of homework assigned depending on the difficulty level of the concepts studied.

Teachers may assign homework in order to provide students with enough practice to master the concepts being covered in class. Homework should only be assigned if the teacher has adequate time to review the results for the desired objective; feedback should be given for these assignments. Once homework has been reviewed, it may assist teachers in determining if students have mastered the objectives covered in

class. In some instances, homework may be assigned as a precursor to a new concept, which serves to relate the new material to previous knowledge.

Homework should only be assigned when the activity directly relates to the desired learning outcomes for the course. As such, it is not to be given as a disciplinary measure or as busy work. An emphasis on quality, rather than quantity, needs to be evident in all homework assignments.

Guidelines for Homework

Homework is defined as a combination of guided and independent practice for the students in order to master the course objectives covered during a particular class session. Students may begin homework in class, if time permits, but students are expected to use time outside of class to finish homework assignments.

The following are examples of tasks that may be assigned as homework:

- a. Selected problems from the section covered in class
- b. Read and summarize a chapter of a book
- c. Read a chapter and answer selected questions
- d. Write out hypothesis and procedure for an experiment
- e. Summarize the details of a specific artist
- f. Document practicing of an instrument for a specific time

Revised 04/03, 04/12

2017 PROMOTION, ACCELERATION AND RETENTION OF STUDENTS

The Ferguson-Florissant School District is committed to the continuous development of students enrolled in the District's schools, and student achievement of the skills for the current grade assignment for promotion to a higher grade. The Superintendent, in cooperation with the professional staff, shall develop administrative procedures for the promotion, acceleration and retention of students.

In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests, other measures of skill and content mastery, standardized test results and teacher observation of student performance. The principal will direct and aid teachers in student evaluations and will review grade assignments in order to ensure uniformity of evaluation standards.

Decisions on whether to promote, accelerate or retain a student with disabilities will be made in accordance with the Individuals with Disabilities Education Act (IDEA) and as required by other applicable law.

• Promotion

Students will normally progress annually from grade to grade when, in the judgment of the district's professional staff, it is in the best educational interest of the student involved. The final decision to promote a student rests with the school administration.

The district requires remediation as a condition of promotion to the next grade level for any student identified by the district as failing to master skills and competencies established for that particular grade level. The Superintendent or designee shall determine which skills and competencies must be mastered, how they are to be assessed and what type of remediation is appropriate.

Remediation will include, but shall not necessarily be limited to, a mandatory summer school program focused on the areas of deficiency or other such alternatives conducted by the district outside of the regular school day. If the district provides remediation in this manner outside the traditional school day, the extra hours of instruction may be counted in the calculation of average daily attendance. Such remediation shall recognize that different students learn differently and shall employ methods designed to help these students achieve at high levels.

The district may require parents or guardians of such students to commit to conduct home-based tutorial activities with their children. Decisions concerning the remedial reading instruction of a student who receives special education services, including the nature of parental involvement consistent with a free appropriate public education, shall be made in accordance with the student's Individual Education Program (IEP).

• **Acceleration**

The District will assist students so that they progress academically in accordance with their capabilities. While provisions for individual differences should be adequately accomplished within a grade level, it may occasionally be necessary to advance a student to the next grade. Acceleration to a higher grade level should be approached with caution. Capable students may be so advanced, but only after thorough discussion with the student's school counselor, and with the joint approval of the parents/guardians, the principal and the superintendent.

• **Retention**

Retentions for all grades will be considered when, in the judgment of the professional staff, it is in the best educational interest of the students involved. Parents/Guardians will receive prior notification and explanation concerning the retention. However, the final decision will rest with the school administration.

State law requires that all fourth grade students who are reading below a third-grade reading level according to the district's fourth-grade reading assessment shall be retained if the student has not adequately improved by the end of summer school. Further, if a student fails to attend remediation assigned as a condition of promotion, the student will be retained. *Legal reference: 167.645 RSMo.*

Revised 12/01, 4/19

2018 PARENT INVOLVEMENT

The Board of Education believes that the education of each student is a responsibility shared by the school as well as the family. The Board recognizes the need for a constructive partnership between districts and families that will provide for two-way communication and foster educational support for students and families.

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

In keeping with these beliefs, it is the intention of the district to cultivate and support active parental involvement and to set and realize goals for parent-supported student learning. The district will:

1. Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, Parents as Teachers, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
2. Implement strategies to involve parents in the educational process, including:
 - Keeping families informed of opportunities for involvement while acknowledging and encouraging participation in various programs.
 - Providing access to educational resources via various mediums (i.e. books, the internet, cable television) for parents/families to use together with their children. The district will publish a list of parent and student resources.
 - Keeping families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.
 - Schools will develop a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children.
3. Enable families to participate in the education of their children through a variety of roles. For example, family members should be given opportunities to:
 - Provide input into district policies and programs.
 - Volunteer time within the classrooms and school programs.
4. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies.
5. Perform regular evaluations of parent involvement at each school and at the district level.
6. Provide access, upon request, to any instructional material used as part of the educational curriculum.
7. If practicable, provide information in a language understandable to parents.

Title I Parent Involvement

District Plan

Pursuant to federal law, the district and parents of children participating in the Title I program will jointly develop and agree upon a written parent involvement plan. This plan will describe how the district will accomplish the following:

- Involve parents in the joint development of the Title I program plan and in the process of reviewing the implementation of the plan and suggesting improvements.
- Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
- Build the schools' and parents' capacity for strong parental involvement.
- Coordinate and integrate Title I parental involvement strategies with those of other educational programs.
- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.
- Involve parents in the activities of the schools served.

School Plan

- Each school receiving Title I funds will jointly develop with and distribute to parents of children participating in the Title I program a written parental involvement plan agreed upon by such parents in accordance with the requirements of federal law:
- The plan must be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- The plan shall contain a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children.
- Each school participating in the Title I program will convene a meeting annually to inform parents about Title I and to involve parents in the planning, review and improvement of Title I programs, including the planning, review and improvement of the school parental involvement plan.

Migrant Education Program Parent Involvement

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

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

Limited English Proficiency Parent Involvement

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

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

Approved 02/06

Section Two: Curriculum

2020 DEVELOPMENT, MODIFICATION, REVIEW AND APPROVAL OF CURRICULUM AND PRACTICE (Reference Collective Bargaining Agreement Article 11 Section 1)

The District shall provide a Board approved curriculum with specific standards of achievement at all grade levels and in all subjects. These standards shall provide for a measurement of progress from grade to grade, and for similarity in content at each grade level with due allowance for variation in the abilities of individual students.

The district will provide resources and administrative support for curriculum development, evaluation, and revision. A systematic plan will be established whereby each curricular area will be reviewed regularly, based on actual student needs and indications of student mastery. The basic responsibility for this review process will rest with the superintendent or designee, with assistance from the building principals and the Content Specific/ District Instructional Practice committees.

The purpose of curriculum study is to evaluate and attempt to improve the current offerings of the school in light of educational theory and research. Curriculum modification is brought about by change to current curriculum and practice, district-level assessments, textbook and resource adoption, curriculum pilots and grant funded curriculum projects. It is essential that teachers take an active part in such studies. To facilitate this involvement, a program of curriculum development, modification, review, and approval has been established.

Curriculum and Practice:

Definitions: *Curriculum, as defined by the Missouri Department of Elementary and Secondary Education (July, 2016): the curriculum, which includes coursework, co-curricular activities and other school-approved educational experiences, is the school's formal plan to fulfill its mission statement and expectations for student learning.*

Curriculum and Practice includes, but is not limited to:

- **Recommended curriculum:** Recommended curriculum is that curriculum which some individuals or organizations consider to be ideal. Examples include Missouri's curriculum frameworks and the recommendations of various national standards projects. Although these curricula may not be mandatory, they serve as resources that offer useful guidance to local districts and teachers in developing their curriculum guides.
- **District written curriculum:** Written curriculum is that curriculum produced by a school district which consists of such items as curriculum guides, pacing guides, scope-and-sequence charts, and programs of study. This curriculum may be called an "official curriculum" because it is an effort to control the instructional program of the school district to help assure that district policy is implemented in the classroom.
- **District tested/assessed curriculum:** This is the curriculum which is revealed in the tests and other assessments given to students. This includes district benchmarks and common formative assessments.
- **District Instructional Practices:** These are the instructional practices including teaching models, frameworks, strategies and best practices which require professional development and instructional time.

Collectively, recommended curriculum, written curriculum, tested/assessed curriculum, and instructional practices will be known as Curriculum and Practice.

Board of Education Commitments to the Curriculum and Practice Process

- Formally adopts the written curriculum for each subject area.
- Provides time for staff to carry out the process of curriculum development, review and assessment.
- Provides time on agendas for reviewing programs and services as part of the systematic procedure of evaluating and revising the curriculum.
- Uses evaluation of student needs and indications of student mastery as major considerations in decision-making related to program funding, curriculum development, and educational improvement.
- Publicizes the findings of curriculum assessment.

- Provides adequate funding to develop, improve, and articulate curriculum and instruction.
- Receives periodic reports on the state of the curriculum.

Administrative Commitments to the Curriculum and Practice Process

- Develops the District database.
- Provides adequate time, budget, and staff development opportunities to develop and implement improvement plans.
- Procures materials and manuals needed to carry out the improvement plan.
- Participates with curriculum committees.
- Develops annual unit improvement plans which reflect the findings of the assessment process.

Staff Commitments

- Utilizes the curriculum guides
- Participates in data collection
- Supports the curriculum improvement plan
- Is thoroughly knowledgeable of the curriculum guides

❖ Committees in the Development, Modification, Review, and Approval Process:

Content Specific Committees

Teacher involvement is an integral part of this the curriculum development and review process. Much information will be generated as the result of implementing this model. The information is to be used for program planning and assessment purposes. It is not to be used to evaluate any individual teacher, student, or administrator.

The process of all development, modification, review and/or approval of Curriculum and Practice shall begin with the appropriate Content Specific or District Instructional Practice Committee.

Duties

The Content Specific Committees will study and revise curriculum pacing guides and materials for each specific area of study. During the review process, the committee should solicit community and student opinion relative to the content area. The Curriculum guides and materials shall include the following:

- Articulation of the curriculum content on a district-wide basis, Pre-K through grade 12
- Identify learner expectations for students on a district-wide basis.
- Researching and evaluating:
 - Materials written in specific terms which can be used by professional staff members
 - Effective methods and/or best practices for presenting the materials to students
 - Textbooks and/or resources that are coordinated with the curriculum guides and program
 - Current supplementary and enrichment materials

Commitments

- Provide leadership in program development, modification, and review.
- Consider need for new and/or revisions to existing course offerings
- Work in cooperation with the Curriculum Advisory Committee, Administration, and the Board.
- Research and determine a framework to assist in carrying out program reviews, which are comprised of curriculum, instruction, and assessment.

Meetings

The chair will be responsible for distributing Content Specific and Instructional Practice agendas at least 48 hours prior to the meeting and minutes no later than 48 hours after the meeting electronically to the entire district.

Content-Specific Committees

Content Specific Committees whose content is under review shall meet at least four times per year on released or compensable time. Content Specific Committees not under review shall meet at least two times per year on released or compensable time. The meeting will be as content-specific Content Specific Committees led by the appropriate content specialist.

District Instructional Practice Committee

The Administrator of Instruction or his/her designee will chair the Instructional Practice committee.

The District Instructional Practice Committee will meet at least four times a year. Members shall be compensated at the certified hourly rate as needed.

Selection

Content-Specific Committees

Members shall be selected by the appropriate content specialist. All schools in the district must be represented by having a member on at least one of the Content Specific Committees (ELA, Math, and/or Science).

District Instructional Practice Committee

Members shall be selected by each building ILT team

Member Makeup

Content-Specific Committees

Core content committees (ELA, Math, Science) consist of a minimum of:

- The appropriate content specialist (Chairperson)
- A representative from PreK teachers
- Grade-level (1 each K-6) representatives from elementary schools
- Department chairperson from each middle school
- Department chairperson from each high school
- Association representative appointed by FFNEA

Other Content Specific-committees (non-ELA, Math, Science) consist of a minimum of:

- The appropriate content specialist (Chairperson)
- A representative from PreK teachers
- 2 representatives from elementary schools
- A department chairperson from middle school
- A department chairperson from high school

District Instructional Practice Committee

- The District Administrative Instructional Team
- 1 member from each building/unit ILT team
- Association representative appointed by FFNEA

Curriculum Advisory Committee

Teacher involvement is an integral part of this the curriculum development and review process. Much information will be generated as the result of implementing this model. The information is to be used for program planning and assessment purposes. It is not to be used to evaluate any individual teacher, student, or administrator.

Teaching staff not serving on either the Curriculum Advisory Committee or one of the curriculum program subcommittees can participate by attending C.A.C. meetings as non-voting observers and as requested by the committees in developing learner expectations for curricular programs and goals/objectives for non-curricular programs. They should respond to appropriate questionnaires as requested and come to

consensus regarding the learner expectations developed via the process as well as the program subcommittee's findings.

Commitments

- Oversees the curriculum review and process for all District educational programs and services and shall be informed of district or building/unit grant applications for curricular programs
- Serves as a resource for curriculum development and instruction
- Reviews all internal and external (Missouri School Improvement Program/North Central) reports
- Reviews and recommends changes to all curriculum and instructional program/practice improvement plans
- Monitors the development of curriculum programs and instructional practices
- Reviews and recommends proposed written, tested/assessed curriculum and instructional practices and textbook and/or resource adoptions to the Cabinet for approval with the exception of state or federal mandates.

Terms of Service

C.A.C. is a standing committee with rotating membership. All terms will begin on the first day of school. The Curriculum Advisory Committee is to be notified of selected representatives by May 1 of the school year preceding the beginning of a term.

The length of all teacher representatives' terms will be 2 years. The length of administrative representatives' terms will be determined by the administrative team. The length of Board representative's term will be determined by the Board.

Meetings

The Curriculum Advisory Committee will meet monthly for approximately one hour. Should it be deemed necessary, additional meetings may be called by the Chair. Voting members shall be compensated for one hour at the certified hourly rate.

Voting Members

- 1 Building Administrator from each grade division (Elementary, Middle, High) named by the administrative team
- 1 PreK teacher to be elected by the faculty of their unit
- 1 Classroom Teacher per school to be elected by the faculty of their school.
- 1 School Board Member named by the Board
- 1 Specialist from each area such as counselors, librarian/media specialists, et al. selected by the Cabinet-level Administrator of Instruction
- 1 Cabinet-level Administrator of Instruction
- 2 Content Specialists selected by the Cabinet-level Administrator of Instruction (Specialist from content participating in curriculum review required)
- 3 NEA Members-At-Large: Teacher representatives from each grade division (K-6, 7-8, 9-12) will be named by the Association
- 1 PDC Representative: Appointed by the chairperson of the PDC
- 1 Parent-At-Large: Appointed by the Cabinet-level Administrator of Instruction

Curriculum Advisory Committee Chair

The chair will be one of the members selected by vote of the Curriculum Advisory Committee. The term of office will be for one year, renewable at the discretion of the Curriculum Advisory Committee.

The chair will be responsible for distributing C.A.C. agendas at least 48 hours prior to the meeting and minutes no later than 48 hours after the meeting electronically to the entire district. Items shall not be added to a C.A.C. meeting agenda once it has been sent to district staff, but items may be tabled for consideration at a future C.A.C. meeting.

The chair will also be responsible for monitoring to assure that only voting members or their designees votes.

- ❖ Development or Modification of Curriculum and Practice with Approval:

Development and/or Modification of Curriculum and Practice through the Content Specific and District Instructional Practice Committees:

- Proposals for developing or modifying curriculum shall begin in the appropriate content-specific committee.
- Either the Content Specific or the District Instructional Practice committees shall discuss and/or research each proposal. Through the process of consensus, the appropriate committee may decide to move proposals forward to the C.A.C. to go through the approval process, table the proposal for additional information, or decline to move the proposal forward at that time.
- Committee chair required to obtain approval from Director of Technology Services when proposal includes technology hardware or software to ensure compatibility and support.
- Proposals not moved forward to C.A.C. may be reconsidered by the appropriate committee at a future meeting.

Approval of Proposals through the Curriculum Advisory Committee:

Presentation of Proposals to C.A.C.:

- Proposals moved forward to the C.A.C. will be presented by the appropriate curriculum specialist or the Administrator of Instruction or his/her designee who served as Chair of that committee.
- Presentations to the C.A.C. shall not exceed 15 minutes in length excluding questions asked by members of the C.A.C.
- Presentations must include initial and anticipated residual costs and funding sources.
- Information on all proposals shall be distributed to C.A.C. members in writing- either physically or electronically. This information shall serve as an aid to the C.A.C. member as they present to the staff they represent.

Voting on Proposals by C.A.C.:

- Proposals shall not be presented and voted on at the same meeting.
- C.A.C. members shall briefly report back on C.A.C. proposals at the next staff meeting for building staff input. C.A.C. presentations shall be standing items on building staff meeting agendas.
- The C.A.C member’s vote shall reflect the input of the group they represent.
- If there are questions that cannot be answered at the time of the initial presentation, the questions shall be given to the originating committee to be researched and responses presented at an additional C.A.C. meeting.
- If there are C.A.C. members with questions remaining at the end of the additional meeting, the vote on the presentation shall not occur until all questions have been answered.
- After a proposal has been presented and all questions have been answered, a vote shall occur at the following regularly scheduled C.A.C. meeting, and if a majority of present C.A.C. members agree they are ready to vote.
- All voting shall be anonymous. It will be conducted electronically with immediate feedback provided to the C.A.C. members.
- Proposals not approved by the C.A.C. members shall be returned to the originating committee for reconsideration.

Approval Process for Development and/or Modification of Curriculum and Practice								
Initiated by the appropriate committee.	Approved by appropriate Asst. Supt.	Approved by Director of Technology Services (if hardware/ software are a component)	Introduced to C.A.C. with a plan for implementation	To staff of buildings for input and discussion	To C.A.C. for additional discussion and vote	Approval by Cabinet	Approval by Board of Education	Plan for Professional Development by PDC or appropriate content specialist
Date: →	Date: Y → N ←	Date: Y → N ←	Date: →	Date: →	Date: Y → N ←	Date: Y → N ←	Date: Y → N ←	Date:

❖ Approval of Grants and Pilots at the District and/or Building Level: *(for individual or small group initiated grants see Policy 2020.2)*

Requests for approval of grant and/or pilot proposals may be made by the district and/or buildings/units and must be approved by the building administrator (if applicable), content specialist and Cabinet-level Administrator of Instruction. Proposals for grants or pilots shall not exceed one year in length, unless state or federally mandated. Grants and pilots may be approved for renewal of another year by following this process again.

Requirements of the grant or pilot shall not conflict with current District policy.

District and/or Building Initiated Grant Approval Process

- A. The following information must be provided as part of a grant proposal:
 - Purpose and scope of the grant
 - Materials required
 - Length of the grant
 - Requirements for continuance of grant activities
 - District staffing and budget commitments
 - Professional Development: Purpose of training, number of sessions, meeting dates and times, etc.
 - Budget
 - Review and evaluation (affected staff must be included in any evaluation process)
- B. Approval from Director of Technology Services required when proposal includes technology hardware or software to ensure compatibility and support
- C. Grant proposals will be taken back to the entire staff of affected buildings/units to discuss implications affecting the instructional levels.
- D. The grant proposal will only be voted on by the affected staff members.
- E. Results will be forwarded to the C.A.C. chairperson.
- F. C.A.C. chairperson will report to the appropriate cabinet member for approval to be implemented.

Approval Process for District/Building Grants						
Initiated by district and/or buildings/units Its	Approved by building administrator, content specialist, and appropriate Asst. Superintendent	Approved by Director of Technology Services (if hardware/software are a component)	Reviewed with entire staff of affected buildings/units (including plan for implementation) & voted on by affected staff members	To C.A.C. for information and discussion	Approval by Cabinet	Plan for Professional Development by PDC or appropriate content specialist
Date: →	Date: Y → N ←	Date: Y → N ←	Date: Y → N ←	Date: →	Date: Y → N ←	Date:

Pilot Program Approval Process

- A. The following information must be provided:
 - Purpose and benefits of the program
 - Materials required
 - Length of the program
 - Staffing needs
 - Budget
 - Review and evaluation (affected staff must be included in any evaluation process)
- B. Approval from Director of Technology Services required when proposal includes technology hardware or software to ensure compatibility and support
- C. Pilot proposals will be taken back to the entire staff to discuss implications
- D. The pilot proposal will only be voted on by affected staff members.
- E. Results will be forwarded to the C.A.C. chairperson.
- F. C.A.C. chairperson will report to the appropriate cabinet member for implementation approval.

Approval Process for Pilots						
Initiated by individual or group	Approved by building administrator, content specialist, and appropriate Asst. Superintendent	Approved by Director of Technology Services (if hardware/software are a component)	Reviewed with entire staff of affected buildings/units (including plan for implementation) & voted on by affected staff members	To C.A.C. for information and discussion	Approval by Cabinet	Plan for Professional Development by PDC or appropriate content specialist
Date: →	Date: Y → N ←	Date: Y → N ←	Date: Y → N ←	Date: →	Date: Y → N ←	Date:

❖ **Curricular Review Process by Content Specific and District Instructional Practice committees:**

A curricular review of a content area shall occur at least every six years.

- Administer needs assessment to affected staff
- Collect and discuss appropriate state assessment data from last 5 years (if available) to determine effectiveness of current Curriculum and Practice
- Review and/or revise curriculum guides (based on actual student needs and indications of student mastery) to include such features as scope and sequence outlines, pacing guides, resources, instructional strategies and assessments needed to meet the needs of all students and aligned to state standards and district approved best practices
- Develop long-range improvement plan(s)
- Identify potential recommended resources and budget
- Present improvement plan(s) and budget(s) to Building Level Administrators and C.A.C.
- C.A.C. Representatives and Building Administrators seek input from teachers prior to C.A.C. approval
- Appropriate Content specialist or the chair of the District Instructional Practice Committee submits the completed review for C.A.C. recommendation
- Assist C.A.C. to articulate curriculum and improvement plans to staff
- Implement improvement plan
- Monitor/assess the implemented improvement plan annually

❖ **Textbook Adoption:**

The selection and adoption of textbooks are primarily based on the programs described in the curriculum guides developed by the curriculum review committees.

It should be noted that this process does not preclude the pilot of new teaching techniques by individuals, grade level or subject area teachers when it is within the scope of currently approved curriculum. Teacher creativity and individuality in delivering the defined curriculum as well as supplementary or related adjunct curriculum unique to particular learner needs have been and will continue to be encouraged in the Ferguson-Florissant schools.

Selection of Textbooks

Basic textbooks should be selected, so the books may be used for at least five years. Selection will be made with the cooperation of the staff under the direction of the appropriate content specialist and Cabinet-level.

The curriculum review process should be completed the year prior to the fiscal year where funds are allocated to purchase textbooks related to the curriculum content area developed.

Textbooks will be selected in the following manner:

- A. A selection committee will be established, composed of teachers directly involved with the materials.
- B. The selection committee will align the proposed textbooks with the curriculum guides and curricular programs. Multicultural, gender fair, and disability awareness concepts will be included in the criteria. The district will preferentially procure educational materials, including textbooks

and collateral materials, from vendors that make the materials available in either a Braille format or electronic format which is computer-readable in a form approved by the Department of Elementary and Secondary Education (DESE), or both, at no greater cost than for regular materials.

- C. It is strongly encouraged that a pilot be conducted of all proposed textbooks with the curriculum guides and curricular programs prior to adoption.
- D. Companies will be invited to submit examination copies of appropriate materials to the selection committee. The selection committee will send a minimum of three (3) textbooks to the appropriate buildings. If enough examination copies are not provided, the appropriate content specialist will devise a schedule of travel so the materials are made available to all appropriate buildings.
- E. Approval by Director of Technology Services required when textbook materials include technology hardware or software in order to ensure compatibility and support.
- F. It is strongly encouraged that presentations be offered to all affected staff by those vendors whose materials are being considered.
- G. Sufficient time will be allowed to evaluate thoroughly all materials submitted by the vendors.
- H. The parents and students will have an opportunity to evaluate the textbooks.
- I. The building staff will be allowed time for input, discussion, and a vote on the preferred textbook.
- J. A written recommendation by the appropriate content specialist of the specific textbook/ancillary materials will be submitted to the C.A.C.
- K. The C.A.C. report will then be forwarded on to the cabinet for approval.
- L. The appropriate content specialist will make a presentation to the Board of Education if approved.
- M. The selected series of approved textbooks will be purchased and professional development shall be provided by the publisher.

Approval Process for Textbook Adoption							
Initiated by Content Specialists	Approved by appropriate Asst. Superintendent	Approved by Director of Technology Services (if hardware/software are a component)	Building staff votes on adoption of textbook/ ancillary materials including implementation plan	To C.A.C. for notification of textbook selection	Approval by Cabinet	Approval by Board of Education	Plan for Professional Development
Date: →	Date: Y → N ←	Date: Y → N ←	Date: Y → N ←	Date: →	Date: Y → N ←	Date: Y → N ←	Date:

Disposal of Obsolete Textbooks

In keeping with the Missouri Department of Elementary and Secondary Education recommendations and the general practice of better schools throughout the nation, the school district will attempt to update the district's standardized textbooks every five years. As a result, several hundred textbooks frequently become obsolete. These textbooks shall be disposed of in the following manner:

- A. Attempt to sell the books.
- B. Offer these books to teachers, students or patrons, to be picked up within a reasonably short period of time, for personal use as reference material, etc.
- C. Offer the books for recycling.

Revised 03/03, 04/08, 08/11, 03/16, New 03/17, 09/18, 03/21

2020.1 SUPERINTENDENT LEVEL GRANTS/PILOTS (effective July 1, 2017)

In accordance with Policy 2020, Curriculum Development, Review, and Approval, the Superintendent may request curriculum pilots and grants to be initiated for a period of one year unless otherwise mandated. If the pilot or grant continues to be implemented after the initial year it must go through the District-wide curriculum process. (See Policy 2020)

Proposals for grants or pilot shall not exceed one year in length, unless state or federally mandated. Grants and pilots may be approved for renewal of another year by following this process again.

Requirements of the pilot or grant may not conflict with current District policy.

Superintendent Level Pilot Program Approval Process

Requests for approval of pilot proposals by members of the cabinet must be approved by the superintendent.

- A. The following information must be provided:
 - Purpose and benefits of the program
 - Materials required
 - Length of the program – not to exceed one year unless mandated
 - Staffing needs
 - Budget
 - Review and evaluation (affected staff must be included in any evaluation process)
- B. Approval from Director of Technology Services required when proposal includes technology hardware or software to ensure compatibility and support
- C. Pilot proposals will be taken to the CAC for 1st read and discussion.
- D. The pilot proposal will be reviewed with the entire building staff and voted on by the affected staff members only.
- E. The results will be forwarded to the CAC chairperson for notification of building level results and vote.
- F. The cabinet will have final discussion and approval before implementation and Professional Development plans

Superintendent Level Grant Curriculum Approval Process

Requests for approval of grant curriculum proposals by members of the cabinet must be approved by the superintendent.

- A. The following information must be provided:
 - Purpose and scope of the grant
 - Materials required
 - Length of the grant
 - Requirements for continuance of grant activities
 - District staffing and budget commitments
 - Required Professional Development: Purpose of training, number of training sessions, meeting dates and times, etc.
 - Budget
 - Review and evaluation (affected staff must be included in any evaluation process)
- B. Approval from Director of Technology Services required when proposal includes technology hardware or software to ensure compatibility and support
- C. Grant proposals will be taken to the CAC for 1st read and discussion.
- D. The pilot proposal will be reviewed with the entire building staff and voted on by the affected staff members only.
- E. The results will be forwarded to the CAC chairperson for notification of building level results of the vote.
- F. The cabinet will have final discussion and approval before implementation and Professional Development plans.

Approval Process for Executive Level Grants and Pilots							
Cabinet member requests grant or pilot	Approved by Superintendent	Approved by Director of Technology Services (if hardware/software are a component)	CAC for 1 st read and discussion (must include plan for implementation)	Reviewed with entire building & voted on by affected staff members	CAC for notification of building-level results	Reviewed, discussed, and approved by Cabinet	Plan for Professional Development
Date: →	Date: Y → N ←	Date: Y → N ←	Date: →	Date: Y → N ←	Date: →	Date: Y → N ←	Date:

Adopted 08/11, Revised 03/17

2020.2 INDIVIDUAL OR SMALL-GROUP INITIATED GRANT APPROVAL PROCESS (new policy)
(see APPENDIX B- Individual and/or Small-group Initiated Grant Form) (effective July 1, 2017)

Requests for approval of grant proposals may be made by individuals and/or small-groups and must be approved by the building or unit administrator, the Director of Technology Services (if applicable), Director of Facilities (if request is for equipment and/or requires installation) and the Director of Finance. Proposals shall not impact other staff beyond those initiating the grant.

Requirements of the grant or pilot shall not conflict with current District policy.

A copy of the approval letter or award email shall be forwarded to the Director of Finance in order to establish a new building based student activity account for the grant.

All donations (monetary or non-monetary) that are requested using the District's name, referencing the employee's position with the District even if the District is not named, or requested on behalf of District students specifically or in general are considered District property. The donation (monetary or non-monetary) will follow the teacher if they change classrooms or buildings unless it is permanently attached to the facility. The donation may follow the teacher if they leave the district after one year of the award if the value of the award is \$500 or less.

All monetary donations shall be deposited into a student activity account established by the Director of Finance and shall be expended according to the terms in the grant request. Funds received in excess of the grant request shall be reallocated to a new project or donated to the school/unit for future use.

All monetary donations shall be requested as a check payable to the school or district and shall be mailed to the Finance Office for deposit. A check should never be made payable to the individual requesting the grant.

For projects funded through an internet platform, this same process shall be followed before the project/request is posted on the internet platform. The Principal is responsible for monitoring the site and ensuring that the request is removed from the site when the event or request is completed.

When posting pictures/videos/images of any students or staff, all Ferguson Florissant policies and procedures must be followed.

Individual and/or Small-group Initiated Grant Approval Process

- A. The following information must be provided as part of a grant proposal:
- Submitter(s)
 - Building/department
 - Funding Source
 - Purpose of grant
 - Item(s) requested
 - Dollar estimate of award
 - Ownership of item(s) (if applicable): Must follow funding source's policy
- B. Approval from building/unit administrator
- C. Approval from Director of Technology Services required when proposal includes technology hardware or software to ensure compatibility and support
- D. Approval from Director of Facilities required when proposal includes installation of equipment or enhancements to building or grounds
- E. Approval from Director of Finance
- F. A copy of the approval letter or email shall be forwarded to the Director of Finance in order to establish a new student activity account for the grant
- G. Monetary donations will be sent directly to the Director of Finance
- H. Non-monetary donations will be tagged with the Ferguson Florissant inventory tag and added to the inventory list

Approval Process for Individual/ Small Group Initiated Grants				
Initiated by individual or small-group	Approved by building/unit administrator	Approved by Director of Technology ⁺ (if hardware/ software are a component)	Approval by Director of Facilities (if equipment installation/ enhancement required)	Approval of Director of Finance
Date: →	Date: Y → N ←	Date: Y → N ←	Date: Y → N ←	Date: Y → N ←

New 03/17

2021 COPYRIGHT OF MATERIALS

Materials produced for use in the District’s instructional program by staff members assigned to a District-initiated project for development or revision of instructional materials shall become the property of the District. The District shall have complete and free use of such materials, and they shall not be used by others, published or sold, without the written consent of the District.

Any material of a copyrightable nature produced through such District-initiated project or activity, utilizing District funds, shall not be copyrighted unless the Superintendent determines that the authorization to copyright will result in more effective development or dissemination of materials and will otherwise be in the interest of the District. When authorized, the copyright shall be in the name of the District and all published materials shall bear a legend indicating District ownership. Any royalties realized from the publication and sale of copyrighted materials of this kind shall be the property of the District.

Materials created by an individual staff member are the property of the school district when initiated by the District, created during District time, or directly subsidized by District fund.

No staff member will recommend materials for District use or purchase when such recommendation can be expected to result in any benefit or remuneration to the staff member or any immediate family member.

The names of teachers who are involved in writing District materials will be included in a list of credits.
Revised 06/93

2022 TEACHING ABOUT RELIGION

Under Missouri Law, no sectarian doctrine may be taught or espoused in any public school, but religious writings may be used therein as references.

Sectarian beliefs may be described and discussed in classrooms at all grade levels if the purpose is to provide information about religious traditions, rather than to promote particular religious beliefs.
Adopted 06/93

2023 SCHOOL PROGRAMS

The Board recognizes that a great number of denominations and faiths are represented in the school community. The schools of the District must be neutral in respect to the religious beliefs of individual citizens, but this does not mean in any sense that the schools are or should be irreligious. There is a very fine line between the impersonal objective teaching of facts about events, individuals, and institutions, and advocating in that teaching a specific point of view; therefore, care must be taken in such teaching.

Music, art, literature, and drama having religious themes (including traditional carols, seasonal songs, and classical music) will be permitted for use in the school district if presented in an objective manner without sectarian indoctrination. The emphasis on religious themes will be only as extensive as necessary for a balanced and comprehensive study or presentation. Religious content included in student performances will be selected on the basis of independent educational merit, and will seek exposure to a variety of religious customs, beliefs, and forms of expression. Student participation in a program or performance which involves personally offensive religious material or expression will be voluntary. No one shall be discriminated against because of their religious beliefs.

This policy should not be interpreted to preclude the factual and objective teaching about religions, religious holidays, and religious differences. Such instruction can enhance the mutual understanding needed by all citizens in a pluralistic society.

It is the purpose of this policy to encourage reasonable recognition of religions in the spirit of providing education concerning the differing rites and customs of families, cultures, and creeds, which reveal the many different religious philosophical and cultural practices and beliefs held by Americans.

Adopted 06/93

2024 GRADUATION REQUIREMENTS

Graduation requirements for students shall meet or exceed state guidelines. The Board encourages all students to complete eight semesters of attendance in grades nine through twelve. Requirements a student must meet the following requirements in order to graduate from the Ferguson-Florissant R-II School District, unless the stated exceptions apply.

The student must:

1. Complete a total of 24 credits, including credits required by the State Board of Education.
2. Pass proficiency exams concerning American History, American Institutions, and the Missouri and the United States Constitutions.
3. Successfully complete a course of instruction of at least one (1) semester in length on the institutions, branches and functions of the government of the state of Missouri, including local governments, the United States government and the electoral process.
4. Have earned credit in the Ferguson-Florissant R-II School District's educational program between the ninth and twelfth grades.

Exceptions

1. Graduation requirements for a student with a disability receiving special education services pursuant to the Individuals with Disabilities Education Act (IDEA) may be determined according to the student's Individualized Education Program (IEP).
2. Students transferring from another Missouri school as a junior or senior who cannot reasonably complete the district's requirements may be permitted to graduate based on the successful completion of a program of studies that would have met the graduation requirements at the school most recently attended, including the requirements of (2) and (3) above.
3. The district will waive the requirement to pass proficiency exams concerning American History, American Institutions, and the Missouri and U.S. Constitutions for students who transfer from another state if they can document the successful completion of a course of instruction in the institutions, branches and functions of state government, including local governments, the U.S. government and the electoral process. Such instruction must have been completed in grades nine through twelve.
4. Students who transfer from another state or country or an unaccredited private, public or home school and who are placed in the ninth grade will be required to meet all established graduation requirements. If such a student is placed in the tenth grade or higher, the district will work with the student and the parents/guardians to develop a program of studies that will result in graduation if successfully completed.
5. Eligible students who successfully complete the Missouri Option Program (formerly the GED Option Program) will be awarded a high school diploma.

Earning Credit

1. The superintendent or designee is directed to assign credit values for courses offered by or through the school district and to develop formulas and procedures for awarding credit to transfer students who transfer from a district that uses a different standard for awarding credit.

2. The Ferguson-Florissant R-II School District recognizes units of credit obtained through accredited schools, including credits earned through correspondence courses or courses delivered primarily through electronic media, such as satellite video, cable video or computer-driven or online courses. For the purposes of this policy, an "accredited school" is the Missouri Virtual Instruction Program (MoVIP); a private agency where students with disabilities are placed by a public school; or any school accredited by the Missouri Department of Elementary and Secondary Education (DESE), the North Central Association of Colleges and Schools (NCA), the Independent Schools Association of the Central States (ISACS) or the University of Missouri Committee on Accredited Schools Non-Public (CAS). If a school is located in another state or country, that school must be accredited by that state's or country's department of education, NCA, ISACS or the equivalent agencies.

3. Upon approval, students may earn credit by successfully completing required high-school level courses prior to entering the ninth grade.

4. Students may earn credit for a subject that has been embedded into another subject-area course (in accordance with guidelines established by DESE) by passing a district-approved assessment for the embedded course.

5. The district will award credit to students who can demonstrate mastery of competencies for a particular course by successfully completing a district-approved mastery assessment tool.

6. Beginning July 1, 2015, a student may fulfill one unit of academic credit with a district-approved agriculture or career and technical education course for any English language arts, mathematics, science, or social studies unit required for high school graduation in any combination up to fulfilling one requirement in each of the four subject areas. The substitution may not be made where the course for which the agriculture or career and technical education course is being substituted requires an end-of-course statewide assessment. The CTE Coordinator will provide a list of possible course substitution with the school counselors.

a. Suggested Points Regarding Additional Agriculture or Career and Technical Credits in Lieu of Required Core Credits

b. The student's personal plan of study and future career goals.

c. Academic preparation for postsecondary and work opportunities that may require certain, -transcribed courses.

d. NCAA required core courses.

e. Future postsecondary education, military and other, future training institutional admissions requirements.

f. The number of units of credit a student must earn to graduate from high school.

Graduation of Students with Disabilities: The Ferguson-Florissant School District provides a free, appropriate public education for students with disabilities until they are graduated with a regular diploma or attain the age of 21 years. Students with disabilities have the opportunity to earn credits toward graduation in a nondiscriminatory manner within the spirit and intent of the Individuals with Disabilities Education Act (IDEA). Provisions include:

1. Any specific graduation requirement may be waived for a disabled student if recommended by the student's IEP Committee.

2. Students with disabilities will receive grades and have credit transcribed in the same manner as all other students when they complete the same courses as other students.

3. Students with disabilities who complete regular courses modified as indicated in their IEPs will receive grades and have credit transcribed in the same manner as students who complete the courses without modification. The fact that the courses were modified may be noted on the transcript.

4. Students with disabilities who meet the goals and objectives of their IEPs, as measured by the evaluation procedures and criteria specified in the IEPs, will have credit transcribed in accordance with the state definition of units of credit.

5. Students with disabilities who meet state and local graduation credit requirements by taking and passing regular courses, taking and passing regular courses with modification, taking and passing modified classes, or successfully achieving IEP goals and objectives shall be graduated and receive regular high school diplomas.

6. Students with disabilities who reach age 21, or otherwise terminate their education, and who have met the district's attendance requirements but who have not completed the requirements for graduation, receive a certificate of attendance.

Early Graduation Requirement for Students: A student who wishes to graduate before the end of the eighth semester must complete the aforementioned units and requirements and apply for early graduation, in writing, at the beginning of the last semester of attendance.

Diplomas: Students will be awarded either a diploma or certificate of attendance in accordance with this policy and as permitted by law.

Revised 12/09, 05/15, 04/19

2025 AT-RISK STUDENTS

The goal of the Ferguson-Florissant R-II School District is to ensure that all high school graduates are college- or career-ready. In furtherance of that goal, the superintendent or designee will implement K-12 programs designed to identify students who are not performing to their potential and assist those students in graduating with their peers with the skills and knowledge necessary to be successful in college or a career upon graduation.

If a student is receiving special education services, the student's individualized education program (IEP) team may explicitly waive or exempt the student from any part of this policy.

Identification of Ninth-Grade Students at Risk

In accordance with law, the building-level administrator or designee will identify all current ninth-grade students and all students who transfer to the district after ninth grade who are at risk of not being ready for college-level work or entry-level career positions. The identification will be made based on the following information:

1. The student's performance on the Missouri Assessment Program (MAP) test in eighth grade in ELA and mathematics. The district may also consider the results of other assessments in ELA and mathematics. If the student transferred from another state or country, the district will consider the student's performance on comparable assessments taken in the other state or country.
 2. The number of district students taking remedial courses at the college level as reported by the Department of Higher Education.
 3. The student's attendance rate.
- In addition, this information may be relevant:
4. The number of credits the student has earned toward graduation at the end of the first semester of high school and at the end of the student's first year of high school.
 5. Student behavior and discipline.

Once a student is identified as at risk, the district will provide appropriate academic and career counseling to attempt to provide the student with opportunities to graduate on time and college- or career-ready.

New 03/18

2026 VIRTUAL COURSES

Definitions

Virtual Course - A class that is offered by or provided through the District that results in a District-issued grade and/or academic credit and that is designed to deliver all or most of the curriculum electronically. Students may be separated from their instructor or teacher of record by time, location or both.

General

Virtual instruction can be an effective instructional option for some students, and the District may offer virtual courses to students through district staff or by contracting for those services as part of the District sponsored curriculum. Eligible students may also enroll in Missouri Course Access and Virtual School Program (MOCAP) courses. The District will accept all grades and credits earned through district-sponsored virtual instruction and MOCAP.

The District will pay the costs of a virtual course only if the District has first approved the student's enrollment in the course as described in policy. Even if a student or their parents/guardians pay the costs for a virtual course, the student should meet with the principal or designee prior to enrollment to ensure that the course is consistent with the student's academic and personal goals. The District will collect state funding for resident students enrolled in DESE approved virtual instruction to the extent permitted by law established in Senate Bill 603.

Virtual Course Behavior and Expectations

Students taking courses virtually are subject to district policies, procedures and rules applicable to students enrolled in traditional courses including, but not limited to, the District's Student Expectation Code and prohibitions on academic dishonesty, discrimination, harassment, bullying and cyberbullying.

When students are participating in virtual courses, what can be seen and heard electronically from the student's location becomes part of the District's education environment. Students are responsible for ensuring that what is seen, heard or otherwise communicated is appropriate for the learning environment and not disruptive. The District's Student Expectation Code applies to virtual in-class behavior. Student speech that is prohibited on campus is also prohibited in the virtual classroom. In a virtual classroom, such conduct or speech could include, but is not limited to, messaging conveyed by symbols or phrases that are visible on clothing; signage in the visible background; virtual background imagery; graphics or text visible during screen sharing; background audio; communications in classroom chats; disruptive screen names; and any other messaging a student places into the virtual environment that disrupts learning, is not appropriate for the education environment or is contrary to the district's educational mission.

Students may electronically display everyday items that they would be prohibited from possessing at school (such as pets, toys or objects forming typical room decor) as long as the display does not disrupt learning.

Virtual Course Enrollment

The Superintendent or designee will establish open enrollment periods and registration deadlines for students to enroll in district-offered virtual courses and MOCAP courses. These enrollment periods and registration deadlines will be strictly enforced unless the Superintendent or designee determines that an exception is warranted due to circumstances such as a change in a student's health or the long-term suspension of a student. Enrollment periods and registration deadlines must align with the District's academic calendar and assessment schedule to the extent practicable.

If the request to take a virtual course is denied, students or their parents/guardians may appeal the decision to the Superintendent or designee, and the Superintendent or designee's decision will be final.

Attendance and Completion

Students who enroll in District-offered virtual and DESE approved MOCAP courses are expected to actively participate in those courses with the goal of completing the course. If a student does not actively participate in a course or is not progressing in the course, the District may remove the student from the virtual course and refuse to approve the student's request to take virtual courses in the future.

Students enrolled in virtual courses are expected to complete all course requirements in the time allotted for the course. Extensions of time to complete a virtual course will be permitted only in situations where completion of the course in the allotted time would be impossible due to factors beyond the student's control.

Students enrolled in a DESE approved virtual MOCAP course through the District will be considered in attendance for state aid and purposes in accordance with law. A completed virtual course *or* MOCAP course shall be counted as no less than 95% attendance for the purposes of A+ Scholarship Program eligibility.

State Mandated Assessments

Students enrolled in district virtual and MOCAP courses are required to take the state mandated GLA and/or EOC examinations administered by the district regardless of whether the course for which the examination is required was taken virtually or in person.

Revised 11/21

2026.1 MOCAP VIRTUAL COURSES

Definitions

Missouri Course Access and Virtual School Program (MOCAP) Course – A virtual course that is offered by a course provider listed by the Department of Elementary and Secondary Education (DESE) as part of the virtual course program under § 161.670, RSMo. Students must be enrolled in the District and meet eligibility requirements to take a MOCAP course. The district pays for MOCAP courses and is required to accept MOCAP course credit.

General

In accordance with law, a student in grades K-12 is eligible to take a MOCAP course through the district if all of the following are met:

1. The student meets eligibility requirements;
2. The student has approval for enrollment in accordance with this policy; and
3. Taking the course does not cause the student to exceed full-time enrollment in the District.

The District encourages parents/guardians and students to consult with District staff to ensure that the student is aware of all available academic options and that courses align with the student's academic goals. District counselors or certificated staff will develop individual career and academic plans (ICAPs) for District students enrolled in three or more virtual courses. If a student already has an ICAP, the plan will be reviewed and modified as necessary.

The District is not obligated to provide students with computers, equipment or Internet access to take MOCAP courses unless otherwise required by law.

Eligibility

A student is eligible to enroll in a MOCAP course through the district if:

1. The student physically resides in and is enrolled in the District on a full-time basis;
2. The student has attended a public school or charter school at least one semester immediately prior to enrolling in a MOCAP course. A student will be excused from this requirement if the student has a documented medical or psychological diagnosis or condition that prevented the student from attending a school in the District during the previous semester; *and*
3. The enrollment is approved by the principal or designee.

Enrollment

The enrollment process for MOCAP courses will be substantially similar to the process for enrollment in District-provided virtual courses as well as accompanying procedures and guidelines. Students seeking to enroll in MOCAP courses must comply with the same registration deadlines applicable to other district courses to ensure that they receive the full benefit of the course and do not fall behind.

Before a student may be enrolled in a DESE approved virtual MOCAP course, the student must receive District approval before the student may enroll in one or more MOCAP courses or full-time schooling through MOCAP paid for by the District. Approval will be granted and the student will be enrolled unless the principal or designee, in consultation with the student's parents/guardians and relevant staff (such as the school counselor or District special education director), determines that it is not in the best educational

interest of the student to enroll in the course. In accordance with law, school counselors cannot be required to make the final decision regarding a student's enrollment in a DESE approved virtual MOCAP course.

The principal or designee will approve or deny the initial request within ten business days from the date the principal or designee receives the request unless the student has an individualized education program (IEP) or Section 504 plan. If the District fails to make a decision and communicate it to the student or parents/guardians within ten business days when required by law to do so, the enrollment will be deemed approved.

If the principal or designee determines that it is not in a student's best educational interest to take a virtual course, they will notify the student and the parents/guardians in writing, provide an explanation for the decision and inform them that they may appeal the decision to the Board.

Students with Disabilities

If a student has an IEP or Section 504 plan, the student's IEP team or Section 504 team will make the initial decision on whether the student is approved to enroll in one or more MOCAP courses or full-time schooling through MOCAP. This decision will be made expeditiously but is not subject to the ten-business-day timeline for MOCAP courses. Any appeal of a decision made by an IEP team or Section 504 team must go through the process provided under federal law.

If enrollment is appropriate, the IEP team or 504 team will determine the services, aids, supports and accommodations required. The District will provide the MOCAP course provider with a description of the accommodations and modifications contained in the IEP or Section 504 plan. The MOCAP course provider's teacher will participate in the IEP team or Section 504 team as necessary.

The District will work with the MOCAP course provider to develop and implement a monitoring protocol or process to ensure that the provider is implementing the accommodations and modifications as written. If a provider fails to implement the IEP or Section 504 plan, or if the IEP or Section 504 team determines that the MOCAP course is not appropriate for the student's needs, the District may reconsider approval for the student to take the course with the provider, subject to procedural safeguards. The District will provide to the state the reasons for discontinuing the course when it is related to failure on the part of the provider to make the required accommodations and modifications.

Appeals

If the student or parent/guardian appeals to the Board, the principal or designee will provide the Board written reasons for denying the student's enrollment, and the student or parent/guardian will provide written reasons the student should be allowed to take the course. Both documents will be retained by the Board and will be incorporated into the minutes.

In addition, the student and/or parent/guardian and the principal or designee will be allowed to present their arguments at a Board meeting. The appeal to the Board shall be held in closed session. The Board will consider the information presented and release a written decision within 30 calendar days of the meeting.

The student or parent/guardian may appeal the decision to the Department of Elementary and Secondary Education (DESE). If an appeal is filed with DESE, the District will provide all records, including the good cause justification for the enrollment decision and the evidence used to make the Board's decision, within 72 hours of the filing of the appeal as required by law.

Monitoring and Reporting

The District will monitor student progress and the success of students enrolled in DESE approved virtual MOCAP courses. If a course does not meet the educational needs of a student, the District may remove the student from the course or alter the course offering if the course does not meet the education needs of the student, including situations where the student does not actively participate in the course or complete course assignments.

The District will report all concerns regarding the quality or delivery of a MOCAP course to DESE. The District may consider concerns regarding the quality of a course when making approval decisions for other students. In addition, the District will consider recommendations made by DESE regarding continued or future enrollment in MOCAP courses.

Transcripts and Transfers

District transcripts will identify which credits were earned through MOCAP courses. The District will recognize course credit earned through MOCAP and accept transfer credits from any MOCAP course. Students who transfer to the district while enrolled in MOCAP courses will be allowed to continue enrollment in the courses.

Notice

The District will inform students and parents/guardians of their child's right to participate in MOCAP and will inform parents/guardians of the availability of the MOCAP program. The District will include the availability of the program in parent/guardian handbooks and registration documents and feature the program on the homepage of the District's website, as required by law.

Payment

The District will pay a MOCAP course provider a monthly pro rata amount based on a student's completion of assignments and assessments and subject to the cost limitations in state law. The District will stop making monthly payments if a student discontinues enrollment. The Superintendent or designee is authorized to negotiate lower course rates with MOCAP course providers when possible.

Virtual Courses: Enrollment Requests

Before a student may enroll in a district-sponsored virtual course or a Missouri Course Access Program (MOCAP) virtual course through the District, the student or the student's parent/guardian will notify the student's principal or designee. The parent/guardian of a student requesting MOCAP courses will complete a FFSD MOCAP application to notify the District/school of their request.

The principal or designee, in consultation with the student's parent/guardian and other relevant staff, such as the school counselor or the District's special education director, will determine whether the requested course is appropriate or there is good cause to refuse the student enrollment in the course. When applicable, a student's individualized education program (IEP) or Section 504 team will make the initial decision on whether a student with a disability is approved to enroll in a virtual course.

Request Deadlines

Students seeking to enroll in virtual courses provided by or paid for by the district must submit the request in writing no later than the 2nd week of the semester. Requests submitted after that date will be approved only on a case by case basis.

Virtual Course Education and Information

The principal or designee will educate the student and the student's parents/guardians about how virtual instruction is provided and the key differences between virtual and in-person instruction. The principal or designee will discuss virtual course options available to the student, determine which course or courses interest the student and how the course or courses will help the student meet academic and personal goals. The principal or designee will also inform the student and the student's parents/guardians of whether the course is available, whether the student must complete any prerequisites prior to taking a particular course and whether the prerequisite courses are offered by the District virtually or in-person.

Best Education Interest Considerations

District staff should at a minimum, consider the following when deciding whether a virtual course is in the best educational interest of a student, but may consider other factor not listed.

District Course Availability (Not Relevant for MOCAP)

1. If the course is offered by the District onsite, are there extenuating circumstances that make it difficult or impossible for the student to take the onsite course offered by the District?
2. If the course is offered by the District onsite and the student is able to take that course, what are the reasons the student wants to take the virtual course?

Virtual Course Characteristics

1. Does the course meet or exceed District curriculum standards and graduation requirements?
2. Does the course align with the student's career goals and the student's individual career educational plan (ICAP)?
3. Is the course for remediation? If so, will it personalize instruction to the student's specific needs?

4. Is the District aware of any complaints or concerns regarding the quality of the course, and have those complaints or concerns been resolved?
5. Has the district had difficulty working with the course instructor or provider to ensure that a student with disabilities receives the required accommodations or modifications?

Student Skills Necessary for Success in Virtual Courses

1. Has the student demonstrated good time-management skills indicating the student is capable of submitting assignments and completing course requirements without reminders?
2. Has the student demonstrated persistence in overcoming obstacles and a willingness to seek assistance when needed?
3. Has the student demonstrated good verbal or written communication skills that would allow the student to succeed in an environment where the instructor may not have any nonverbal cues to indicate the student’s level of understanding?
4. Does the student have the necessary computer and/or technical skills to succeed in a virtual course?

Other relevant factors

1. Does the student have adequate access to computers, Internet and other necessary technology to participate in a virtual course and complete the necessary assignments?
2. Has the student previously attempted a virtual course and struggled with or failed the course? If so, has the issue that caused the student to struggle or fail been identified and addressed?

Adopted 01/19, Revised 11/21

Section Three: Instructional Conditions and Responsibilities

2030 – CERTIFIED STAFF CONTRACTUAL OBLIGATIONS

The contractual obligation of teachers shall involve reasonable amounts of time necessary to carry out their assigned responsibility, including such functions as: teaching, including district and state performance standards, preparation, record keeping, staff meetings, evaluation of pupils, reporting to parents, parent conferences, supervision of pupils and meetings or events during the daily staff schedule (see paragraph 5). The Superintendent shall strive to equalize teaching loads among all members of the professional staff. **(Reference Collective Bargaining Agreement Article 8 Sections 5 & 6/Article 9 Sections 1, 4, 7)**

Revised 04/04, 04/06, 04/07, 04/08, 04/14, 03/16, 03/17, 09/18

2030.1 PART-TIME TEACHERS

When the building administrator determines that part-time teachers need to attend building functions scheduled for times when part-time teachers are not in attendance, the teachers will be paid their daily rate for attending these functions.

Revised 04/06

2031 INSTRUCTIONAL PREPARATION TIME

(Reference Collective Bargaining Agreement Article 9 Section 2)

Revised 04/09, 09/18

2031.1 TEACHING ON INSTRUCTIONAL PREPARATION TIME

(Reference Collective Bargaining Agreement Article 9 Section 10)

Adopted 04/14, Revised 09/18

2032 INSTRUCTION/ADVISEMENT TIME

(Reference Collective Bargaining Agreement Article 9 Section 11)

Revised 05/00, 04/12, 09/18

2032.1 ITINERANT TEACHERS

The home school assignment will normally be in the school in which the itinerant teacher teaches most frequently. Home school assignment is for purposes of payroll, correspondence, budgeting, and faculty meetings. For evaluation of itinerant teachers: Reference 1091 Teacher Evaluation section 1A. Orientation: Evaluating Administrators. The evaluating administrators in all schools where the itinerant teacher is assigned will collaborate about the evaluation and assignment of duties to assure that an itinerant teacher's duties are prorated to the amount of time in the respective schools.

Any conflict or changes with a schedule for a teacher within a building will be called to the attention of the building principals, and a resolution will be worked out between building principals and the teacher. Itinerant teachers who travel within a school day will be compensated at the district approved mileage rate. The home school principal will notify the itinerant teacher of the reimbursement procedure and will certify the request for reimbursement for mileage on a monthly basis.

If a teacher misses planning or lunch-time due to travel between assignments or works an extended day, the itinerant teacher will be compensated appropriately.

An itinerant teacher who travels between schools within a day shall be given up to thirty (30) minutes travel time between assignments, as determined by the Superintendent. Travel time shall not include passing time at the secondary level.

Adopted 05/00, 04/14

2033 DUTY FREE LUNCH

(Reference Collective Bargaining Agreement Article 9 Section 3)

(Educational Support Personnel – **(Reference Collective Bargaining Agreement Article 13 Section 10)**)

Revised 03/03, 09/18

2034 CLASS SIZE

The Board recognizes that class size is an important factor in good education. In arriving at specific class sizes, consideration will be given to the nature of the learning activity, the mental capabilities, social adjustments, study habits, and attitude of the learner towards school, mainstreaming demands and the capacity of the teaching facilities. Within a school an equitable distribution of students with needs will be made across grade levels, classrooms, and special classes (art, music, physical education and library) consistent with federal law and when circumstances permit.

The Board of Education shall maintain a favorable class size within limitations imposed by school facilities and human and material resources of the District. The Board's objective is to strive towards class sizes at or below MSIP (Missouri School Improvement Program) desirable standards in order to improve student achievement **(Reference Collective Bargaining Agreement Article 9 Section 6)**. However, no non-resident student enrollment shall cause the Ferguson-Florissant School District to exceed the DESE standard for class size.

By the fifth day of student attendance and again on the twentieth day of student attendance each year, the District shall reassess enrollment figures for each school with the building administrators in order to alleviate overcrowding or overstaffing in any building or grade level. This process may continue after the start of the school year. During the school year, teachers may submit a request for special assistance to alleviate class size or class composition problems (Reference Appendix X). In submitting such form, the teacher will state the specific nature of the problem and alternatives for resolution of the problem. Such requests should be submitted to the building principal for review with the Building Leadership Team or other appropriate personnel. Situations which are deemed to warrant consideration and which cannot be resolved within the building will be recommended to the appropriate administrator for consideration. Funds will be made available for the resolution of specific problems as determined by the administrator. A teacher may resubmit the request if current action is not viable. This program will be analyzed annually for possible adjustments and improvements.

Revised 05/99, 04/07, 04/08, 04/10, 07/13, 04/14, 09/18, 02/20

2035 ACADEMIC FREEDOM

No arbitrary limitations shall be placed upon the study, investigation, presentation, and interpretation of facts and ideas in the classroom, provided, however, that such investigation, presentation, and interpretation be conducted within the framework of District curriculum, curriculum objectives, and policies of the Board.

Revised 06/93

2036 EVALUATION OF STUDENTS

In arriving at grades, test scores, written work, class participation, and special work approved by the teacher should be considered. The issuance of grades on a regular basis serves to promote a process of continuous evaluation of student performance in the school District. Grading shall not be influenced by pressure from parents/guardians. In addition, grades are not to be used as a disciplinary measure.

Written and oral reports are a vital form of communication between schools and parents; therefore, the Board will endeavor to see that reports to parents concerning their children are as informative and useful as possible. A reasonable attempt shall be made to notify parents of the unsatisfactory performance of their children in advance of regular reports.

Teachers shall utilize a uniformly documented parent communication and/or parent conferences to notify parents that student progress is below average.

Kindergarten students receive report cards two times a year (at the end of each semester). Students who are performing below average will receive a mid-semester progress report.

The District grading scale for students in kindergarten is:

Consistently Able To Do = X

First and second grade students receive report cards four times a year. Students who are performing below average will receive a mid-quarter progress report.

The District grading scale for students in grades 1 – 2 is:

Good Progress = G

Satisfactory Progress = S

More Progress Needed = M

Students in grades 3-12 receive report cards four times a year (at the end of each quarter). Mid-quarter reports shall be issued for all students in grades 3-12 where work for that grade or class is below average and may be issued as student progress deems necessary.

The District grading scale for students in grades 3-12 is:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

0-59 = F

Grades are recorded on the permanent record at the end of each semester for secondary students and at the end of the year or as soon as the student is withdrawn from school for elementary students.

Prior notification of formal quarterly pupil progress reports will be publicized in the Ferguson-Florissant Schools calendar and other forms of communications.

As a Professional Learning Community, the following grading and homework procedures for middle and high school are provided in order to ensure two main goals: (1) common academic standards and integrity

as professionals, with successful uses of assessment data in data teams; and (2) student mastery of content and competencies in alignment with current District and state policies and procedures.

Like courses across the District will have the same percentages for grade weight categories. Grade weights for approved Advanced Credit and Dual Enrollment courses that require the District to enter a Memorandum of Understanding (MOU) or Memorandum of Agreement (MOA) will have grade weights as dictated by the agreement.

Semester grades are calculated by a running total from both quarters according to the following breakdown:
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EOC Tested Courses (Algebra I, English 2, Biology, Government)

Category Grade Weight

Summative Assessment 50%

EOC 20%

Final Exam 10%

Assignments 20%

Total 100%

Non-EOC Courses & All MS (6th – 8th grade)

Category Grade Weight

Summative Assessment 50%

Final Exam 20%

Assignments 30%

Total 100%

Any exceptions to these grading procedures must be submitted in writing by the classroom teacher, preapproved at least five days before the course begins by the building principal and curriculum department, and communicated to students and parents by the first day of the course. This includes the use of standards-based grading.

Formative Assessments

Formative and pre-assessments are used to guide instruction but not to calculate grades. This type of assessment allows the teacher to identify concepts that need to be taught, clarified, or re-taught before a summative assessment is given. Students should use formative assessments as timely relevant feedback to understand areas of proficiency or deficiency so that they can determine which areas to target before a summative assessment.

Summative Assessments

Summative assessments are cumulative and are used to determine whether students have met the objectives for a particular standard, chapter, or unit. These assessments also allow teachers to evaluate their teaching practices and to improve instruction. Students should use these assessments to gain a deeper understanding of what they have learned and how well they have learned it.

Late Work

Procedures for assigning credit to work that is submitted after the established due date will be developed collaboratively by department chairs and PLC Team Leaders so that there is consistency among like courses at the secondary level and among each school's grade levels at the elementary level. These procedures must be submitted to the building administrator during orientation week. These procedures will be communicated to students and parents in writing on the first day of school and again on each school's Curriculum Night/Open House.

Students with missing homework assignments are encouraged to attend academic labs, help centers, and tutoring sessions before and after school.

Make-up Work

Students are allowed to make up work missed due to absences. When a student returns from an absence, excluding suspensions, they will be given one (1) day for each day of absence to submit missed assignments – assuming that allowing so will not prevent the teacher from submitting end of

quarter/semester grades as required. Credit for make-up work completed due to unexcused absences that exceed ten (10) days for the school year may or may not be issued at the teacher's discretion.

If the student fails to submit the assignment within time limits outlined above, then the late work procedure for that class will become in effect.

For performance-based classes (Art, Music, PE), the student should attend make-up sessions if offered by the department before or after school, or during lunch.

For extended absences, students and/or parents/guardians should contact the appropriate teacher, counselor, or grade level administrator to discuss modifications to this policy. 87

Suspensions (Also see Appendix F: Student Expectation Code)

If a student is assigned in-school suspension, teachers must send work to ISS for the student to complete by the designated ISS day. Teachers are not required to allow extra time outside of ISS for the student to complete the assignment. If a student is suspended, teachers must either:

1. Compile work assigned during the student's absence daily and forward it to an office for retrieval by the student's family as identified by school information systems, or forward it electronically directly to the student and student's family. Timelines for student completion of work are not adjusted in this instance, but begin upon the date of retrieval of materials by family if done so in person.
2. Compile work assigned during the absence for allowance of completion upon return to school. In this event, teachers are responsible for assuring the student is given the same amount of time to complete assignments as the student would have been given had they been at school.

Work submitted within the appropriate time frame is submitted for full credit. Additional time beyond the appropriate time frame for the suspension will not be given. If a student is serving an out-of-school suspension during a final exam schedule, the exam shall be administered by a school staff member who is not responsible for scoring final exams nor reporting semester grades (unless the classroom teacher requests to administer the exam).

Academic Dishonesty

Academic integrity is vital to a student's success in school. As such, any form of academic dishonesty, defined as any method of obtaining a grade through false pretenses, will not be tolerated. The following are considered forms of academic dishonesty:

- a. Cheating: using study aids, notes, or other materials without teacher consent to complete a test or other assignment; copying responses to a test or other assignment from another student; allowing another student to copy from one's assignment or test, or assisting another student without permission; stealing or improperly obtaining copies or answers to a test or assignment.
- b. Plagiarism: presenting someone else's work, ideas, or creations – entirely or in part – as one's own; improperly citing or failing to cite information from an outside source; copying information from another source directly into one's work.
- c. Fraud: creating, falsifying, or forging information; fabricating source citations; turning in work completed by someone other than the student being graded.

Incidents of academic dishonesty will be handled with a combination of academic and disciplinary consequences:

1. Students will receive a minimum of a warning/parent contact and maximum of a zero on the test or assignment with a disciplinary office referral to document the offense.
2. Academic and/or disciplinary consequences will increase for each additional offense.

Appeals Procedures For Student's School Records

The following appeals procedure shall be used if the accuracy of a student's record is questioned. Only parents, legal guardians, or eligible students 18 years or older, after inspection of school records, may petition the appropriate principal, in writing, for an informal hearing to determine the accuracy and/or content of the student's school records.

Appeal Process

The principal will, within 20 working days of the written request, review the petition and, if warranted, consult with knowledgeable school personnel, listen to parental statements, and evidence supporting the petition, and arrange a meeting with the petitioner and the appropriate school personnel including the teacher in the case of a challenged grade. After listening to statements and evidence concerning the petition, the principal will communicate a decision to the petitioner and the appropriate school personnel, including the teacher in the case of a challenged grade. 88

If a change to a student's grade is requested by an administrator, the teacher shall be notified and given an opportunity to discuss the proposed change. If after the discussion there is not agreement about the grade change, the teacher may appeal the change to the appropriate Area Assistant Superintendent. If the challenged grade is changed, the teacher may include a position statement regarding their disagreement of the grade change. This statement shall be included in the teacher's personnel file.

Revised 03/03, 04/11, 04/12, 02/14, 04/14, 03/18, 02/20, 06/21

2037 ENGAGING IN PARENT CONFERENCES

Teachers are encouraged to hold conferences with parents when considered necessary by the teacher, counselor, principal, parent, or student. Teachers are encouraged to make conferences available each year. Well-planned conferences should lead to a better understanding of the student, enlist the cooperation of the parents and help the student achieve at the highest level. Full staff attendance is necessary at open house events that require teacher presentations. Scheduling conflicts will be resolved by the building principals involved.

Staff members and parents of the Ferguson-Florissant School District have the mutual responsibility of ensuring the best education for each student and modeling appropriate behavior. Parent/Staff conferences and other communications shall be conducted in a civil manner. Any conference or communication that degenerates into verbal abuse (i.e. profanity, obscenity, shouting, etc.) or threats will not be tolerated and shall be ended immediately and reported to appropriate authorities (i.e. District Administration, Security, and/or Police). *Ref. Policy 8014 - Public Complaints, 1059 Threats, 1060 Harassment Free Environment.*

The District shall provide time each fall for the purpose of parent/teacher conferences. These conferences are designed to share student progress during the first quarter as identified by the Board-approved calendar. Frequently, parents are unavailable for conferences during the day. A contract day will be identified in the Board approved calendar to account for equivalent conference time worked during after-school hours. Alternative parent conference school plans shall be approved in advance by the appropriate director.

Revised 04/01, 04/10, 04/12, 04/14

2038 SUPERVISION OF STUDENTS

When students are in school, engaging in school-sponsored activities, or traveling to and from school on school buses, they are responsible to the school, and the school is responsible for them. School personnel assigned to their supervision serve *in loco parentis*. Staff members are not required to escort and/or follow students home.

The Board expects all students to be under assigned adult supervision when they are in school, on school grounds, traveling under school auspices, or engaging in school-sponsored activities. (High School Specific: A high school student's parent/guardian may waive the district's supervision requirement by signing the district's document granting the child permission to participate in a school-related activity or sport, and the parent/guardian may consent to allow their child to drive to, transport other students, or ride with a driver other than a district employee, where such adult supervision is impracticable.) School personnel assigned this supervision are expected to act as reasonable prudent adults in providing for the safety of the students in their charge.

In keeping with this expected prudence, no teacher or other staff member will leave an assigned student(s) unsupervised. Should a teacher need to leave an assigned group, another staff member will be designated to supervise.

Any staff member shall assume responsibility for any unattended students when necessary and assist in any way possible to prevent injury to persons or property.

Revised 04/02, 04/07, 04/14

Section Four: Instructional Materials

2040 PROVISION OF MATERIALS

1. **Student and Teacher Access** The Board will endeavor to provide sufficient instructional materials and equipment for students and teachers at each instruction site. The materials and equipment will be distributed according to enrollment to ensure the best possible access to them. Some supplies of an expendable nature are provided without charge to students and employees. Consumable supplies for the sole use of individual students above the fourth grade are purchased by the parents. Supplies will be available at the respective buildings prior to Orientation Week.
2. **Ordering Materials** Each staff member should order materials using established district procedures. A purchase order is required for procurement of all materials and supplies which are not stocked in the District. Purchase orders should be forwarded through the principal or director to the appropriate Assistant Superintendent for approval and processing. The staff member requesting materials should allow ample time to receive them.
3. **Surplus Materials** Occasionally, the District declares equipment, furniture, books, and other materials surplus. Prior to selling these items at public auction, the District will provide an itemized inventory to all schools so that needed items may be requisitioned by staff.

Revised 06/93, 04/10

2041 TEXTBOOKS AND INSTRUCTIONAL MATERIALS

As the governing body of the school district, the Board is legally responsible for the selection of instructional materials. Since the Board is a policy-making body, it delegates to professional personnel of the district the authority for the selection of instructional materials in accordance with Board policies and regulations. Every effort will be made to ensure that instructional materials are distributed equitably among the district's schools so that a balanced distribution of instructional materials will occur. Free textbooks are provided in grade K-12.

Materials for the school classrooms and school libraries will be selected by the appropriate professional personnel, in consultation with the administration. When the budget for the year is approved in final form by the Board, the superintendent or designee shall direct the purchase of books, supplies, equipment and other instructional materials required, within the limits of the adopted budget. The superintendent or designee shall audit all claims and submit to the Board for approval and authorization for payment.

It is the responsibility of the professional staff to select instructional materials of the highest quality that will support the educational curriculum, the goals of the district and follow the prescribed guidelines for instructional materials. Consideration should be given to a variety of available textbooks in the content area to provide opportunities for each child to realize his or her greatest potential through education.

The value and impact of any textbook, library or other instructional material will be judged as a whole, taking into account the purpose of the material rather than individual and isolated expressions or incidents of the work. Multi-cultural, disability-aware and gender-fair concepts will be included in the criteria for selection of materials.

The proper care of books is the student's responsibility. Loss or damage beyond reasonable wear is chargeable to students. Student reports and further issuance of books may be withheld pending payment or restitution. Fine money for damaged or lost books/material will be designated for the department that issued the materials in order that replacements can be purchased.

Revised 08/98

2042 LIBRARY MEDIA CENTERS

Library Media Centers are necessary to support the school curriculum. The centers shall be maintained and the collections shall be kept current. The centers shall be supervised by professional librarians. Distribution records will not be released or disclosed except as required by law.

It is the responsibility and the goal of the school district, through its Board of Education, to provide circulation of materials and reference services to meet the needs of the students and teachers in the school system. The responsibility for the selection of the materials lies with the librarians, teachers and administrators.

Teachers in each area are invited to submit to the librarians a selection of books that support and supplement the Board approved curriculum. Should there be additional needs, selection will be the librarians' responsibility. Funds shall be allocated to library each year for updating services that meet the guidelines of the American Library Association. The district shall strive to meet the school media standards as prescribed by the Missouri Department of Elementary and Secondary Education. Library records will not be released or disclosed except as required by law. Staff will have procedures in place for selection and disposal of materials and for gifts to the school.

Revised 08/98

2043 INSTRUCTIONAL EQUIPMENT

Athletic equipment, science apparatus, small tools, globes, projectors, electronic equipment, and many other items are available in each school. The District provides a program of planned maintenance and replacement of instructional equipment within budgetary limitations. Such equipment does not become the property of the teacher, room, or building, and may be requisitioned and used at any time in any place where they are needed.

This does not preclude their continuous use over an extended period of time by one employee. However, there shall be equipment available for employees to use on a temporary basis. Furthermore, any employees using such equipment assume responsibility for its care as long as it is in their possession.

Equipment not purchased with District funds shall not be requisitioned for District use unless permission is granted by the principal or unit administrator of said building.

Revised 06/93

2044 STUDENT AND STAFF ELECTRONIC NETWORK USE

Limited access is available to students and employees of the Ferguson-Florissant School District. Access is available to students and employees for instruction and job assignments. Abuse of networks by students or employees may lead to disciplinary action by the District and/or prosecution under appropriate statutes. These services offer vast, diverse, and unique resources to both students and staff. Electronic networks include systems such as Local Area Networks, Wide Area Networks, wireless networks, Internet, Intranet, Management Information Systems, Distance Learning (satellite or land lines), telephones, and UHF/FM radio systems.

Students and staff using the District's access will abide by existing Federal and State laws and District policies and guidelines regarding electronic communication. Inappropriate use will result in cancellation of privileges and appropriate disciplinary and/or legal action will be taken. *Refer to Appendix O.*

Adopted 06/96, Revised 05/99, 04/13

Section Five: Supplementary Activities

2050 FIELD TRIPS

Carefully planned educational field trips are encouraged in order to utilize effectively the many resources of the community in the instructional program. Visits in the community and around the District area are preferred. Related classroom activities should precede and follow such trips.

Each field trip should be arranged through procedures established by the Superintendent after it has been decided that the values of such a trip are in keeping with the goals of the instructional program.

Parents must be informed concerning time, cost, and means of transportation. Adequate precautions must be taken to provide for thorough supervision of pupils and for their safety.

Generally, trips outside the greater metropolitan St. Louis area are to be discouraged, particularly when they involve overnight lodging of students. However, when a trip of this kind has unusual educational possibilities, the Superintendent should decide on the basis of the following criteria:

1. The grade level of the students involved.
2. The length of time away from classes.
3. The impact of the trip on the total school program.
4. The value derived for the District and community.
5. The distance and cost.
6. The consent of parents in writing.
7. The availability of qualified chaperons.

Preferably, trips should be made in school buses or bonded carriers. Transportation for trips within the immediate area of significant educational value, including those made as part of the established activities program, is usually free of cost to students when District-owned vehicles are used. Transportation for trips of significant recreational value shall be provided for a fee set by the Superintendent according to the number of students traveling and the purpose, time, and length of the trip.

The District Discipline Code and local school rules apply to students on field trips. Staff and volunteers accompanying students on trips shall conduct themselves as appropriate in the local school (i.e. prohibition of alcohol consumption).

Revised 06/00

2050.1 TRANSPORTING STUDENTS

While it is the responsibility of the school district to transport students, the district understands the need on rare occasions for the administrator or his/her designee to transport students in a personal vehicle for school purposes. District insurance plans require the personal automobile policy of the administrator or his/her designee to be the primary coverage and the District's insurance coverage to be the secondary coverage if an accident or incident occurs. The District's insurance plan will cover all expenses, including deductibles and legal expenses, that are not covered by the administrator's or his/her designee's personal insurance coverage. The administrator or his/her designee will not be in violation of Board policy if he/she declines to transport a student.

Adopted 04/07

2051 NON-CURRICULAR STUDENT ORGANIZATIONS

Secondary schools of the district will provide an opportunity for all student-initiated, non-curricular groups to meet on school premises during non-instructional time.

A group is considered a non-curricular group unless the subject matter is or will be taught in a regularly offered class; the subject matter concerns the body of courses as a whole; participation in the group is a requirement for a course; or academic credit is granted for participation in the group.

Student groups wishing to utilize school facilities must obtain written permission from the building principal five days prior to the event and provide the following information in writing to the principal:

- Name of group
- Sponsor
- Roster of group members
- Time and date of meeting
- Facility requirements

Student groups will abide by the stated rules and regulations governing student conduct in the district. No student group meeting on school premises may be directed, conducted, controlled or regularly attended by non-school persons. The building principal may request a listing of all non-student attendees, limit the number of non-students in attendance and limit the number of repeat visits a non-student may make.

Except for incidental building costs, no public funds will be expended for groups under this policy.

Adopted 06/93

2052 INTERSCHOLASTIC AND EXTRA CURRICULA SPORTS AND ACTIVITIES

A variety of extra curricula sports and activities are provided to meet the range of interests and needs of students. Sports and activities are provided as a privilege, not a right. These sports and activities are an integral component of the education provided to Ferguson-Florissant School District students. Good sportsmanship, citizenship, and group and individual achievement are the primary goals of these activities.

The goal for each student shall be an individualized, balanced program consisting of appropriate academic studies, and extra curricula sports and activities to be determined by the school, student, and parents with due regard for available school and District facilities. The involvement of parents in support of the sports and activities programs shall be encouraged. Extra curricula sports and activities including performances shall be of developmental and/or educational value to the participants. Such activities shall not be held for purposes, which contribute to private or commercial gain or advantage.

All staff and students shall abide by District policies, the District Athletic/Activity Code of Conduct, and Missouri State High School Activities Association regulations as applicable. All related funds shall be handled properly as directed by the District Finance Department.

Involved staff and students shall keep the local school administration informed of activity information and issues (i.e. schedules, future plans, MSHSAA information). Proposed modifications to regulations regarding interscholastic or extra curricula sports and activities shall be discussed with the school administration and approved by the Assistant Superintendent of Secondary Education prior to decisions with other schools.

Problems between sports or activities within a school shall be reported and solved with the principal or activity director. Problems with other schools shall be solved through the principal and the Assistant Superintendent of Secondary Education with the advice and consent of the Superintendent.

The Superintendent shall cause to be promulgated necessary procedures and regulations to carry out this policy.

Revised 12/02, 04/10

2053 STUDENT PUBLICATIONS

The Board recognizes creative student expression as an educational benefit of the school experience. One medium of expression is student journalism. School sponsored publications and productions are part of the curriculum and are not a public forum for general student use. School authorities may edit or delete material which is inconsistent with the district's legitimate educational concerns. All student media shall comply with the ethics and rules of responsible journalism. Some student publications, such as annual yearbooks and school newspapers may be educational devices developed as part of the curriculum to benefit primarily those who compile, edit and publish them. Faculty advisers will be assigned to guide students engaged in these activities. Faculty advisers will monitor style, grammar, format, and appropriateness of materials. Students will be directed by faculty advisers to judge literary value, newsworthiness, propriety, and to recognize and edit material considered obscene, libelous, slanderous, or apt to incite students to the commission of unlawful acts, violation of school regulations, or to disrupt operations. As designee of the Board of Education, the principal is responsible for instructing the faculty adviser on all legal requirements pertinent to rights and responsibilities of students and advisers. The principal must also render prompt decisions to the student editors and adviser when conflicts occur on the appropriateness of material. Any commercial advertisements in these publications shall be reviewed by the administration.

The following school-sponsored student publications at the secondary level are authorized by the Board of Education.

School Newspaper -- A school newspaper will be published under the direction of a faculty sponsor. Its purposes are to promote communication between classes and allow students the opportunity to illustrate their creativity and writing skills. The paper may be distributed for a nominal charge to students.

Yearbook -- A yearbook will be published under the direction of a faculty sponsor. Its purpose will be to provide a history of pertinent information and school events for the current school year. The yearbook will be available to students at a cost to be annually determined by the school administration.

Adopted 06/93, Revised 08/98

2054 STUDENT ACTIVITY 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. 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 building principals, but the use of the funds will be established and communicated to all involved prior to the collection. The management of the funds will be in accordance with district guidelines and procedures for student activity accounts and will be audited in the same manner as district funds. There shall be full disclosure of the sources and expenditures of all funds.

Adopted 06/93, 03/16

2055 SPEAKERS AT DISTRICT EVENTS

Some district events, such as graduation, classes, assemblies, and/or professional development meetings, include the use of student speakers or speakers from outside the district. Presentations to school groups (i.e. classes or assemblies) by District or Non-District individuals, groups, or organizations designed to improve student achievement, to strengthen communication, to stimulate interest and inquiry and provide opportunities for social, cultural, and intellectual growth are considered an essential part of the school program. To the extent that such presentations provided the most effective means for accomplishing these purposes, they may be authorized by the building principal.

Rules for All Speakers

Regardless of the type of speaker or the event, the speaker is required to follow all district policies and procedures including, but not limited to, the following:

1. The topic of the presentation must reflect the mission of the district and be directly related to the curriculum or the purpose of the event.
2. The presentation must be appropriate for the age level of the students attending and must also be appropriate for any parents/guardians and children who may attend or for a professional environment, when applicable.
3. Speakers will be given a general topic or theme upon which to speak. The speech must be consistent with that topic or theme.
4. Obscene, vulgar, lewd, or indecent speech is not permitted.
5. Speakers will not plagiarize, will properly attribute material authored by another person and will respect copyright, trademark, and other applicable state or federal laws.
6. Speakers may not advertise or promote any product, practice, or service not permitted to minors by law or district policy.
7. Insulting 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), are not permitted (Reference Policy 1060 Harassment Free Environment).
8. The district does not permit speech that, because of its content, presents a clear and present likelihood that it 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 procedures.

Outside Speakers

The Board, superintendent, principals or teachers may invite speakers from outside the district to speak at school or district events, such as classes or assemblies, or present at professional development programs for district employees or the Board. For the purposes of this policy, outside speakers are those who are not students, district officials, or district employees.

Any event at which outside speakers are invited to speak is considered a closed forum, and the content of the speech is limited to the purpose of the forum and the specific topic or theme the speaker was directed to address. Outside speakers may be required to submit a copy of their presentation for the purpose of determining whether it meets the intended purpose of the event and otherwise satisfies the rules established in this policy.

Building administrators are responsible for approving and monitoring the use of outside speakers in their buildings. Staff delegated to work out details of programs will obtain approval of the principal before making arrangements for classroom speakers or announcing events. Building administrators may revoke an invitation if the presentation is in violation of this policy or for any legal reason. Administrators and staff have the responsibility and authority to immediately stop a presentation if the speaker is in violation of this policy or for any legal reason.

Outside speakers at meetings of student-initiated groups are subject to the same rules as other outside speakers who speak at district-sponsored events.

Student Speakers

Student Speakers in Classrooms and at Events Not Open to the Public Students may be requested or required to speak on a variety of issues in the classroom, in curricular-related events, at assemblies, at performances, and in other forums that are not open to the general public. In those situations, the district maintains a closed forum, and students are expected to follow the directions of district staff. Student speech must be respectful and conform to district policies and procedures and building and classroom rules.

Student Speakers at Public Events Students may be invited to speak at public events, including assemblies and graduation ceremonies, that are open to the general public. In general, district events are considered a closed forum; however, when students speak at public events, the district will consider the student's speech to be presented in a limited public forum, as required by law. In addition, particular events may have more specific purposes directly related to the event. The district is under no obligation to expand the forum or create a new forum to include students other than those invited to speak in accordance with this policy.

A student speaker may be required to submit a copy of his or her presentation for the purpose of determining whether it meets the intended purpose of the event and otherwise satisfies the rules established in this policy and other policies and procedures, including the Student Code of Conduct.

Students will not be disciplined based on the viewpoint expressed, including religious viewpoints, for otherwise permissible speech. If, in the opinion of the school official supervising the event, the student's speech is in violation of this policy or other district policies and procedures, including the Student Code of Conduct, the official may require the student to stop speaking, and the student may be disciplined, or directed to modify his or her speech appropriately.

In accordance with law, the following disclaimer shall be read aloud and/or printed on any written materials distributed at graduation: "*Student speakers are speaking as individuals, and their speech does not reflect the endorsement, sponsorship, position, or expression of the district.*" The district will also provide this disclaimer at any other public district event at which a student speaks if the district considers it necessary to clarify to the audience that the student does not speak on behalf of the district.

Selection of Student Speakers at Public Events It is a privilege for students to be allowed to speak at district-sponsored public events. All student speakers must be in good standing with the district in order to be eligible to speak. The district defines "good standing" as students without demonstrated behavior and/or attendance problems. Student speakers at public district events will be selected based on viewpoint-neutral criteria in accordance with law including, but not limited to, the following:

1. Each high school will select at least one student speaker, but no more than two student speakers, for graduation from among those seniors who participate in graduation speech tryouts. The graduation speech selection committee will use a common rubric to score the speech tryouts.
2. Student speakers for other public, district, or school events are limited to:
 - Club and organization officers or members.
 - Student government officers, members, or candidates.
 - Team captains or members.
 - Exchange students.
 - Students who have received a particular honor or award, such as success at a state or national competition.
 - Students selected by a random drawing from a pool of volunteers.

3. The superintendent or designee may allow a student who does not meet the above criteria to speak at public school or district events upon the recommendation of a district employee. Approval will not be given unless the employee recommending the student articulates an alternative neutral criteria used to select the student.

These selection criteria are not required for students who are speaking as part of a school- or district-sponsored event when the student's speech is scripted or where a staff member specifically directs the students in what to say.

New 06/03, Revised 03/15

Section Six: Special Services

2060 USE OF SPECIAL SERVICES

The Board of Education recognizes that academic failure by students can be directly associated with personal, social, emotional, or behavioral problems beyond the traditional jurisdiction of the regular classroom. Therefore, the Board is committed to working in conjunction with a committee of faculty members, administrators, and community members to implement a program which will serve to increase self-esteem, pride, and academic excellence in potential at-risk students. With the understanding that there is no single solution to the at-risk problem, the district's program will be implemented through a series of activities within the classroom, small groups counseling, individual counseling, and awareness and prevention efforts.

Special services shall be maintained by the District to aid the teacher in providing for the special strengths and needs of each student. The teacher will make reasonable use of available services in planning and conducting a program for each individual. These special services include:

1. Student Services - These include certified counselors and other professionals in the fields of health, psychology, testing, and social services in keeping with state guidelines.
2. Gifted & Talented - The Board shall provide for a Gifted and Talented program in keeping with state guidelines.
3. Title 1 - The District shall participate in the federal Title 1 program as provided in federal and state guidelines.
4. Summer School - As possible within budget parameters, the Board will provide a summer school program for remediation and enrichment.
5. Early Education - The Board provides an Early Education Program which meets or exceeds state guidelines

Revised 06/93, 04/10, 03/16

2061 SPECIAL EDUCATION

The Special School District of St. Louis County provides special education services for all disability areas: Autism, Deaf/Blind, Emotionally Disturbance, Hearing Impairment/Deafness, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Learning Disability, Language Impairment, Sound System Disorder, Speech/Fluency, Speech/Voice, Traumatic Brain Injury, Vision Impairment, and Young Child with a Developmental Delay. In addition, SSD provides all related services deemed appropriate by a student's IEP including psychological services, physical and occupational therapy, and transportation services, as well as Homebound Instruction and Career Technical high schools.

After attempting interventions within general education with no success, the Teacher Assistance Team is expected to initiate a referral for an evaluation for special education when there is a suspected disability. The Screening Review Committee, composed of the school psychologist and the building counselor, determines if there is adequate information to support a suspected disability and the need for special education warranting an evaluation.

Revised 04/10, 04/11

2062 EXTENDED INSTRUCTIONAL PROGRAM

The Board may endeavor to enter into programs for pre-school and post-school persons and adults 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 programs. The District will attempt to provide an organization for continuous progress in education to fit the needs of individuals in the community.

Adopted 06/93

2062.1 ELIGIBILITY FOR SPECIAL EDUCATION SERVICES FOR YOUNG CHILDREN

For children ages 3 to 5 (not kindergarten age eligible) the Ferguson-Florissant School District will identify all children as eligible for Early Childhood Special Education services using any of the following disability categories: Autism, Deaf/Blind, Emotional Disturbance, Hearing Impairment/Deafness, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impaired, Learning Disability, Language Impairment, Sound System Disorder, Speech/Fluency, Speech/Voice, Traumatic Brain Injury, Vision Impairment, Young Child with a Developmental Delay.

For a child with a disability who becomes kindergarten age eligible (age 5 by August 1), the Ferguson-Florissant School District may continue the child as eligible under the Young Child with a Developmental Delay category or apply any of the other disability categories.

For children who are kindergarten age eligible (age 5 by August 1), and who have not been identified with a disability category in prior years, the Ferguson-Florissant School District will identify those children as eligible using any of the disability categories other than Young Child with a Developmental Delay.

Adopted 12/01, Revised 04/11

2063 SCHOOL COUNSELING PROGRAM

Definitions

Counselor- For the purposes of this policy, a counselor is a school counselor as defined by the Department of Elementary and Secondary Education (DESE).

School Counselor Advisory Committee (SCAC)- A committee composed of at least one counselor from each grade level, a principal, teachers and others as determined by the superintendent.

General

The Ferguson-Florissant R-II School District's comprehensive school counseling program provides important benefits to all students at all grade levels by addressing their social/emotional, academic and career development needs. Research indicates that a fully implemented comprehensive school counseling program has a positive impact on student achievement and has the potential to increase attendance, reduce discipline referrals and improve Missouri Assessment Program (MAP) scores. In support of the district's efforts to improve student achievement, the Board requires full implementation of the Missouri Comprehensive School Counseling Program and will adhere to all of its standards. The program shall be implemented in each attendance area and is considered an integral part of each school's educational program. School counseling program objectives will be aligned with the district's Comprehensive School Improvement Plan (CSIP) and student performance data. The program shall be implemented by certified school counselors with the support of district staff, students and external organizations and agencies.

School Counseling Curriculum

Counselors will implement a Board-approved written school counseling curriculum that promotes students' academic, career and personal/social development. The Board will provide resources and support activities for implementation of the school counseling curriculum. The school counseling curriculum will be systematically reviewed and revised, and modifications to the school counseling curriculum will be based on student data, school data and needs-assessment data collected at least every three years.

Individual Student Planning

Individual planning activities help students plan, monitor and manage their academic achievement as well as their social/emotional and career development. The foundation for individual planning will be established during the elementary school years through school counseling activities. Building on this foundation, the individual planning component of the school counseling program will assist middle school students as they begin to plan for the future and will continue to support students in their planning endeavors until graduation.

School counselors will assist students in individual student planning (ISP) that addresses educational and career planning, educational transitioning and self-appraisal for decision making. An ISP process will be developed for students at every grade level.

Academic and Career Counseling

School counselors will work with students prior to their ninth-grade year to identify college and career goals and create an individual career and academic plan (ICAP) as part of the student's ISP. The ICAP will include, but is not necessarily limited to, requirements for graduation; career or postsecondary goals and coursework or a program of study related to those goals, which shall include relevant opportunities that the district may not directly offer; grade-appropriate and career-related experiences as outlined in the grade-level expectations of the Missouri Comprehensive School Counseling Program; and student assessments, interest inventories or academic results needed to develop, review and revise the ICAP.

School counselors will continue to work with students throughout high school to evaluate and, if necessary, amend the plan in order to facilitate on-time graduation of college- or career-ready students.

Students identified as at risk of not graduating from high school college- or career-ready will receive additional support in accordance with law and policy 2025- At-Risk Students.

If a student is receiving special education services, the student's IEP team may explicitly waive or exempt the student from the provisions of this section.

Responsive Services

Responsive services are referrals and other actions taken by the district in response to the immediate needs and concerns of a particular student or identified needs and concerns of groups of students. The purpose of the responsive services component of the comprehensive school counseling program is to work with students whose personal circumstances, concerns or problems are interfering or threatening to interfere with their academic, career or personal/social development. Responsive services will be implemented through individual counseling, small group counseling, consultation and referral.

Referrals shall be made in accordance with district procedures. The superintendent, or designee, will develop procedures for staff to use to identify students who may need a referral for assistance beyond that regularly provided by the counseling staff. All staff members who, in the course of their duties, have contact with students on a regular basis will receive annual training on these procedures which apply to their job description.

In the event of a pandemic or other emergency, school counseling staff will assist students with personal and emotional issues.

System Support

The Board recognizes system support as a crucial component in the full implementation of a comprehensive school counseling program. System support of the comprehensive school counseling program includes administration and management activities that support the program. The Board directs the administration to implement activities that support the school counseling program, such as program management, fair-share responsibilities, professional development, staff-community relations, consultation, committee participation, community outreach, and research and development.

Program Goals

The district will strive to meet the program goals in each of the following areas:

1. Personal/Social Development

Assist students in gaining an understanding of self as an individual and as a member of diverse local and global communities by emphasizing knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives.

Provide students with a solid foundation for interacting with others in ways that respect individual and group differences.

Aid students in learning to apply physical and psychological safety and promoting the student's ability to advocate for him- or herself.

2. Academic Development

Guide students to apply the skills needed for educational achievement by focusing on self-management, study and test-taking skills.

Teach students skills to aid them as they transition between grade levels or schools. Focus on developing and monitoring personal education plans, emphasizing the understanding, knowledge and skills students need to develop meaningful personal plans of study.

Focus on developing and monitoring individual education plans, emphasizing the understanding, knowledge and skills students need to develop meaningful ICAPs.

3. Career Development

Enable students to apply career exploration and planning skills in the achievement of life career goals.

Educate students about where and how to obtain information about the world of work and postsecondary training and education.

Provide students the opportunity to learn employment readiness skills and skills for on-the-job success, including responsibility, dependability, punctuality, integrity, self-management and effort.

Confidentiality

It is necessary for counselors to build trusting relationships with students and district staff; however, counselors are not permitted to promise students complete confidentiality. Counselors may at times be required to disclose information to parents/guardians, report child abuse or neglect, convey to district staff information necessary to better serve a student, or report to supervisors as appropriate.

Care should be taken in explaining to students, in a developmentally appropriate manner, the limits of confidentiality. Notice of the limits of confidentiality may be made by a variety of methods including classroom lessons, student handbooks, the district website and school counseling brochures in addition to oral notification of individual students.

District counselors have the responsibility to protect the confidentiality of student records and only release information in accordance with state and federal law and Board policy. Information transmitted or stored electronically must maintain the same level of confidentiality as traditional paper records. Care shall be taken to send sensitive information by a means that protects student identity.

School Counseling Advisory Committee and Evaluation

The SCAC will systematically review the district's comprehensive school counseling program, including the school counseling curriculum. The comprehensive program will be systematically evaluated through the development and use of a comprehensive evaluation plan. The comprehensive evaluation plan will minimally assess the impact of the comprehensive school counseling program on the Missouri School Improvement Plan (MSIP) performance standards and other relevant criteria including, but not limited to, attendance, grades and behaviors.

Revised 04/19

2064 MIGRANT EDUCATION PROGRAM

The Board of Education of the Ferguson-Florissant School District directs the Superintendent or designee to utilize questionnaires/surveys to help identify migratory children in the district. The Superintendent or designee shall also follow the identification procedures set forth by the Missouri Department of Elementary and Secondary Education. All new enrollees to the district will complete a registration form which identifies migrant children.

The District will assess the educational and related health and social needs of each identified migrant student and will give full access to all programs ordinarily provided all other children to meet their needs, including Title I, special education, gifted education, vocational education, English for speakers of other languages, counseling programs, elective classes, fine arts classes, etc. The District will provide parents of migrant students receiving migrant education services with an opportunity for meaningful participation in these programs.

If determined needs cannot be provided by the district, the Superintendent or designee will contact the regional or state migrant education office for assistance.

Adopted 08/98, 04/06

2066 ALTERNATIVE PROGRAMS

The District provides a variety of alternative programs for students failing to be successful in the traditional school setting.

When a student is returning to school from an alternative program, the unit administrator of the Student Support Center will notify the building administrator or designee at least two (2) days in advance of the student's return. At that time, information related to the student's progress in the alternative program would be shared with the building administrator or designee. The building administrator will notify the student's teachers. Teachers may meet with the building administrator and appropriate staff to develop a transition plan to facilitate the student's return to school.

New 03/03

2067 PROGRAMS FOR ENGLISH LANGUAGE LEARNERS

The Board of Education recognizes the need to provide equal educational opportunities for all students in the district. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the district, the district shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Identifying students who are English language learners (ELL) and ensuring them equal access to appropriate programs are the first steps to improving their academic achievement levels.

Definitions:

Language Minority (LM) - Refers to a student whose linguistic background, such as country of birth or home environment, includes languages other than English. Language minority is based solely on the student's language background and not on proficiency.

Limited English Proficiency (LEP) - Proficiency in reading, writing, listening or speaking English that is below grade- and age-level peers. Limited English proficiency is based on the assessment of a student's English language proficiency.

English Language Learner - Refers to an LM student with limited English proficiency.

English for Speakers of Other Languages (ESOL) - An instructional approach that can include structured ESOL immersion, content-based ESOL and pull-out ESOL instruction.

1. Structured ESOL immersion involves a certified ESOL teacher and a self-contained classroom.
2. Content-based ESOL allows the student to remain in the regular classroom and focuses on delivering content in an adapted English format.
3. Pull-out ESOL periodically removes students from the regular classroom for instruction in English.

Child - Any individual age 3-21.

Parent - Parent, legal guardian, or person otherwise responsible for the child.

Language Instruction Education Program - An instructional course in which an ELL child is placed for the purpose of developing and attaining English proficiency while meeting challenging state academic achievement standards as required by law. The program may make instructional use of both English and a child's native language and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

The district's coordinator for ELL programs is the Chief Academic Officer.

The Board directs the coordinator to develop and implement language instruction programs that:

1. Identify language minority students through the use of a Student Home Language survey. The building administrator will develop procedures to ensure that all new and currently enrolled students complete the Home Language survey.
2. Identify LM students who are also English language learners. Any student who indicates the use of a language other than English will be assessed for English proficiency using the state-provided assessment instrument.
3. Determine the appropriate instructional environment for ELL students.
4. Annually assess the English proficiency of ELL students and monitor the progress of students receiving ESOL or bilingual instruction in order to determine their readiness for the mainstream classroom environment.
5. Provide parents with notice of and information, in a format and language they can understand, regarding the instructional program as required by law. Parental involvement will be encouraged and parents will be regularly apprised of their child's progress.

New 04/09, Revised 06/10, 04/19

CHAPTER THREE—STUDENT SUPPORT SERVICES

Section One: Equal Educational Opportunities

3010 EQUAL EDUCATIONAL OPPORTUNITIES

Each student in the Ferguson-Florissant School District, being limited only by individual differences, will be given the opportunity to develop and achieve. Therefore, the school district will foster an educational environment that provides equal educational opportunities for all students.

Educational programs, services, vocational opportunities and extracurricular activities will be designed to meet the varying needs of all students and will not discriminate against any individual for reasons of race, creed, color, sex, including sexual harassment, national origin, economic status or disability. The Ferguson-Florissant School District will transport or cause to be transported, disabled students to accessible school sites. Students, faculty, and the public will be notified of this policy and grievance procedures annually.

Adopted 11/92

Section Two: Attendance

3030 STUDENT ADMISSIONS

The Board of Education shall provide free public education to all students who are residents of the school district and who are between five (5) and twenty-one (21) years of age (until the twenty-first birthday) and who otherwise qualify for admission under Missouri law unless otherwise required by federal law. Federal law also requires the district to provide services to resident students qualifying for special education services between the ages of three (3) and twenty-one (21). Any senior qualifying for graduation at the end of the school year and attaining age twenty-one during the course of the school year may be offered an educational placement for the remainder of the school year tuition-free.

Persons seeking admission to the district and its instructional programs must satisfactorily meet all residency, academic, age, immunization, discipline, and other eligibility prerequisites as established by Board policy and law.

Students who are homeless will be admitted in accordance with Board policy and law.

Revised 04/93, 04/08, 03/16

3031 COMPULSORY ATTENDANCE AGES

Any child between the ages of five and seven who is enrolled in the Ferguson-Florissant School District shall attend the academic program on a regular basis, unless a written request to drop the child from the school rolls is made by the parent, guardian, or other person having charge, control, or custody of the child. Any child who is a resident of the school district and who is between the ages of seven and seventeen years shall attend a day school, public or private as specified in state law. The Board of Education shall abide by the compulsory attendance laws of Missouri by requiring district resident children between the ages of seven and seventeen years to attend school full-time, with the exception of those students who may be excused from full-time attendance by the superintendent.

Any student age sixteen 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.

Adopted 11/92, Revised 04/11, 04/13

3032 ENTRANCE AGE

I. Entrance age for Pre-School To be admitted to pre-school in the Ferguson-Florissant School District, a child must be three (3) years old before August 1, of the enrolling year.

II. Entrance Age for Kindergarten To be admitted to kindergarten in the Ferguson-Florissant School District, a child must be five (5) years old before August 1, of the enrolling year, except that:

A student transferring from another district that is accredited by the State Department of Education or an accrediting agency of another state shall be admitted if these conditions are met:

1. The child was in regular attendance in kindergarten immediately preceding transfer;
2. The child's family established residence in this district after the beginning of the school year;

III. Entrance Age for First Grade To be admitted to first grade in the Ferguson-Florissant School District, a child must be six (6) years old before August 1 of the enrolling year. Any child who has successfully completed kindergarten shall not be required to meet the age requirements of the District for entrance into grade one.

Revised 12/96, 03/03, 04/05, 04/12, 04/13, 03/16, 04/19

3033 SCHOOL ADMISSIONS

All individuals between five and twenty-one years (until the twenty-first birthday), who reside within the boundaries of the school district, may attend its schools without payment of tuition. In addition, students who do not reside in the district may be considered for admission under Board policies relating to non-resident students or by specific action of the Board.

The admission of all students shall be under the direction of the superintendent, 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, and other eligibility prerequisites as established by Board policies, rules and regulations, and by state law.

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. The given and last name appearing on the birth certificate, or changed by court order, shall be used on the registration form and on all official records. Other names may be indicated in parentheses. Report cards are not considered permanent records.

The parents/guardians of each student initially entering the District will be required to provide emergency and medical information by completing the required forms. Each building principal or designee will request from the sending school the health records of students transferring to the receiving school.

State Law 167.181 requires all students to be properly immunized. Students who do not present proof of immunization will not be permitted to attend school until they produce evidence of immunization or exemption. Students falling under policy 3034.3, Programs for Homeless Students, will be given proper extensions for immunization requirements. Evidence of compliance may be in the form of records maintained by a guardian or parent or a physician's written statement and must show types and dates of immunization.

A physician or parent/guardian may have a student exempted from immunization requirements by filing a written request on the forms required by the State. Such a request shall be processed by the school nurse who will maintain these records. The school nurse shall submit to the superintendent or designee a list of students who have not complied with immunization requirements and a list of students exempted from them.

The building principal is responsible for admitting students eligible to attend school. If the elementary admissions process is complete and the principal or designee registrar/office manager, and affected staff have been notified before noon, the student may begin attending school the next day. However, if the elementary admissions process is completed later in the day, the elementary student must wait an additional day to begin attending class. The principal shall assign each student in the school to a level and class. Such assignment shall be based on age, record of previous performance, local tests, and other available evidence showing the student's readiness to undertake the work of the assigned grade and class. Subsequently, the principal shall determine whether the grade placement is appropriate for the individual.

If it is determined that a student enrolled in the district is neither a resident nor a qualified non-resident, the student shall be dropped from the rolls. The district shall furnish notice of this action to the parent or guardian of the student.

The custodial parent/legal guardian has the responsibility to keep the school informed regarding the residential address of the child and custodial parent and how the custodial parent may be contacted by telephone at all times.

Requests for Student Records

Within 48 hours of enrolling a student, the school official enrolling the student shall request those records required by district policy for student transfer, including discipline records, from all schools previously attended by the student within the last 12 months.

Statement of Prior Suspension, Expulsion or Criminal Offense

The Board of Education requires the parent or legal guardian of a child of school age to provide upon enrollment a signed statement indicating whether or not the student has been suspended or expelled from a school in this state or any other state for an offense in violation of Board policies. In addition, the person enrolling the student must affirm that the student has not been convicted of or charged with an act listed in the "Admission Restriction" section of this policy. This registration document shall be maintained as a part of the student's scholastic record.

Students Suspended or Expelled from Another District

No student may enroll in a school in the district during a suspension or expulsion from another district if it was determined upon attempt to enroll that the student's conduct would have resulted in a suspension in this district. The parent or legal guardian or student may request a conference with the superintendent or designee to consider if the conduct of the student would have resulted in a suspension or expulsion in this district. If it is determined that such conduct would have resulted in a suspension or expulsion in this district, the superintendent or designee may make such suspension or expulsion from another district effective. If it is determined that such conduct would not have resulted in a suspension or expulsion in this district, the superintendent or designee shall not make such suspension or expulsion from another district effective.

Prior to enrollment of any student who is under suspension or expulsion from another district, an enrollment conference will be held in accordance with district policy.

Admission Restriction

In accordance with §167.171 RSMo, no student may be readmitted or enrolled in the school district who has been convicted of or charged with an act which if committed by an adult would be one of the following:

- 1) First degree murder under § 565.020, RSMo.
- 2) Second degree murder under § 565.021, RSMo.
- 3) First degree assault under § 565.050, RSMo.
- 4) Forcible rape under § 566.030, RSMo.
- 5) Forcible sodomy under § 566.060, RSMo.
- 6) Statutory rape under § 566.032, RSMo.
- 7) Statutory sodomy under § 566.062, RSMo.
- 8) Robbery in the first degree under § 569.020, RSMo.
- 9) Distribution of drugs to a minor under § 195.212, RSMo.
- 10) Arson in the first degree under § 569.040 RSMo; or
- 11) Kidnapping, when classified as a class A felony under § 565.110, RSMo.

Nothing in this section shall prohibit the re-admittance or enrollment of any student when a charge has been dismissed, or when a student has been acquitted of any of the above acts. This section does not apply to a student with a disability, as identified under state eligibility criteria, who is convicted as a result of an action related to the student's disability.

Revised 04/19

3033.1 STUDENT ADMISSIONS TO STEAM MIDDLE SCHOOL AND HIGH SCHOOL

Ferguson-Florissant School District seeks to create a student body at the STEAM Middle School and High School that reflect the diversity of the district's population and prepares future leaders in science, technology, engineering, art and mathematics.

The Ferguson-Florissant School District Board of Education adopted an equity resolution that recognizes the need for equity and access for students within the Ferguson-Florissant School District. The admissions policy will be in compliance with the equity resolution which values diversity among the student body. Diversity is broadly defined to include a wide variety of factors, such as race, social class, geographic location or other personal characteristics such as creed, color, religion, ancestry, national origin, age, economic status, gender, sexual orientation including gender expression or identity, pregnancy status, marital status, physical appearance, the presence of any sensory, mental or physical disability, or the use of trained dog guide or service animal by a person with a disability and other unique skills and experiences. All students will be considered for the opportunity to benefit equally at the STEAM Middle School and STEAM High School.

The Ferguson-Florissant R-II School District uses a systematic process for the admissions process that is composed of multiple criteria, including objective measures and a competent professional evaluation.

Admissions will include two phases:

- Phase I - screening process
- Phase II - individual evaluations

Screening criteria will include:

1. Report card/GPA
2. Standardized Assessment

Individual Evaluations will include:

1. Personal statement
2. STEAM performance tasks
3. Interview
4. Summer bridge program (commitment to attend)

Definition of terms

Personal Statement. Students should demonstrate a genuine interest in STEAM and indicate any applicable experiences.

STEAM Performance Task. Students should demonstrate competencies beyond typical academic skills.

Report Card. Students who demonstrate academic achievement should be acknowledged in the process.

Summer Bridge. Using the data from the application process, a summer experience should be designed to build culture and support students with skill building deemed important for success during the fall.

Screening

The district will provide screening for all students to ensure that all potentially eligible students have an opportunity for consideration. Data, including information contained in the permanent record, will be considered during the screening process.

The district will use a holistic review during which student race, language, culture, religion, learning disabilities and socio-economic circumstances do not act as a barrier to admission. Applicants will be screened through a broad range of criteria that demonstrate both academic and personal skills. The admissions process will allow for a diverse student body that reflects the district's population and ensures a rich and stimulating learning environment.

The district uses the following screening methods:

1. Nationally normed achievement test scores
2. Grades/GPA

Individual Evaluation

A summary of screening results will determine which students will advance to phase II. The district will utilize a variety of individual evaluation methods to identify students who meet criteria for admissions into the STEAM Schools.

Students will be individually evaluated in the following areas:

Creativity, Reasoning and Problem-Solving Ability with use of STEAM performance event that indicates the ability in the following areas related to STEAM education:

1. Creative and productive thinking
2. Innovative or creative reasoning ability
3. Problem solving

Written communication with use of personal statement that indicates ability in the following areas related to STEAM education:

1. Demonstrate interest in STEAM related content
2. Demonstrate evidence of agency by which students show what they desire to do and what they value within the STEAM context if given opportunities
3. Demonstrate ways in which students have/will maintain predispositions to more effectively advocate for themselves and others with a high-quality STEAM education

Oral Communication with use of interview that indicates ability in the following areas related to STEAM education:

1. Demonstrate their ability to communicate complex ideas effectively
2. Demonstrate their ability to analyze data and information in useful ways to an intended audience
3. Able to create and communicate information with high-quality

Other Ability including documented evidence of exceptional performance in general academic area, a fine arts area, or another area of STEAM education. The district uses the following to identify candidates:

1. Interviews
2. Letters of recommendation
3. Commitment to summer bridge program

Students are eligible for admissions in the STEAM schools if, based on individual assessments, including alternative assessments, they meet the district's criteria for admissions in the STEAM High School.

Placement

Selection:

1. **All STEAM students.** All students are eligible for admissions in the STEAM schools if, based on individual assessments, including alternative assessments, they meet the district's criteria for admissions in the STEAM High School.
2. **Proportional Allotment.** After students have met criteria for admissions, a proportional allotment of seats will be made available based on enrollment at each existing high school. (STEAM High School only).
3. **Non-public resident students.** Resident students who are not attending a school in Ferguson-Florissant School District may apply for the STEAM Middle School and High School. They must enroll in the Ferguson-Florissant School District home-school and meet admissions guidelines. After completion of enrollment in the students' home-school, students may apply for STEAM Middle School and STEAM High School. Ref. 3034.1
4. **Current STEAM Middle School students.** All STEAM Academy students may enroll.
5. **Gifted and Talented students.** Students entering grades 9th - 11th who meet Ferguson-Florissant School District gifted criteria may enroll.

Offerings:

The district offers the following placement options:

1. AP Courses (High School only)
2. Early College (High School only)
3. STEAM Career Pathways (High School only)
4. Gifted education (Middle and High School)
5. Mentorship (High School only)
6. Community Partnership (Middle and High School)
7. PBL-Project-Based Learning (Elementary, Middle and High School)

Approved 01/19

3034 ADMISSION OF RESIDENT STUDENTS

In order to register a student, the parent or court appointed legal guardian of the student shall provide proof of residency or proof that a waiver has been requested as outlined below and shall complete all admission requirements as determined by Board policies, rules and regulations. School placement will be determined by Board-approved school attendance boundaries, unless otherwise assigned by the superintendent or designee for the purpose of special services.

At least one (1) of the following criteria shall be used in determining student residency:

1. The student physically resides and is domiciled in the district. The domicile of a minor child shall be the domicile of a parent or court-appointed legal guardian.
2. The student is otherwise proven to be legally domiciled within the district.

Students who do not meet the residency requirements may apply for admission in accordance with Board policy 3034.1 Admission of Nonresident Students.

Military Transfer Students

If one or both of a student's parents or legal guardians are being relocated to the District under military orders and the parent or guardian cannot provide proof of residency at the time of registration, the parent or guardian shall submit proof of such military orders when registering the student for enrollment in a District school. Within 10 days of the student's attendance at a District school, the parent or guardian shall provide proof of residency in accordance with the requirements listed above.

Waiver Request

In cases where a student wishes to register and such student is not able to provide proof of residency, the student, parent, or legal guardian must present proof that a waiver has been requested in the last 45 days. Waiver of proof of residency may only be granted on the basis of hardship or good cause. Under no circumstances shall athletic ability be a valid basis of hardship or good cause for the issuance of a waiver.

The District, or a three-member committee of the Board appointed by the president and which shall have full authority to act in lieu of the Board, shall convene a hearing to consider the request as soon as possible, but no later than 45 days after the receipt of the waiver request or else the waiver shall be granted. This will be a standing committee appointed on an annual basis.

Upon presenting proof that a waiver has been requested in the last 45 days upon which the Board or a three-member committee of the Board, has not yet made a decision, the student may be permitted to register and attend school until such time as the Board or a three-member committee of the Board decides to grant or deny the waiver request. If the Board or a three-member committee of the Board, grants the waiver request, the student will be allowed to continue attending school in the district. If the Board or three member committee of the Board denies the waiver request, the student shall not be allowed to continue attending school in the district. Any person aggrieved by a decision of the Board or a three-member committee of the Board, on a waiver request may appeal to the circuit court in the county where the school district is located.

In instances where there is reason to suspect that admission of the student will create an immediate danger to the safety of other pupils and employees of the district, the superintendent or designee may convene a hearing within five (5) working days of the registration request to determine whether or not the student may register.

The following students shall be allowed to register without providing proof of residency or proof that a waiver has been requested: a student who is a homeless child, a student who is a ward of the state and has been placed in a residential care facility by state officials, a student who has been placed in a residential care facility due to a mental illness or developmental disability, a student attending a school pursuant to §§167.121 and 167.151, RSMo, a student placed in a residential facility by a juvenile court, a student with a disability identified under state eligibility criteria if a student is in the district for reasons other than accessing the district's educational program, or a student attending a regional or cooperative alternative program or an alternative education program on a contractual basis.

Adopted 11/92, Revised 12/96, 04/05, 04/06, 04/13, 02/20

3034.1 ADMISSION OF NON-RESIDENT STUDENTS

A non-resident student shall be defined as a student who does not meet the requirements to be a resident student of the Ferguson-Florissant School District as defined in Board policies and state law. Each year, the Ferguson-Florissant School District will use the DESE tuition calculation method to establish tuition for non-resident students that fall under tuition reimbursement criteria as established by law, and it will assign the school placement for students from unaccredited school districts.

The following provisions indicate those non-resident students who may be permitted to enroll in school, however, the district retains the right to refuse and/or rescind admission to non-resident students particularly in the case of demonstrated behavior and/or attendance problems except for students covered by the homeless act:

1. The children of families who have signed a contract to buy or build a residence in the district may be enrolled during the semester in which they expect to become residents.
2. Children of families who move out of the district after the semester has begun may complete that semester upon the approval through the reassignment process. Students enrolled in grade eleven may complete both grade eleven and grade twelve upon approval through the reassignment process.
3. Children attending school pursuant to §167.020, §167.131, and § 167.151.2.
4. Children of District employees working on a regularly scheduled basis and Special School District employees assigned to our schools may be allowed to attend school in the Ferguson-Florissant School District after submitting a Reassignment Application annually to the District Admissions Office which processes residency requests. Requests will be made during the open window prior to the new school year beginning. The District reserves the right to reassign students, if a school or class enrollment caps and affects resident enrollees. Once a non-resident District employee is no longer employed or a Special School District employee is no longer assigned to the District, the student is no longer eligible to attend.
5. Foreign exchange students participating in programs meeting district guidelines.

The district retains the right to refuse and/or rescind admission to non-resident students particularly in the case of demonstrated behavior and/or attendance problems. Admission granted to non-resident students who exhibit Type I misconduct under the student discipline code, are placed on academic suspension under policy 3045.1 or are excluded from school due to school absence under policy 3036 will be revoked except for students covered by the homeless act.

Revised 4/19

3034.2 ASSIGNMENT OF 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 program of study which is appropriate to academic, social, and emotional need.

Students entering a Ferguson-Florissant school by transfer from any other school shall submit evidence of achievement in the grade last attended and other records as required by law as a prerequisite to assignment of classes. Placement of a student may be adjusted on the basis of a review of educational records and other factors which the principal and the staff of the school concerned believe make such adjustments desirable. A transcript of an entering student's record shall be requested from the school last attended. If a student with documented violent behavior is enrolled, a placement conference will be held with the receiving school's administrators, counselors, and teachers to whom the student will be assigned and a transition plan will be developed for that student.

Transfers from Accredited Schools

The grade level achieved or the units of credit completed in the previous school 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 of credit given for the successful completion of a year's study of one subject in a secondary school. Accredited schools shall be those schools accredited by the Missouri Department of Elementary and Secondary Education, or the equivalent. If the school is located out of state and is a member school of the North Central Association of Colleges and Schools or other regional accrediting associations, or listed as an approved school by the Committee on Accreditation of Schools, Non-Public, it shall be considered accredited. A student who transfers to the Ferguson-Florissant School District from these accredited schools shall be enrolled in the appropriate grade level. After careful observation and evaluation of the student's progress, chronological age, previous educational experience, achievement tests and consultation with parents or guardians, a student may be reassigned to a program that more adequately meets the needs of the student.

A student transferring from an accredited school must be enrolled one semester, earn at least two units of credit, and fulfill Missouri graduation requirements to receive a diploma from the district.

Transfers from Unaccredited Schools

Parents or guardians may place their child in a school or instructional program other than the program offered by the public schools. A student transferring from an unaccredited school will not be guaranteed comparable placement in the public schools, but will be assigned to schools and classes in accordance with Board policy.

The child's assessment is one factor in determining placement; however, the Board of Education shall consider the following factors with respect to the unaccredited school:

1. Certification of teacher(s)
2. Number of days in school term
3. Student/teacher contact time (per day, per week)
4. Actual length of time spent on subject (hours per day, per week, per semester)
5. Comparability of course offerings with local/state requirements
6. Availability and use of appropriate instruction materials
7. Written instructional goals and objectives
8. Portfolio or samples of the student's academic work
9. Testing programs
10. Extracurricular offerings
11. Suitability of learning environment

Should a student present records 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 record, 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 or guardian. A student received as a transfer from an unaccredited school or home instructional program shall not be placed permanently in a grade or program 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. When approved by the principal, 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 Ferguson-Florissant School District may be accepted to meet graduation requirements. A maximum of seven (7) units of credit may be accepted from unaccredited schools for an 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 Administrative Review Board with a final hearing before the Board of Education.

Adopted 11/92, Revised 04/95

3034.3 HOMELESS STUDENTS

The Ferguson-Florissant R-II School District Board of Education recognizes that homeless students are particularly vulnerable and need special assistance to access and benefit from the education environment. Therefore, the district, in accordance with state and federal law and the Missouri state plan for education of the homeless, will give special attention to ensure that homeless students in the school district are promptly identified and have access to a free and appropriate public education.

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

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
2. Children and youths who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.
4. Migratory children who meet one (1) of the above-described circumstances

District Liaison for Homeless Students

The Board designates an individual to act as the district's liaison for homeless students (homeless liaison):

The homeless liaison shall designate and train another district employee to serve as the homeless liaison in the absence of the homeless liaison.

School of Origin

For the purposes of this policy, "school of origin" is defined as the school that the student attended when permanently housed or the school in which the student was last enrolled, including a public preschool. When the student completes the final grade level served by the school of origin, the term shall then include the designated receiving school at the next grade level for all feeder schools.

Enrollment

The selected school shall immediately enroll the homeless student even if the student is unable to produce records normally required for enrollment (such as previous academic records, immunization records or other health records, proof of residency or other documentation) and/or if the student has missed any application or enrollment deadlines during any period of homelessness. Outstanding fines, fees or absences shall not present a barrier to enrollment of the student. However, the district may require a parent or guardian of a homeless student to submit contact information.

Immediately upon identifying the student as being eligible for homeless services, the selected school shall ensure that the student is attending class and participating fully in school activities.

Placement

The district will consider the best interest of the homeless student, with parental involvement, in determining whether he or she should be enrolled in the school of origin or the school that non-homeless students who live in the attendance area in which the homeless student is actually living are eligible to attend.

In determining the best interest of the student, the district will:

1. Presume that keeping the student in the school of origin is in the student's best interest, except when doing so is contrary to the request of the student's parent/guardian or the student if unaccompanied by a parent/guardian.

2. Consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health and safety of homeless students, giving priority to the request of the homeless student's parent/guardian or the unaccompanied student.

The choice regarding placement shall be made regardless of whether the homeless student lives with his or her parents/guardians or has been temporarily placed elsewhere. If the student is unaccompanied, the homeless liaison shall assist the student in placement or enrollment decisions, give priority to the views of the student and provide the student with notice of his or her right to appeal the district's decision.

If the district determines that placement should be in the school of origin, the student will continue his or her education in the school of origin for the duration of the homelessness when the student's family becomes homeless between academic years or during an academic year, and for the remainder of the academic year even if the student becomes permanently housed during the academic year.

If the district determines that it is not in the best interest of the student to attend either the school of origin or the school requested by the parent/guardian or unaccompanied student, the district shall provide a written explanation of the reasons for its determination. The explanation shall be given in a manner and form understandable to the parents/guardians or unaccompanied student and shall include information regarding the right to appeal the district's determination.

The written explanation will include:

1. A description of the action proposed or refused by the district;
2. An explanation of why the action was proposed or refused;
3. A description of any other options the district considered;
4. The reasons other options were rejected;
5. A description of any other relevant factors to the district's decision and information related to the eligibility or best interest determination, including the facts and evidence relied upon and their sources;
6. Appropriate timelines to ensure any relevant deadlines are not missed; and
7. Contact information for the local liaison and the state coordinator for homeless students and a brief description of their respective roles.

Services

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

The district will coordinate services for homeless students with local social service agencies and other agencies or entities providing services to homeless students and their families, including services and programs funded under the Runaway and Homeless Youth Act. The district will also coordinate transportation, transfer of school records and other interdistrict activities with other school districts.

Transportation

If the homeless student's school of origin, including a public preschool, and temporary housing are located in the Ferguson-Florissant R-II School District, the district will provide transportation to and from the school of origin at the request of the parent, guardian or homeless liaison, provided it is in the best interest of the student.

If the homeless student's school of origin and temporary housing are located in two (2) different school districts, the districts may agree on a method to apportion the responsibility and costs for providing transportation to the school of origin. If no agreement is reached, the districts will equally share the responsibility and costs for transporting the student. If a homeless student becomes permanently housed in the middle of the school year, the district will continue to provide transportation to the school of origin for the remainder of the school year.

Records

When a homeless student enrolls in the district or a district school, the district will immediately contact the school the homeless student last attended in order to obtain academic or other relevant records.

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

Information about a homeless student's living situation shall be treated as a student education record and shall not be deemed to be directory information under FERPA.

Homeless Liaison Responsibilities

The homeless liaison will attend all required professional development and other technical assistance activities as determined appropriate by the Department of Elementary and Secondary Education (DESE). The district shall inform school personnel, service providers and advocates working with homeless families of the duties of the district homeless liaison.

The homeless liaison will ensure that:

1. Homeless students, including homeless preschool-age children, are identified by school personnel through outreach and coordination activities with other entities and agencies.
2. Homeless students are enrolled in and have a full and equal opportunity to succeed in schools in the district.
3. Homeless families and students have access to and receive education services for which they are eligible, including Head Start, Early Head Start, early intervention services under the Individuals with Disabilities Education Act, and preschool programs administered by the district, as well as referrals to health care services, dental services, mental health and substance abuse services, housing services and other appropriate services based on their assessed needs.
4. The parents or guardians of homeless students are informed of the educational and related opportunities available to their students and are provided with meaningful opportunities to participate in the education of their students.
5. Public notice of the educational rights of homeless students is disseminated in locations frequented by parents/guardians, youth and unaccompanied youth, including schools, family shelters, public libraries and soup kitchens, in a manner and form understandable to the parent/guardians and youth.
6. Enrollment disputes are mediated in accordance with law.
7. The parent or guardian of a homeless student and unaccompanied students are fully informed of all transportation services, including transportation to the school of origin, and are assisted in accessing transportation to the selected school.
8. Unaccompanied students will be assisted in placement or enrollment decisions, their views will be considered and they will be provided notice of the right to appeal.
9. School personnel providing services to homeless students and their parents/guardians receive professional development and other support.
10. Unaccompanied students:
 - Are enrolled in school;
 - Have opportunities to meet the same challenging state academic standards that are established for other students; and
 - Are informed of their status as independent students under laws applicable to higher education and that they may obtain assistance from the homeless liaison in order to receive verification of this status for the purposes of applying for federal student aid.
11. Students who need to obtain immunizations, or immunization or medical records, will receive assistance.
12. The district collects and reports reliable, valid and comprehensive data to DESE regarding homeless students.
13. All homeless high school students receive information and individualized counseling regarding college readiness, college selection, the application process, financial aid and the availability of on-campus supports.

14. Every effort is made to enroll preschool-age homeless children in preschool if they are not already enrolled.

Disputes

Parents/Guardians or unaccompanied students may appeal district decisions regarding eligibility, enrollment or placement in accordance with the Standard Complaint Resolution Process adopted by DESE. The district will make every effort to resolve complaints or disputes at the district level. The homeless liaison will inform the parent/guardian or unaccompanied student of the district's complaint resolution process when a question or complaint arises concerning the education of a homeless student.

1. If the parent, guardian or unaccompanied student has a complaint regarding the education of a homeless student, the person (complainant) must notify the homeless liaison. The homeless liaison serves as the intermediary between the homeless student and the school the student attends. The homeless liaison shall provide a copy of or access to the district's policies addressing the education of homeless students and the district's complaint form to the complainant.
2. The complainant can file a complaint in writing with the homeless liaison. The homeless liaison will provide a written resolution of the dispute or a plan of action within five days of the date the complaint was received by the homeless liaison. The parties may mutually agree to an extension of time; however, every effort should be made to resolve the complaint in the shortest possible time.
3. If the dispute is not resolved by the homeless liaison, the complainant may file a written complaint with the superintendent or designee for review. The superintendent or designee will provide a written resolution or plan of action within five days of the date the complaint was received. The parties may mutually agree to an extension of time; however, every effort should be made to resolve the complaint in the shortest amount of time.
4. If the dispute is not resolved at the superintendent level, the complainant may file a written complaint with the Board of Education. The Board will provide a written resolution of the dispute or a plan of action within 30 days of the date the complaint was received by the Board. If the dispute is not resolved by the Board in a manner satisfactory to the complainant, an appeal may be brought to DESE in accordance with the state complaint resolution process, which the homeless liaison will provide to the complainant.

While the dispute process is ongoing, the student in question must be enrolled in school. If the dispute revolves around which school is the school of best interest for the student, the student shall be enrolled at the school to which the parent/guardian or unaccompanied student seeks enrollment while the final resolution of the dispute is pending. The student shall be allowed to fully participate in school activities and receive transportation, if requested.

If the parent/guardian or unaccompanied student are English learners, use a native language other than English, or need additional supports due to a disability, the district shall make translators, interpreters or other support services available without charge and in the appropriate language

Revised 04/09, 04/13, 03/16, 04/19

3034.4 FOSTER CARE STUDENTS

The Ferguson-Florissant R-II School District recognizes that students in foster care face unusual educational challenges. The purpose of this policy is to provide foster care students with educational stability and remove barriers to, and provide opportunities for, academic excellence for foster care students. In order to achieve this purpose, the district will work collaboratively with the Missouri Department of Elementary and Secondary Education (DESE) and the Children's Division (CD) of the Missouri Department of Social Services.

Definitions

Foster Care - Twenty-four-hour substitute care for children placed away from their parents/guardians and for whom the CD has placement and care responsibility. This includes, but is not limited to, placement in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions and pre-adoptive homes, regardless of whether the home, shelter, facility or institution is licensed or receives payments from the state.

Foster Care Student - Any pre-K-12 student who is residing in a foster care setting in this state or who is awaiting foster care.

School of Origin - The school or preschool in which the student was enrolled at the time of placement in foster care. If the student's placement changes, the school of origin is the school or preschool in which the student was enrolled at the time of the change.

Parent - A legal, putative or biological parent.

Disputant - A parent, as defined in this procedure, or the educational decision maker.

Liaison/Point of Contact

The district designates an individual as the liaison for foster care students.

The liaison will provide assistance regarding all aspects of the enrollment, placement, transfer and withdrawal of children in foster care and serve as the point of contact for DESE and the CD. The liaison will also work with DESE and the CD to implement the district's complaint resolution process.

Enrollment and Placement of Foster Care Students

Students in a foster care placement located within the boundaries of the district will be educated in the school of origin unless it is not in the best interest of the student to do so. A student placed in the school of origin will remain in the school of origin for the duration of the time he or she is in foster care. If it is not in the best interest of the student to stay in the school of origin, the Ferguson-Florissant R-II School District will immediately enroll the student, even if the student is unable to produce records normally required for enrollment, and will contact the school of origin to obtain relevant records.

Foster care students who attend school in the district because attending the school of origin was not in their best interest will be initially placed in the same courses and programs the students were in while attending the previous district to the extent this district offers such courses and programs. Such placements may include, but are not limited to: honors classes; vocational, technical and career pathway courses; and International Baccalaureate (IB), Advanced Placement (AP), English Learner (EL), special education and gifted programs. If necessary, the district will waive course or program prerequisites or other preconditions for placement in courses or programs offered at the district. After placement, the district may perform additional evaluations to ensure that the student has been placed appropriately and may change the student's placement after consultation with the student's foster parent.

Best-Interest Determination

Placement

Prior to a foster student enrolling in the district, the liaison will be a part of a meeting or consultation to determine which placement is in the best interest of the student. The meeting or consultation may include a representative of the CD; the foster parents; a representative from the school of origin; the parents/guardians and student, if appropriate; and any other person requested by the student, the foster parents or the CD who has a special relationship with the student. These individuals will be considered the best interest determination (BID) team and, using child-centered criteria, including the appropriateness of the current educational setting and proximity to the school in which the student is enrolled at the time, will determine the best placement for the student. Transportation costs will not be a factor. If the BID team cannot reach a consensus regarding the best placement, the representative from the CD will make the final determination.

The district of placement may bill the district of residence for local tax effort in accordance with law.

Dispute Resolution

If the legal, putative or biological parent or educational decision maker disputes that the placement assigned by the BID team or CD is in the student's best interest, the parent or educational decision maker ("disputant") may contact the liaison to implement the dispute resolution process. The liaison will provide the disputant with a copy of the district's dispute resolution procedures and answer any questions about the resolution process.

Transportation

If the BID team determines that the school of origin is the best placement for a foster care student, the student will be transported to the school of origin in accordance with the transportation plan developed in collaboration with the CD. Transportation will be provided promptly and in a cost-effective manner in

accordance with law. If there are additional costs incurred by the school of origin, the costs will be paid by the CD or the district or shared by the CD and the district.

Transportation Disputes

Disputes over transportation will be handled in the same manner as disputes over placement.

Records

The foster care liaison will provide foster parents and other legal guardians access to student records. In accordance with law, the district will allow a child-placement agency access to a foster care student's records for the purposes of assisting the school transfer or placement of a student and fulfilling educational case management responsibilities required by the juvenile officer or by law.

The liaison will ensure that student records are properly transferred between the Ferguson-Florissant R-II School District and any other district from or to which foster students transfer.

Attendance

If a student in foster care is absent from school due to a decision by a court or child-placing agency to change the student's placement or due to a verified court appearance or related court-ordered activity, the grades and credit of the student will be calculated as of the date the student left school, and the district will not lower the student's grade as a result of absence under these circumstances.

Programs and Activities

The district will encourage foster care students to participate in extracurricular activities and assist them in joining extracurricular activities. Locally imposed application deadlines for participation in extracurricular activities will be waived for foster care students who are otherwise eligible to participate in the activities. Participation in activities governed by the Missouri State High School Activities Association (MSHSAA) will be permitted in accordance with the rules established by MSHSAA. Foster care students are automatically eligible for participation in the district's free nutrition program.

Graduation

In order to facilitate timely graduation of foster care students, the district will:

1. Waive specific courses required for graduation if similar coursework has been satisfactorily completed in another school. If such coursework is not waived, the district will provide reasonable justification for the denial.
2. Accept the results of exit exams, end-of-course exams, nationally norm-referenced tests or alternative testing from another school to satisfy district testing requirements related to graduation.
3. Accept for credit full or partial coursework completed at the previous school attended in accordance with district policy.

If a foster care student who enrolls in the district at the beginning of or during his or her senior year cannot meet the district's graduation requirements by the end of the senior year, even after all alternatives have been considered, the liaison will contact the student's previous district to determine whether the student is eligible to receive a diploma from the previous school.

The Ferguson-Florissant R-II School District will award a diploma to foster care students who transfer out of the district at the beginning of or during the senior year if, considering all courses, tests and attendance at the school to which the student transferred, the student has met the Ferguson-Florissant R-II School District graduation requirements.

Dispute Resolution Process

A disputant may appeal placement and transportation decisions pertaining to foster care students by using the following procedure:

1. Any disputant who does not agree with the district's decision regarding the placement of or transportation for a foster care student may initiate the dispute resolution process by notifying the foster care liaison.

The liaison will provide the following information in writing:

- An explanation of the basis for the best-interest determination, transportation decisions or any other disputed issue.

- An assurance that the student will continue to attend the school of origin, receiving all appropriate educational services, including transportation, until the dispute reaches its final resolution.
 - A copy of this procedure that details the district-level dispute resolution process.
 - Notice that the disputant may appeal the district's decision to the Department of Elementary and Secondary Education (DESE).
2. The disputant must file a written appeal by e-mail or by delivering the complaint the Admissions Office within ten days of receiving the information from the liaison. The written appeal will specify the nature of the complaint and will include the name and contact information of the disputant. If the appeal is submitted by e-mail, the subject line should include the words "Foster Care Appeal." All documents submitted in the dispute process must include the date of the document.
3. Upon receiving the written appeal, the liaison will arrange a conference between the disputant and the superintendent or designee as soon as possible, but no later than ten days after the complaint is received. The student's case manager or point of contact will attend the conference, and the student will be included if appropriate. The superintendent or designee will be provided all documentation pertinent to the dispute. The superintendent or designee will provide the disputant and others who attended the conference a written decision, using the contact information provided in the appeal letter, within five days of the conference. The decision will include a copy of everything considered in the appeal, a written explanation of the decision and notice about appealing the decision to DESE.

Appealing the District's Decision to DESE

The disputant may appeal the district's decision to DESE.

1. The disputant must inform the district liaison of the intent to appeal the superintendent's or designee's decision to DESE within five days of receipt of the decision. If the disputant does not provide notice of the appeal within five days, the student will be enrolled and provided all appropriate educational services as determined by the district.
2. The disputant may submit an appeal of the district's decision to the State Foster Care Coordinator for DESE at:

State Foster Care Coordinator/Point of Contact
Federal Programs
P.O. Box 480
Jefferson City, MO 65102-0480

The appeal must be in the form of a dated letter that includes the school in which enrollment is sought, the basis for seeking enrollment in that school and the name and contact information (phone, e-mail and mailing address) for the disputant. The letter must be submitted with a subject line that reads "Foster Child Appeal." The letter must also be submitted to the attention of the superintendent. Both letters must be submitted within five days of receiving the district's decision.

In addition to the letter, the disputant must provide DESE with the best-interest determination meeting notes and reports, a copy of the previous appeal letter submitted by the disputant and a copy of the district's decision.

Revised 04/19

3035 TRANSFERS BETWEEN SCHOOLS

The district maintains the right to assign or reassign students to schools other than the one determined by their residence when recommended by the administration. The district further retains the right to refuse and/or rescind reassignment particularly in the case of students with demonstrated behavior and/or attendance problems. When students are placed in an elementary school other than their assigned (home) school to alleviate overcrowding, the assignment will be for one year only. At the end of the school year, the District will notify those parents who are affected that they will be returning to their school of residence.

Adopted 11/92, Revised 05/96, 04/07

3036 STUDENT ABSENCES AND EXCUSES

The Superintendent, with the assistance of the administrative and professional staff, shall establish rules, regulations and procedures for student attendance, tardiness, and re-admittance. Such rules and regulations shall be published in the various student and parent handbooks and shall be subject to review by the Board of Education. Such procedures will be included in the building manual and also distributed to and discussed with the students annually, under the direction of the building administrator in charge, before the end of the first month of school. Irregular student attendance shall be checked by the building administrator and/or the office professional in charge of attendance to determine the cause of absence. Causes for absences may be obtained by the office professional in charge of attendance by telephone calls, verified notes from parents or guardians, contacts with other members of the student's family, or home visits.

Principals will excuse student absence from school for the following reasons after written verification from the parent/guardian is received:

1. Personal sickness
2. Bereavement
3. Emergency
4. Religious Observances
5. Physicians/Dentist Appointment – The District encourages parents to schedule appointments after normal school hours. Understanding that this is not always possible, absence during the school day due to scheduled appointments will be excused as long as the student's absence is kept to a minimum.

At the Principal's direction, absence of an educational nature or of educational benefit to the student may be excused.

(See Policy 2036 regarding make-up work.)

A comprehensive system of attendance records will be maintained for each student. Each teacher is responsible for the accurate reporting of daily attendance in the classroom. The building principal is responsible for supplying information to parents or guardians in regard to student absences and for submitting information to the Superintendent's office.

The District will contact the Children's Division (CD) of the Department of Social Services or the local prosecutor in cases where the District has a reasonable suspicion that a student's lack of attendance constitutes educational neglect on the part of the parents/guardians or that parents/guardians are in violation of the compulsory attendance law. No such action will be taken unless other strategies and interventions have been implemented and proven ineffective.

Foster Care Attendance

Reference Policy 3034.3-Homeless and Foster Care Students section Attendance. If a student in foster care is absent from school due to a decision by a court or child-placing agency to change the student's placement or due to a verified court appearance or related court-ordered activity, the grades and credit of the student will be calculated as of the date the student left school, and no lowering of the student's grades shall occur as a result of the absence under these circumstances.

Truancy

Students who are absent from school or a portion of the school day without the knowledge and consent of their parents/guardians and the administration, or students who leave school during any session without the consent of the principal, shall be considered truant. Students may also be considered truant if they have accumulated excessive unjustifiable absences, even with the consent of parent/guardians.

Adopted 11/92, Revised 11/02, 04/10, 04/12, 04/14, 05/17, 06/21

3037 TRUANCY

Students who are absent from school or a portion of the school day without the knowledge and consent of their parents or guardians and the administration, or students who leave school during any session without the consent of the administration, shall be considered truant. School administrators and staff are responsible for keeping records of student attendance. The administration or staff shall investigate student attendance problems and make appropriate referrals to the Juvenile Court and other agencies.

Adopted 11/92, Revised 06/21

3038 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 or 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.

Adopted 11/92

3039 MARRIED, PREGNANT, AND/OR NURSING STUDENTS

Marital, maternal or paternal status shall not affect the rights, privileges, and responsibilities of District students to receive an education. Those students are eligible to participate in all activities and receive all honors as any other students enrolled in the District.

Pregnant students shall be expected to continue in school in all instances unless the student's physician recommends otherwise in writing.

Nursing or lactating students must be provided the same opportunity as lactating employees and teachers to express milk, breast-feed a child, or address other needs relating to breast-feeding as provided in Policy 1016.1.

(Reference Policy 1016.1 – Employee Accommodations)

Adopted 11/92, Revised 11/21

Section Three: Student Conduct

3040 STUDENT EXPECTATIONS

Students should conduct themselves in keeping with their level of maturity, acting with due regard for the supervisory authority vested by the Board in all district employees, for the educational purpose underlying all school activities, for the widely shared use of school property, and for the rights and welfare of others.

In the Ferguson-Florissant public schools, every student is expected to:

1. Comply with school and district policies and regulations.
2. Respect and obey all persons in authority.
3. Be prompt and regular in attendance, equipped with the necessary school supplies.
4. Meet classroom standards of behavior and performance.
5. Maintain appropriate habits of speech, dress, and personal cleanliness.
6. Cooperate with students who have been given special responsibilities.
7. Respect the dignity, rights, and property of others, and avoid any activity which may endanger the health and safety of others.
8. Assume responsibility for the care of school property.
9. Accept the consequences of his/her own actions.

These expectations and the District Student Expectation Code will be part of the building procedures and distributed to and discussed with the students annually under the direction of the building administrator in charge before the end of the first month of school.

Adopted 11/92, Revised 04/10, 05/17

3041 STUDENT DUE PROCESS RIGHTS

All students will be afforded due process as guaranteed by Constitutional provisions. The process will be in accordance with state law and with the provisions outlined in the Board's policies and regulations.

Provided below is the entirety of sections 1 and 2 of Missouri State Statute 167.171, which further defines students' due process rights, for students, parents, guardians, and caregivers to assure due process rights are made readily available to you and protected by the Ferguson-Florissant School District:

167.171. Summary suspension of pupil — appeal — grounds for suspension — procedure — conference required, when — statewide suspension, when. —

1. The school board in any district, by general rule and for the causes provided in section 167.161, may authorize the summary suspension of pupils by principals of schools for a period not to exceed ten school days and by the superintendent of schools for a period not to exceed one hundred and eighty school days. In case of a suspension by the superintendent for more than ten school days, the pupil, the pupil's parents or others having such pupil's custodial care may appeal the decision of the superintendent to the board or to a committee of board members appointed by the president of the board which shall have full authority to act in lieu of the board. Any suspension by a principal shall be immediately reported to the superintendent who may revoke the suspension at any time. In event of an appeal to the board, the superintendent shall promptly transmit to it a full report in writing of the facts relating to the suspension, the action taken by the superintendent and the reasons therefor and the board, upon request, shall grant a hearing to the appealing party to be conducted as provided in section 167.161.

2. No pupil shall be suspended unless:

- (1) The pupil shall be given oral or written notice of the charges against such pupil;
- (2) If the pupil denies the charges, such pupil shall be given an oral or written explanation of the facts which form the basis of the proposed suspension;
- (3) The pupil shall be given an opportunity to present such pupil's version of the incident; and
- (4) In the event of a suspension for more than ten school days, where the pupil gives notice that such pupil wishes to appeal the suspension to the board, the suspension shall be stayed until the board renders its decision, unless in the judgment of the superintendent of schools, or of the district superintendent, the pupil's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, in which case the pupil may be immediately removed from school, and the notice and hearing shall follow as soon as practicable.

Adopted 11/92, Revised 06/21

3042 STUDENT DISCIPLINE HEARINGS

The Board will hold discipline hearings for expulsion and, upon written request of the student or the student's parents or guardians to consider appeals for student suspensions in excess of ten (10) school days.

The Board may conduct such hearings, or portions thereof, in person, virtually or through the use of videoconferencing provided that all parties are provided a fair opportunity to participate and equal access to the proceedings is maintained.

In all hearings, whether initiated by the Board of Education or by appeal, the following procedures will be followed:

1. The student and the parents or guardians will be advised of the charges against the student; their right to a Board hearing; the date, time and place of the hearing; their right to counsel; and their procedural rights to call witnesses, enter exhibits and cross-examine adverse witnesses. All such notifications will be made by certified mail, addressed to the student's parents or guardians.
2. Prior to the Board hearing, the student and the student's parents or guardians will be advised of the identity of the witnesses to be called by the administration and advised of the nature of their testimony. In addition, the student and the student's parents or guardians will be provided with copies of the documents to be introduced at the hearing by the administration. The student and the student's parents or guardians will also be required to advise the Board of the identity of their witnesses and the nature of their testimony.
3. The hearing will be closed, unless the Board and parents/guardians consent to an open meeting. At the hearing, the administration or its counsel will present the charges and such testimony and evidence to support such charges. The student, parents or guardians or their counsel shall have the right to present witnesses, introduce exhibits, and cross-examine witnesses called in support of the charges.
4. At the conclusion of the hearing, the Board of Education shall deliberate in executive session and shall render a decision to dismiss the charges, to suspend the student for a specified period of time, or to

expel the student from the schools of the District. The administration or its counsel, by direction of the Board, shall promptly prepare and transmit to the parents or guardians a written notice of the decision.

Adopted 11/92, Revised 06/21

3043 STUDENT DISCIPLINE

The Board has the legal authority to adopt all needed policies, rules and regulations for organizing and governing the school District. This includes the power to suspend or expel a student for conduct which is prejudicial to good order and discipline in the schools or impairs the morale or good conduct of other students and staff. These policies, rules and regulations will apply to all students in attendance in District instructional and support programs, as well as school-sponsored activities and events. Students who have been charged, convicted or pled guilty in a court of general jurisdiction (adult court) for commission of a felony may be suspended in accordance with law.

Off-campus misconduct is subject to District disciplinary policies when the off-campus behavior, including issues arising from the use of social media, is shown to 1) pose a threat to the general safety, welfare, or discipline of the students or staff, or 2) where the principal can establish a nexus between the off-campus misconduct and a material and substantial disruption of the work and discipline of the school, to the extent permitted by law.

When flagrant misconduct (Level 5 as defined in Appendix F) occurs before, during, or after school, the student involved should be kept with school personnel while an initial investigation takes place. If this action delays the student's return home from school, then parents or guardians will be contacted as soon as possible.

Disregard for policies, rules, and regulations may result in suspension by the Superintendent or expulsion by the Board, both subject to appropriate due process procedures. The Superintendent may suspend a student for up to 180 days; however, expulsion of students is a function only of the Board.

Staff members have the authority to refer students to the office for violations of the Student Expectation Code. The administrator and staff member are mutually responsible for communicating as soon as possible regarding disciplinary action per the Expectation Code.

All employees of the District shall share responsibility for supervising the behavior of the students and for seeing that they meet the standards of conduct which have been or may hereafter be established by the Board. When necessary, any employee of the District may engage in reasonable physical restraint of students to maintain orderly student conduct as authorized by law and Board Policy.

The Student Expectation Code of the Ferguson-Florissant School District provides a uniform standard of conduct for all public school students (see Appendix F). It is meant as a guideline and not as an exhaustive list of all prohibited acts. It will be distributed to and discussed with students annually under the direction of the building administrator in charge before the end of the first month of school.

The District shall annually review and evaluate the student expectation code and develop strategies for its implementation. Staff input shall be sought during this process.

All employees of the District shall annually receive instruction related to the specific contents of the District's discipline policy and any interpretations necessary to implement the provisions of the policy in the course of their duties, including but not limited to approved methods of dealing with acts of school violence, disciplining students with disabilities, and instruction in the necessity and requirements for confidentiality (**Reference Collective Bargaining Agreement Article 9 Section 14**).

Adopted 11/92, Revised 05/99, 05/17, 09/18, 06/21

3043.1 THREATS OR VIOLENCE BY STUDENTS

The Ferguson-Florissant School District has established a policy of zero tolerance toward threats or violence. A student may not threaten other students or staff. A student may not cause, attempt to cause or behave in a way that could cause physical injury to anyone; this includes starting a fight or responding by fighting.

Threats or acts of violence will be dealt with by excluding students from schools according to the Student Expectation Code and the Missouri Safe Schools Act.

Any student who is threatened or physically assaulted should immediately leave the scene and report to a staff member.

Students who have been referred to the police for making a threat will be requested to complete a risk assessment.

Adopted 04/03, 04/13, 05/17

3044 DISCIPLINE OF STUDENTS WITH DISABILITIES

For the purpose of this policy, the following terms are defined:

Change of Placement Any removal of a student with a disability from their assigned classroom or service specified in an Individual Education Plan (IEP) or by a multi-disciplinary committee (TAT) responsible for determining placement, for a period of more than ten consecutive days; or if the student has been subjected to a series of removals that constitute a pattern because: (a) the series of removals total more than ten school days in a school year; (b) the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and (c) additional factors such as the length of each removal, the total amount of time the students has been removed, and the proximity of the removals to one another. The determination of whether a pattern or removals constitutes a change of placement is made on a case-by-case basis and is subject to review through due process and judicial proceedings.

Multi-disciplinary Committee Building or District Teacher Assisted Team.

Student with a Disability A student that has a disability as defined in Section 504 of the Rehabilitation Act or the Individuals with Disabilities Education Act or a student referred by the screening review committee for an evaluation of a suspected disability.

Illegal Drug A controlled substance not including drugs legally used or possessed under the supervision of a health care professional.

Weapon A 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 less than 2 ½ inches in length.

Controlled Substance A drug or other substance identified under schedules I, II, III, IV or V in 21 U.S.C. 812 (c).

Serious Bodily Injury An injury with a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

Discipline of Students with Disabilities If a student with a disability is charged with misconduct for which a suspension may result, the student and the student's parents or guardians shall be given oral or written notice of the charges. The student, parent or guardian shall be given an oral or written explanation of the facts which form the basis of the proposed suspension. The student shall then be given an opportunity to present their version of the incident.

The principal or designee shall keep a record of all disciplinary action taken against a student with a disability which could amount to a change in placement.

If any disciplinary action which will result in a change of placement is proposed against a student with a disability, the Special School District area coordinator shall be notified and the Individual Educational Plan (IEP) team shall be convened within ten school days.

The student shall be afforded all procedural rights under federal and state law, including:

- a. notice of the proposed action;
- b. the right to examine the record;
- c. reevaluation if a significant change in placement is proposed;
- d. a hearing with representation of counsel;
- e. the right to remain in the current placement during the proceedings if parental consent is not obtained for a change;
- f. the right to appeal.

If a discipline proposed would result in a change in placement, the IEP team and other qualified personnel shall meet, not later than ten days after the date of the decision to impose discipline that would result in a change of placement, to determine whether the behavior is related to the student's disability.

If the IEP team determines that the behavior is unrelated to the disability, discipline resulting in a change of placement may be imposed, including suspension or expulsion. A determination that the student's behavior is unrelated to the disability indicates that normal disciplinary measures recommended by the administration are appropriate, providing that a free appropriate public education will be provided to the student as determined by the IEP team. The team's determination may be appealed.

If the IEP team determines that the behavior is related to the disability, the student shall remain in the current placement. Disciplinary action resulting in a change in placement may not be taken against such a student without the parent's or guardian's consent.

Long-Term Change

In addition to any other actions consistent with this policy, District administrators may assign a student with a disability to an interim alternative educational setting for a period of time not to exceed forty-five calendar days, when the student: (a) possesses a weapon at school, on school premises, or at a school function; (b) 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; or (c) inflicts serious bodily injury upon another person while at school, on school premises, or at a school function. On the date a decision to make such a removal is made, the parent/guardian will be notified of the decision and provided a copy of the IDEA procedural safeguards.

Not later than ten school days after the date of the decision to assign a student to an interim alternative education 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 specialized instruction, 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.

Any portion of a student's IEP that is related to demonstrated or potentially violent behavior must be provided to any teacher and other school District employees who are directly responsible for the student's education or who otherwise interact with the student on an educational basis while acting within the scope of their assigned duties.

Due process procedures applicable to suspension or expulsion under state law as provided in section 167.161 and 167.171, RSMo., shall be provided prior to suspension or expulsion of a student with a disability.

Revised 12/96, 06/21

3045 STUDENT SUSPENSION, EXPULSION, REMOVAL AND READMISSION OF STUDENTS

Note: The following procedures apply to all students except those who are legally defined as students with a disability. Procedures applicable to students with a disability are described in Board Policy 3044.

The Board of Education believes that the right of a child to attend free public schools carries with it the responsibility of the child to attend school regularly and to comply with the lawful policies, rules and regulations of the school District. This observance of school policies, rules and regulations is essential for permitting others to learn at school.

Administrative prerogative to exclude a student from school is permitted for the following reasons:

1. violation of school rules and regulations,
2. conduct which materially or substantially disrupts the rights of others to an education, or is prejudicial to good order and discipline in the schools or which tends to impair the morale or good conduct of the pupils,
conduct which endangers the student, other students or the property of the school
3. prior conduct, suspension and/or expulsion from another school District.

The term "suspension" refers to an exclusion from school that will not exceed a specific period of time. The term "expulsion" refers to permanent exclusion from any school within the Ferguson-Florissant School District. The Board of Education may readmit a student who has been previously expelled. Procedures that should be followed to suspend a student differ from those that are required to expel a student.

Suspensions

A principal or designee may suspend a student for up to ten (10) school days. The Superintendent may suspend a student for up to 180 school days. Procedures for suspending a student are outlined below.

1. Before suspending a student, a principal or designee must (a) tell the student, either orally or in writing, what misconduct they are accused of; (b) if the student denies the accusation, explain, either orally or in writing, the facts that form the basis for the proposed suspension; and (c) give the student an opportunity to present their version of the incident.
2. If the principal or Superintendent concludes that the student has engaged in misconduct punishable by suspension, the procedures described below apply unless the student is a student with a disability. (If the student is a student with a disability, the procedures described in Board Policy 3044 apply.)
3. The principal or designee should determine whether the student should be suspended or whether alternative measures would be appropriate.
4. If suspension is imposed, an attempt will be made to promptly notify the student's parents or guardians of the suspension and the reasons for the action. The parent/guardian must arrange for the student to be picked up from school or consent as to how the student will travel home.
5. Any suspension by a principal shall be immediately reported to the Superintendent who may revoke the suspension at any time, in part or in full.
6. If the Principal has decided to recommend a long-term suspension, a written report of the incident will be sent to the Superintendent or designee within three (3) school days. Within ten (10) school days, the Superintendent or designee shall give the suspended student and parent/guardian an opportunity to present their perspective of the incident, review the principal's report and any other information concerning the suspension and the recommendation to the Superintendent concerning further disciplinary action.

Following this process, the Superintendent will review the matter and make a final determination concerning whether:

- The student should be suspended for up to 180 school days
- Expulsion proceedings should be initiated
- Discipline reassignment should be considered
- Some other disciplinary approach should be pursued

The Superintendent will notify the student and student's parent/guardian by letter of the final decision concerning additional disciplinary action.⁷

If a student is suspended for more than ten (10) days, the following rules apply:

- a. The student or their parents or guardian will be informed orally and/or by letter of the suspension and their right to appeal the Superintendent's decision to the Board or a committee of the Board appointed by the Board president.

b. If the student gives notice that they wish to appeal the suspension to the Board, the suspension shall be stayed until the Board renders its decision, unless in the Superintendent's judgment, 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 pupil may be immediately removed from school, and the notice and hearing shall follow as soon as practicable.

c. All notices of appeal shall be transmitted, in writing, either by the appealing party or the Superintendent to the Secretary of the Board. The Superintendent, when notified of an appeal, shall promptly transmit to a committee of the Board a full written report of the facts relating to the suspension, the action taken by the Superintendent, and the reasons for said action.

d. Upon receipt of a notice of appeal, the Board will schedule a hearing and within a reasonable time in advance of the scheduled date, will notify by certified mail the appealing party of the date, time and place of the hearing and of their right to counsel; and their procedural rights to call witnesses, to present evidence, enter exhibits and cross-examine adverse witnesses. The Board shall make a good-faith effort to have the parent/guardian present at the hearing.

e. Prior to the Board hearing, the student and the student's parent/guardian will be advised of the identity of the witnesses to be called by the administration and advised of the nature of their testimony. In addition, the student and the student's parent/guardian will be provided with copies of the documents to be introduced at the hearing by the administration.

f. Hearings of appealed suspensions will be conducted as described in the policy dealing with student disciplinary hearings.

g. Prior to the re-admission or enrollment of a student in accordance with this policy, a conference must be held to review the student's conduct that resulted in the suspension and any remedial actions needed to prevent future occurrences of such conduct or related conduct. This information will be recorded on the Intervention Plans for Readmission (Appendix Y) and copies will be given to all parties involved in direct contact with the student. The conference shall include the appropriate school officials including any teacher directly involved with the conduct that resulted in the suspension, the student, and the parent or guardian of the student or any agency having legal jurisdiction, care, custody or control of the student. The administrator of the Student Support Center or designee shall notify, in writing, the parents or guardians and all other parties of the time, place, and agenda of any such conference. Failure of any party to attend this conference shall not preclude the District from holding the conference.

Expulsions

Only the Board may expel a student. The applicable procedures are outlined below.

1. The procedures for the suspension of a student in excess of ten days will be followed.
2. If the Superintendent concludes that the student has engaged in misconduct and should be expelled, the procedures described below apply unless the student is a student with a disability. (In the case of a student with a disability, the procedures described in Board Policy 3044 shall apply.)
3. The Superintendent will recommend to the Board that the student be expelled. The Superintendent may also suspend the student for up to 180 days, if they believe that the student's presence would pose a continuing danger to persons or property, or an ongoing threat of disrupting the academic process.
4. Upon receipt of the Superintendent's recommendation, the Board will follow the procedures described in the policy dealing with student disciplinary hearings. The Expulsion Hearing will be closed unless the Board and parents/guardians consent to an open meeting. After meeting with the Superintendent or designee, the parent or legal guardian, or the student if 18 years of age or older, may waive, in writing, the right to an expulsion hearing.
5. If the student is expelled, they may later apply to the Board for re-admission. Only the Board can readmit an expelled student. Prior to the re-admission or enrollment of any student who has been expelled in

accordance with this policy, a conference must be held to review the student's conduct that resulted in the expulsion and any remedial actions needed to prevent future occurrences of such conduct or related conduct. This information will be recorded on the Intervention Plan for Readmission (Appendix Y) and copies will be given to all parties involved in direct contact with the student. The conference shall include the appropriate school officials including any teacher directly involved with the conduct that resulted in the expulsion, the student, and the parent or guardian of the student or any agency having legal jurisdiction, care, custody or control of the student. The Board of Education or designee shall notify, in writing, the parents or guardians and all other parties of the time, place, and agenda of any such conference. Failure of any party to attend this conference shall not preclude the District from holding the conference.

See Appendix C, Ferguson-Florissant School District Title IX Grievance Procedures, for specific information for sexual discrimination or sexual harassment formal complaints.

Adopted 11/92, Revised 12/96, 04/10, 04/13, 3/21, 06/21

3045.1 ACADEMIC PROBATION/ADMINISTRATIVE PLACEMENT

High School students sixteen (16) years of age or older, who have the ability and background to do acceptable work, and have failed to earn 2.5 credits the previous semester are placed on academic probation. Academic probation may lead to an administrative placement in an alternative education program.

Adopted 06/95, Revised 03/15

3045.2 CORPORAL PUNISHMENT (PROHIBITED)

No person employed by or volunteering on behalf of the Ferguson Florissant School District shall administer or cause to be administered corporal punishment upon a student attending district schools.

Adopted 12/96, Revised 04/11

3045.3 PHYSICAL RESTRAINT

A staff member may use reasonable physical force 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.

Adopted 04/11

3045.4 SECLUSION, ISOLATION AND RESTRAINT

The Board of Education expects to promote the safety and the prevention of harm to students, school personnel, and visitors in the District. Dignity and respect must be maintained in the use of discipline and behavior management techniques. In accordance with Section 160.263 RSMo, as amended, seclusion, and restraint shall only be used in situations in which there is imminent danger of physical harm to self or others. These interventions should be implemented only under extreme situations and not be viewed as a behavior change or intervention strategy. The use of non-aversive behavioral interventions, including positive behavior support techniques will be promoted.

All District personnel will be provided with clear training annually concerning the use of seclusion, isolation and restraint in response to an emergency situation policy and procedures. Parents/guardians will be provided with information concerning state guidelines and District policy related to the use of discipline, behavior management, behavior interventions and responses to emergency situations.

The District shall not retaliate against individuals who report, or provide information related to, violations of this Policy.

The District shall not use any mechanical, physical or prone restraint technique that:

- Obstructs views of the student's face;
- Obstructs the student's respiratory airway, impairs the student's breathing or respiratory capacity, or restricts the movement required for normal breathing to cause positional or postural asphyxia;
- Places pressure or weight or causes the compression of the student's chest, lungs, sternum, diaphragm, back, abdomen, or genitals;
- Obstructs the student's circulation of blood;

- Involves pushing on or into the student's mouth, nose, eyes or any part of the face or involves covering the face or body with anything including, but not limited to, pillows, blankets or washcloths;
- Endangers the student's life or significantly exacerbates the student's medical condition;
- Is purposely designed to inflict pain; or
- Restricts the student from communicating.

If an employee physically restrains a student who uses sign language or an augmentative mode of communication as the student's primary mode of communication, the student shall be permitted to have the student's hands free of restraint for brief periods unless an employee determines that such freedom appears likely to result in harm to self or others.

Policy Applicability

This policy applies to all District personnel as defined in the policy. Seclusion, isolation, and restraints shall only be used in situations in which there is imminent danger of physical harm to self or others. These techniques should be implemented only under extreme situations and not be viewed as a behavior change or intervention strategy. Any student placed in seclusion or restraint shall be removed from such seclusion or restraint as soon as the District determines that the student is no longer an imminent danger of physical harm to self or others.

Nothing in this policy is intended to prevent a law enforcement officer who is employed as a school resource officer, off duty police officer, or FFSD Security Officer from exercising appropriate authority either when attempting to prevent a criminal act from occurring or when responding to a criminal act.

Time outs: The purpose of a time out or a brief removal of a student is to separate the student from the attention of staff and other students. It is not considered seclusion or isolation.

Use of Aversive Behavioral Interventions: District personnel shall never use an intervention that is intended to compromise health and safety, inflict pain or discomfort upon a student for the purpose of eliminating or reducing maladaptive behaviors. This also includes intervention as the application of noxious, painful or intrusive stimuli or activities or any form of noxious, painful or intrusive spray, inhalant or tastes.

Seclusion: Seclusion or the confinement of a student alone in a locked enclosed space is prohibited except where there is imminent danger of physical harm to self or others.

Seclusion shall not include the following:

- A timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming;
- In-school suspension;
- Detention; or
- Other appropriate disciplinary measures.

Isolation: Isolation may be permitted in an emergency situation only when less restrictive safety measures have not been effective in the de-escalation of the student's behavior. Approved measures for a specified student shall be addressed in the student's IEP, Section 504 plan or other agreed-upon plan with parental approval. The isolation area should be a normal sized room with standard lighting, ventilation, heating, cooling, and ceiling height. It should be free of objects that could harm the student. Monitoring of a student in isolation shall be face-to-face unless personnel safety is significantly compromised. Isolation time is to be reasonable and based on the age of the child and circumstance and not exceed 40 minutes. An excess of the 40 minute time limit must be addressed in the student's IEP, Section 504 plan or other agreed-upon plan with parental approval. Isolation must never be used as a form of punishment or for the convenience of District personnel.

Physical Restraint: Physical restraint may only be permitted in an emergency situation when less restrictive measures have not been effective in the de-escalation of the student's behavior. Restraints may only be used for as long as necessary to resolve the risk of danger or harm. It should be no greater than the degree of force necessary to protect the student or other person(s) from bodily injury or to protect property. Any restraint that would inhibit breathing is not approved. Approved measures for a specified student shall be

addressed in the student's IEP, Section 504 plan or other agreed-upon plan with parental approval. Only District personnel who have been properly trained on using physical restraint may do so. Another adult(s) presence is required or at least must be in line of sight for physical restraint to be used unless no other adult is immediately available due to an unforeseeable emergency situation. Physical restraint shall not include:

- A physical escort, which is a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student to walk to a safe location;
- Comforting or calming a student;
- Holding a student's hand to transport the student for safety purposes;
- Intervening in a fight; or
- Using an assistive or protective device prescribed by an appropriately trained professional or professional team.

Mechanical Restraint: Mechanical restraint shall not include devices implemented by trained personnel or used by a student with a prescription for such devices from an appropriate medical or related services professional and that are used for specific and approved purposes for which devices were designed, such as the following:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility that would be possible without the use of such devices or mechanical supports;
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
- Restraints for medical immobilization; or
- Orthopedically prescribed devices that permit a student to participate in activities without risk.

Chemical Restraint: The administration of a drug or medication to manage a student's behavior that is not a standard treatment and dosage for a student's medical condition. Chemical restraints shall never be used by school personnel.

Communication and Training: Following any situation involving the use of seclusion, isolation or restraint a debriefing shall occur as soon as possible but not later than two school days. The debriefing shall include a discussion of the events that led to the emergency or crisis situation, why de-escalation efforts were not effective, any trauma that may have occurred concerning the student and any other individuals involved and re-evaluation of the current emergency or crisis plan to prevent the need for future use of seclusion, isolation or restraint.

Report: Each time seclusion or restraint is used for a student, the incident must be monitored by a member of the District. The District must complete a report that contains, at a minimum, (1) the date, time, location, duration and description of the incident and intervention; (2) any event leading to the incident and the reason for using seclusion or restraint; (3) a description of the methods of seclusion or restraint used; (4) the nature and extent of the injury to the student; (5) the names, roles, and certifications of each employee involved in the use of seclusion or restraint; (6) the name, role and signature of the person who prepared the report; (7) the name of an employee whom the parent or guardian can contact; (8) the name of an employee to contact if the parent wishes to file a complaint; and (9) a statement directing parents and legal guardians to sociological, emotional or behavioral support organization and a hotline number to report child abuse and neglect. The District shall retain a copy of the report as an educational record of the student, provide a copy to the parent or legal guardian within five school days and a copy of each incident report shall be given to DESE within 30 days of the incident.

Parental Notification: Following the use of seclusion, isolation or restraint the student's parent/guardian shall be notified as soon as possible but no later than one hour after the end of the school day. Notification must be oral or electronic and include a statement indicating that the District will provide the parents or legal guardians a copy of the report as described above within five school days.

Documentation: The District shall maintain records documenting the use of seclusion, isolation, restraint and aversive behavior interventions. Documentation shall include when the incident occurred, reason for use, duration, information concerning any personnel or students involved, any bodily injury that may have occurred, whether student has an IEP or other plan, when parents were notified, if the student was disciplined, and any other documentation required by policy and federal or state law.

Definitions

Assistive Technology Device - 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 - 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; or other similar interventions.

Behavioral intervention - Individualized instructional and environmental supports that teach students appropriate behaviors to replace problem behaviors. Behavioral interventions are guided by a functional behavioral assessment that identifies the communicative intent of problem behavior and takes into consideration any known medical, developmental or psychological limitation(s) of the child.

Behavior Intervention Plan (BIP) - A plan that sets forth specific behavior interventions for a specific student who displays chronic patterns of problem behavior. **Behavior management** - Comprehensive, school-wide procedures applied in a pro-active manner that constitutes a continuum of strategies and methods to support and/or alter behavior in all students. **Chemical Restraint** - 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.

Chemical Restraint - 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.

Confinement - The act of preventing a child from leaving an enclosed space.

Discipline - Consequences for violating the District's student expectation code.

Emergency situation – A situation in which a student's behavior poses a serious, probable threat of imminent physical harm to self or others. [District option to also include "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.

Individual Education Program (IEP) - A student's Individualized Education Program as defined by the Individuals with Disabilities Education Act (IDEA).

Isolation - The confinement of a student alone in an enclosed space without locking hardware.

Law enforcement Officer - Any public servant having both the power and duty to make arrests for violations of the laws of this state.

Locking Hardware - Mechanical, electrical or other material devices used to lock a door or to prevent egress from a confined area. Mechanical

Mechanical Restraint – The use of any device or equipment to restrict a student's freedom of movement.

Restraint - 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 their body. This includes but is not limited to straps, duct tape, cords or garments. The term does not include assistive technology devices.

Physical Escort - 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 – A personal restriction such as person-to-person physical contact that immobilizes, reduces, or restricts the ability of a student to move the student’s torso, arms, legs, or head freely.

Positive Behavior Supports - A range of instructional and environmental supports to teach students prosocial alternatives to problem behavior and allow multiple opportunities to practice pro-social skills and receive high rates of positive feedback. The intensity of instructional and environmental supports should be matched to student need.

Prone Restraint – Using mechanical or physical restraint or both to restrict a student’s movement while the student is lying with the student’s front or face downward.

Restraint – See definitions for chemical restraint, mechanical restraint, prone restraint and physical restraint.

District personnel –

- Employees of a local Board of Education.
- Any person, paid or unpaid, working on District grounds in an official capacity.
- Any person working at a District function under a contract or written agreement with the school system to provide educational or related services to students.
- Any person working on District grounds or at a District function for another agency providing educational or related services to students.

Seclusion - The involuntary confinement of a student alone in an enclosed room or area from which the student is physically prevented from leaving and that complies with the building code in effect in the District.

Section 504 Plan - A student’s individualized plan as defined by Section 504 of the Rehabilitation Act.

Time Out - Brief removal from sources of reinforcement within instructional contexts that does not meet the definition of seclusion or isolation. This is sometimes referred to as quiet area or calming area. (Definitions provided by DESE.)

Previous 3069 SECLUSION, ISOLATION AND RESTRAINT, Revised 4/12, 11/21

3046 CARE OF SCHOOL PROPERTY BY STUDENTS

Students are expected to take reasonable care of school property. Students shall pay for books, school supplies, school equipment, or other school property lost or damaged beyond ordinary wear and tear. Payment shall be assessed by the principal or designee of the school concerned in accordance with the price of the book or other article lost or damaged.

Any student who carelessly or intentionally defaces or damages school property shall be required to pay for all damages and may be subject to additional disciplinary and/or legal action. Students owing money to the school for any purpose may have their records withheld or books refused upon enrollment, if the amount is not paid.

After parent or guardian notification, failure to pay for damages shall result in the student being suspended from school with re-admission only upon application to the Board of Education.

According to state law, parents or guardians of juveniles under the age of 18 are responsible for vandalism, loss or damage caused by their children up to an amount of \$2000. Proceedings against the unemancipated minor may be initiated for any balance not paid by the parent or guardian. In default of payment, the case shall be reported to the proper legal authorities or filed in small claims court.

Adopted 11/92

3047 SECRET ORGANIZATIONS

The Board of Education prohibits the organization of school sponsored fraternities, sororities, or secret organizations where membership is determined by members themselves rather than on the basis of free choice. The Board considers those organizations or membership in those organizations

detrimental to the conduct and discipline of the school. Interference with the instructional program of the Ferguson-Florissant School District by those groups will not be condoned and no activities by those groups are permitted under the sponsorship of the school district or its personnel.

Adopted 11/92

3048 STUDENT ALCOHOL OR DRUG ABUSE

The Board recognizes its share of responsibility for the health, welfare, and safety of the students who attend the Ferguson-Florissant School District. Therefore, the use, sale, transfer, possession of or being under the influence of alcoholic beverages or controlled substances is prohibited 1) on any school property, 2) on any school-owned vehicle or in any other school approved vehicle used to transport students to and from school or school activities; or 3) off school property at any school sponsored or school approved activity where students are under the jurisdiction of the school district.

For the purpose of this policy, a controlled substance shall include any controlled substance, counterfeit substance or imitation controlled substance as defined in the Narcotic Drug Act, Section 195.010, RSMo., and in schedules I, II, III, IV, and V in section 202 (c) of the Controlled Substances Act, 21 U.S.C. 812 (c)

The school administration or teachers shall have the right to conduct searches, which are reasonable in scope, of persons reasonably suspected to be in violation of this policy during or after school hours on school property, or at any school event, whether at the school or at some alternate location. Such searches shall be conducted in accordance with Board policy.

Any student who, after being given an opportunity to present a report of the incident, is found by the administration or staff to be in violation of this policy, shall be subject to suspension, expulsion, or other discipline as provided in the district's discipline code. In addition, any student violating this policy may be suspended from all extracurricular activities for a minimum of ninety (90) school days, regardless of whether such periods may span semesters or school years. Students may also be referred for prosecution.

The district, pursuant to any federal and/or state requirements, and for the purpose of preventing the use of illicit drugs and alcohol by students, shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs to all students from early childhood level through grade 12.

Such programs shall, a) address the legal, social and health consequences of drug and alcohol use, and b) provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol.

The district shall provide information about 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 and students shall annually be informed of the district's drug and alcohol abuse policy.

The district shall certify 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 shall conduct a biennial review of this program to determine its effectiveness, to implement necessary changes, and to ensure that the disciplinary sanctions are consistently enforced.

Adopted 11/92, 04/06

3049 WEAPONS IN SCHOOL

The Board recognizes the importance of preserving a safe educational environment for students, employees and patrons of the district. In order to maintain the safety of the educational community, the district will strictly enforce the necessary disciplinary consequences resulting from the use or possession of weapons on school grounds, buses or at school activities.

A weapon is defined to mean one or more of the following:

1. A firearm as defined in 18 U.S.C. 921.
2. Any device defined in § 571.010, RSMo, including a blackjack, concealable firearm, firearm, firearm silencer, explosive weapon, gas gun, knife, knuckles, machine gun, projectile weapon, rifle, shotgun, spring gun or switchblade knife.
3. Any instrument or device customarily used for attack or defense against an opponent, adversary or victim; or any instrument or device used or attempted to use to inflict physical injury or harm to another person.

In accordance with federal and state law, any student who brings or possesses a firearm as defined in 18 U.S.C. 921 or a device as defined in §571.010, RSMo on school property or at any school activity will be suspended from school for at least one (1) calendar year or expelled and will be referred to the appropriate legal authorities. The suspension or expulsion may be modified on a case-by-case basis upon recommendation by the superintendent to the Board of Education. Students who use or possess other weapons defined in this policy will be subject to suspension and/or expulsion from school and may be referred to the appropriate legal authorities.

This policy shall not be construed to prohibit the Board from allowing a Civil War re-enactor to carry a Civil War era weapon on school property for educational purposes so long as the firearm is unloaded.

This policy will be submitted annually to the State Department of Elementary and Secondary Education along with a report indicating any suspensions or expulsions resulting from the possession or use of a firearm as defined in 18 U.S.C. 921. The report will include the name of the school in which the incidents occurred, the number of students suspended or expelled and the types of weapons involved.

Adopted 12/96

Section Four: Health and Wellness Services

3050 DISTRICT WELLNESS PROGRAM

The Board recognizes the relationship between student well-being and student achievement as well as the importance of a comprehensive district wellness program. Therefore, the district will provide developmentally appropriate and sequential nutrition and physical education as well as opportunities for physical activity. The wellness program will be implemented in a multidisciplinary fashion and will be evidence based.

Wellness Committee

The district will establish a wellness committee that consists of at least one (1): parent, student, nurse or other school health professional, physical education teacher, school food service representative, Board member, school administrator, member of the public, an Association representative, and other community members as appropriate. If available, a qualified, credentialed nutrition professional will be a member of the wellness committee.

The wellness committee will meet at least twice a year to assess district wellness goals. Each building should have at least one representative in their building to disseminate information and report wellness initiatives.

Wellness Program Coordinator

The Board designates the following individual(s) as wellness program coordinator(s): Physical Education/Health Coordinator. Only employees of the district who are members of the wellness committee may serve as wellness program coordinators. Wellness coordinators, in consultation with the wellness committee, will be in charge of implementation and evaluation of this policy. Wellness program coordinators are responsible for ensuring that each school in the district is in compliance with district wellness policy, processes and practices as stated in the wellness policy and procedures manual. An audit committee made up of wellness committee members will conduct random product evaluation of food and beverage sales to ensure compliance with USDA regulations. Findings will be reported to the committee for review and appropriate measures will be taken to correct the issue. An open line of confidential communication will be developed to ensure the anonymity of all staff. Meetings, records and votes of the wellness committee will adhere to the requirements of the Missouri Sunshine Law.

Nutrition Guidelines

All foods and beverages sold to students during the school day on any property under the jurisdiction of the district will meet the nutrition standards established by the U.S. Department of Agriculture (USDA), the Department of Elementary and Secondary Education, and District guidelines. These nutrition standards apply to all food and beverages sold to students, including those sold in vending machines, school stores, and through district-sponsored fundraisers (which encompasses fundraising conducted by district-sponsored and student initiated groups), unless an exemption applies.

Fundraisers must adhere to district fundraiser procedures. School administrators and staff shall monitor and restrict the sale of food to students by students and staff that have not been authorized by the principal. For the purposes of this policy only, the school day is the time period from the midnight before to 30 minutes after the official school day.

Fundraising Exemption to Nutrition Guidelines

Unless otherwise prohibited by Board policies or limitations on marketing, the following are exemptions to the rule requiring that foods sold as fundraisers meet USDA standards:

1. Foods sold off campus, outside the school day, or to nonstudents do not have to meet the USDA standards.
2. Distribution of order forms for and delivery of foods that do not meet USDA standards and are not intended for consumption at school are permitted during the school day to the extent it otherwise complies with district policies and procedures.
3. Each school building within the district may hold up to five one day fundraisers per school year on district property during the school day that involve the sale of foods that do not meet USDA standards.

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.
2. Classroom snacks brought by parents.
3. Rewards and incentives. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Nutrition Promotion and Education

The district will provide nutrition education aligned with National and State standards in Health/Physical Education. In addition, the district will disseminate nutrition messages and other nutrition-related materials received from the USDA to students, staff and the community through a variety of media and methods.

The District will maintain a wellness webpage on the district website. The wellness program coordinator(s), in consultation with the wellness committee, will develop and oversee procedures that address nutrition education and promotion. A wellness procedures handbook will be distributed to all schools and programs and will be maintained and updated accordingly.

Marketing and Advertising

Marketing in district facilities will be consistent with the goals of the district's wellness program and comply with Board policy. The district will strive to promote the wellness program and educate parents/guardians regarding the quality of district foods.

Food and beverage marketing will be limited to the promotion of foods and beverages that meet the Smart Snacks nutrition standards. Other examples of marketing and advertising the district will scrutinize include, but are not limited to, pricing strategies that promote healthy food choices; audiovisual programming; educational incentive programs; scoreboards; book covers; district transportation; and vending machine displays.

Physical Activity and Education

The district will provide physical education and opportunities for health and physical activity consistent with National and State standards. All district schools shall meet or exceed the state recommendation of health and physical education instruction. The wellness coordinator will ensure that students are meeting or exceeding the recommended minutes of Physical Education and Health. Procedures will be maintained and updated in the wellness procedures handbook.

Other School-Based Activities

The wellness program coordinator(s), in consultation with the wellness committee, are charged with developing district wellness goals and procedures addressing other school-based activities to promote health and wellness with students and staff.

Accountability and Evaluation

The District and wellness coordinator will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. Progress of district wellness goals and procedures will be evaluated and updated accordingly.

Recordkeeping

The District will retain records to document compliance with the USDA regulations and requirements of the wellness policy and specified procedures in the finance office as well as the district website. The documents that must be maintained will be outlined in the wellness procedures manual.

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 USDA requirements of the annual notification will be outlined in the wellness procedures manual.

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:

- a. Assess all education curricula and materials pertaining to wellness for accuracy, completeness, balance and consistency with national, state and district's educational goals and standards.
- b. Review the extent to which schools under the jurisdiction of the district are in compliance with the wellness policy and corresponding procedures;
- c. Provide a description of the progress made in attaining the goals of the District's wellness policy and wellness plan goals.

The wellness coordinator and district administrator responsible for wellness will annually report to the Board regarding the content and implementation of the wellness program.

Adopted 04/06, Revised 04/12, 03/15, 06/17, 01/19

3051 STUDENT HEALTH SERVICES AND REQUIREMENTS

The Board of Education will provide for the health and physical well-being of students by establishing a district wide coordinated student health services program. The district nursing staff has oversight of the coordinated student health services program and will work with the School Health Advisory Council (SHAC). The SHAC shall be composed of a school nurses, preferably one from each level, an Association representative, a counselor and interested members of the community having knowledge of student health and wellness related issues. The District Lead Nurse will chair the committee, which will meet at least twice a year. Meetings, records and votes of the SHAC will adhere to the requirements of the Missouri Sunshine Law.

Nurses and clinic aides will be employed to staff the health services program. They shall serve under the direction of the administrator of Student Services. All contacts with parents or guardians regarding health services will be made by the nurse, the principal or designee. The provisions of the student health program will include the following items:

1. Administration of laws that protect the health of children attending public schools in Missouri, including:
 - a. Ensuring compliance with immunization requirements.
 - b. Excluding students who have contagious diseases from attendance when authorized by law or those who are not in compliance with state regulations concerning immunizations.
 - c. Reporting the presence or suspected presence of diseases mandated for reporting by law.
2. Emergency first aid treatment for injury or illness occurring during the school day.

3. The administration of medication, pursuant to Board policy, including training unlicensed authorized employees in the administration of medications. The Nurse Coordinator is responsible for developing procedures for the training of unlicensed authorized employees as well as devising protocols for the administration of medications by unlicensed authorized employees. In accordance with law, qualified employees will be held harmless and immune from civil liability for administering medication, medical services or lifesaving methods in good faith and according to standard medical practice. A qualified employee is one who has been trained to administer medication according to standard medical practice.
4. Assistance in carrying out the district's responsibilities outlined in Section 504 plans, Individualized Health Plans (IHPs) or Individualized Education Programs (IEPs).
5. Guidance concerning health problems of students.
6. Maintenance of student health records, including the maintenance of emergency information forms for each student. The nurse will ensure that the school principal has access to all student health records on file. The nurse will store health records in a secure location, and any health information provided orally will be reduced to writing and stored appropriately. District employees shall not share information regarding a student's health in front of other students or staff members who do not have a need to know the information. Student records will be stored and disclosed in accordance with Board policy. The nurse will attempt to obtain a current emergency information form for all students annually.
7. Health education in the district's instructional program. The nurse will maintain information developed by the Missouri Department of Health and Senior Services (DHSS) relating to human papillomavirus (HPV) and may distribute this information directly to parents/guardians, but not to students.
8. Screening tests for defects of vision and hearing. Parent or guardians will receive a written notice of any problems which may interfere with a student's progress
9. Notification of the administrator of Student Services if informed of a condition that could require accommodation under federal law.
10. Access to Material Safety Data Sheet (MSDS) for all hazardous materials used in the district.
11. Development and annual review of a Health Services Plan.
12. Training staff as necessary to implement the district's health and safety program.
13. Such other services as assigned by the administrator of Student Services, supervising principal, or superintendent.

Student Health Services shall not include making a medical diagnosis or initiating treatment.

Contraceptives

The district and its agents may not provide contraceptive devices or contraceptive drugs.

Physical Examinations and Screenings

"Screening" is the use of a procedure to examine a large population to determine the presence of a health condition or risk factor in order to identify those who need further evaluation. Screening tests for various health conditions, such as vision and hearing will be conducted in accordance with administrative procedures. Students may also be weighed and measured. Parents/Guardians will receive a written notice of any screening result that indicates a condition that might interfere with a student's progress or health. The St. Louis County Health Department recommends, but does not require, that students entering Kindergarten, 4th grade, 7th grade, or 10th grade have a physical before the start of the school year.

In general, the school district will not conduct invasive physical examinations of a student without parental consent to do so unless the health or safety of the student or others is in question or unless by court order.

Further, parents will be notified of the specific or approximate dates during the school year when any non-emergency, invasive physical examination or screening administered by the district is conducted that is:

1. Required as a condition of attendance
2. Administered by the school and scheduled by the school in advance.
3. Not necessary to protect the immediate health and safety of the student or other students.

As used in this policy, the term “invasive physical examination” means any medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or head lice screening. Parents or eligible students will be given the opportunity to opt out of the above-described non-emergency, invasive physical examination or screening.

Students who wish to participate in certain extracurricular activities may be required to submit to a physical examination to verify their ability to participate in the activity. Students participating in activities governed by the Missouri State High School Activities Association (MSHSAA) will be required to follow the rules of that organization.

Adopted 11/92, Revised 04/06, 04/07, 04/11, 04/12, 03/16,04/19

3052 STUDENT HEALTH SERVICES (HEALTH SCREENING)

Vision and hearing screenings in the school will be the responsibility of the school nurse. Frequency of the screening will be in accordance with state recommendations. When approved by the administration, other screening procedures deemed beneficial to students may be performed in the school health program.

Vision Screening: In the fall of each year, vision-screening procedures will be conducted for students new to the Ferguson-Florissant School District, including but not limited to kindergarten, and students enrolled in grades one, two, three, and five, as well as all students with identified vision problems and students with an Individual Education Plan (I.E.P.). Those students known to have vision difficulties and students referred by teachers, parents, and/or physicians may be screened regardless of grade level. Results of each vision screening will be recorded on the student health record. Students will be excused from a vision screening upon receipt of a written request stating the refusal to have the student vision screened from the student's parent/guardian. Students who fail to pass the vision screening will receive a parent/guardian letter (N2).

Hearing Screening:

a. Each year, hearing screening procedures will be conducted for students new to the Ferguson-Florissant School District, including kindergarten, and students enrolled in grades one, three, five, and seven, as well as all students with identified hearing problems and students served by Special School District. Students known to have hearing difficulties and students referred by teachers, parents, or physicians may be screened regardless of grade level.

b. Under certain conditions, hearing screening services are provided for students residing within Ferguson-Florissant School District boundaries who are enrolled in accredited, non-public schools. These services are coordinated between the administration of the accredited, non-public school and the Health Services Department and requires a request from the student's parent or guardian.

Selected Screening: Other screening procedures will be evaluated by school administrators, the health services staff, and the appropriate community agency. If approved, the health services staff will assist in the planning and implementations of the screening procedure.

Adopted 11/92, Revised 04/07, 04/08, 04/11, 04/13, 04/19

3053 IMMUNIZATION OF STUDENTS

It shall be the policy of the Ferguson-Florissant School District that all students attending the district schools shall be in compliance with state laws and regulations requiring immunization.

The superintendent shall institute procedures for the maintenance of health records showing the immunization status of every child 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.

Adopted 11/92

3054 COMMUNICABLE DISEASES - STUDENT

A student shall not attend school or school-sponsored activities while afflicted with any contagious or infectious disease, or while liable to transmit such a disease after being exposed, until the Board or its designee has determined, based on medical evidence, that (1) the student is no longer infected or liable to transmit the disease; or (2) the student is afflicted with a chronic infectious disease which poses little risk of transmission in the school environment with reasonable precautions. Students who have a fever of 100 degrees or more must remain out of school until 24 hours after the fever is gone without the use of temperature lowering medications.

Any student known to have a chronic infectious disease such as hepatitis, acquired immune deficiency syndrome (AIDS), or to have human immunodeficiency virus (HIV) infection or AIDS related complex (ARC) shall be individually evaluated using the best available medical resources. Any student who is known to have a chronic infectious disease such as AIDS, ARC, or HIV infection who is permitted to attend school must do so under specified conditions. An assessment will be made to determine those conditions which will be least restrictive to the student and which will not endanger his or her health or the health of other students, teachers or staff.

Failure to adhere to the conditions specified will result in the student being excluded from school. Any student who has a chronic infectious disease and who is not permitted to attend school will be provided with alternative educational strategies in accordance with district policy.

Students with a contagious or infectious disease and their families have a right to privacy and a need for confidentiality. Only staff members who need to know the identity and condition of such students to determine fitness to attend school or to provide proper health care will be given information concerning a specific student. This includes school nurses and persons who are most likely to be called on to administer first aid to such students. Willful or negligent disclosure of protected information about a student's medical condition by staff members will be cause for disciplinary action.

Reporting and control measures for communicable strains and other diseases dangerous to public health will be implemented in accordance with state laws and the Department of Health.

All employees will be expected to follow the most recent guidelines of the Centers for Disease Control, including applicable universal precautions in cleaning up body fluid spills, whether or not an individual infected with a body fluid or blood-borne pathogen is known to be present in the school environment or related activities (Appendix K). Willful or negligent disrespect of precautions by a staff member will be cause for disciplinary action.

Adopted 11/92, Revised 04/07, 04/11

3055 ADMINISTERING MEDICATIONS TO STUDENTS

Definitions

Medication: For the purposes of this policy, medications include prescription drugs and over-the-counter drugs, including approved FDA herbal preparations and vitamins. Medications also include substances that claim or purport to be medicinal or performance enhancing.

Authorized Prescriber: Includes a health care provider licensed or otherwise authorized by state law to prescribe medication.

General

The Ferguson-Florissant School District is not legally obligated to administer medication to students unless specifically included in a Section 504 plan or an Individualized Education Program (IEP). However, the Board recognizes that some students may require medication for chronic or short-term illness to enable them to remain in school and participate in the district's educational services. Further, the district prohibits students from possessing or self-administering medications while on district grounds, on district transportation, or during district activities unless explicitly authorized in accordance with this policy. Therefore, the superintendent, in collaboration with the district nursing staff, will establish administrative procedures for storing and administering medications in compliance with this policy and pursuant to state and federal law. Medications will only be administered at school when it is not possible or not effective for the student to receive the medication at home.

The administration of medications is a nursing activity that must be performed by or under the supervision of a registered professional nurse. A registered professional nurse may delegate the administration of medication to a licensed practical nurse or an unlicensed authorized employee who is trained by the nurse to administer medications. The registered professional nurse is responsible for developing written procedures for training unlicensed personnel in the administration of medications and for supervising the administration of medication by others. In accordance with law, any trained or In accordance with law, any trained or qualified employee will be held harmless and immune from civil liability for administering medication in good faith and according to standard medical practices. A qualified employee is one who has been trained to administer medication according to standard medical practices.

The nurse or designee must maintain thorough documentation of all medications administered to students annually. Written permission must be obtained from a parent/guardian to administer over-the-counter or prescribed medications. Medication must be transported to and from school by a guardian or responsible adult.

Nurses must use reasonable and prudent judgment to determine whether to administer particular medications to students while also working in collaboration with parents/guardians and school administration. In carrying out their legal duty to protect the health, welfare, and safety of students, nurses will, when necessary, clarify authorized prescriber orders and respond in accordance with such clarifications. Nurses will also, based on their specialized education, judgment, and skill; determine if medication is inappropriate for administration.

The district shall not knowingly administer medications in an amount exceeding the recommended daily dosage listed in the *Physician's Desk Reference (PDR)* or other recognized medical or pharmaceutical text. Except for the medications that are used in an emergency situation the district will not administer the first dose of any medication. Parents/Guardians are encouraged to arrange to administer prescription medications themselves when possible.

Over-the-Counter Medications

The student's physician shall provide the school with a written request that the student be given the over-the-counter medication during school hour. The request shall state the name of the student, name of the drug, dosage, frequency of administration, and how the medication is to be given, and the doctor's name. A written standing order or written protocol for the administration of over-the-counter medications in schools may be secured from a physician for an individual student or a group of students.

Prescription Medications

The student's physician shall provide the school with a written request that the student be given medication during school hours. The request shall state the name of the student, name of the drug, dosage, and frequency of administration, how the medication is to be given, and the doctor's name. The prescription label will be considered an equivalent of the physician's order for short-term medication. When possible, descriptions of any adverse effects and any applicable emergency instructions will be provided.

The parent/guardian will provide a written request that the school district comply with the physician's request to give medication. The district will not administer the first dose of any medication.

The parent/guardian will supply the medication in a properly labeled container from the pharmacy with only those doses to be given at school, and with instructions for any special need for storage, e.g. refrigeration. The medication will be delivered to the school only by the parent/guardian or other responsible adult and shall be kept in the nurse's office. Medication supplies should not exceed a 30-day supply.

Self-Administered Medications

An authorized prescriber or a student's IEP or Section 504 team may recommend that an individual student with a chronic health condition assume responsibility for his or her own medication as part of learning self-care. The district will allow students to self-administer medication for the treatment of a chronic health condition including, but not limited to, asthma and anaphylaxis, in accordance with this policy and law. The district will permit the self-administration of other medications as required by the student's Section 504 plan or IEP. The district will not allow any student to self-administer medications unless:

1. The medication was prescribed or ordered by the student's physician.
2. The physician has provided a written treatment plan for the condition for which the medication was prescribed, or authorized that includes a certification that the student is capable of and has been instructed in the correct and responsible use of the medication, and has demonstrated to the physician or the physician's designee the skill level necessary to use the medication.
3. The student has demonstrated proper self-administration technique to the school nurse.
4. The student's parents have signed a statement authorizing self-administration and acknowledging that the district and its employees or agents will incur no liability as a result of any injury arising from the self-administration of such medication unless such injury is a result of negligence on the part of the district or its employees or agents.

Possession of Self-Administered Medications

An authorized prescriber may recommend that an individual student with a chronic health condition be allowed to be in possession of his or her medication on district property for the purposes of self-administration. The district will permit possession of medication for the treatment of a chronic health condition including, but not limited to, asthma or anaphylaxis, on district property, at district-sponsored activities, and in transit to and from school or activities in accordance with law. The district will also permit the possession of other medications for the purposes of self-administration as required by the student's Section 504 plan or IEP. The district may otherwise permit the possession of medications for self-administration in accordance with law. No student will be permitted to possess any medication unless the parent/guardian has submitted all required authorizations and releases in accordance with this policy.

Consequences

Students who possess or consume medications in violation of this policy while on district grounds, on district transportation, or during a district activity may be disciplined up to and including suspension or expulsion. Employees who violate this policy may be disciplined up to and including termination. District administrators will notify law enforcement when they believe a crime has occurred.

Emergency Medication

Written standing orders will be obtained annually for the administration of emergency medication. The school nurse or another employee trained and supervised by the school nurse may administer these medications when they believe, based on training, that a student is having a life-threatening episode. A prescription or written permission from a parent/guardian is not necessary to administer this medication in an emergency situation. Emergency medications will only be administered in accordance with written protocols provided by an authorized prescriber.

The school principal or designee will maintain a list of students who cannot, according to their parents/guardians, receive the district's emergency medication. A current copy of the list will be kept with the medication at all times.

Revised 04/11, 03/17, 04/19

3056 STUDENT ALLERGY PREVENTION AND RESPONSE

The purpose of this policy is to create an organized system for preventing and responding to allergic reactions. 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. The best form of prevention for life-threatening allergies is avoidance of the allergen.

Research shows that allergies can negatively impact student achievement by affecting concentration, auditory processing, and attendance. Further, healthy students are better learners. In addition to posing health risks, allergies can be potentially deadly for some individuals.

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

Each school will attempt to identify students with life-threatening allergies, including food allergies. 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 can range from mild to severe and can even be life threatening. 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 Section 504 plan or IHP/EAP developed for a student by the district. Staff members who do not follow an existing Section 504 plan or IHP/EAP will be disciplined, and such discipline may include termination.

The district will not serve any processed foods, including foods sold in vending machines, that 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 regularly trained on the causes and symptoms of and responses to allergic reactions. Training will include instruction on the use of epinephrine pre-measured auto-injection devices.

In accordance with law, qualified employees will be held harmless and immune from civil liability for administering epinephrine in good faith and according to standard medical practices. A qualified employee is one who has been trained to administer medication, including epinephrine, in accordance with standard medical practice.

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, signs and symptoms of allergic reactions; information on avoiding allergens; 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 not be shared with students and others who do not have a legitimate educational interest in the information unless 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 Section 504 plan or IHP/EAP. Information about known allergies will be shared in accordance with FERPA.

Adopted 04/11

3057 SPECIALIZED HEALTH CARE SERVICES

The Board of Education believes the district must meet the needs of Ferguson-Florissant students who require specialized health care services to the extent that such specialized health care services are considered "related services" and not "medical services" for the purpose of Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act. However, because of the risks involved, it shall be the policy of the board that specialized health care services not be performed at school unless they are clearly necessary and cannot be accomplished on an alternate schedule.

The parent(s)/guardians(s) must submit a written request for specialized health care services.

The student's qualified licensed physician (s) should provide a written request for specialized health care services to be provided at school, all necessary health information about the student, and written instructions or approval of standard procedures for those services to be provided in the school setting. Consistent with the Missouri's "Nursing Practice Act" (Chapter 335), to order the provision of certain services/procedures will require a written prescription from the student's qualified licensed physician.

A specialized health care plan should be written and implemented for all students receiving specialized health care services at school. This plan outlines how the district/school intends to meet the student's specialized health care needs and serves as general understanding between the student's parents(s)/guardian(s), health care providers(s), and school personnel.

Specialized Health Care Services are nursing activities only performed by a registered professional nurse in accordance with the Missouri Nursing Practice Act. These services may include, but are not limited to intermittent catheterization and tube feedings.

Adopted 04/11

3058 STUDENT RESTRICTION OF PHYSICAL ACTIVITY

Students with a chronic, acute, or short term illness or injury that prevents them from participating in physical education or outdoor recess for more than three school days must have a physician's written order excusing them. The order must indicate the conditions and duration under which a student should refrain from participation in physical education activities or outdoor recess. A physician's written order must be obtained prior to a student returning to full activity unless it was already stated in the original order.

The School Nurse or a student's parent/guardian may hold a student from PE or recess due to illness or injury for up to 3 school calendar days without a physician's order.

Adopted 04/12

3059 ILLNESS AND INJURY RESPONSE AND PREVENTION

District personnel will provide appropriate first aid and emergency treatment, and contact emergency medical services (EMS) when appropriate, for any individual who is injured or becomes ill while on district property, on district transportation, or at a district activity. Further medical attention, including the cost of services provided by EMS, is the responsibility of the individual unless otherwise required by law. At the request of the injured person or on the advice of the nurse or clinic aide, 911 will be called to assess or transport the person to the hospital. This process does not require either supervisor approval or permission. Building/district procedures will be followed immediately after all 911 calls.

In accordance with law, any qualified employee will be held harmless and immune from civil liability for administering medications, cardiopulmonary resuscitation (CPR), or other lifesaving methods in good faith, and according to standard medical practice. A qualified employee is one who has been trained to administer medication or medical services according to standard medical practice. Procedures for handling emergencies will be established and distributed in each school building.

Training

The superintendent, or designee in consultation with the district nurse coordinator, is authorized to implement a program to train students and employees in CPR and other lifesaving methods. If CPR instruction is provided to students in grades 9-12, instruction will be based on a program established by the American Heart Association, the American Red Cross, or similar nationally recognized program and will be delivered as required by law.

Incident Reports

Employees must report all emergent injuries and illnesses (i.e., emergencies) to their supervisor immediately and complete all required district paperwork to include the details of the injury or illness. If requested by a supervisor or appropriate administrator, employees who witness any injury or observe the onset of a serious illness on district property, on district transportation, or at a district activity will prepare a written incident report on the incident report form available in each building. A copy of the incident report form will be filed with the appropriate designee as soon after the event as possible.

The superintendent is charged with providing the Board periodic statistical reports on the number and types of injuries occurring on district property or at district activities as well as information on individual accidents or injuries as necessary.

Protective Equipment

The superintendent or designee will continuously review job descriptions and district activities to improve safety in the district. The district will provide protective equipment when it is required by law or when it is determined by the superintendent or designee to be necessary to maintain district safety standards. In accordance with law, students, staff, and visitors must wear eye protective devices in vocational, technical, and industrial arts courses and laboratories involving chemicals, welding, construction, vehicle repair, or other activities as designated by the district. When protective equipment is provided, all persons are

required to use the equipment as directed. Failure to do so will result in disciplinary action including removal from school property or the activity requiring protective gear.

Replaces Previous Policy 04/11, Revised 04/13, 03/16, 04/19

Section Five: Student Protection

3060 INTERROGATIONS AND SEARCHES

I. Interview With Police, Juvenile Officers and Other Law Enforcement Officials The Ferguson-Florissant School District has supervision of students during the school day and hours of approved extracurricular activities. The district seeks to protect each student's rights with respect to interrogations by law enforcement officials. The school principal or designee will be present at any such interrogation during the district's supervision period. The interview will be conducted in private.

The principal will verify and record the identity of the officer or other authority and may request an explanation of the need to question or interview the student at school. The principal will make reasonable efforts to notify the student's parents or guardians unless the official raises a valid objection.

Students will be afforded the same rights in dealing with law enforcement officials that exist outside the school; a reasonable effort will be made to notify the parents, students must be informed of their constitutional rights by the law officials, student may remain silent if they so desire, and students must not be subjected to coercion or illegal restraint. However, within the framework of legal rights, students have the responsibility to cooperate with law enforcement officials.

II. Searches by School Personnel School lockers and desks are the property of the district and may be inspected without notice. The lockers and desks may be searched by school personnel who have a reasonable suspicion that the lockers or desks contain drugs, alcohol, stolen properties, weapons or any other items of contraband which may pose a danger to the health or safety of students and school employees.

Students or student property may be searched based on reasonable suspicion of a violation of the law, of district rules or policies, or state law. Reasonable suspicion must be based on facts personally known to the administration, credible information provided to the administration, or reasonable inference drawn from such facts and information. Personal searches and searches of student property shall be reasonably limited in scope to the original justification of the search. The dignity of students will be respected.

Students shall not be required to undress although they may be asked to empty pockets or remove jackets, coats, shoes and other articles of exterior clothing for examination, if reasonable under the circumstances. Any search involving physical contact with the student shall be performed by law enforcement officials in the presence of district staff.

Law enforcement officials shall be contacted if the administration reasonably suspects that a student is concealing evidence of a crime beneath the student's clothing (i.e., controlled substances, drug paraphernalia, weapons, or stolen goods). Law enforcement officials may be contacted in any case involving a violation of law, when a student refuses to allow a search, or when the search cannot safely be conducted. Parents shall also be contacted.

III. Removal of Students from School by Law Enforcement Officials Before a student at school is arrested or taken into custody by a law enforcement officer or other legally authorized person, the principal or designee will verify both the official's identity and, to the best of his or her ability, the official's authority to take custody of the student.

A student may also be removed from school into protective custody by a law enforcement officer investigating possible child abuse. The school principal will attempt to notify the student's parent or guardian that the student is being removed from school, except in cases of suspected child abuse by the parent or guardian.

Occasionally law enforcement officials may be called for assistance in handling a student responsible for a serious offense committed at school. When law enforcement officials are called, their procedure takes precedent over district procedures. At such times, the law enforcement officials may remove the student from school without an official warrant. Parents shall be notified.

Adopted 11/92

3061.1 DO NOT RESUSCITATE (DNR) ORDERS

The health and safety of all students of the school district are of vital concern to the Board. Therefore, it is the policy of the Board that all staff members will provide first aid or emergency treatment to students in the case of sudden illness or injury to the best of their ability, given the extent of their knowledge and training. School medical personnel and emergency medical resources available in the community will be used. Implementation of a "Do Not Resuscitate" (DNR) order is not consistent with this policy.

When a student with special health needs is enrolled, an Individual Health Plan (IHP) shall be prepared and reviewed at least annually as part of the Individualized Education Plan (IEP) for students with disabilities.

Should any students' parent/guardian and physician present the district with a written DNR order, the IEP Committee will be convened as soon as practical to review the student's current program and placement to determine appropriateness. Specialist consultations shall be obtained as appropriate.

In the unlikely event that parent and physician can demonstrate to the IEP Committee that special circumstances justify alternate life-sustaining approaches, an individually designed medical resuscitation plan may be incorporated into the IHP for life-threatening situations. This plan shall not deny all life-sustaining activities, but may describe emergency procedures appropriate to the individual student. Specialists shall be included in development of the plan and in training for implementation as needed.

It is the intent of the Board that the underlying principle of any response to a DNR order shall be that no student is to be denied the fullest genuine, appropriate efforts to preserve life and health.

Adopted 08/98

3062 STUDENTS IN RESEARCH PROJECTS

The Board encourages the use of research as a means of improving the understanding of students and the educational process. However, the Board must protect students and the school program from exploitation by outside agencies seeking to use school students as research projects. Each request by an outside agency to conduct research with students shall be judged on its own merits by the superintendent or designee.

At all times, the researcher will maintain the confidentiality of participants in any research project conducted in the District. If requested, the researcher will submit the results of the research project to the Superintendent. Employees are not required to participate in or provide clerical support for research projects which have not been approved by the Superintendent or designee.

Revised 04/93, 04/08

3062.1 SURVEYING, ANALYZING OR EVALUATING STUDENTS

Inspection

Any parent may inspect, upon request, any instructional material used as part of the educational curriculum and all instructional materials, including teachers' manuals, films, tapes or other supplementary material, that will be used in connection with any survey, analysis or evaluation as part of any applicable program. Further, a parent may inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student. The term "instructional material" does not include academic tests or academic assessments.

In general, the district will not collect, disclose or use personal student information for the purpose of marketing or selling that information or otherwise providing the information to others for that purpose. In the rare case where the district may collect information from students for the purpose of marketing or selling that information, parents may inspect any instrument used before the instrument is administered or distributed to a student, upon request and in accordance with Board policy.

Consent Required

In accordance with law, no student, as part of any program wholly or partially funded by the U.S. Department of Education, shall be required to submit to a survey, analysis or evaluation (hereafter referred to as "protected information survey") that reveals any of the following information without written consent of a parent:

1. Political affiliations or beliefs of the student or the student's parent.
2. Mental or psychological problems of the student or the student's family.
3. Sex behavior or attitudes.
4. Illegal, antisocial, self-incriminating or demeaning 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.
7. Religious practices, affiliations or beliefs of the student or the student's parent.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

Notice and Opportunity to Opt Out

In accordance with law, parents will receive prior notice and an opportunity to opt a student out of:

1. Any other protected information survey, as defined above, regardless of the funding source.
2. Any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and not necessary to protect the immediate health and safety of a student, or any physical exam or screening permitted or required under state law, except for hearing, vision or scoliosis screenings.
3. Activities involving the collection, disclosure or use of personal information obtained from students for marketing, selling or otherwise distributing information to others.

The district will directly notify parents at the beginning of the school year of the specific or approximate dates during the school year when the above-listed activities will occur or are expected to be scheduled.

Notification of Policy and Privacy

In accordance with law, parents will be directly notified of this policy at least annually at the beginning of the school year and within a reasonable period of time after any substantive change in the policy.

The district will take measures to protect the identification and privacy of the students participating in a protected information survey, regardless of the source of funding. These measures may include limiting access to the completed surveys and the survey results as allowed by law. All student educational records will be protected in accordance with law and Board policy.

The provisions of this policy applicable to parents will transfer to a student who is 18 years old or emancipated.

Note: See information on the Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h recommended for inclusion in the FFSD Student Expectation Code.

3063 CONTESTS FOR STUDENTS

No contest or other activity during school time or under school sponsorship involving awards to students by agencies outside the schools shall be permitted unless approved by the superintendent or designee. The decision shall be based on its educational value to the participating students and the relation to the ongoing instructional program. The superintendent or designee shall approve no contest or activity in the schools the purpose of which is commercial in nature.

Revised 04/93

3064 SOLICITING FROM STUDENTS

Use of students or school facilities for the collection of money, clothing, foodstuff, or other materials or commodities for non-school organizations shall be discouraged.

The superintendent may authorize student participation in specific charity drives when it is judged that: a) the organization concerned renders a direct and useful service to all students on a nondiscriminatory basis, and b) the activity has definite educational value in the context of the instructional program.

In the conduct of any authorized campaign for funds, donations must be entirely voluntary.

Adopted 11/92

3065 DISTRIBUTION OF MATERIALS

The superintendent or designee may authorize the distribution of materials in the district by non-school organizations if such materials promote a specific educational goal of the District and are offered to district students or residents on a nondiscriminatory basis. The method of distribution will be determined by the superintendent or designee in accordance with postal regulations.

Revised 05/94

3066 ASSESSMENT PROGRAM

The district will use high-quality academic assessments as one indication of the success and quality of the district's education program. Further, the Board recognizes its obligation to provide for and administer assessments as required by law. The Board directs the superintendent or designee to create procedures governing assessments consistent with law and Board policy.

In cooperation with the administrative and instructional staff, the Board will regularly review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary.

The district will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals with Disabilities Education Act (IDEA).

Participation

In order to achieve the purposes of the student assessment program and comply with state and federal law, the district requires all enrolled students to participate in all applicable aspects of the district assessment program, including statewide assessments.

District Assessment Plan

The superintendent or designee shall ensure that the district has a written assessment plan that will test competency in the subject areas of English, reading, language arts, science, mathematics, social studies and civics, as required by law.

The purposes of the districtwide assessment plan are to facilitate and provide information for the following:

1. *Student Achievement* - To produce information about relative student achievement so that parents/guardians, students and teachers can monitor academic progress.
2. *Student Guidance* - To serve as a tool for implementing the district's student guidance program.
3. *Instructional Change* - To provide data that will assist in the preparation of recommendations for instructional program changes to:
 - Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation.
 - Help the professional staff formulate and recommend instructional policy.
 - Help the Board of Education adopt instructional policies.
4. *School and District Evaluation* - To provide indicators of the progress of the district and individual schools toward established goals.
5. *Accreditation* - To ensure the district obtains and maintains accreditation.

There shall be broad-based involvement of staff and others with appropriate expertise in the development of the assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. Every effort will be made to ensure that testing contributes to the learning process rather than detracts from it and that cultural bias does not affect the accuracy of assessments.

Reading Assessment

The district will administer a reading assessment to students in third, fourth, fifth and sixth grades to determine whether additional reading instruction and retention are needed, as required by law. The district will also administer a reading assessment to all students who transfer to the district in grades four, five or six, and to all students attending summer school due to a reading deficiency, as required by law.

The reading assessment will be a recognized method or combination of methods of assessing a student's reading ability. Results of assessments will be expressed as reading at a particular grade level. The superintendent or designee will determine which methods of reading assessment the district will utilize.

English Proficiency Assessments

The district will annually assess the English reading, writing and oral language skills of district English Learner students in kindergarten through grade 12.

Statewide Assessments

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the challenging academic standards set forth by the Missouri State Board of Education. The assessments will be the same for all students in the district, including those students identified as migratory or homeless, students in foster care and students with a parent/guardian who is an active duty member of the armed forces or who serves on full-time National Guard duty.

End-of-course (EOC) assessments will be administered in accordance with law and the rules of the Department of Elementary and Secondary Education (DESE). In courses where EOC assessments are given, the superintendent will determine what percent of the course grade will be decided by performance on EOC assessments.

If a student is taking a course that requires an EOC assessment and is failing the course or for some other reason may be required to retake the course, the district may choose to delay administration of the EOC assessment until the student has completed the course the second time. A team consisting of the course instructor, the principal and a counselor will determine when delayed administration of an EOC assessment is appropriate. In the case of a student with an individualized education program (IEP), the IEP team will make the determination.

EOC examinations may be waived for:

1. Students receiving special education services whose IEP teams have determined that the MAP-A alternative is the appropriate assessment;
2. English learner students who have been in the United States 12 or fewer months at the time of administration, in some circumstances; and
3. Foreign exchange students.

The School Board authorizes the superintendent to establish a process designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment, which may include, but is not limited to, incentives or supplementary work as a consequence of performance.

National Assessment of Educational Progress

If chosen, the district will participate in the National Assessment of Educational Progress as required by law.

Assessments in Preparation for Postsecondary Education and Work Opportunities

The district encourages students to prepare for postsecondary education or work opportunities prior to graduating from the district. District staff will encourage students to take assessments necessary for pursuing postsecondary education, career training and employment. Such assessments may include, but

are not limited to, the ACT, the ACT Plus Writing Assessment, the ACT WorkKeys assessments (WorkKeys) and the SAT. When the district determines it is economically feasible, the district may provide access to assessments at the district's expense. The superintendent or designee will work with testing companies to provide eligible students access to fee waivers and other resources so that all district students may access these assessments.

ACT/WorkKeys at State Expense

DESE may require school districts to administer the ACT as part of statewide testing requirements. When that occurs and the state funds the test, any student who would be allowed or required to participate in the ACT will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at the state's expense in lieu of taking the ACT. Any student who participated in a state-funded administration of the WorkKeys shall not participate in any state-funded administration of the ACT.

ACT/WorkKeys at District Expense

Students who are required or allowed to participate in the ACT at district expense will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at district expense. The district may also require the student to take the ACT.

High School Equivalency Examination

The district participates in the Missouri Option Program, a competency-based program that allows eligible students to earn a district diploma if the student passes the state high school equivalency examination.

Parental Notice

At the beginning of each school year, the district shall notify the parents/guardians of each student that the district will provide, upon request and in a timely manner, information regarding any state or district policy regarding student participation in any assessments. Such notice shall include information about state or local policies that would allow students to opt out of assessments. Missouri has no such policy, and the district expects all students to participate in all district or statewide assessments.

The district shall post on the district's website and, where practicable, on the website of each school in the district for each grade level in the district, information on any assessments required by state or federal law, including any assessments required by the district. The information shall include the subject matter being assessed, the purpose for the assessment, the source of the requirement for the assessment, and where the information on the assessment is available. The information shall also include the amount of time students will spend taking the assessments, the schedule for the assessments, and the time and format for disseminating the results, when available.

If the district does not operate a website, the district shall determine how to make the information widely available, including dissemination through the media, public agencies or directly to the parents/guardians.

The district will provide parents/guardians information, if available, on the level of achievement and academic growth of the student on each of the statewide assessments in which the student participates. The district will provide the information in an understandable and uniform format and, to the extent possible, the information will be written in a language the parent/guardian can understand. If it is not practical to provide written translations to parents/guardians, the information shall be orally translated for them. Upon request by a parent/guardian with a disability, the district will provide the information in an alternate format that is accessible to the parent/guardian.

Access to Assessments by Students Not Enrolled in the District

In order to foster positive community relationships and to promote the academic progress of all students located within the district, the district may, at its discretion, allow private and home-schooled students who reside within district boundaries but who are not enrolled in the district to participate in grade-level, end-of-course or other assessments if the assessments are funded by the state. These student scores shall not affect district accountability.

Training

All standardized and statewide tests will be administered in compliance with testing guidelines provided by the company producing the test and DESE when applicable. District personnel required to administer assessments shall be provided appropriate training and documentation to support compliance with testing guidelines. Training on specific tests shall not be required for district personnel who have received this training as a part of their degree program, unless requested.

Adopted 11/92, 03/16, 04/19

3066.1 STATEWIDE ASSESSMENTS

The mandatory Missouri Assessment Program (MAP) is administered annually in order to monitor the progress of all students in meeting the standards adopted by the Missouri State Board of Education.

The assessments included in the Missouri Assessment Program (MAP) are Grade Level Assessment (GLA), End of Course (EOC), ACCESS for ELLS, MAP-Alternate Assessment (MAP-A), National Assessment of Educational Progress (NAEP), and Personal Finance. All students in assessed grade levels and content areas who are enrolled and present during the district testing window are required to participate in state assessments unless the state specifies provisions for a student being exempted from an assessment.

The School Board authorizes the superintendent to establish a process designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment, which may include, but is not limited to, incentives or supplementary work based upon performance.

The District's policy on student participation in statewide assessments shall be provided at the beginning of the school year to each student and the parent/guardian or other person responsible for every student under 18 years of age. The policy will also be kept in the district office and be available for viewing by the public during business hours of the district office.

Adopted 03/16, 04/19

3067 REPORTING AND INVESTIGATING CHILD ABUSE/NEGLECT

The Ferguson-Florissant R-II School District and its employees, contractors, and volunteers who have established a relationship with students through the school or school-related activities ("School Personnel") will take action to protect students and other children from harm including, but not limited to, abuse and neglect, and will respond immediately when discovering evidence of harm to a child. School Personnel must cooperate fully with investigations of child abuse and neglect. The district prohibits discrimination, negative job action or retaliation against any district employee who in good faith reports alleged child abuse or neglect, including alleged misconduct by another district employee.

School Personnel failing to follow the directives of this policy or state or federal law will be subject to discipline including, but not limited to, termination, and may be subject to criminal prosecution.

Public School District Liaison

The superintendent shall designate a specific person or persons to serve as the public school liaison(s) and forward that information to the local division office of the Children's Division (CD) of the Department of Social Services. The liaison(s) shall develop protocol in conjunction with the chief investigator of the local division office to ensure information regarding the status of a child abuse or neglect investigation is shared with appropriate school personnel.

The liaison(s) will also serve on multidisciplinary teams used in providing protective or preventive social services along with law enforcement, the juvenile officer, the juvenile court and other agencies, both public and private.

It will be the responsibility of the liaison(s) to arrange for training and information necessary to assist staff members in identifying possible instances of child abuse and neglect, including annual updates regarding any changes in the law. Additionally, the liaison is charged with implementing a planned program of personal safety and awareness education, including methods for preventing sexual abuse, that shall be provided to teachers, students and parents/guardians.

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.

Reporting Child Abuse/Neglect

The Board of Education requires its staff members to comply with the state child abuse and neglect laws and the mandatory reporting of suspected neglect and/or abuse. School Personnel who knows or have reasonable cause to suspect that a child has been subjected to abuse or neglect, or who observes the child being subjected to conditions or circumstances that would reasonably result in abuse or neglect, must immediately make a report to the CD Hotline at 1-800-392-3738, including any report of excessive absences that may indicate educational neglect. School Personnel must notify the school principal or designee immediately after making a report.

The school principal or designee will inform the superintendent or designee and the liaison(s) that a report has been made and will keep them aware of the status of the case. The school principal or designee may also notify law enforcement or the juvenile office when appropriate. If the school principal or designee has reason to believe that a victim of such abuse or neglect is a resident of another state or was injured as a result of an act that occurred in another state, then, in addition to notifying the Missouri CD pursuant to this policy, he or she may also make a report to the child protection agency with the authority to receive such reports, pursuant to law, in the other state.

Investigating Child Abuse/Neglect

Except in situations involving sexual misconduct, when the CD receives a child abuse report alleging that an employee of the district has abused a student, the report shall be immediately referred to the superintendent or designee (or the president of the School Board in situations concerning the superintendent), who will conduct an initial investigation. If the initial investigation determines that the report relates to a spanking by a certificated district employee or the use of reasonable physical force against a student for the protection of persons or property by any district personnel administered pursuant to district policy, or if it is determined that the sole purpose of the report is to harass a district employee, the report will be investigated as detailed below in accordance with law. All other reports of any nature will be immediately returned to the CD for investigation.

Harassment, Spanking or Protection of Persons or Property

Notification will be made to local law enforcement when an alleged incident is reported to the CD that relates to the following:

1. Spanking by a certified district employee. (Ferguson-Florissant School District prohibits the use of corporal punishment. Refer to policy 3045.2)
2. The use of reasonable physical force against a student for the protection of persons or property by any district personnel when administered pursuant to district policy.
3. A report made for the sole purpose of harassing a district employee.

The district will jointly investigate the report of child abuse with the law enforcement officer in the county in which the alleged incident occurred. The superintendent, Board president and their designees are authorized to contact and utilize the district's attorney to assist in the investigation.

Once the investigation is concluded, the law enforcement officer and the investigating district personnel will issue separate reports of their findings, no later than seven days after the district receives notice of the allegation from the CD. The reports must contain a statement of conclusion as to whether the preponderance of evidence supports a finding that the alleged incident of child abuse is substantiated or unsubstantiated. The Board will consider the separate reports and will issue its findings and conclusions, if any, within seven days after receiving the last of the two reports. The findings and conclusions will be made as required by state law and will be sent to the CD.

Sexual Misconduct Involving an Employee

The District takes all allegations of sexual misconduct seriously, regardless of the source. When an allegation is made, School Personnel will immediately take appropriate action to protect students and other children, which will include reporting to the CD in accordance with Board policy and notifying the superintendent. The superintendent or designee will contact law enforcement and begin an investigation.

In accordance with law, if a student reports alleged sexual misconduct on the part of a teacher or other employee of a school district to a School Personnel, the individual who receives the report shall notify the superintendent immediately and forward the allegation to the CD within 24 hours of receiving the information. The superintendent will also forward the allegation to the CD within 24 hours of receiving the report. The CD will investigate all allegations of sexual misconduct involving district employees.

Referral to the Office of Child Advocate for Children's Protection and Services

If the CD determines that a report of child abuse or neglect is unsubstantiated, the district or a district employee may request that the report be referred to the Office of Child Advocate for Children's Protection and Services for additional review.

Information from the Children's Division

In accordance with law, as mandated reporters School Personnel reporting child abuse and neglect are entitled upon request to information on the general disposition of a report of child abuse or neglect and may receive findings and information concerning the case at the discretion of the CD. The CD will also notify the district when a student is under judicial custody or when a case is active regarding a student.

Any information received from the CD will be kept strictly confidential in accordance with law and will only be shared with district employees who need to know the information to appropriately supervise the student or for intervention and counseling purposes. All written information received by any public school district liaison or the district shall be subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). Information received from the CD will not be included in the student's permanent record.

Immunity

In accordance with law, any person who in good faith reports child abuse or neglect; cooperates with the CD or any law enforcement agency, juvenile office, court, or child-protective service agency of this or any other state in reporting or investigating child abuse or neglect; or participates in any judicial proceeding resulting from the report will be immune from civil or criminal liability.

Any person who is not an employee of the district and who in good faith reports to a district employee a case of alleged child abuse by any district employee will be immune from civil or criminal liability for making such a report or for participating in any judicial proceedings resulting from the report.

Adopted 11/92, Replaces Previous Policy 04/11, Updated 12/11, Revised 04/13, 03/17, 02/20

3068 CUSTODIAL AND NON-CUSTODIAL PARENT RIGHTS AND RESPONSIBILITIES

The District will honor any restrictions regarding custody, physical placement, and other conditions mandated by a valid court order, provided the District has been given a copy of such order. If two opposing court orders are presented to the District, the most current order will be followed. It is the responsibility of the parent or legal guardian to provide a complete copy of any court documents as it pertains to custodial issues.

Definitions

Parent -- A biological or adoptive parent, including parents who are unmarried; a guardian; or an individual acting as a parent in the absence of the parent or guardian.

Joint Legal Custody -- Parents share decision-making rights, responsibilities and authority relating to the health, education and welfare of the child.

Joint Physical Custody -- Each parent has periods of time, not necessarily equal, during which the child resides with or is under the care or supervision of that parent.

Visitation Schedules

Visitation schedules and parenting plans are agreements between parents and are not binding on the district. The district will release a student to either parent in accordance unless otherwise directed by a valid court order.

Court Appearances

The district discourages parents from involving district staff in disputes over custody, visitation schedules, child support and other such issues. Staff members must stay focused on providing students an education.

To do so, they must maintain good relationships with both parents and should not be asked to support one (1) parent over another. District employees will not testify or otherwise participate in a custody dispute in their capacities as district employees unless served with a subpoena. Often, student records can provide the same information as the testimony of a staff member, and parents have access to student records by law. Parents are encouraged to use records rather than staff testimony in resolving disputes over their child.

Student Records

A parent will have access to all records and information pertaining to his or her child unless that parent has been denied custody or visitation rights. The district will provide access to all such records unless a court order showing the denial of legal custody or visitation is provided to the district. A court may also order that such records not include the address of the custodial parent or child. A copy of any court order received by the district pertaining to a student will be forwarded to the principal of the building where the student attends.

Adopted 11/00, Revised 04/08, 04/12

3069 SUICIDE AWARENESS AND PREVENTION

Purpose statement

Suicide is a leading cause of death among youth in Missouri and is a public health concern impacting all Missouri citizens. Ferguson-Florissant School District is committed to maintaining a safe environment to protect the health, safety and welfare of students.

This policy will outline key protocol and procedures 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.

The district will address suicide awareness and prevention through the following components:

- Crisis Response Team (CRT)
- Crisis response procedures
- Procedures for parent involvement
- Community resources available to students, parents, patrons and employees
- Responding to suicidal behavior or death by suicide in the school community
- Suicide prevention and response protocol education for staff
- Suicide prevention education for students
- Publication of policy

Crisis Response Team

The district will include suicide awareness and prevention in already established district or building crisis response teams. Crisis Response Team members will include administrators, counselors and the school social workers, and may also include school nurses, 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 annual training and coaching in using this tool to collect and document student suicidal behaviors and safety planning strategies.

Crisis Response Procedures

Employees are required to share with the CRT and administrators or their designees any information that may be relevant in determining whether a student is at risk of suicide, is having a suicide crisis or is otherwise at risk of harm. Employees are prohibited from promising students that information shared by the student will be kept secret when the information is relevant to the student's safety or the safety of another person.

Release of a student's individually identifiable education records will be made in accordance with the Family Educational Rights and Privacy Act (FERPA). In accordance with FERPA, information contained in a student's education records may be revealed at any time to the student's parents/guardians and school personnel who have a legitimate interest in the information. Education records may be shared with other appropriate persons when necessary to protect the health or safety of the student or others.

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.

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.

School and Community Resources

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. Copies of or links to resources will be available to all students and families on the district's website and in all district schools.

A school counselor or a CRT member will periodically follow up with students and parents/guardians of students who have been identified as being at risk of suicide or who have had a suicide crisis to offer additional assistance.

Response to Incidents Impacting the School

When the school community is impacted by the attempted suicide or death by suicide of a student, staff member or other person in the school community, the superintendent or designee will confer with the district-level CRT 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 or death.

The CRT and the superintendent or designee will determine appropriate procedures for informing the school community of an attempted suicide or death by suicide and the supports that will be offered. Staff and students who need immediate attention following an attempted suicide or death by suicide will be provided support and resources available through the district and will be given information about other resources.

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. This information will be provided to current employees and each new employee hired. The information will focus on the importance of suicide prevention, recognition of suicide risk factors, strategies to strengthen school connectedness, and response procedures.

The district will also provide opportunities for district staff to participate in professional development regarding suicide awareness and prevention. Opportunities may include district-led training, access to web-based training, or training provided in other school districts or by local organizations or health professionals.

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.

Publication of Policy

The district will notify employees, students and parents/guardians of this policy by posting this policy on the district's website and providing information about the policy to district employees. The district may also include information about the policy in appropriate district publications and student handbooks.

New 03/18

Section Six: Student Privileges

3070 STUDENT PRIVILEGES

I. Student Insurance:

The Board of Education recommends that all students have accident insurance. Although arranging for such insurance is the responsibility of the student and parents/guardians, the Board may name an insurance carrier each year to offer group rates. Participation in the group plan is optional. Parents/Guardians and students will deal directly with the insurance carrier.

Students participating in interscholastic athletics and certain other activities governed by the Missouri State High School Activities Association (MSHSAA) are required to have accident insurance coverage before being allowed to practice or compete for a school team. A student will not be allowed to participate in these activities, including practices, until proof of insurance coverage is received in the principal's office.

The district will provide parents/guardians enrolling students in the district information about the state children's health insurance program, MO HealthNet for Kids (MHK). A parent/guardian who, when completing an application for free and reduced-price meals, indicates that a child does not have health insurance will be notified by the district that the MHK program is available, if household income is within eligibility standards.

II. Motor Vehicles: Students are permitted to park on school premises as a matter of privilege, not of right. Students licensed to operate motor vehicles may park such vehicles on the school campus only upon obtaining a written permit from the principal or designee. They are expected to use all acceptable courtesies and safe driving practices on the school grounds. Students are not to be in their cars or move them during the school day without permission of the principal or designee. This privilege may be revoked for inappropriate behavior. The school has 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 the school authority has reasonable suspicion to believe that illegal, unauthorized or contraband items are contained therein.

III. Student Aid: Parent groups and some community groups have funds to provide needy children with certain necessities. Free lunches may be provided for some as necessary. The principal should be notified of any such cases existing in the building.

IV. Visitors: Visiting by children or students from other schools is not encouraged. Such visitors shall secure permission from the principal to visit.

V. Leaving Grounds: Students are permitted to leave the school grounds during the school day only under certain conditions. If parents feel that it is necessary, they should send a written request to the school principal who may grant such permission. In case of emergency, illness, or other cause, the student must receive permission of the principal to leave, in which case the parents are to be notified immediately. Elementary and middle school students may leave only with a parent or an adult designated by the parent or legal guardian, if leaving at a time other than normal dismissal time.

VI. Participation in Activities: Students who are scheduled to participate in any outside school program or activity are required to attend school as usual on the day the activity takes place, unless the administration issues prior approval. Students under suspension will not be allowed to participate in school sponsored activities or ceremonies.

VII. Graduation: Participation in the graduation ceremony is a privilege and not a right. A student must be in good standing in order to participate in graduation exercises.

VIII. Building Regulations: Individual schools will establish rules and guidelines regarding additional student privileges, (i.e., use of telephones, lockers, borrowing of money, pictures, etc.)

Adopted 11/92, Revised 01/97, 01/06, 12/09, 04/11

3071 STUDENT TRANSPORTATION SERVICES

The Board, in accordance with state law, may 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 as well as the policies that pertain directly to the qualifications of bus operators and operational procedures adopted by the Board of Education. (See Board Policies 7050 through 7056)

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. Students living one mile or more from school will be entitled to free bus transportation to and from school. The Board of Education may also provide transportation to students who live less than one mile from school following the current transportation procedures and guidelines.

Buses carrying school children will be considered extensions of the school environment. Any student whose conduct on a school bus is improper or jeopardizes the safety of other students may have his or her right to school bus transportation suspended for such period of time as deemed proper by the Superintendent, building principal or designee. The District Student Discipline Code will be enforced.

The superintendent will present to the Board a route plan for student transportation services for the District no later than the end of October of each year for initial route approval and no later than the end of June for the final approval of modifications made during the school year. The route plan should follow the procedures set by the State Board of Education.

Access to all buses is limited to authorized riders and staff. All district staff and bus drivers shall report any instance of "trespass of a school bus" to appropriate administrators and law enforcement agencies. 569.155 RSMo.

Adopted 11/92, Revised 05/01

3072 WORK CERTIFICATES

The Missouri Division of Labor Standards provides Missouri employers, parents, school officials, and youth information and training about workplace safety and health program management, child labor laws, and youth and employer rights and responsibilities. Missouri's Child Labor Law applies to youth under the age of 16.

Youth under 14 years of age generally are not permitted to work at any job (other than in entertainment or casual work) at any time. Youth who are 14 or 15 generally are permitted to work, but their work (as well as the work of all children in the entertainment industry) is subject to several restrictions.

Work certificates are required for children 14 to 15 years of age before they start employment at any job (other than in the entertainment industry) during the school year. Work certificates are required regardless of where a child attends school (public school, private school, charter school, home school). Work certificates must be issued by either:

1. the public school superintendent of the school district in which the child resides,
2. the chief executive officer of the charter school that the child attends,
3. the public or private school principal of the school that the child attends,
4. the designee of any of these school officials, or
5. if the child is home-schooled, a parent of the child.

The issuing officer may decline to issue a work certificate if he or she is not satisfied that employment will serve the best interest of the child. The public superintendent of the school district in which the child resides may revoke a work certificate issued by a public or private school principal, if that is deemed to be in the best interest of the child.

Requests for work certificates must be presented by the child in person to one of the individuals identified above as having authority to issue a work certificate. The following information will also be required at that time:

- A statement of intention to employ signed by the prospective employer setting forth the specific nature of the occupation in which he intends to employ the child and the exact hours of the day, the number of hours per day, and the days per week during which the child is to be employed.

- Written consent of the child’s parent, legal custodian, or guardian, or, if deemed necessary by the issuing officer, the child must be accompanied by his or her parent, legal custodian, or guardian. (For home-schooled children, a parent’s signature on the work certificate will fulfill this requirement.)
- Proof of the child’s age (birth certificate or other evidence).

Additionally, the following information may be required by the issuing officer:

- A certificate from the principal of the school that the child attends setting out the child’s grades.
- A certificate from a physician that has personally examined the child stating that the child is in good mental and physical health and is capable of performing labor without injury to his health and mental development.

Parents as Employers

Missouri Child Labor Laws apply even when a youth works under the supervision of a parent or legal guardian. The only exemption from the law is when the business is owned by the parent or legal guardian and the child remains under the direct control of the parent or legal guardian. If the parent or legal guardian is simply a supervisor, the law still applies.

Work Permits – Entertainment Industry

Work permits are required for youth under the age of 16 who work in the entertainment industry. A child under 16 may work in the entertainment industry if the director of the Missouri Division of Labor Standards issues the work permit. No permit will be issued without proof of age, a permission form from the parent or legal guardian, and a written statement from the prospective employer setting out the nature and expected duration of employment. The employer must keep the work permit and the statement as to the nature and duration of the employment on file. A work permit generally can be received within 48 hours. Permits may be revoked or not issued at the request of school officials if they feel work is unfavorable to a youth’s education.

Procedures and website links for forms for work certificates and permits can be found on the FFSD website.

Adopted 11/92, Revised 04/11, 03/15

Section Seven: Student Records

3080 STUDENT RECORDS

A cumulative education record shall be maintained for each student from his 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 parent/guardian 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. However, if any material or document in the education record of the student includes information on more than one student, the parent/guardian shall have the right to inspect and review only the part of such material or document that relates to their student or to be informed of the specific information regarding their student that is contained in the document or material.

The District has adopted procedures for the granting of parental requests for access to the education records of their students as soon as possible, 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.

The District designates the following items as Directory Information: Student’s name; address; grade level; date and place of birth; major field of study; participation in officially recognized activities

and sports; weight and height of athletic team members; dates of attendance; degrees, honors, and awards received; most recent educational agency or institution attended; and photographs. The District may disclose any of those items without prior written consent, unless notified in writing to the contrary by parent/guardian.

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 will comply with the mandates the Family Educational Rights and Privacy Act, Safe Schools Act, and pertinent federal and state statutes regarding confidentiality of student records and disclosure of personally identifiable information.

In order to provide students with appropriate instruction and educational services, it is necessary for the district to maintain extensive and sometimes personal information about students and families. These records must be kept confidential in accordance with law, but must also be readily available to district personnel who need the records to effectively serve district students.

The superintendent or designee will provide for the proper administration of student records in accordance with law, will develop appropriate procedures for maintaining student records, and will standardize procedures for the collection and transmittal of necessary information about individual students throughout the district. The superintendent and building principals will follow the district's policies and procedures for the student records system, including the protocols for releasing student education records. Principals are responsible for maintaining and protecting the student education records in each school. The superintendent or designee will make arrangements so that all district employees are trained annually on the confidentiality of student education records, as applicable for each employee classification.

Health Information

Student health information is a type of student record that is particularly sensitive and protected by numerous state and federal laws. Student health information shall be protected from unauthorized, illegal, or inappropriate disclosure by adherence to the principles of confidentiality and privacy.

The information shall be protected regardless of whether the information is received orally, in writing or electronically, and regardless of the type of record or method of storage.

Parent and Eligible Student Access

All parents may inspect their child's education records, seek amendments, consent to disclosures, and file complaints regarding the records as allowed by law. As used in this policy, a "parent" includes a biological or adoptive parent, a guardian of a student, or an individual acting as a parent or guardian in the absence of a student's parent or guardian. These rights transfer from the parent to the student once the student becomes an eligible student; however under the Missouri Sunshine Law, parents maintain some rights to inspect student records even after the student turns 18. An "eligible student" is defined as a student or former student who has reached age 18 or is attending a postsecondary school. The district will extend the same access to records to either parent, regardless of divorce, custody or visitation rights, unless the district is provided with evidence that the parent's rights to inspect records have been legally modified.

If a parent or eligible student believes an education record related to the student contains information that is inaccurate, misleading, or in violation of the student's privacy, the parent or eligible student may use the appeal procedures created by the superintendent or designee to request that the district amend the record.

The district will annually notify parents and eligible students of their rights in accordance with law.

Directory Information

Directory information is information contained in an education record of a student that generally would not be considered harmful or an invasion of privacy if disclosed without the consent of a parent or eligible student. The district will designate the types of information included in directory information and release this information without first obtaining consent from a parent or eligible student unless a parent or eligible

student notifies the district in writing as directed. Parents and eligible students will be notified annually of the information the district has designated as directory information and the process for notifying the district if they do not want the information released.

Even if parents or eligible students notify the district in writing that they do not want directory information disclosed, the district may still disclose the information if required or allowed to do so by law. For example, the district may require students to disclose their names, identifiers, or district e-mail addresses in classes in which they are enrolled, or students may be required to wear, publicly display or disclose a student identification card or badge that exhibits information that is designated as directory information. The school district designates the following items as directory information:

Student's name; address; grade level; date and place of birth; major field of study; participation in officially recognized activities and sports; weight and height of athletic team members; dates of attendance; degrees, honors, and awards received; most recent educational agency or institution attended; and photographs.

Law Enforcement Access

The district may report or disclose education records to law enforcement and juvenile justice authorities if the disclosure concerns law enforcement's or juvenile justice authorities' ability to effectively serve, prior to adjudication, the student whose records are released. The officials and authorities to whom such information is disclosed must comply with applicable restrictions set forth in federal law.

If the district reports a crime committed by a student with a disability as defined in the Individuals with Disabilities Education Act (IDEA), the district will transmit copies of the special education and disciplinary records to the authorities to whom the district reported the crime as allowed by law.

Law enforcement officials also have access to directory information and may obtain access to student education records in emergency situations as allowed by law. Otherwise, law enforcement officials must obtain a subpoena or consent from the parent or eligible student before a student's education records will be disclosed.

Children's Division Access

The district may disclose education records to representatives of the Children's Division (CD) when reporting child abuse and neglect in accordance with law. Once the CD obtains custody of a student, CD representatives may also have access to education records in accordance with law. CD representatives may also have access to directory information and may obtain access to student education records in emergency situations, as allowed by law.

Military and Higher Education Access

The district will disclose the names, addresses and telephone numbers of secondary school students to military recruiters or institutions of higher education as required by law unless the parent or eligible student notifies the district in writing not to disclose the information to those entities.

(Please see the FFSD Notice for Directory Information according to the Family Educational Rights and Privacy Act (FERPA) and the Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA) in the Student Discipline Code for policy guidance).

Revised 12/01, 04/06

3081 DISCIPLINE REPORTING AND RECORDS

In compliance with state law, the Board of Education establishes explicit channels of communication between teachers, administrators, law enforcement officials and other schools concerning acts of school violence and other behaviors which endanger the welfare or safety of students, staff and patrons of the District. The purpose of this policy is to designate specific actions committed by students which must be reported to teachers, administrators and/or law enforcement officials as well as those actions which must be documented in a student's discipline record.

Definitions

The following definitions and terms apply to this policy:

1. Act of School Violence/Violent Behavior - The exertion of physical force by a student with the intent to do serious physical injury to another person while on the school property before, during, or after school, at any other time when the building is being used by a school group or off school grounds at a school activity or function, at a bus stop, on the bus or any other means of transportation coming to or from school (including walking) or any school function. Students may also be disciplined for misconduct occurring off school grounds which affects the school discipline or the general safety and welfare of students and staff.
2. Serious Physical Injury - Physical injury that creates a substantial risk of death or that causes serious disfigurement or protracted loss or impairment of any part of the body.
3. Serious Violation of District's Discipline Policy - One or more of the following acts if committed by a student enrolled in the District:
 - Any act of school violence.
 - Any offense as outlined in number 1 above which is required by law to be reported to law enforcement officials.
 - Any offense which results in an out-of-school suspension for more than ten (10) school days.
4. Need to Know - Relates to school personnel who are directly responsible for the student's education or who otherwise interact with the student on a professional basis while acting within the scope of their assigned duties.
5. School Property – Property utilized, supervised, rented leased, or controlled by the school District including, but not limited to, school playgrounds, parking lots, designated bus stops, school transportation, and any property on which any school activity takes place.

Reporting to School Staff

School administration shall report all acts of school violence to all teachers and other school District employees with a need to know. In addition, any portion of a student's Individualized Education Program (IEP) that is related to demonstrated or potentially violent behavior shall be provided to all teachers and other District employees with a need to know (as specified in Policy 3044).

Teachers and other school District employees who have a need to know will also be informed by the Superintendent or designee of any act committed or allegedly committed by a student in the District which is reported to the District by a juvenile officer or an employee of the Children's Division (CD) of the Department of Social Services, sheriff, chief of police, or other appropriate law enforcement authority in accordance with state law. The report from the juvenile officer shall not be used as the sole basis for denying educational services to a student.

Any employee who is aware of an incident in which a person is believed to have committed an act which if committed by an adult would be first, second or third degree assault, sexual assault or deviate sexual assault against a student or school employee, while on school property, buses, or at school activities shall immediately report such incident to the principal. The employee shall also inform the principal if a student is discovered to possess a controlled substance or weapon in violation of the District's policy.

Reporting To Law Enforcement

Any felony listed in this section, or any act which if committed by an adult would be a felony listed in this section, that is committed on school grounds before, during or after school, at any other time when the building is being used by a school group or off school grounds at a school activity or function, at the bus stop, on the bus or any other means of transportation coming to or from school or any school function must be reported by the appropriate school administrator to the appropriate law enforcement agency as soon as reasonably practical. The following acts are subject to this reporting requirement:

- (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) Rape in the second degree under section 566.031;
- (17) Felonious restraint under section 565.120 as it existed prior to January 1, 2017, or kidnapping in the second degree under section 565.120;
- (18) Property damage in the first degree under section 569.100;
- (19) The possession of a weapon under chapter 571;
- (20) 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, or 566.069;
- (21) Sodomy in the second degree pursuant to section 566.061;
- (22) Sexual misconduct involving a child pursuant to section 566.083;
- (23) Sexual abuse in the first degree pursuant to section 566.100;
- (24) Harassment under section 565.090 as it existed prior to January 1, 2017, or harassment in the first degree under section 565.090; or
- (25) Stalking under section 565.225 as it existed prior to January 1, 2017, or stalking in the first degree under section 565.225;

In addition, the Superintendent shall notify the appropriate division of the juvenile or family court upon suspension for more than ten (10) days or expulsion of any student who the school District is aware is under the jurisdiction of the court.

The principal shall immediately report to the appropriate law enforcement agency and Superintendent any incident in which a person is believed to have committed an act which if committed by an adult would be first, second or third degree assault, sexual assault or deviate sexual assault against a student or school employee, while on school property, buses or at school activities. The principal shall also notify the appropriate law enforcement agency and Superintendent if a student is discovered to possess a controlled substance or weapon in violation of the District's policy.

Student Discipline Records

The Board of Education directs the Superintendent or designee to compile and maintain records of any serious violation of the District's discipline policy for each student enrolled in the District. Such records shall be made available to all teachers and other school District employees with a need to know, and shall be provided in accordance with state law to any school District in which the student subsequently attempts to enroll within five (5) business days of receiving the request. If a student is placed in another school by Children's Division, the records will be transferred to the new school within two (2) business days after notification by the Children's Division. Personally identifiable student records will only be released or destroyed in accordance with state and federal law. (Reference Appendix L)

Confidentiality

Any information received by a school District employee relating to the conduct of a student shall be received in confidence and used for the limited purpose of assuring that good order and discipline is maintained in the schools.

Adopted 12 /96, Revised 04/05, 04/11, 06/21

CHAPTER FOUR—BOARD OF EDUCATION

Section One: Structure

4011 NUMBER OF MEMBERS

The Board of Education shall consist of seven members.

Revised 05/93

4012 TERMS OF OFFICE

Elected Board members shall hold office for three years and until their successors are duly elected and qualified. Two directors shall be elected annually for three-year terms by the qualified voters of the District, on the first Tuesday of April. Effective April 1993, every three years three directors shall be elected. A Board member whose term is expiring may file for reelection.

Revised 05/93

4013 QUALIFICATION OF MEMBERS

Prior to the seventeenth Tuesday preceding the election, the Board of Education shall, by legal notice publish in at least one newspaper of general circulation in the District the opening filing date, the offices to be filled, the place for filing and the closing date for filing.

A candidate for the Board of Education must be a citizen of the United States, twenty-four years of age or older, a resident taxpayer of the District and have resided in the State of Missouri for one year preceding their election or appointment and who qualifies to hold public elective office as a Board of Education member according to state and federal laws.

No person may be a candidate for a position on the Board of Education if such person is a registered sex offender, or is required to be registered as a sex offender under state law. Any Board of Education 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 of Education to resign from the Board of Education. Should a Board of Education member refuse to resign, the member will be ineligible to serve as a Board of Education member at the end of their term.

Each qualified person wishing to be a candidate for the Board of Education may obtain a declaration of candidacy form from the Office of the Superintendent. The candidate shall file in person with the Office of the Superintendent a signed copy of a declaration of candidacy form. The declaration of candidacy form shall be filed no sooner than 8:00 a.m. on the seventeenth Tuesday prior to the date of the annual election and no later than 5:00 p.m. on the fourteenth Tuesday prior to the date of the annual election. The candidate's name shall appear as stated in the declaration of candidacy form without titles.

The names of qualified candidates shall be placed on the ballot in order of filing, except that for candidates who file a declaration of candidacy prior to 5:00 p.m. on the first day of filing, the District shall determine by random drawing the order in which such candidates' names shall appear on the ballot. Each candidate filing on the first day shall draw a number at random at the time of filing. The District shall record the number drawn with the candidate's declaration of candidacy. The names of candidates filing on the first day of filing shall be listed in ascending order of the numbers so drawn and ahead of the names of candidates filing on a later date.

Board of Education candidates must file reports as required by the Secretary of State of Missouri. After filing for office, the St. Louis County Board of Election Commissioners will provide each candidate information concerning the reporting requirements and a schedule of reporting dates. The Secretary of the Board shall certify names of candidates who have properly filed to the Board of Election Commissioners not later than the tenth Tuesday prior to the annual election.

After the tenth Tuesday prior to the election, the candidate list may only be modified pursuant to court order, in accordance with law.

Prior to the District's certification of candidates to the election authority, a candidate may withdraw from the election by presenting to the District a notarized written statement of their intention to withdraw. After the deadline for certification of candidates to the election authority, a candidate may only withdraw pursuant to court order, in accordance with law.

The District will provide each candidate a copy of the Notice of Candidate's Obligation to File Financial Interest Statement and a plain language summary of the applicable laws provided by the Missouri Ethics Commission as required by law. Candidates must comply with laws concerning eligibility, campaign financing and campaign disclosures.

No election will be held if, after the last date of candidate filing, the number of candidates who have filed is equal to the number of positions to be filled by the election. However, if the number of candidates filing exceeds the number of positions, the election will be held even if a sufficient number of candidates withdraw so that the remaining candidates are equal to the number of positions to be filled.

In addition to the other qualifications listed in this policy, Board of Education members are required by law to successfully complete orientation and training requirements within one (1) year of the date of the election or appointment. The orientation and training shall consist of at least 18 hours and 30 minutes with the cost of such training to be paid by the District. All programs providing the orientation and training required under the provisions of this section shall be offered by a statewide association organized for the benefit of members of Boards of Education or be approved by the State Board of Education.

Revised 02/03, 04/05, 04/06, 12/07, 08/09, 11/11. 12/16, 11/18, 11/21

4014 BOARD VACANCIES

Any vacancy occurring on the Board shall be filled by the remaining members of the Board. The appointed member shall serve until the next annual election at which time the position shall be filled for the remainder of the unexpired term through the regular elective process. If the Board cannot agree on a replacement to fill the vacancy or if there are more than two vacancies at one time, the vacancies shall be filled as provided by law.

4015 NEW BOARD MEMBER ORIENTATION

Each new Board member shall be given an orientation program under the direction of the Superintendent. Included shall be an updated copy of the Policies and Procedures of the Ferguson-Florissant School District, the budget, the latest annual report, and such other documents as the Superintendent deems essential to the operation of the district. The Superintendent shall set aside such time as is necessary to answer any questions arising from the study of these documents, and shall cooperate fully in assisting the new member to become an informed and active Board member.

Within one year of their election or appointment, new Board members will complete at least 16 hours of orientation and training in a program presented by a statewide association organized for the benefit of members of boards of education or approved by the state board of education

08/98

4016 PERMANENT BOARD COMMITTEES

No individual member and no group comprising less than the full membership shall be designated as a permanent committee to perform any of the Board's functions except those for which state law requires signatories.

4017 TEMPORARY BOARD COMMITTEES

At the request of the Board, the President shall appoint temporary committees comprising less than the full membership for special purposes. These committees shall be discharged on the completion of their assignments. The President of the Board shall be an ex officio member of any such committee.

4018 REORGANIZATION

Within fourteen (14) days after each annual school election certification, the Board shall convene and reorganize. After declaring the election results, the Board shall adjourn sine die. The Superintendent shall serve as temporary chairman to convene the first meeting of the new Board of Education and to administer the oath of office to the newly elected Board members. The temporary chairman shall then conduct the election of the President and turn over the chairmanship of the meeting to the new President of the Board. The President shall assume office immediately, conduct the election of other Board officers, and preside over the remainder of the meeting. The Vice President shall take

office immediately upon election. The Secretary, Assistant Secretary, Treasurer, and Assistant Treasurer shall be elected on or before July 15. The Secretary shall be a member of the Board. It is not necessary for the Treasurer to be a member of the Board.

Revised 07/02, 12/07

Section Two: Duties

4021 DUTIES OF PRESIDENT

The President shall preside at all meetings of the Board of Education and shall appoint all committees unless otherwise directed by the Board. The President shall sign all contracts, agreements and reports as specified by law, call special meetings, officially represent the District and perform other services as determined by the Board. The President shall review for compliance and sign all Board member expense reports.

Revised 06/96

4022 DUTIES OF VICE PRESIDENT

In the absence of the President, the Vice President shall perform the duties and accept the obligations of the President.

4023 DUTIES OF THE SECRETARY

The Secretary (or a designated representative except when the Secretary's personal signature is required) shall:

1. Keep an accurate record of proceedings of the Board of Education at regular and special meetings.
2. Prepare and post-election notices.
3. File reports as required by the State of Missouri, other governmental agencies, or the Board.
4. Conduct all necessary correspondence for the Board.
5. Perform other duties designated by the Board.

4024 DUTIES OF THE TREASURER

The Treasurer (or an authorized representative except when the Treasurer's personal signature is required) shall:

1. Keep a complete and accurate account of all school moneys collected, deposited and expended in the five proper funds.
2. Sign all checks issued on order of the Board of Education.
3. Deliver to the Board all canceled bonds and coupons for cremation and keep a record of same.
4. After the close of each fiscal year, account to the Board of Education for all money received indicating the source, into which fund it was deposited, and the amount expended for school purposes.
5. Make such financial reports as required by the Board or Missouri Law.
6. Keep records available at all times.
7. Certify that a fidelity bond is in force.
8. Require that all deposits of District funds be secured in an amount equal to at least 110% of the aggregate amount of all time and demand deposits less the amount which is normally insured by agencies of the federal government.
9. Act as custodian of all moneys collected for liquidation of any bonds and indebtedness and interest on the same and be responsible on his or her official bond for the safekeeping and proper application of such debt service funds as may be received by him/her.
10. Deliver to his/her successor all books and records of receipts, deposits and disbursements pertaining to school finance.

4025 OTHER OFFICERS

The Board of Education shall appoint an Assistant Secretary and an Assistant Treasurer who shall be empowered to act in the absence of the respective officer.

4026 CONTRACTING FOR PROFESSIONAL SERVICES

The Board of Education may authorize the Superintendent to contract for professional services of the following:

1. Attorney
2. Auditor
3. Architect
4. Educational Consultants
5. Planning Agents
6. Other Consultants

4027 DUTIES OF ATTORNEYS

It shall be the duty of the attorneys of the Board of Education to advise the Board on specific legal problems submitted to them and to make such recommendations as they feel will best serve the interest of the District. The attorneys shall also represent the Board in legal actions involving the District and shall prepare such official documents as may be required by the Board.

4028 DUTIES OF AUDITOR

The duties of the independent auditor shall be as follows:

1. To examine the accounts, financial, transportation, and attendance records, as well as the balance sheet of the school district at the close of its fiscal year and the related statements of transactions in the various funds for the fiscal year when ended.
2. To conduct such examination in accordance with generally accepted auditing standards applicable to the accounting system in use and to include such tests of the accounting records and such other auditing procedures as are necessary.
3. To render an opinion on the financial statements prepared at the close of the fiscal year.
4. To prepare such financial statements for publication as may be required by law. To prepare an audit report for each fiscal year.
5. To make such recommendations to the Board concerning its accounting records, procedures, and related activities as may appear necessary for efficient operations of the District.

Section Three: Functions

4031 AUTHORITY

The Constitution of Missouri vests control of public schools in the General Assembly. The General Assembly has established school districts, under control of elected Boards of Education, as governmental agencies responsible for carrying out this authority. Local Boards of Education have been accorded a broad scope of discretionary powers for managing the operations of public school systems.

Each Board member, elected by voters of the District at large, represents the interest of the total school community in participating in decisions affecting school district policies. A Board member has authority, together with other members present, to conduct business of the school district at properly called regular and special Board meetings. A Board member is without authority as an individual.

4032 RESPONSIBILITIES

The Board of Education in its corporate capacity is delegated major responsibilities such as the following:

1. Interpret the educational needs of the community and set up conditions necessary to meet those needs which include a safe environment for staff and students.
2. Develop policies in accordance with the law for governing the school district.
3. Select and appoint executive personnel.
4. Approve means by which professional personnel make the policies of the Board effective.
5. Furnish financial means under provisions of the law providing physical facilities and educational conditions through which a sound instructional program may be accomplished.
6. Evaluate the efficiency of personnel and services rendered in terms of their contributions to the educational program.
7. Keep the public fully informed of the purpose, value, conditions, and needs of public education within the community.
8. Employ certified public accountants annually to prepare an audit of all financial transactions of the District.

Revised 04/95

4033 REPORTING CONCERNS

Board members are encouraged to report information concerning situations which occur within the school system or operational procedures affecting the District as soon as such information is received by them. They should report to the Superintendent or to an Assistant Superintendent responsible for a specific area of administration as soon as possible after the event is noted. The member of the administrative staff will report back to the Board member, or to the Board as a whole, the complete analysis of the situation and action taken to dispose of the matter. Timing is important and Board members are discouraged from withholding such information until the next meeting.

4036 BOARD MEMBER CONFLICT OF INTEREST AND FINANCIAL DISCLOSURE

All directors of the Ferguson-Florissant Board of Education shall adhere to the laws regarding conflict of interest and take steps to avoid situations where their decisions or actions in their capacity as Board members conflict with the mission of the district.

As used in this policy, "businesses owned by Board members" includes sole proprietorships, partnerships, joint ventures, or corporations where the Board member is the sole proprietor, a partner having more than a ten (10) percent partnership interest, or a co-participant or owner of more than ten (10) percent of the outstanding shares of any class of stock.

Sale, Rental, Lease or Provision of Personal Property

Board members or businesses they own shall not sell, rent, lease, or provide personal property to the district.

Sale, Rental or Lease of Real Property (Real Estate)

Board members and businesses they own may sell, rent, or lease real estate to the district. Public notice of the transaction must be given prior to execution if the payment to the Board member or business exceeds \$500 per transaction or \$5,000 per year.

Employment

The district shall not employ Board members for compensation even on a substitute or part-time basis. While a Board member remains on the School Board, the district will not accept an application of employment from a Board member, consider a Board member for employment, or decide to employ a Board member. Board members may provide services on a volunteer basis.

Independent Contractor

Board members may provide services to the district as independent contractors through businesses they own. If payment for the service exceeds \$500 per transaction or \$5,000 per year, the district must give public notice and competitively bid the service, and the bid or offer of the Board member's business must be the lowest received. Businesses owned by Board members may provide services on a volunteer basis.

Businesses That Employ Board Members

Board members may participate in discussions and vote on motions for the district to do business with entities that employ the Board member as long as the business is not owned by the Board member and the Board member will not receive any financial benefit from the transaction. The Board member may need to submit a statement of interest as described below.

Statement of Interest

If a Board member has a substantial personal or private interest in a decision before the Board, before voting the Board member shall provide a written report of the nature of the interest to the Board secretary. The written statement will be recorded in the minutes. A Board member will have complied with this requirement if the Board member has disclosed the interest in a personal financial disclosure statement that was filed or amended prior to the vote.

A "substantial interest" exists when the Board member, his or her spouse or dependent children, either singularly or collectively, directly or indirectly:

1. Own(s) ten (10) percent or more of any business entity; or
2. Own(s) an interest having a value of \$10,000 or more in any business entity; or
3. Receive(s) a salary, gratuity or other compensation or remuneration of \$5,000 or more from any individual, partnership, organization or association within any calendar year.

Self-Dealing

A Board member shall not favorably act on any matter that is specifically designed to provide a special monetary benefit to the Board member, his or her spouse or dependent children.

A "special monetary benefit" means being materially affected in a substantially different manner or degree than the manner or degree in which the public in general will be affected or, if the matter affects only a special class of persons, then affected in a substantially different manner or degree than the manner or degree in which such class will be affected.

A Board member will not directly or indirectly influence or vote on a decision when the Board member knows the result of the decision may be the acceptance by the district of a service or the sale, rental or lease of property to the district and the Board member, his or her spouse, dependent children in his or her custody or any business with which he or she is associated will benefit financially.

"Business with which a person is associated" means:

1. A sole proprietorship owned by the Board member, his or her spouse or any dependent children in the person's custody.
2. A partnership or joint venture in which the Board member or spouse is a partner, other than as a limited partner of a limited partnership, and any corporation or limited partnership in which the Board member is an officer or director or of which the Board member, spouse or dependent children in the Board member's custody, whether singularly or collectively, own more than ten (10) percent of the outstanding shares of any class of stock or partnership units.
3. Any trust in which the Board member is the settlor or trustee, or in which the Board member, spouse or dependent children, singularly or collectively, are beneficiaries or holders of a reversionary interest of ten (10) percent or more of the corpus of the trust.

Use of Confidential Information

A Board member shall not use confidential information obtained in the course of his or her official capacity in any manner with the intent to result in financial gain for himself or herself, any other person or any business.

Nepotism

A Board member shall not vote to employ or appoint any person who is related within the fourth degree to such Board member by consanguinity or affinity. In the event that an individual is recommended for employment or appointment and the individual is related within the fourth degree to a Board member, the related Board member shall abstain from voting and shall leave the room during consideration of the question and the vote.

"Fourth degree of consanguinity or affinity" means parents, grandparents, great-grandparents, great-great-grandparents, spouse, children, siblings, grandchildren, great-grandchildren, great-great-grandchildren, nieces or nephews, grand-nieces or grand-nephews, aunts or uncles, great-aunts or great-uncles, and first cousins by virtue of a blood relationship or marriage. Nothing contained herein shall supersede Policy 1015 Employment of Relatives.

Personal Financial Disclosure Statements

The Ferguson-Florissant Board of Education hereby adopts a policy establishing and making public its own method of disclosing financial interests of Board members, candidates and specified administrators, in accordance with law. Personal financial disclosure statements as described below shall be filed with the Missouri Ethics Commission and the Ferguson-Florissant Board of Education, on or before May 1 for the preceding calendar year, unless the person filing is a Board candidate. Candidates must file their reports within 14 days after the last day to file for office. The reports will be made available for public inspection and copying during normal business hours.

This portion of the policy dealing with the financial interest statement will be adopted in an open meeting every other year by September 15. A certified copy of this policy/resolution shall be sent to the Missouri Ethics Commission within ten (10) days of adoption.

Board Member Disclosure

All School Board members and candidates for School Board will disclose in writing the following transactions if they occurred during the calendar year:

1. Each transaction in excess of \$500 per year between the district and the individual, or any person related within the first degree by consanguinity or affinity to the individual. The statement does not need to include compensation received as an employee or payment of any tax, fee or penalty due the district. The statement shall include the dates and identities of the parties in the transaction.

"First degree of consanguinity or affinity" includes parents, spouse or children by virtue of a blood relationship or marriage.

2. Each transaction in excess of \$500 between the district and any business entity in which the individual has a substantial interest. The statement does not need to include any payment of tax, fee or penalty due the district or payment for providing utility service to the district. The statement shall include the dates and identities of the parties in the transactions.

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

Superintendent, Chief Purchasing Officer, and General Counsel Disclosure

The superintendent, chief purchasing officer, and general counsel, if employed full time, will disclose in writing the information required in 1) and 2) above. In addition, these employees will disclose the following information for themselves, their spouses and dependent children:

1. The name and address of each employer from whom income of \$1,000 or more was received during the year covered by the statement.
2. The name and address of each sole-proprietorship the individual owned.
3. The name, address, and general nature of business conducted by each general partnership or joint venture in which he or she was a partner or participant.
4. 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.
5. The name, address, and general nature of business of any closely held corporation or limited partnership in which the individual owned ten (10) percent or more of any class of the outstanding stock or limited partners' units.
6. The name of any publicly traded corporation or limited partnership that is listed on a regulated stock exchange or automated quotation system in which the individual owned two (2) percent or more of any class of outstanding stock, limited partnership units, or other equity interests.
7. The names and addresses of each corporation for which the individual served in the capacity of director, officer or receiver.

Amended 09/08, Readopted 07/16

Section Four: Operations

4041 BOARD POLICY PROCESS

The Board determines the policies to serve as a basis for the administration of the District. The formulation, development, adoption, deletion and revision of written policies and procedures constitute the basic method by which the Board exercises its leadership in the operation of the District. The policies and procedures of the Board are consistent with the philosophy, goals and objectives of the District and are readily available to District patrons.

The Superintendent shall be responsible for the administration of the policies and procedures adopted by the Board. New policies and revisions of existing policies shall be furnished to and reviewed with the entire staff at the beginning of the school year. Policies adopted during the school year shall be posted with copies available upon request.

It shall be the duty of staff members to become familiar with the policies and procedures so they may clearly recognize their duties and relationships within the district policies.

Procedure for Policy Adoption:

Policies may be adopted, revised or repealed only upon a majority vote of those members of the Board present at a legally constituted meeting at which the proposed policy or amendment has been included on the agenda and described in writing.

To permit time for study of new policies or amendments to policies and to provide an opportunity for interested parties to react, proposed policies or amendments shall normally be presented as agenda items to the Board once for discussion and a second time for action, unless implementation necessitates action at one meeting.

The formal adoption or revision of policies will be recorded in the minutes of the Board meeting. Only those written statements so adopted or revised and so recorded will be regarded as official policies of the Board. Policies become effective on the date established by the Board as provided in the motion to adopt.

Revised 01/98

4042.1 BOARD-STAFF RELATIONSHIPS

The Board of Education acknowledges the importance of staff participation in the formulation of all policies affecting conditions of employment or service of the staff. The Board shall provide opportunities for designated representatives of the Association to take part in developing proposed policy statements, to engage in direct discussions with the Board or its designated representative, and to react to policy proposals before they are adopted. Policy proposals affecting staff will be deposited in the Association’s mailbox on the same day the information is distributed to the Board.

Prior to adoption of the policy proposals, the Association representatives shall meet with the Administration to agree on proposed policies. These representatives shall be full-time District employees who are members of the Ferguson-Florissant National Education Association. This does not preclude the right of other groups or individuals to be heard by the Board of Education. When the Board adopts or rejects such policies, the Superintendent shall inform the staff of the Board’s actions and its underlying rationale.

Revised 01/98, 04/06

4042.2 COMMUNICATIONS COMMITTEE

The District and Association will meet monthly to discuss issues important to the efficient operation of the District.

Agenda items will come from both the Association and the District. Minutes of each meeting will be taken and sent to all committee members in a timely manner.

As issues discussed at Communications meetings are resolved, the chairperson shall notify the President of the Association. In addition, all committee members will receive written notice of these resolutions.

If, after three months, there has been no resolution or no progress toward the resolution of an issue, a committee comprising of two members of the Administration, appointed by the Superintendent, and two members of the Association appointed by the President will seek to bring the issue to closure.

4043 AMENDMENT OF BYLAWS

Bylaws of the Board shall be subject to amendment only upon the majority vote of all members of the Board at two meetings held not less than twenty-seven days apart in which the proposed amendment has been described in writing.

4044 SUSPENSION OF POLICIES AND BYLAWS

The policies and bylaws of the Board shall be subject to suspension only upon a majority vote of all the members of the Board at a meeting for which the proposed suspension has been described in writing or upon a unanimous vote of all members of the Board when no such written notice has been given.

4045 ADEQUATE INFORMATION TO PRECEDE ACTION

Except in emergencies, the Board shall not attempt to decide upon any question before examining and evaluating any information any person requests the Board to consider. The Superintendent shall be given an opportunity to examine and to evaluate all such information and to recommend action before the Board makes a decision.

4046 REPORTS TO THE BOARD

It is the obligation of the Superintendent to provide the Board, in advance of each regular or special meeting, full and complete information concerning the questions and issues to be decided. Materials shall be provided in writing within a reasonable time prior to the meeting so that the Board members may have the opportunity to study in detail background information, the definition of problems, and recommendations of the Superintendent. Deviations from this procedure are allowable only in emergency situations. The Superintendent shall regularly submit to the Board reports concerning the activities of each department of the District. Such reports shall be designed to bring the Board's attention to:

1. Problems which the Board, as distinct from the administrative staff, may be called upon to solve.
2. Changes in practice which are significant enough to warrant the Board's consideration.
3. Information such as the following, with comparable data from previous years, from other communities or from state and national sources:
 - a. Auditor's Report
 - b. Data concerning the status of the physical plant and suggestions for improvement
 - c. Personnel Report
 - d. Curriculum
 - e. Student progress and needs
4. Reports on the progress of activities authorized by the Board of Education.
5. Descriptions of problems of an emergency nature and occurrences within the District of which each Board member should be knowledgeable in order to answer questions from citizens in the community. Within a reasonable time after receiving reports from such outside agents as the auditor, fire department, or health department, the Superintendent shall inform the Board of action he/she has taken pursuant of the recommendations made by such agents provided such reports are of significance for Board consideration.

4047 EVALUATION OF INSTRUCTIONAL PROGRAMS AND DISTRICT OPERATIONS

The Board of Education directs the superintendent to implement appropriate methods for a continual evaluation of the curriculum, the educational programs and the instructional processes of the school district.

These evaluations will assess educational needs, provide information for planning in the District, indicate instructional strengths and weaknesses in the District's educational programs, assure that the District is complying with the legal requirements for state-funded and federally funded programs, and provide data for public information.

The Board will rely on its professional staff and/or outside agencies to provide continual evaluation of the educational programs and instructional processes of the District. Specific measures will be identified to determine program success. The superintendent or designee will periodically review appropriate research studies to determine recent trends and developments in instructional evaluative techniques.

The superintendent will prepare and maintain written reports about the educational programs and instructional processes of the District and provide copies to the Board upon request and as necessary to carry out the Board evaluations required by this policy. The reports will include the goals and objectives of each program, progress toward meeting those goals and objectives, an explanation of the data and information used to determine program effectiveness, and recommendations for continued or improved effectiveness.

Unless otherwise required by law or Board policy specific to a particular program, the Board will review each district program in accordance with the following schedule. The Board may review any program at any time and is not restricted to the schedule or programs in this policy.

Annual Review

1. Wellness Program
2. Financial Investment of Surplus Funds

Biennial Review (Every Two Years)

1. Title I
2. Special Education
3. Career/Technical Education
4. Gifted Education
5. Programs for Homeless Students
6. Programs for English Language Learner (ELL) Students (reviewed annually by coordinator)
7. Programs for Migrant Students
8. Programs for At-Risk Students
9. Early Childhood Programs
10. Parents as Teachers
11. School Counseling
12. Student Health Services
13. Library and Media Resources
14. Technology
15. Professional Development (reviewed annually by the Professional Development Committee)
16. Parent, Family, and Community Involvement (reviewed annually at the school level)
17. Transportation
18. Food Service
19. Facilities and Grounds
20. School Climate
21. Safety Program and Emergency Response and Intervention Plan
22. Grant-funded programs not otherwise listed (unless the grant requires a different schedule)

Other

Curriculum will be reviewed immediately following the scheduled curriculum reviews by staff.

.Adopted 04/11, 04/19

4048 RECORDS

The minutes of the meetings of the Board of Education shall be available for public inspection in the Office of Superintendent during regular business hours as provided by Missouri law. The Superintendent is designated as custodian of District records to conform with Missouri Statute 610.023.

Revised 10/97

Section Five: Meetings

4051 REGULAR MEETINGS

All meetings of the Board of Education shall be held within the District. The meetings of the Board of Education are open to the public except when closed in accordance with the law.

The Board may not conduct official business of the District outside the boundaries of the District. All meetings shall comply in letter and spirit with Missouri statutes relating thereto, Sections 610.010 to 610.030 RSMo., 1978 as amended by HB No. 1253, 81st General Assembly.

The Board shall meet regularly on the second Wednesday of each month at **6:00** p.m. to transact the business of the District and to consider items of policy pertaining to the District except in March when a second regular meeting will be held on the last Wednesday of the month. Unless otherwise specified by Board action, all meetings shall be held in the Boardroom of the Administration Center. Each meeting shall adjourn not later than 11 p.m. except when it is extended by a majority vote of the Board.

Special Meetings: The Board may hold special meetings for the single purpose of learning about the programs of the District. Such meetings will normally be held on the fourth Wednesday of selected months. Special meetings may be called by the President or any three members of the Board or in an extreme emergency by the Superintendent. Notice of the time, place, purpose and tentative agenda shall be given to all Board members by the person or persons calling the meeting. Notice shall be given as specified in Missouri Statute 610.020. Board members may waive notice to them by signing waiver thereof and consent to hold the meeting. (Policy 4055)

Recording open meetings by audiotape, videotape or other electronic means is allowed by law. However, the Board may establish guidelines regarding the manner in which such recordings are conducted to minimize disruption to the meeting. Recording a closed meeting is prohibited unless permission has been granted by the Board by resolution.

NOTICE The Superintendent shall post a notice of the time, date, place and tentative agenda for each regular meeting of the Board in a prominent place in the entrance area of the principal office of the Board, the Administration Center, 8855 Dunn Road, in the City of Hazelwood. This place is easily accessible to the public and is in the building in which meetings of the Board are held. Copies of the notice shall be available to representatives of the news media upon request. The notice shall be posted not later than twenty-four (24) hours before each regular meeting. The Superintendent may post notices of regular meetings at such other public places in the District as the Superintendent may designate. At each meeting, the Superintendent shall report where notices were posted and that report shall be recorded in the minutes. (Policy 4052)

A copy of the Section on Meetings of the Board of Education shall be maintained in a prominent place in the entrance area of the principal office of the Board at 8855 Dunn Road, City of Hazelwood. (Policy 4052)

The Boardroom in the Administration Center has a capacity of 200 persons in addition to Board members and staff whose presence is necessary to the conduct of business. In addition, reasonable efforts shall be made to make the meeting accessible to individuals with disabilities. The President shall exclude from any meeting members of the public exceeding the capacity of the Boardroom. Organizations and other groups planning to attend a Board meeting are required to notify the Superintendent at least fourteen days prior to the meeting. The notification shall include the organization's purpose for attending the meeting and the anticipated number of members who will be in attendance. If the anticipated attendance exceeds the capacity of the Boardroom, the Superintendent shall, upon receipt of such notice, make arrangements for a more adequate meeting place in another building in the District and notify the public of the change in meeting place.

QUORUM Four members of the Board shall constitute a quorum. The only official business that can be transacted in the absence of a quorum is to take measures to obtain a quorum, to fix the time at which to adjourn or to recess the meeting. When a quorum is present a majority vote is sufficient for the adoption of any motion that is in order, except that a majority vote of the whole Board (four votes or more) is required to let a contract, employ a teacher, approve a bill, or approve a payment. (Policy 4057)

Revised 07/02, 04/05, 07/19

4052 NOTICE OF MEETINGS

The Superintendent shall post a notice of the time, date, place and tentative agenda for each regular meeting of the Board in a prominent place in the entrance area of the principal office of the Board, the Administration Center, 1005 Waterford Drive, in the City of Florissant. This place is easily accessible to the public and is in the building in which meetings of the Board are held. Copies of the notice shall be available to representatives of the news media upon request. The notice shall be posted not later than twenty-four (24) hours before each regular meeting. The Superintendent may post notices of regular meetings at such other public places in the District as the Superintendent may designate. At each meeting, the Superintendent shall report where notices were posted and that report shall be recorded in the minutes.

A copy of the Section on Meetings of the Board of Education shall be maintained in a prominent place in the entrance area of the principal office of the Board at 1005 Waterford Drive, City of Florissant.

4053 EXECUTIVE SESSIONS

The Board will conduct closed meetings, maintain records and hold votes in accordance with the Missouri Sunshine Law.

Meeting Notice

Public notice of closed meetings shall be given in accordance with Board policy and law. A majority of a quorum of the Board shall vote to close a meeting, in accordance with law. The reason for holding the closed meeting, with reference to the specific statutory exemption relied upon for closure and the roll call vote of each member on the question of holding a closed meeting, shall be announced publicly at an open session and entered into the minutes. Only business directly related to the specific exemptions may be discussed or voted upon at a closed meeting.

Objection

In the event a motion is made to close a meeting, record or vote and a Board member believes that the motion would violate the Missouri Sunshine Law if passed, the Board member may state their objection to the motion before or at the time the vote is taken. The Board secretary will enter the objection in the minutes. Once the objection has been made, the Board member shall be allowed to fully participate in the meeting, record or vote even if it is closed over the member's objection. If the Board member voted against the motion to close the meeting, record or vote, the recorded objection and the vote is an absolute defense to any claim filed against the Board member pursuant to the Missouri Sunshine Law.

Closed Meeting Topics

Pursuant to the Missouri Sunshine Law, the Board of Education hereby closes all meetings, records and votes pertaining to:

1. Legal actions, including the District's work product and confidential communications between the Board and its attorney. Any minutes, vote or settlement agreement relating to litigation shall become available to the public following final disposition of the matter voted upon except in eminent domain cases when the vote upon the issue of condemnation shall be made available to the public immediately after the meeting at which the vote was taken. A settlement agreement may be ordered closed by a court. However, the amount of any monies paid by or on behalf of the District, pursuant to the settlement agreement, must be available to the public upon final disposition of the matter.
2. The lease, purchase or sale of real estate where public knowledge might adversely affect the amount of money to be received or spent by the District. Any minutes, vote or public record approving such a contract shall become available to the public within 72 hours after the contract is executed.

3. Actions relating to the hiring, firing, disciplining or promotion of particular District employees when personal information about the employee is discussed or recorded. Any vote on a final decision to hire, fire, promote or discipline must be made available, with a record of how each member voted, to the public within 72 hours of the close of the meeting, except that the affected employee must first be notified. The term personal information means information relating to the performance or merit of individual employees.
4. State militia or National Guard.
5. Proceedings involving the mental or physical health of an identifiable individual.
6. Scholastic probation, expulsion, or graduation of identifiable person, including records of individual graduation scores.
7. Testing and examination materials, until given for the final time.
8. Welfare cases of identifiable individuals.
9. Preparations for negotiations with employees and employee representatives, including any work product of the Board.
10. Software codes.
11. Competitive bidding specifications, until officially approved or published.
12. Sealed bids, until the earlier of the time all are opened or all are accepted or rejected, and sealed proposals and related documents or any documents related to a negotiated contract until a contract is executed, or all proposals are rejected.
13. Personnel records from which individuals can be identified, evaluations, or records pertaining to employees or applicants for employment, but the names, positions, salaries and lengths of service of persons employed shall always be available to the public.
14. Records protected from disclosure by law.
15. Scientific and technological innovations in which the owner has a proprietary interest.
16. Records relating to municipal hotlines established for reporting abuse and wrongdoing.
17. Confidential or privileged communications between the Board and its auditor, including all auditor work product. However, all final audit reports issued by the auditor are to be considered open records.
18. Operational guidelines, policies and specific response plans developed, adopted or maintained by the District for use in responding to or preventing any critical incident that is or appears to be terrorist in nature and that has the potential to endanger individuals or public health or safety. The Board affirmatively states that disclosure would impair its ability to protect the health or safety of persons and that the public interest in nondisclosure outweighs the public interest in disclosure of the records. Financial records related to procurement or expenditures related to operational guidelines, policies or plans shall be open records.
19. Existing or proposed security systems and structural plans of real property owned or leased by the District where public disclosure would threaten public safety. Procurement records or expenditures relating to security systems purchased with the public funds shall be open. The Board affirmatively states that the disclosure would impair the District's ability to protect the security or safety of persons or real property and that the public interest in nondisclosure outweighs the public interest in disclosure of the records.
20. Records that identify and would allow unauthorized access to or unlawful disruption of the configuration of components or the operation of a computer, computer system, computer network or telecommunications network of the District if released. This exception shall not be used to limit or deny access to otherwise public records in a file, document, data file or database containing public records. Records related to the procurement of or expenditures for such computer, computer system, computer network or telecommunications network shall be open.
21. Credit card numbers, personal identification numbers, digital certificates, physical and virtual keys, access codes or authorization codes that are used to protect the security of electronic transactions between the District and a person or entity doing business with the District. However, the record of a person or entity using a District credit card or any record of a transaction that is reimbursed by the District will be open.
22. Records relating to foster home or kinship placements of children in foster care under Section 201.498 RSMo.

The Board shall only close that portion of the meeting facility needed to house the Board in closed session. Members of the public must be allowed to remain outside the closed meeting location so they may attend any open meeting that follows the closed meeting.

A separate minute book used solely for the purpose of executive sessions shall be used to record the minutes.

Confidentiality

The Board members, employees and others in attendance are honor bound not to disclose the details or discussions of the closed meetings, records or votes or any other information that is deemed confidential by law, Board policy or District procedures. Board members who violate the law, Board policy or District procedures regarding confidentiality may be removed from all District committees and publicly admonished by the Board, and the Board may take legal action against the Board member by seeking an injunction or monetary damages. The Board may also seek legal action from the local prosecutor or the Missouri Attorney General's Office. In addition, it is a crime, punishable by a fine of up to \$500 or a year in jail, for any Board member or employee of the District to willfully neglect or refuse to perform a duty imposed by certain state statutes applicable to school districts, some of which contain confidentiality requirements.

Revised 07/02, 04/05, 11/21

4054 BOARD MEETING AGENDA

Any member of the Board may request items to be placed on the agenda. A tentative agenda for each meeting of the Board shall be prepared by the superintendent, in consultation with the Board president, and shall be included in the public notice of such meetings. The tentative agenda must reasonably inform the public of matters to be considered. The tentative agenda, related materials and minutes of the previous meeting shall be sent to each member at least four days prior to the stated meeting.

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

Times are provided in the agenda for patrons to address the Board on agenda items and other items. The Board reserves the right to limit the number of and speaking time of spokespersons appearing before the Board. Unless unusual circumstances dictate otherwise, the Board will not respond to public comments during that particular meeting. The Board reserves the right to waive formalities in emergency situations, within the limitations of state statutes.

The superintendent shall cause a sufficient number of copies of the tentative agenda to be prepared and distributed to person in attendance at the Board meeting.

Consent Agenda

In order to use time within the Board meetings more efficiently, the School Board also utilizes a consent agenda whenever appropriate. Items placed on the consent agenda are routine in nature or are among the many decisions that the Board has already determined are in the domain of the administration.

When the consent agenda is presented to the Board for action, the Board president will provide the opportunity for any member of the Board to request a discussion or removal of any item on the agenda. Any item requested to be removed from the consent agenda by a Board member will be placed on the regular agenda or removed from the agenda entirely, depending upon the request of the member and the Board's agreement. Remaining items on the consent agenda are then voted on and passed or denied by a single motion. The minutes of the Board meeting shall include the outcome of the vote and a list of all the items which appeared on the consent agenda.

Revised 07/02

4055 SPECIAL MEETINGS

Special meetings may be called by the President or any three members of the Board or in an extreme emergency by the Superintendent. Notice of the time, place, purpose and tentative agenda shall be given to all Board members by the person or persons calling the meeting. Notice shall be given as specified in Missouri Statute 610.020. Board members may waive notice to them by signing waiver thereof and consent to hold the meeting.

Revised 10/97

4056 ADJOURNED MEETINGS

Adjourned meetings may be authorized by specific action of the Board at a regular or special meeting. Special notice is not required when appropriate information concerning time, place, and purpose of the adjourned meeting is contained in the minutes of the originating meeting. During an adjourned meeting, the Board may only act upon items of business specified in the action which originated the meeting.

4057 QUORUM

Four members of the Board shall constitute a quorum. The only official business that can be transacted in the absence of a quorum is to take measures to obtain a quorum, to fix the time at which to adjourn or to recess the meeting. When a quorum is present a majority vote is sufficient for the adoption of any motion that is in order, except that a majority vote of the whole Board (four votes or more) is required to let a contract, employ a teacher, approve a bill, or approve a payment.

4058 PARLIAMENTARY PROCEDURE

Unless otherwise specified by Board of Education policies, the Board shall conduct its meetings in accordance with *Roberts Rules of Order, Newly Revised*.

A four sevenths vote is required to adopt any motion that suspends or modifies a rule the Board has previously adopted or prevents the introduction of questions for consideration or sets quotas or limits or extends the limits of debate or limits the freedom of nomination or voting or deprives one of membership in office. No motion is in order that conflicts with the laws of the nation or state or with the Constitution of Missouri. Any such motion if adopted is null and void.

Revised 05/93

4059 CITIZEN PARTICIPATION

To provide for full and open communication between the public and the Board of Education, the Board authorizes several avenues for the exchange of information, ideas and opinions. All of the following operate within the framework of the Board's scheduled meetings.

- Written correspondence may be directed to the Board, through the Superintendent, for consideration at a meeting. Statements of two pages or less are encouraged.
- Specifically designated times will be set aside for public comments at all regular meetings of the Board of Education. Patrons may address the Board on items of school business, with comments limited to three minutes per person.
- A patron who wishes to have an item placed on the agenda will present the request in writing to the Superintendent of Schools. To be considered, the request must be received 14 days before the scheduled meeting.
- From time to time, the Board will schedule a public hearing on matters of concern to the community, i.e., the annual budget.

All meetings of the Board will be presided over by the Board President with the primary purpose of conducting the business of the Board in a responsible and expeditious manner. Unless unusual circumstances dictate otherwise, the Board will not make a decision on issue(s) presented by an individual or group during that particular meeting. The Board reserves the right to waive formalities in emergency situations within the limitations of state statutes.

The President will have the authority to regulate and limit public participation within the provisions of Board policies and accompanying regulations

Revised 06/95

4060 BOARD MEETINGS-MEMBER ATTENDANCE

Each Board member is obligated to attend Board meetings regularly in compliance with Missouri Statute 162.303 as stated below. Board members are also obligated to notify the President of absences as soon as possible prior to a regular Board meeting or Study Session. Absences will be excused by the President of the Board when a Board member is unable to attend because of reasons consistent with the following:

- **Personal Illness** - Absence for personal illness shall be excused.
- **Illness in immediate family** - The serious illness of a member in the immediate family of Board member will be excused. A member of the immediate family is defined as spouse, mother, mother-in-law, father, father-in-law, daughter, son, or other relative or dependent living in the Board member's home.
- **Bereavement** - A Board member's absence will be excused should a death occur in his/her immediate family. A member of the immediate family is defined as spouse, mother, mother-in-law, father, father-in-law, daughter, daughter-in-law, son, son-in-law, brother, brother-in-law, sister, sister-in-law, grandparent, grandchild, or other relative or dependent living in the Board member's home. The president may excuse an absence under extenuating circumstances where the deceased is not a member of the Board member's immediate family.
- **Religious Observance** - A Board member absence may be excused for a religious observance obligation that cannot otherwise be fulfilled.
- **Emergency** - A Board member's absence may be excused to attend any sudden or unforeseen situation requiring immediate attention or action. Normally, such an emergency would result from an act of God, such as a flood, storm, etc., an accident involving the Board member or a member of his/her immediate family, or unforeseeable vocational responsibilities.
- **Personal Reasons** - In special instances not otherwise covered in this policy, a Board member may be granted an excused absence for one meeting every twelve months beginning in April of each year for reasonable and necessary absence at the discretion of the President. Except in cases of emergency, Board members shall give the President five school days' notice of their intent to use personal absence as a basis for excused absence.
- **Board of Education business.**

The Board President's decision regarding excused or unexcused absences may be appealed to the full Board. This policy will be administered consistent with Missouri Statute 162.303:

For the purposes of this section, "attendance" 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. This subsection shall not apply to seven-director districts.

Any member of the school board of a seven-director district, including urban districts, failing to attend the meetings of the board for three consecutive regular meetings, unless excused by 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.

CHAPTER FIVE—ADMINISTRATION

Section One: Administrative Function and Organization

5011 SUPERINTENDENT AS EXECUTIVE OFFICER FOR THE BOARD

The Administration of the school system in all of its aspects shall be delegated to the Superintendent, who shall carry out administrative functions in accord with the policies adopted by the Board. The execution of all decisions made by the Board concerning the internal operation of the school system shall be delegated to the Superintendent. Refer to VOLTS - Appendix R - AL-1 through AL-9

The Superintendent shall have the power to implement action within the District if an emergency situation should develop for which the Board has not provided policy or procedural guidelines. However, the Superintendent's decision shall be subject to review by the Board. It is the Superintendent's duty to inform the Board in a timely manner of any such action and of the need for an official policy or procedural statement. Refer to VOLTS - Appendix R - BP-9

5012 ADMINISTRATIVE REGULATIONS

The Board shall delegate to the Superintendent the function of specifying required actions and designing the detailed arrangements under which the District will be operated. The Superintendent shall prepare necessary regulations to carry out Board policy. These rules and detailed procedures shall constitute the administrative regulations governing the District. They must be in every respect consistent with the policies adopted by the Board. The Board shall require formulation of specific administrative regulations when state laws mandate such action.

5013 ORGANIZATIONAL PLAN

In carrying out assigned duties the Superintendent shall develop and use an organizational plan. The plan sets forth an administrative structure and operational procedures to ensure efficient and effective management of the school system, coordination of the total school program, and a functional system of communication within the staff.

5014 DELEGATION OF FUNCTIONS

The Superintendent delegates management functions through members of the administrative staff in keeping with the organizational plan.

5015 PRINCIPLES OF OPERATION

The following principles shall govern the administrative operation of the school system:

1. Each school, within guidelines established by the District, is encouraged to work out the educational program most appropriate for the students attending that school.
2. The Superintendent has responsibility for overseeing the pattern and sequence of educational experiences provided by the District.
3. Responsibilities and functions are clearly defined by the organizational plan.
4. Staff members are told to whom they are directly responsible and for what functions.
5. Whenever possible, each member of the staff shall be made responsible to only one immediate superior for any one function.
6. Staff members are told to whom they can appeal in case of disagreement with the person to whom they are responsible.

5016 LINE OF RESPONSIBILITY

Each employee in the District shall be responsible to the Board through the Superintendent.

All employees shall have the right to appeal a personnel issue or working condition decision made by an administrative officer to the next higher authority, and through appropriate successive steps to the Board. Administrators hearing appeals are responsible for directing the employee to the proper individual in the process **(Reference Collective Bargaining Agreement 13 Section 7)**.

The following steps are to be followed by employees:

1. Problems and questions concerning personnel issues or working conditions in schools or departments should be directed to the unit administrator or supervisor.

2. Unsettled matters from (1) above, or problems and questions concerning the school district, should be directed to the appropriate Assistant Superintendent or supervisor for ESP.
3. Unsettled matters from (2) above should be directed to the Superintendent.
4. If the matter cannot be settled satisfactorily by the superintendent, it may be brought to a Board of Education review committee.
5. Child Abuse and Harassment complaints are handled under separate policies.

NOTE: This policy is not meant to limit communication between the Association and the Administration.

Revised 04/98, 04/06, 04/10, 09/18

5017 RESPONSIBILITIES OF UNIT ADMINISTRATORS

All unit administrators shall act as the chief administrative officers for their assigned buildings and grounds. They shall be responsible for and shall have authority over the actions of students, employees, visitors, persons hired to perform special tasks, and volunteers.

All administrators shall keep the Superintendent informed of activities in their buildings by whatever means the Superintendent deems appropriate.

Annually, each full-time District employee will be provided with information on how to access District policies and procedures and unit operations and procedures or addendum.

Revised 04/00, 04/10

Section Two: Special Programs Administration

5020 STATE AND FEDERAL PROGRAMS ADMINISTRATION

The District, with the approval of the Board, may operate various specially funded programs which must be administered in accordance with particular federal and/or state laws, regulations and other conditions for use of such funds. The Board, through its approval of such programs and acceptance of funds, is ultimately responsible, even though many of the regulations governing the programs are established by other governmental agencies/departments.

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.

5021 OUTSIDE CONSULTANTS

Consultants (whether they be temporary, part-time, or full-time workers) will exercise no administrative authority over the work of employees in the District, or policy-making function, but will act only as advisers in those fields which they are qualified to offer expert assistance.

5022 ADMINISTRATIVE REPORTS

The Superintendent shall be responsible for seeing that all records and reports are properly kept and submitted to the appropriate sources, consistent with applicable legal requirements.

CHAPTER SIX—BUSINESS OPERATIONS

Section One: Budget

6011 BUDGET ESTIMATE

Prior to April 1 of each year, the Superintendent shall submit to the Board of Education an estimated budget for the ensuing fiscal year. The budget estimate shall contain estimated receipts by source and fund and estimated disbursements by purpose and fund. The budget estimate shall also show the amount of anticipated tax revenue to be raised by the tax rate currently levied for each fund. The Board shall make such modifications of the budget estimate as may be required for the efficient planning and operation of the District.

6012 TAX RATE HEARING

At a regularly scheduled Board meeting in September, the Board shall hold a hearing on the proposed District tax rates for the current year. Notice of the hearing shall be published or posted seven days in advance. At such hearing, the Board shall provide information about the District's assessed valuation in real, personal, and other tangible property for the current year and the amount of anticipated revenue to be produced by the proposed tax rate in each fund. The Board shall neither adopt nor certify with the County Assessor's Office the District's tax rates by fund until such public hearing has been held. After the public hearing on the proposed tax rates and prior to October 1 each year, the Superintendent shall prepare and submit to the Board the Estimate of Required Local Taxes showing the amount of money to be raised by taxation during the current budget year and the tax rate required to produce that amount, specifying by funds the amount and rate necessary to sustain the District for the current year. After making such modifications as deemed necessary, the Board shall adopt the Estimate and certify it with the County Assessor's Office prior to October 1, thereby establishing the tax rate officially allocated to each fund.

Revised 10/12

6013 ANNUAL BUDGET

It is the Board's responsibility to secure adequate funds to conduct a quality program of education in the District. The annual school budget is the Board's plan for allocating the available financial resources into an explicit expenditure plan to sustain and improve the educational function of the District. It is a legal document describing the programs to be conducted during the fiscal year and is the basis for the establishment of tax rates for the District.

Prior to July 1, the Superintendent shall submit to the Board a proposed annual budget. The Board will conduct at least one public hearing in regard to the proposed budget. The proposed budget shall present a complete financial plan for the current budget year and shall include the following information:

1. A budget message describing the important features of the budget.
2. Estimated revenues to be received from all sources for the budget year, itemized by fund and source, with a comparison of revenues for the two previous years.
3. Proposed expenditures for the budget year, itemized by fund and purpose, with a comparison of expenditures for the two previous years.
4. The expenditures required for the scheduled payment of interest and principal on the bonded indebtedness of the District.
5. A budget summary describing estimated cash balances by fund at the start of the budget year, estimated receipts, proposed expenditures, and estimated balances by fund at the close of the budget year.

The budget shall be based on the educational needs and financial ability of the District as cooperatively identified by the Superintendent and staff, the Board, and the school community. As such, the annual school budgeting process is an important function of District operations and serves to improve communications within the District organization and with the residents of the community.

The Board after making such modifications as deemed necessary, shall adopt the proposed budget as the official budget for the District. Refer to VOLTS - Appendix R - AL-8 and ER-7

6014 BUDGET AMENDMENT

The annual budget adopted by the Board of Education shall be considered a controlled spending plan for the ensuing year which authorizes the Superintendent to make expenditure commitments in accordance with the policies of the Board of Education and state law. At the time of its adoption by the Board of Education, the annual budget shall be based on the best available information concerning the expenditure requirements of the District and the availability of funds. If changes in the spending plans of the District increase the total expenditures in any fund over the expenditures previously

authorized by the Board of Education for that fund, the Superintendent shall submit to the Board of Education a budget amendment describing the increase in expenditures in detail and setting forth the facts and reasons making the increase necessary. The budget amendment, if adopted by the Board of Education, shall become part of the official budget for the District.

6015 FUND TRANSFERS

Missouri law permits the School District to make certain inter-fund transfer(s) under certain circumstances. The transfers may take place in any given year (regardless of the amount of transfer) IF:

- a. a majority of the board members in office passes a resolution approving the amount of the transfer (recorded in the board minutes);
- b. the resolution identifies the specific capital projects to be funded by the transferred funds (recorded in the board minutes) (GTB/Line 1 transfer); and
- c. the resolution identifies the estimated expenditure date or dates (recorded in board minutes) (GTB/Line 1 transfer).

However, applicable law and the School District's Policies and Procedures authorize the Superintendent to decide, in his or her sole discretion, to forego recommending such transfer(s) so long as doing so does not violate Mo. Rev. Stat. Chapter 67.

Approved 08/04

6016 FUND BALANCE AND RESERVE POLICY

Definitions

Fund Balance - the difference between assets and liabilities in a Governmental Fund.

Non-spendable Fund Balance - the portion of a Governmental Fund's net assets that are not available to be spent, either short term or long term, in either form or through legal restrictions.

Restricted Fund Balance - the portion of a Governmental Fund's net assets that are subject to external enforceable legal restrictions.

Committed Fund Balance - the portion of a Governmental Fund's net assets with self-imposed constraints or limitations that have been placed at the highest level of decision making (for cash flow purposes, see Policy A below).

Assigned Fund Balance - the portion of a Governmental Fund's net assets to denote an intended use of resources (for debt service purposes, see Policy B below).

Unassigned Fund Balance - available expendable financial resources in a governmental fund that are not the object of tentative management plan (i.e. designations).

Note: In non-governmental funds, management may decide to "assign" funds for a specific purpose. This will be done as an internal budgeting procedure rather than as a formal accounting entry.

Policy

- A. It is the policy of the Ferguson-Florissant School District to maintain a committed fund balance in the General Fund to fund operations. ("Cash Flow Commitment"). The Cash Flow Commitment in the General Fund is adjusted annually with the adoption of the annual budget
- B. It is also the policy of the Ferguson-Florissant School District to assign a portion of Fund Balance in the amount of debt service payments for governmental debt for the following year. These funds may be assigned in either the General Fund or the Debt Service Fund. ("Debt Service Assignment").
- C. The annual budget (appropriation) will include a contribution to (or drawdown from) Cash Flow Commitment and Debt Service Assignment to assure compliance with this policy. The levels of other required restrictions, commitments and assignments will fluctuate depending on activity.
- D. Unassigned year-end fund balances shall remain in the fund of origin.
- E. This policy may be amended from time to time according to the wishes of the Ferguson-Florissant School District Board of Education.

F. The District will spend the most restricted dollars before less restricted, in the following order:

- 1) Nonspendable (if funds become spendable),
- 2) Restricted,
- 3) Committed,
- 4) Assigned,
- 5) Unassigned.

G. The superintendent or his/her designee will determine if a portion of fund balance should be assigned.

H. This policy becomes effective on May 1, 2011.

Adopted 04/11

Section Two: Revenue

6021 TAXING AND BORROWING AUTHORITY/LIMITATIONS

After the public hearing on the proposed tax rates and prior to October 1 each year, the Superintendent shall prepare and submit to the Board of Education the Estimate of Required Local Taxes showing the amount of money to be raised by taxation during the ensuing budget year and the tax rate required to produce that amount, specifying by funds the amount and rate necessary to sustain the schools of the District for the ensuing year. The Board of Education, after making such modifications as deemed necessary, shall adopt the Estimate and certify it with the County Assessor's Office prior to October 1, thereby establishing the tax rate officially allocated to each fund.

Bonded Indebtedness

The Board may authorize the sale of bonds by adoption of a resolution. Bonds will be issued in accordance with law and compliance procedures implemented by the district.

The Board may borrow money and issue bonds for:

1. Purchasing schoolhouse sites and other land for school purposes.
2. Erecting or furnishing schoolhouses or library buildings.
3. Building additions to or repairing old buildings.
4. Purchasing school buses and other transportation equipment.
5. Paying off and discharging assessments made by counties, cities, towns and villages, or other political subdivisions or public corporations of the state against the district.

Funds raised through the sale of bonds may be used only for the purposes set forth in the election that authorized the sale of bonds.

The following points of state law shall govern the Board's issuance of bonds:

1. A four-sevenths vote is required before the issuance of bonds if the issue is submitted at a municipal election or at the general or primary election held in even-numbered years. At all other elections, a two-thirds vote is required.
2. The Board of Education has a limit of bonded indebtedness of 15 percent of the value of taxable tangible property as shown by the last completed assessment for state and county purposes.
3. Bonds shall be issued in denominations of \$1,000 or in any multiples of \$1,000.
4. The bonds, in whole or in part, shall not run for more than 20 years from the date they were issued.
5. The revenues from taxes levied for the purpose of satisfying bonded indebtedness obligations, both principal and interest, shall be recorded in the debt service fund.

Revised 03/15

6022 STATE AID

At times established by state law during the budget year, the Superintendent shall prepare and submit to the Board of Education the applications necessary to secure the District's State Aid entitlement and other State funds for which the District is eligible. Each application submitted to the Board of Education shall contain detailed information concerning the exact nature and purpose of the funds being requested. Upon approving the applications, the Board of Education shall authorize the necessary signatures and the Superintendent shall submit the applications to the proper State agencies.

6023 FEDERAL FUNDS

At the appropriate times during the budget year, the Superintendent shall prepare and submit to the Board of Education applications for financial assistance regularly available to the District from the federal government. Upon approving the applications, the Board of Education shall authorize the necessary signatures and the Superintendent shall submit the applications to the appropriate federal agencies. The Superintendent is designated as the authorized representative of the school district in connection with submitting applications for federal financial assistance and in administering all federally-funded programs.

6024 SPECIAL FUNDS

The Superintendent is authorized by the Board of Education to seek sources of funding from governmental agencies, charitable foundations, and sources other than those normally available to the District. The Superintendent shall submit applications for such funding to the Board of Education describing in detail the source of the funds requested and the exact purpose for which the funds shall be used. The Superintendent, upon approval by the Board of Education, shall be authorized to submit the application to the appropriate agency and to act as representative of the District in connection with the Administration of specially funded programs.

Section Three: Depositories

6031 DEPOSITORY AGREEMENTS

The Board of Education shall enter into depository agreements with all banking institutions holding District funds on deposit. Depository agreements between the Board of Education and banking institutions shall be entered into for the term of one year and shall be subject to annual renewal.

6032 SECURITY ON DISTRICT DEPOSITS

Banking institutions having District funds on deposit shall provide security on the deposit in the amount and kind specified by state law. Banking institutions shall post securities on District deposits with their respective correspondent banks for safekeeping. The correspondent bank, acting as trustee, shall file with the Treasurer of the Board of Education safekeeping receipts describing the amount and kind of securities being held in trust.

6033 INVESTMENT OF FUNDS

The Superintendent is authorized by the Board of Education to invest surplus District funds as specified by state law. Such investments may be in certificates of deposit, repurchase agreements, bonds of the State of Missouri or the United States, and in short term obligations of the United States. Investments in certificates of deposit or repurchase agreements shall be made on the basis of competitive bidding and shall be secured in the same manner as regular District deposits. Interest accruing from such investments shall be credited to the fund from which the money is derived.

6034 CASH DEPOSITS

All money collected for any purpose will be submitted to the administrator in charge or designated representative who will provide for its proper deposit as established by the District.

Section Four: Financial Reports

6041 MONTHLY FINANCIAL REPORTS

At each regularly scheduled meeting of the Board, the Superintendent shall submit a report showing a year-to-date summary of the District's finances for the current budget year. This report shall include year-to-date budgeted expenditures and receipts categorized by fund, compared with actual year-to-date expenditures and receipts by fund.

6042 EXPENDITURE REPORTS

At each regularly scheduled meeting of the Board, the Superintendent shall submit for the Board's approval a detailed listing of disbursements for the month. A list of disbursements that consists of a check register identifying the amount and number of the check, the name of the person or company to whom the check is written, the number of the purchase order that initiated the transaction, and the account name to which the transaction is charged shall be available.

The Superintendent shall also submit to the Board at each regularly scheduled meeting a detailed summary of all payroll expenditures for the previous month. A separate monthly summary shall be submitted for each payroll issued and shall include both the gross and net amounts of the payroll and a summary of itemized deductions. The board must approve all bills paid.

6043 ANNUAL AUDIT

At the close of each budget year, the Superintendent shall submit to the Board of Education an audit of the accounts of the District prepared by an independent firm of certified public accountants. The audit shall be conducted in accordance with generally accepted accounting standards and shall include all funds over which the Board of Education has direct control.

6044 SECRETARY'S ANNUAL REPORT

At a regularly scheduled Board meeting, prior to August 15, the Superintendent shall submit to the Board the Annual Report of the Board Secretary showing in detail all receipts for the previous year by source and fund and all expenditures by fund and purpose. The Secretary's Annual Report shall also show the cash balances by fund at the close of the previous budget year. Upon approval by the Board, the Superintendent shall be authorized to submit the Secretary's Annual Report to the appropriate State and County agencies.

6045 FINANCIAL REPORTS PUBLISHED ANNUALLY

At the regularly scheduled Board meeting in August, the Superintendent shall submit to the Board a financial statement showing all receipts the previous budget year, categorized by source, and all expenditures described by purpose. The financial statement shall also show the present indebtedness of the District and the rate of taxation for all purposes for the previous year and the current year. Upon approval by the Board, the statement shall be signed by the Board's President, Secretary, and Treasurer and the Superintendent shall publish the statement in a newspaper of local circulation.

6046 RETENTION OF OFFICIAL RECORDS

The official records of the District shall be maintained in accordance with state law and the procedures set forth in the Missouri Public Schools Records Manual. Permanent records shall be classified and labeled for identification, filed appropriately, and stored in a manner which assures their maximum safety. Such records may be maintained in their original form, electronically (digitally) preserved, or placed on microfilm. Temporary or nonessential records shall be retained for the length of time prescribed by the Records Manual and may then be destroyed in the appropriate manner. The Superintendent is authorized to retain temporary or nonessential records beyond the prescribed length of time when such records are considered useful to the operation of the District. (Reference Appendix L).

Revised 04/09

Section Five: Purchasing

6051 CLASSIFICATION OF PURCHASES

Proposed purchases shall be in conformity with the District's annual budget adopted by the Board of Education and shall be charged against accounting classifications which most accurately describe the purpose for which the purchase is made.

6052 PURCHASING GUIDELINES

The Board recognizes the importance of a sound fiscal management program and expects district staff to maximize the resources available for the district's educational program and to be good stewards of public funds by exercising fair, competitive purchasing practices. The district will respect its financial obligations and will also require that providers meet their obligations to provide quality products and services in a timely manner to the district.

All funds deposited with the district, regardless of source, are considered district funds and are subject to this policy. The Board annually adopts the budget for the district. The adopted budget shall be the guide for the Superintendent/designee to follow in making purchases. The Superintendent/designee shall have supervision of purchasing, and shall be authorized to issue purchase orders not to exceed budget limitations. Bids may also be required on purchases where, in the opinion of the Superintendent/designee, the welfare of the schools will be served.

In making purchases the District shall give preference to and encourage the purchase of all commodities manufactured, mined, produced, or grown within the State, and to all firms, corporations, or individuals doing business in the boundaries of the District and Missouri firms, corporations, or individuals, when quality and price are approximately the same. It is further the policy of the District to encourage the purchase of products manufactured, assembled, or produced in the United States.

Contracts

Contracts/agreements with a value less than \$10,000 and a term of one year or less may be approved and signed by the Superintendent/designee. The Board shall have the sole authority to enter into a contract/agreement that has a total contract value of \$10,000 or greater. Board approval of a contract authorizes the issuance of purchase orders per the terms and conditions of the contract. A request to purchase any item or service requiring the appropriation of funds for more than a twelve (12) month period (i.e., lease purchase, multi-year agreements) shall be submitted to the Board for approval prior to awarding the order.

Petty Cash Accounts

The Board authorizes a petty cash fund in each school and in the Central office to facilitate minor purchases when necessary. Petty cash funds will not be used to circumvent established purchasing procedures, but will be used as a convenience for immediate purchases of low-cost goods and services. The building principal or designee will be responsible for petty cash accounts in his or her school, and the superintendent or designee will be responsible for the petty cash account in the central office.

The superintendent or designee will develop administrative procedures on reporting, documentation, safekeeping and the appropriate expenditures of these funds.

Expense Reimbursements

Board members and district employees are required to use the district's regular purchasing procedures to ensure that the:

1. District pays for products and services directly.
2. Expense is clearly authorized and within the district's budget.
3. Expense is appropriately documented and coded.
4. District receives the benefit of its tax-exempt status.

In unique or emergency situations, Board members and district staff might incur expenses when carrying out their authorized duties. When this occurs, the district will reimburse the Board member or employee if the expense was authorized, is properly documented and is eligible for reimbursement pursuant to district policies and procedures.

The superintendent or designee is directed to create reasonable procedures to implement this policy.

Payment Procedures

The district will only pay for goods or services that are purchased in accordance with district policies and procedures, that are authorized by the appropriate district staff and for which district employees have verified that the district received the goods as ordered or that the services were provided as directed.

The Board will give final approval to all bills paid during at least one Board meeting each month. The following bills or invoices may be paid prior to Board approval and may be processed for payment on check requests in lieu of purchase orders.

1. Utility and bills for ongoing service where necessary to avoid termination or penalties.
2. Payments authorized by agreements, contracts, or MOU's previously approved by the Board.
3. Payments to frequently used vendors paid through batch payments approved annually by the Board.
4. Payments expressly authorized by the Board.
5. Payments as required by law to be made prior to the time Board approval would take place, including taxes, licenses, permits and other government fees.
6. Payroll and benefits payments at rates previously approved by the Board, including withholdings.
7. Election deposits and other such payments or deposits for matters approved by the Board.
8. Bond/lease payments of principal and interest and related fees.
9. Payments made from Student Activity accounts.
10. Athletic officials and athletic travel for contests, etc.
11. Postage

12. Reimbursement of petty cash fund.
13. Registration fees and certain other payments subject to the advance approval of the Chief Financial Officer.
14. Reimbursement to employees for local travel or travel outside the district to attend training, professional development, or attendance at district related meetings for approved reasons related to their positions with the district.
15. Payments to Community collaborative partners.
16. Payments approved by the Chief Financial Officer as required due to an emergency situation. An emergency situation shall be defined as one in which failure to act immediately shall cause appreciable damage to physical facilities or the educational program, or endanger the life or health of members of the community or impede the educational mission of the district.
17. Electronic payments to vendors and payments to banks or other financial institutions issuing purchasing cards or electronic payments made pursuant to plans approved by the Board.

On an annual basis, procurement card and e payable plans should be submitted to the Board for approval. The procurement card plan should list each position approved to use procurement cards along with the maximum limit and any restrictions for use during certain times of the year. The Superintendent/designee may approve temporary increases in the limit and may add or remove positions from the plan throughout the year on a limited basis. In such instances, a separate record will be maintained to identify these changes. The procurement card shall supplement, not replace, purchases made through purchase orders. The electronic payment (e payable) plan should identify what payments are authorized to be made electronically and any conditions related to such payments.

If a cash discount or the avoidance of a financial penalty can be realized, the Chief Financial Officer is authorized to issue a check prior to the approval by the Board. All expenditures shall have been previously budgeted and shall be reported to the Board on the next regular check listing.

The Superintendent or designee will prepare and present to the Board each month a list of bills for approval of a warrant authorizing payment from district funds. Such lists will be supported by appropriate documentation as determined by district policy or procedure (such as invoices, approved purchase orders and reimbursement forms) or shall be in accordance with salaries and salary schedules approved by the Board.

Checks will be signed by the treasurer and president of the Board pursuant to approval by the Board of Education. A majority of the Board must vote to approve a bill or issue a warrant. Each check shall show the legal identification of the district by name and address and include the depository or investment account upon which the check is drawn. It shall also specify the amount to be paid; to whom, from what funds and for what purpose payment is made; the date of the payment; and the number of the check.

Purchasing Supervision

The chief financial officer will serve as the district's purchasing officer or will designate a purchasing officer. The purchasing officer will supervise district purchases of products and services and may authorize purchases on behalf of the district that comply with the Board-adopted budget and this policy.

By an affirmative vote of not less than two-thirds of all the members, the Board may select, authorize, and direct the purchase of additional ground needed for school purposes.

The superintendent, in consultation with the purchasing officer, shall develop procedures to implement this policy in a manner that will meet the district's needs while protecting the district's resources. These procedures will comply with all applicable laws and will centralize and provide oversight of all purchasing decisions.

A copy of this policy, certified by the signature of the President of the Board shall be kept on file in the District's business office and provided to any vendor upon request.

Revised 03/15, 3/21

6052.1 FEDERAL PROGRAMS AND PROJECTS

Administration

The superintendent shall be responsible for coordinating and administering federally funded programs and projects. The superintendent will ensure that the various departments operating these programs and projects do so in accordance with the requirements of the federal award and keep accurate and separate records, as required by Board policy and in accordance with administrative procedures. The superintendent may delegate one or more of his or her duties to appropriate employees.

If the superintendent is not the purchasing officer for the district, the superintendents will work with the purchasing officer to ensure that goods and services purchased through federal awards comply with state and federal requirements.

Procurement

In addition to following the requirements of state law, board policy and district procedures, the purchasing officer will ensure that all supplies, equipment and services purchased with federal funds are purchased in accordance with federal law. No purchase will be made unless the purchase was authorized in the approved budget for administration of the grant. Every purchase will be identified in district accounts in accordance with the federal program under which the purchase was made.

Bids for Requests for Proposals

Bid specifications and requests for proposals will include a clear and accurate description of the technical requirements for the material, product or service desired and will identify all requirements and all other factors that will be used in evaluating bids or proposals.

Bid specifications will not contain features that unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description may be used to define the performance or other requirements.

The specific features of the named brand that must be met must be clearly stated.

Pursuant to federal law, the district will not use local or state purchasing preferences when purchasing goods or services related to a federal contract.

Contractors who develop or draft specification requirements, statements of work or invitations for bids or requests for proposals for the district must be excluded from bidding on the project.

In addition to the purchasing preferences required or permitted pursuant to state law, when making purchases with federal funds the district will:

1. Take all necessary affirmative steps to ensure that small businesses, minority businesses, women's business enterprises and LSA firms are used when possible.

To that end, the district will:

- Place qualified small businesses, minority businesses and women's business enterprises on solicitation lists.
 - Solicit bids from small businesses, minority businesses and women's business enterprises when they are potential sources.
 - Divide total project requirements into smaller tasks or quantities, when economically feasible, to permit maximum participation by small businesses, minority businesses and women's business enterprises. This provision shall not be used to artificially divide purchases to avoid bidding requirements or design bid specifications to favor a particular provider.
 - When conducive with the program or project, establish performance and delivery schedules that encourage small businesses, minority businesses and women's business enterprises to participate.
2. Purchase only items that contain the highest practicable percentage of recovered materials, as defined by the Environmental Protection Agency (EPA), consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000 or the value of the quantity acquired during the preceding fiscal year exceeded \$10,000.
 3. Use solid waste management services in a manner that maximizes energy and resource recovery.

The purchasing officer or designee may search state and federal surplus property offerings to determine whether any items the district needs are available at a lower cost without sacrificing quality.

Contracts

When making purchases using federal funds, the district will not use a time and materials contract unless there is a determination that no other contract is suitable and the district includes a ceiling price and oversees the project to ensure efficiency.

The purchasing officer or designee will resolve contract and procurement disputes in accordance with good administrative practice and sound business judgment. The purchasing officer is authorized to contact the district's legal counsel for assistance in resolving disputes.

Title I Comparability

Federal law requires districts to ensure that schools that receive Title I funds receive the same level of services and resources from state and local funds as schools that do not receive Title I funds. If the district has school buildings with more than 100

students and more than one building for each grade span, the district is required to annually conduct a comparability study between buildings of more than 100 students. If all the district's schools receive Title I funds, the district must determine that services are, taken as a whole, substantially comparable in each school. The district may meet these requirements by comparing either grade spans or schools. The district will establish comparability by ensuring:

1. That it has adopted a districtwide salary schedule;
2. Equivalence among schools in teachers, administrators and other staff; and
3. Equivalence among schools in the provision of curriculum materials and instructional supplies.

Alternatively, the superintendent or designee will complete an annual comparability study using the procedures and forms provided by the Department of Elementary and Secondary Education (DESE). If the superintendent or designee determines that services and resources are not comparable, the superintendent will notify the Board and take steps to rectify the situation.

The data collected and compiled in the determination of comparability will be retained in accordance with the Public School Records Retention Schedule. The district will provide DESE with the appropriate assurances that the district is in compliance with the federal law.

Conflict of Interest

In addition to acting in accordance with Missouri laws governing conflicts of interest and financial disclosures, Board members, employees and agents participating in the procurement of property and services using federal funds must comply with federal requirements. In cases where federal requirements are more restrictive than state requirements, federal requirements will be followed.

1. Board members, employees and agents who are or may be involved in the selection, award or administration of a contract supported by a federal award will submit, in writing, any real, apparent or potential conflict of interest to the superintendent or designee or the Board secretary. The recipient of the report will forward any disclosures to the awarding state or federal agency in accordance with the reporting policy of the agency.
2. No Board member, employee or agent will participate in the selection, award or administration of a contract supported by a federal award if he or she has a real, apparent or potential conflict of interest.
3. Board members, employees and agents will not solicit or accept gratuities, favors or anything of monetary value from contractors, parties to subcontracts or any vendor who is attempting to be a contractor for a federal program or project, but may accept unsolicited gifts of nominal value. For the purposes of this policy, a gift of nominal value is defined as an unsolicited gift of \$25 or less.

Consequences

Board members, employees and agents are required to immediately report any violation of this policy to the superintendent or Board president. In accordance with federal law, Board members, employees and agents will, within five days of the violation, report all violations of federal criminal law involving fraud, bribery or a gratuity violation potentially affecting the federal award, even if no charges have been filed, to the superintendent, designee or Board president. The superintendent, designee or Board president will submit information about the violation to the federal awarding entity and will contact the district's attorney for assistance in making that report. See 2 C.F.R § 200.113.

Board members who violate the provisions of this policy will be prohibited from holding a Board office or representing the full Board, as an official spokesperson or otherwise, in the community unless excused by the Board. Employees who violate this policy will be disciplined or terminated, and the district will reconsider and potentially end business relationships with agents who violate this policy. In addition, violations of this policy or the laws it references may be reported to law enforcement, the Missouri Ethics Commission, the Attorney General's Office or DESE and other applicable funding agencies.

Revised 04/19

6053 COMPETITIVE BIDDING

District staff will research all purchases and compare prices prior to making decisions regarding the expenditure of district funds, unless a purchase is covered by an exception pursuant to this policy. Employees are expected to contact multiple providers before making a decision regarding purchases under \$3,000. Purchases of \$3,000 or more will be competitively bid, and sealed bids will be required for purchases that may exceed \$10,000.

The district will select the lowest or best bid. The district reserves the right to waive minor technical defects in a bid, reject any and all bids, reject any part of a bid, advertise for new bids, or make the purchase on the open market if the product or service can be obtained at a better price.

When the purchasing officer determines that the purchase requires competitive negotiations, products or services may be purchased by competitive proposals. Likewise, the superintendent, in consultation with the purchasing officer, is directed to create procedures that allow the district to benefit from cooperative purchasing and address unusual situations such as purchasing when there is a single feasible source for the purchase. The superintendent is also directed to create a process whereby authorized providers are selected for frequent purchases, while still monitoring the competitiveness of these providers.

Emergency Situations

Unless otherwise required by law, the superintendent may waive the requirement for competitive bids or proposals when he or she has determined that there exists a threat to life, property, public health or public safety or when immediate expenditure is necessary in order to protect against further loss of or damage to property, or to prevent or minimize a serious disruption in services. Emergency purchases shall be made with as much competition as is practical under the circumstances and will only be utilized for purchases that are necessary to alleviate the emergency.

Debarred or Suspended Providers

The district will not do business with providers who have been suspended or debarred on a state or federal level unless the superintendent authorizes the transaction and provides the Board with written justification. District employees are directed to verify that selected providers are in good standing before making a purchasing decision.

Confidentiality

Sealed bids and related documents will be kept confidential until bids are opened. District staff will not disclose offers, bids, or price quotations to competitors except as necessary to conduct negotiations beneficial to the district or as required by law. All contract negotiations and related documents are considered closed until a contract is approved by the Board or all proposals are rejected.

Revised 08/14, 03/15, 03/21

6054 COOPERATIVE ORDERING

The district shall endeavor to participate in cooperative purchasing programs such as the Education Plus, St. Louis County Government Center, State of Missouri, and the Missouri School Boards Association to the extent that the items purchased meet the district's specifications and needs. The bids taken by these cooperative organizations shall satisfy the district's bidding requirements for the period of time the cooperative bid is accepted.

If the Chief Financial Officer believes a better cost can be obtained, the district shall take its own bids for comparative purposes. Such purchases will not require pre-approval by the Board.

Revised 03/21

6055 PURCHASE ORDERS AND PURCHASING CARDS

Purchase orders for budgeted items shall originate from District personnel authorized by the Superintendent to recommend purchases. The purchase order shall contain the name of the vendor, the quantity and cost of the item being ordered and the account number to which the cost is to be charged. All purchases recommended by staff members shall be signed by the Superintendent or designated representative assigned the review and approval responsibility.

An Administrator with approving authority and who is responsible for the budget from which the P-Card purchases are made may grant access to district employees to purchase goods and services not obtainable through the regular purchase order process. The purchasing card is to be used in accordance with the guidelines established within the procedures. Employees will not use these cards to circumvent the bidding and purchasing requirements established by law and Board policy. All purchases made using district cards must be attributed to the appropriate budget code and must conform to the Board-adopted budget.

The district will use purchasing cards instead of credit cards to the extent feasible. Unless otherwise authorized by the Board, only the superintendent will have access to a district credit card, and the Board will set the amounts that may be charged to those cards.

The purchasing officer will approve the issuance of all purchasing cards and the limitations on the cards. The superintendent, in consultation with the purchasing officer, will annually review and revise the list of persons/departments receiving district cards and the limitations on those cards. The annual review will ensure that only the employees who appropriately utilize the cards have access to them, and that the limitations on the cards do not exceed the amounts of the projected expenditures to be made with the cards. The Superintendent will annually approve all modifications prior to implementation.

Any employee using a district purchasing card shall sign a card holder agreement and will receive training on applicable procedures for card use. District employees must receive authorization prior to using the card and provide documentation, such as a purchasing card requisition and applicable budget codes, justifying expenditures. Once the purchase has been placed, an original receipt must be attached to the requisition and submitted for pay. The purchasing officer will examine all documentation prior to payment and will notify the superintendent or designee immediately if any purchase was made in violation of law or district policies or procedures.

All employees using a district purchasing card must take all reasonable measures to protect the cards against damage, loss, theft, or misuse. Any damage, loss, theft, or misuse of the card must be reported to the superintendent immediately. No person may use the card unless they have approval by the Principal/Supervisor and have agreed to the guidelines by signing the card holder agreement. Departments/schools will surrender all cards upon demand by the district.

Revised 03/15, 03/21

6056 PROHIBITED ACTIVITY AND REPORTING REQUIREMENTS

The proper processing of a purchase order shall be the only approved means of expending District funds. District employees shall not initiate orders, make purchases, or otherwise obligate District funds with the intent of later submitting a purchase order for approval.

The district expects all staff members to comply with the letter and intent of all district policies and procedures regarding purchasing. Under no circumstances may employees use district funds to make unauthorized or personal purchases. Staff members may not artificially divide purchases to avoid bidding requirements or design bid specifications to favor a particular provider.

All district employees must report suspected fraud, theft or misuse of district funds to the superintendent or purchasing officer immediately. District employees may be disciplined or terminated from employment for failing to follow Board policy or district procedures and for any misuse of district resources, including district cards.

Revised 03/15

6057 ORDERING ON APPROVAL

District employees may order on approval supplies, materials, or other items they wish to review and consider for purchase. It is the responsibility of the employee to either recommend purchase or return the items ordered before the approval period expires. Failure to do so shall make the District employee personally liable for the expenditure.

6058 SOLICITING IN THE SCHOOLS

Vendors shall not solicit business on school property from either students or District employees without the prior approval of the Superintendent.

6059 CAMPAIGN FUNDS

No contribution or expenditure of District funds shall be made directly by any Board member, employee, or agent of the District to advocate, support, or oppose any ballot measure or candidate for public office. This policy does not prevent Board members or District employees from making public appearances or issuing press releases advocating, supporting, or opposing ballot measures, with their own funds and/or their own time.

Reasonable expenditures may be made solely for the purpose of providing members of the District's community with information regarding ballot measures in order to inform voters concerning issues that directly affect the District.

6060 DISPOSAL OF SURPLUS PERSONAL PROPERTY

Equipment, furniture, or other items of personal property with a replacement cost of \$10,000 or less which are broken, have a high repair cost, are obsolete, or have exceeded their useful life cycle and are deemed to have no present or future value to the district may be declared surplus by the Superintendent or his/her designee. Such property may then be destroyed and discarded or sold via competitive sealed bids. If the surplus property is of a class of equipment for which an inventory is maintained, the appropriate records officer shall be notified of the disposal.

Whenever the replacement value of the surplus personal property exceeds \$10,000, the sale or disposal shall be approved by the Board of Education. 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 without competitive bidding. In the alternative, the District may sell or lease such surplus personal property to the highest bidder. If ownership of any surplus property is to be conveyed to an individual or any non-governmental agency or

organization as described above without competitive bidding, each such transaction must be approved by the Board of Education regardless of the original purchase cost or present value.

A list of all items destroyed or discarded will be maintained in the office of Superintendent or his/her designee.

Public notice of the sale or auction of surplus personal property will be published in a general circulation newspaper published within the county in which the District is located. Notice and sale of items may also occur through a service that allows governmental agencies to sell surplus and confiscated items via the Internet.

Adopted 06/12

Section Six: Insurance

6061 PURCHASING

The Board of Education shall purchase with District funds such insurance as may be necessary to protect the District's financial resources against potential loss.

6062 COMPETITIVE BIDS

Insurance shall be purchased on a competitive bid basis. Sealed bids shall be received and analyzed and contracts awarded to the lowest responsible bidder meeting specifications. One agency or brokerage firm shall be selected to underwrite the District's insurance program. However, all contracts shall be between the District and the insurance carrier. The District shall require evidence that the agent or broker chosen to administer the insurance program has sufficient experience, personnel, and facilities to provide the required services. All insurance carriers shall show evidence of sufficient financial reserves and efficient management. The District may use the services of a qualified, independent consultant in the procurement of insurance.

6063 INSURANCE BID SPECIFICATIONS

The Superintendent shall take advantage of deductible plans, multiple peril, multiple location clauses and other arrangements which will result in long-term economy in premium payments without jeopardizing District funds during any fiscal year. Policy expiration dates will be arranged so that annual insurance costs are not subject to extreme fluctuation. Buildings and boilers shall be insured for their replacement value at the time insurance is purchased or renewed. Other properties shall be insured for their cash values at the time of loss.

6064 TYPES OF COVERAGE

The following types of insurance coverage are authorized:

1. Fire, earthquake, extended coverage, vandalism, and malicious mischief insurance covering buildings and contents.
2. Inland floater all-risk protection for movable equipment items not covered above.
3. Automobile insurance, including liability, comprehensive, collision, and medical payments, covering vehicles owned directly by the District plus non-owned vehicles used for District purposes.
4. Worker's Compensation and employer's liability policies covering all employees.
5. Steam boiler and related equipment insurance.
6. Money and securities broad form insurance.
7. Honesty and surety bonds.
8. Comprehensive general public liability insurance covering Board members and all District employees.
9. Such other coverage as the Board deems appropriate.

6065 RECORDS

The Superintendent shall maintain current records of: 1) properties owned and their values; 2) leases pertaining to properties and features of the leases affecting the insurance program; 3) claims filed with insurance companies for collection and claims paid by insurance companies; and 4) all other records deemed necessary.

6066 REVIEW

The Superintendent shall review the District's insurance program annually in consultation with the District's insurance agent and report thereon to the Board of Education. The review shall include types of coverage, adequacy of coverage, rates, valuation of property, and condition of property. The services of a qualified, independent insurance consultant may be obtained for this purpose.

Section Seven: Travel and Reimbursement

6071 EXPENSE REIMBURSEMENTS

Board members and district employees are required to use the district's regular purchasing procedures (refer to board policy Chapter 6 – Business Operations, Section 5: Purchasing) to ensure that the:

1. District pays for products and services directly.
2. Expense is clearly authorized and within the district's budget.
3. Expense is appropriately documented and coded.
4. District receives the benefit of its tax-exempt status.

In unique or emergency situations, Board members and district staff might incur expenses when carrying out their authorized duties. When this occurs, the district will reimburse the Board member or employee if the expense was authorized, is properly documented and is eligible for reimbursement pursuant to district policies and procedures.

The superintendent or designee is directed to create reasonable procedures to implement this policy.

6072 TRAVEL EXPENSES

The district will pay for travel expenses for district employees and Board members who travel outside the district for training, professional development, attendance at district-related meetings, or for other approved reasons related to their positions with the district. All persons traveling at the district's expense are expected to use good judgment, differentiate between expenditures for business and those for personal convenience, and avoid unnecessary fees and excessive charges.

The following rules will apply to district employees unless the superintendent or designee determines that unusual circumstances justify an exception. Board members will follow this policy as well unless the Board or the Board president determines that unusual circumstances justify an exception. All exceptions will be documented in writing for auditing purposes.

Authorization for Travel

District employees must obtain prior authorization from a supervisor for district-related travel before the employee is allowed to incur travel expenses. Travel costs (including those of a federal grant or fund award) must be approved prior to travel by submitting the Request for Travel Outside the District Form to the principal/immediate supervisor. The form will then be forwarded through the appropriate approval process. This form should be received in the professional development office no less than 10 days prior to the event.

In general, the Board authorizes the superintendent to attend meetings and conferences in Missouri as long as the travel expenses are within the district's budget. However, the Board reserves the right to question all travel expenditures and, if necessary, limit future travel. The Board or the Board president must first approve the superintendent's out-of-state travel if such travel is at the district's expense unless the issue is otherwise addressed in the superintendent's contract.

Payment Method

1. **Direct Payment by District** Board members and employees are required to register for meetings and make travel arrangements through the district whenever possible so that vendors are receiving payment directly from the district or through a district issued purchasing card when available and authorized.
2. **Reimbursement** Board members and employees should only pay for travel costs and seek reimbursement from the district in situations where direct payment by the district is not possible or practical, such as mileage reimbursements or payment for parking fees. Under no circumstances will a Board member or employee be reimbursed above the amount authorized by the Internal Revenue Service (IRS) as reimbursable non-income for an employee.
3. **Per Diem** In order to avoid claims that the Board member is receiving compensation in violation of state law, the district will not pay a per diem amount for employee or Board member travel expenses.

Documentation

Original itemized receipts are required for all travel reimbursements with the exception of mileage. All documentation must be submitted to the superintendent or designee within 30 days of the end of the travel. Documentation will consist of the Expense report with original receipts attached and a copy of the Request for Travel Outside the District form.

Documentation for Use of Federal Funds

When federal funds are used for travel, the district must be able to justify the necessity of the travel to the federal program and demonstrate that the costs incurred were reasonable and consistent with the district's travel policy. Therefore, district staff or Board members using federal funds for travel must provide sufficient documentation to the superintendent or designee who oversees the applicable federal program. Such documentation may include, but is not limited to, the following:

1. An agenda of the event attended.
2. A list of attendees at the event.
3. A written statement justifying the expense.
4. Evidence of prior written approval for the expense.

The superintendent or designee may require additional information when he or she determines it is necessary.

Specific Travel Rules

Traveling by Personal Vehicle

The district will pay for mileage when employees or Board members travel using their personal vehicles, but only for the actual distance necessary to attend the event and only if the employee or Board member is appropriately licensed to drive the vehicle and insured as required by law. The vehicle must be licensed as required by law. Employees and Board members transporting students will be reimbursed only if laws and district policies regarding the transportation of students are followed.

Individuals who are traveling to the same destination are required to share transportation unless an exception is granted by the superintendent or designee or unless the employee or Board member is willing to travel at his or her own expense. When sharing transportation, only the person whose vehicle is used may claim mileage.

The mileage allowance rate represents full compensation for the costs of operating the vehicle, including fuel costs. The district will not cover physical damage to the private vehicle or loss of its personal property contents. Employees and Board members who choose to drive in lieu of flying when flying is considered more economical shall be reimbursed up to the amount of the air travel. Likewise, employees and Board members who choose to fly when driving is more economical will only be reimbursed for the amount that would have been incurred if the employee or Board member had driven.

Traveling by District-Owned Vehicles or Rental Vehicles

Employees and Board members may drive district-owned vehicles or rental vehicles only if they are appropriately licensed to drive the vehicle and insured as required by law. Employees and Board members transporting students must follow the laws and district policies regarding the transportation of students.

Employees and Board members are expected to use safe but inexpensive transportation services. Rental vehicles should be limited to mid-class or smaller economy vehicles unless a larger vehicle is needed to accommodate the number of persons attending or the price is the same or less to use a larger vehicle.

Employees and Board members who have been issued a purchasing card are required to use the card when purchasing fuel for district-related travel expenses using district-owned or rental vehicles; otherwise, the district will reimburse mileage at the approved IRS rate. The beginning and ending odometer reading for the trip must be included with the reimbursement request.

Parking and Other Travel Expenses

The district will reimburse employees and Board members for reasonable parking fees and road tolls incurred as a necessary part of the travel, as long as proper documentation is provided.

Airplane or Other Transportation

Employees and Board members are required to secure the lowest available fares for commercial airplane, train or other transportation services unless the fare would:

1. Require circuitous routing.
2. Require travel during unreasonable hours.
3. Excessively prolong the travel.
4. Result in additional costs that would offset the transportation savings.
5. Not meet the reasonable medical needs of the employee or Board member.

If a Board member or employee relies on one of the listed exceptions, that exception must be approved and documented.

Business Travel Requiring Overnight Accommodations

The district will not pay for hotel expenses unless an overnight stay is necessary to attend the function or returning to the district would be unsafe or cause the Board member or employee to travel late at night.

In general, lodging arrangements must be made prior to departure and paid by the district directly or through the use of a district purchasing card. If advanced planning is not possible, the district will reimburse employees and Board members for the reasonable cost of single occupancy hotel accommodations and a reasonable amount of gratuities. Conference or corporate rates must be utilized when available. Additional costs associated with higher than single occupancy rates (spouse, children or guest) are not reimbursable and must be paid by the employee or Board member prior to check out.

Meals

Employees and Board members are expected to limit meals to a reasonable expense amount. The district will reimburse for gratuity of up to 20 percent of the meal cost. The district will not reimburse employees or Board members for alcoholic beverages, nor will the district reimburse employees or Board members for the cost of meals that will be paid for or reimbursed by the district as part of the registration fees.

Seminar and Registration Fees

Employees and Board members should register for seminars and conferences in advance so that the district may pay directly for the registration. In unusual situations where an employee or Board member must pay directly for such expenses, the district will reimburse at the lowest rate available if an adequate reason is provided. Requests for reimbursement must be accompanied by a receipt. The district will only pay for late registration fees when there is a valid reason the Board member or employee did not register earlier.

Unauthorized Expenses

The district prohibits any expense that is unauthorized, excessive, or unnecessary as determined by the superintendent or designee. Unauthorized expenses include, but are not limited to:

1. Costs associated with the travel of a spouse, child, or other person accompanying an employee or Board member.
2. Care of a dependent of a Board member or employee during the course of the travel.
3. Alcoholic beverages.
4. Snacks in addition to regular meals.
5. Personal expenses, including personal telephone calls.
6. Entertainment, unless the entertainment expense is part of the registration for the event in which the employee or Board member is participating and the expense is business related and typical for the event. These expenses should be approved by the employee's supervisor before the trip begins.
7. Expenses for travel extending beyond the time required for the meeting or business unless it is in the district's financial interest to extend the travel to obtain rate advantages.
8. Expenses incurred by non-employees traveling with the staff member or Board member, including room surcharges.
9. Fines for parking or traffic violations.

CHAPTER SEVEN—FACILITIES AND SUPPORT SERVICES

Section One: Use of Facilities

7011 TEACHING FACILITIES

The Board shall make every effort to provide:

1. Adequate space in which teachers may store personal belongings, instructional materials, and supplies safely;
2. A teacher work area, other than the school office, containing adequate supplies and equipment to aid in the preparation of instructional materials;
3. An appropriately furnished room to be used as a faculty lounge (in addition to teacher work areas);
4. A separate, private dining area for the use of the staff; and
5. An adequate portion of the parking lot reserved for staff parking.

7012 ASSOCIATION USE OF DISTRICT FACILITIES

(Reference Collective Bargaining Agreement Article 6 Section 6)

Revised 09/18

7013 PUBLIC USE OF FACILITIES

District buildings and grounds shall be made available for public use as freely as is consistent with state law and the policies of the Board. In granting the community use of District property, the Board shall at no time surrender its control of such property.

1. **Availability of Facilities.** District facilities may be made available for community use whenever such use does not interfere with the conduct of school affairs or the operation of the District. Activities will not normally be scheduled on school holidays, Sundays, or during school vacation periods. Outside play areas may be assigned throughout the school year. School activities have priority over community use and permits may be canceled for good cause without prior notice. Applicants agree to provide proper adult supervision of all activities to ensure the safety of their group members.

The Superintendent is authorized to approve and schedule the use of District facilities by applicant groups, provided such groups are composed primarily of District residents.

District facilities shall not be used for any of the following types of activities:

- A. Activities which may result in excessive wear or damage to facilities.
 - B. Activities offering extreme, potential danger to the health and safety of participants or spectators.
 - C. Activities of a professional or business nature which are conducted for private profit.
2. **Permits.** Only authorized groups with permits in their possession may use district facilities. Applications for permits shall be submitted on approved forms. All permits must be approved by the Administration and will only be given to appropriate adult sponsors. Permits are granted with the understanding that school activities and youth organizations have priority over other requests. Requests must be renewed at the beginning of each school year.
 3. **Fee and Charges.** Organizations, other than school-connected groups or youth groups, are subject to payment of a basic fee to defray costs incurred in operating and maintaining the facilities used. The fee schedule is set by the Board. In addition, all organizations shall pay a charge to compensate the District for any overtime payment to District employees. An assessment will be made for damage to or loss of District property.

Special permission is necessary in order to charge admission to an activity held on District property. Only nonprofit organizations may request such permission. A special payment is required for activities involving an admission charge. The Board may waive the special payment when all net proceeds of the activity are donated to the school, to a city within the District, or a District project. The basic fee and/or employee fee may be assessed whether or not the facility is used, unless notice of cancellation is received at least 24 hours prior to the scheduled activity. A custodial/security fee may be assessed to compensate the District for any overtime required by the requested activity. In addition, a maximum of two hours in excess of the approved application fee may be charged for actual custodial duties required. No payment shall be made directly to District employees. Fee payments are to be made within 30 days after receiving invoices. Lack of prompt payment is justification for refusing or canceling of future use of District facilities.

4. **Supervision.** A District employee must be on duty in the building during the entire time that a facility is used by a community group. In addition, the sponsoring organization shall agree to accept responsibility for full-time supervision of its activity. The District assumes no liability for injury to persons using the District facilities under provisions of this policy. The employee will open the building and assigned areas only. The person in charge and the employee on duty will inspect the area used and file a report as to its condition. Should any activity require use of the kitchen or kitchen utensils, a District kitchen employee must be on duty.
5. **Times Available.** District facilities will be available Monday through Friday no sooner than 6:30 p.m. and groups are expected to leave no later than 10:00 p.m. Any deviation from these times must be approved in advance.
6. **Refreshments and Equipment.** The serving of any refreshment must be coordinated with the office prior to permit approval. Arrangements for equipment should be made when application is submitted for approval. The employee on duty can assist with minor requests but assistance will be restricted to what is written on the application. Athletic equipment, other than nets and standards, will not be furnished. District equipment left in permit areas should not be used under any conditions. Applicants shall provide proper, adult supervision for all activities.

7014 KEYS

An adequate lock and key control system shall be established, which will limit access to buildings to authorized personnel and will safeguard against the potential of entrance to buildings by unauthorized persons. Allowing unauthorized persons access to district keys is prohibited and is cause for disciplinary action and/or termination.

Revised 04/98

7015 TOBACCO-FREE DISTRICT

To promote the health and safety of all students and staff and to promote the cleanliness of district property, the district prohibits all employees, students, and patrons from smoking or using tobacco products in all district facilities, on district transportation, and on all district grounds at all times. This prohibition extends to all facilities the district owns, contracts for or leases to provide educational services, routine health care, daycare or early childhood development services to children.

Students who possess or use tobacco products on district grounds, district transportation, or at district activities will be disciplined in accordance with Board policy.

(This policy has an effective date of January 1, 2013.)

Revised 04/12

7016 ALCOHOLIC BEVERAGES

Alcoholic beverages in any form are prohibited on District property.

7017 WEAPONS ON SCHOOL PROPERTY

In accordance with its commitment to providing a safe and secure educational and work environment, the Board of Education for the Ferguson-Florissant School District prohibits the possession of weapons by any person, except for law enforcement officers acting in the line of duty, and the, Director of Safety and Security, if licensed as a Corporate Security Advisor through the Department of Public Safety or a weapon authorized security office through the St. Louis County Police Department. No other person including District students, staff, employees, or visitors may possess, transmit, or handle on school property or at any school sponsored activity, any firearm, knife, ammunition, or other identifiable weapon or a facsimile of a weapon, whether in operable condition or not, including mace and pepper or other chemical sprays, or use any object in such a manner as to constitute a weapon capable of injuring another person. Weapons possession by the Director of Safety and Security shall be governed by regulations approved by the Superintendent of Schools.

For purposes of this policy, the term “weapon” includes, but is not limited to, concealed or unconcealed firearms and all other items listed in the Board’s weapon policies applicable to students.

For purposes of this policy, the term “school property” shall include any school vehicle, school bus, and/or school activity or event, whether on or away from District premises.

The prohibition against the possession of a weapon while on school property applies to weapons present in any and all vehicles parked on school property, regardless whether such weapon is concealed or openly displayed, and regardless whether such vehicle is owned and/or operated by a student, parent, patron, vendor, or any other person or entity, except as otherwise explicitly provided herein.

Students violating this policy shall be disciplined as provided by the Student Discipline Code. Staff or employee violators shall face disciplinary action, including possible termination, and additional appropriate charges under Federal and State statutes. Visitors who violate this policy may be permanently banned from District property and prosecuted under Federal and State statutes.

Persons who fail to comply with this policy will be required to leave the premises and may be excluded from school property for such period as deemed appropriate by the Superintendent of Schools and/or Board of Education. Failure to comply with this policy may also result in referral to law enforcement authorities.

School property includes school buildings, campuses, and buses. School activities include activities on campuses and school sponsored events attended by District students not on school property.

Adopted 05/99, Revised 11/03, 04/12, 03/15

Section Two: Care of Facilities

7021 CLEANLINESS AND SANITATION

High standards of cleanliness and sanitation shall be maintained in all facilities. Each instructional area and facility shall be properly lighted, ventilated, cleaned regularly and kept free of litter.

The Director of Facilities annually will inspect each building in the District. An inspection report will be filed at the building and in the office of the Assistant Superintendent of Business Service. A District checklist will be developed utilizing MSIP guidelines and brought to Communications meeting.

7022 SAFETY, CARE OF FACILITIES AND HAZARDOUS CONDITIONS

Buildings, grounds and equipment shall be maintained in the safest possible condition for use by pupils, patrons, and staff. They should be kept in such condition as to 1) provide a functional, pleasant setting for learning, and 2) encourage respect for property.

Hazardous building conditions should be reported to the building administrator in writing on the school safety form. The administrator will promptly initiate actions to eliminate hazardous conditions. The staff will be notified regarding the hazard and actions being taken to eliminate the problem.

7023 VANDALISM

Each staff member is expected to take all reasonable action necessary to prevent theft and vandalism to District property by following precautions such as the following:

1. Lock doors and windows before vacating rooms.
2. Store materials and equipment in assigned locations.
3. Observe established procedures for lighting emergency and other areas during evening hours.
4. Report to the administrator in charge immediately evidence of misuse of property.

7024 INVENTORY

Employees will be required periodically to inventory rooms, equipment, supplies, and books for which they are responsible, and to report such information as directed by the administrator in charge.

7025 PUPIL ACCESS TO SCHOOLS

The superintendent shall establish a schedule of times when school facilities will be open and closed to pupil access, including special arrangements during inclement weather. This schedule shall be communicated to parents. Provision shall be made for pupil supervision when school facilities are open.

Revised 04/11

7026 EMERGENCY PLANS

The Superintendent or designee has the responsibility for developing and maintaining the District's emergency preparedness plans. Emergency preparedness drills (fire, tornado, earthquake, or civil emergency) are developed by the administration in cooperation with the building administrator. A sufficient number of drills will be conducted in each building to give instruction and practice in proper actions by staff and students. The District maintains close cooperation with appropriate community emergency agencies in a continued program of preparedness.

At the minimum, fire and tornado drills will be conducted quarterly, with one of the fire drills conducted within the first month of the school year. Earthquake and Shelter-in-Place drills will be conducted a minimum of twice a year. One drill will be conducted each year using the alarm procedures to be followed when power fails.

All school personnel must participate annually in a simulated active shooter and intruder response drill conducted by Peace Officers Standards Training (POST) certified law enforcement professionals. Staff will receive training before participating in a drill.

Students and staff members will be retained at the building site during actual emergency conditions for safety reasons. Emergency procedures to be followed are properly posted in each building and communicated with parents, students, and staff.

Revised 07/02, 04/14

Section Three: New Facilities

7031 EXPEDITING CONSTRUCTION

The Superintendent is directed to oversee the execution of contracts for all building or maintenance construction projects and to maintain necessary records of the progress of each project. The Board will receive timely reports of such progress.

The Superintendent is directed to expedite the completion of projects by all appropriate means, except by seeking redress through the courts which may only be authorized by specific Board action.

7032 CHANGE ORDERS

All requests for modifying plans for a building or addition after a contract for construction has been signed by the Board shall be presented to the Superintendent by the architect concerned.

The Superintendent is authorized to approve a change order when the proposed modification:

1. Is deemed necessary to carry out the basic design of the building and would not add or delete a basic feature or function of the building.
2. Arises from changed conditions which were not reasonably contemplated by the architect or contractor prior to the date of contract.
3. Will not require an expenditure in excess of \$20,000.

All change orders approved by the Superintendent shall be reported to the Board within a reasonable time after approval is granted.

7033 NAMES OF BUILDINGS

The Board shall assign names to new buildings as soon as possible after construction plans are definite. Existing buildings may be renamed by action of the Board at any time. Names of buildings shall be brief and shall be selected from among the following categories:

1. Names reflecting the geographical location of the building in the District.
2. Names having local historical significance appropriate to the building.
3. Names honoring Board members or employees who have given long and distinguished service to the District.
4. Names honoring distinguished community members who have given exceptional service to the District.

7033.1 NAMES OF FACILITIES WITHIN A BUILDING

A portion of a building, site or facility may be named to honor someone who made a significant educational contribution to the school. Intended honorees should not be current employees. Names of living people should be avoided.

A person or group desiring to honor someone in this way should submit the proposal to the building administrator on a standard District form, which can be obtained at each building in the District. The form will include the name, reason person should be honored, and the relationship between the person and the school or facility.

Within a year of receiving the request, the administrator will identify a committee of staff, parents and students to review the proposal and submit a recommendation to the building administrator.

The building administrator will make a recommendation to the Superintendent. If approved by the Superintendent, he/she will submit the recommendation to the Board of Education.

If approved by the Board of Education, any costs incurred in the honor shall be borne by the community members or group who initially desired to honor the individual.

The Board of Education reserves the right to remove the honor if it is deemed necessary.

Adopted 04/05

7034 DEDICATION PLAQUE

A metal dedication plaque shall be located appropriately in each new building. The following information shall be included on each plaque:

1. Name of building.
2. Year of completion.
3. Names and titles of all Board members and the Superintendent who held office at the time the construction contract was signed.
4. Name of the principal architect.
5. Name of the general contractor.

7035 SITE SELECTION AND BUILDING ADDITIONS

The Board of Education shall not select a site for construction of a new school or make additions to any existing school, in such a manner as to increase or perpetuate racial segregation. If a site for new school construction is in a racially isolated area, the Board shall provide a system of transportation which allows an interracial exchange.

Section Four: Use of District Equipment

7041 COMMUNITY AND EMPLOYEE USE OF DISTRICT EQUIPMENT

District equipment may be made available to local community groups, organizations, and employees as is consistent with state law and the policies of the Board. In granting such use, the Board shall not surrender its control of such equipment. Equipment may be used by community groups, organizations, and employees when meeting at a District site. District employees may use equipment away from District facilities only for District related reasons. Such use of equipment may not interfere with the conduct of the operation of the District. Requests for the use by District employees must be submitted to the appropriate District administrator or supervisor.

7042 USE OF DISTRICT VEHICLES

Employees may at times be assigned a district vehicle in order to fulfill their assigned job responsibilities. The employee may be allowed to drive the vehicle home if he/she is on call to respond to emergency situations outside of normal working hours. Employee use of the vehicle is limited to business purposes only. (Refer also to Policy 1028 Drivers License)

New 06/00

7043 VEHICLE INCIDENTS/ACCIDENTS INVOLVING DISTRICT VEHICLE

In the event of a vehicle accident involving a District vehicle or a vehicle rented in the District's name, the employee operating the vehicle must report the incident using the following guidelines:

- Notify their immediate supervisor as soon as possible.
- Do not admit to fault or sign any statements at the accident site.
- Alcohol and drug tests shall be conducted on the driver after any accident if such driver: a) Was operating a district motor vehicle or a vehicle rented/leased in the District name and was involved in an accident with a loss of life, or individual transported away by an emergency vehicle for medical treatment, or b) Receives a citation under state or local law for a moving traffic violation arising from the accident. The district reserves the right to test any driver involved in any accident.

- The employee will be released from their regular duties and will be taken by the supervisor/or his/her designee to submit to a drug and alcohol test at the district-approved medical facility within two (2) hours of the accident. The district will assume all financial responsibilities for this testing. Refusal to submit to a drug and alcohol test is treated by the district as a positive test and the employee will be recommended for termination.
- The employee will obtain a District Vehicle Accident Report from their immediate supervisor. This will be completed by the employee and submitted to their immediate supervisor as soon as possible, but no later than 48 hours after the accident has occurred.
- If the accident involves another vehicle, person, or personal property, the police should be contacted immediately to file a police report.
- If the accident does not involve another vehicle, person, or personal property, the immediate supervisor shall be contacted so that he/she can determine if a police report should be completed.
- The immediate supervisor will notify the appropriate administrator as soon as possible.
- If necessary, damage/repair estimates should be obtained by the immediate supervisor.
- Finance must be notified by the immediate supervisor for insurance purposes.
- Finance will contact our insurance company to inform them of the accident.
- No repairs will be made until all the information has been submitted and department director and administration approval has been acquired.
- Disciplinary action may be taken by the superintendent or their designee based upon the circumstances of the accident. Discipline may range from a verbal warning/ reprimand to suspension without pay, and/or termination, depending on the circumstances. No disciplinary action will be taken if the employee is deemed not at fault.

Any employee operating a district vehicle or a vehicle rented in the District's name that is convicted of a moving violation will pay the ticket and may receive a 1 day suspension without pay. The second offence in a 12-month period will result in paying the ticket and may result in a 5 day suspension without pay. The third offence in a 12-month period may result in termination.

Employee alcohol and drug test results and records shall be maintained under strict confidentiality and released only in accordance with law.

Test records shall be maintained with the separate medical files of each employee. Upon written request, the employee shall receive copies of any records pertaining to his or her use of alcohol or drugs, including any records pertaining to his or her tests.

Test records shall be made available to a subsequent employer or other identified persons only as expressly requested in writing by the employee.

Prior to driving a district vehicle or obtaining a rental vehicle in the District's name, an employee will sign that they have received a copy of this policy.

New 03/15

Section Five: Transportation

7050 STUDENT TRANSPORTATION STATUTES AND GUIDELINES

The District Transportation Program will follow all guidelines and requirements defined by local, state, and federal statutes regarding the operation of school buses. This includes the guidelines established in the following Missouri Statutes:

- 5 CSR 30-261.010 Requirements for the Operation of School Buses
- 5 CSR 30-261.040 Allowable Costs for State Transportation Aid

See Appendix M - Transportation Employee Alcohol and Drug Testing Procedures/Guidelines.

Adopted 06/99

7051 STUDENT TRANSPORTATION

The major objectives of the pupil transportation system are as follows:

1. Provide the means by which students can reach school under safe and healthful conditions.
2. Provide for an efficient and economical transportation system.
3. Adapt transportation to the requirements of the instructional program.

7052 RIDING LIMITS

Students living one mile or more from school will be entitled to free bus transportation to and from school at the beginning and end of the school day. Such transportation will not be provided to other children except for those who qualify on the basis of handicap or safety conditions.

7053 USE OF BUSES

School buses shall be used for the following activities:

1. Transportation of pupils to and from school.
2. School-sponsored activities and field trips.
3. Community School and adult education activities.
4. Employee groups for school connected activities.
5. Community residents in event of extreme emergency requiring movement of large groups.

7054 PURCHASE OF BUSES

Buses purchased by the District shall be standardized by intended use as to capacity, body type, and chassis size. School buses shall meet or exceed construction and equipment standards and regulations established by state law. School buses shall be procured as economically as possible on a bid basis. Insofar as possible, the equipment specified shall be that which is normally furnished on a standard school bus produced by a responsible manufacturer. Special equipment items may be specified to ensure the maximum safety of pupils.

7055 SCHOOL BUS SAFETY PROGRAM

The safe transportation of District students to and from school is a primary concern in the administration of the District's bus program. All state laws and District regulations pertaining to the safe use of school buses and operations will be observed by students, drivers and other District personnel.

The Superintendent, in cooperation with appropriate staff members, is responsible for developing and publishing rules governing student conduct during transportation.

A program to acquaint all students and drivers with safe riding, loading, unloading, and emergency bus evacuation procedures shall be implemented and continued throughout the year. Drivers will be given safety instruction in school bus operations and student management.

7055.1 SCHOOL BUS SAFETY TRAINING

All transportation employees will receive annual safety training by local law enforcement in conjunction with district administrators. Training shall include the handling of weapons and other safety related issues on school buses.

Adopted 04/13

7056 BUS DRIVER QUALIFICATIONS

All bus drivers, including substitutes, shall meet or exceed the qualifications for bus drivers established by law and regulations of the District and by the *SCHOOL BUS OPERATOR'S PERMIT PROCEDURE MANUAL* published by the Department of Revenue and the Missouri Department of Elementary and Secondary Education.

Revised 06/99

Section Six: Nutrition Services

7061 SCHOOL NUTRITION PROGRAM

The District operates a school nutrition program in accordance with state and federal law. The Board establishes each year school menu prices for all schools in the District. Prior to the opening of school each year, the Board provides the public with information concerning the District's school nutrition program. Such information includes the prices of school meals in the elementary and secondary schools, the guidelines for qualifying for free or reduced meals established by the federal government, and the procedures used in the District for applying for free or reduced meals.

7062 ANNUAL NUTRITION SERVICES REPORT

At the regularly scheduled Board meeting in July, the Superintendent shall submit to the Board the Annual Nutrition Services Report showing in detail all receipts and expenditures in the Nutrition Services Department for the previous year. The report shall also show the source of the receipts, expenditures classified according to purpose, and operating cash balances at the close of the year.

CHAPTER EIGHT—COMMUNICATION

Section One: Communication with the Public

8011 OPEN COMMUNICATION

The Board values the freest possible interchange of ideas. Nothing provided herein shall be interpreted as intended to interrupt the free and open flow of ideas and assistance among patrons and District personnel. The unit administrator should approve communication of consequence between staff members, parents or patrons before being sent.

Revised 04/06

8012 SCHOOL-COMMUNITY RELATIONS GOALS

The Board recognizes that intelligent, informed public support of the District is dependent upon full knowledge, understanding, and participation in the efforts and goals of the District. The Board is also aware of its responsibility to provide the public with information and opportunities leading to participation in the establishment of programs and policies.

Therefore, the Board and the District will strive:

1. To develop intelligent citizen understanding of the school system throughout its operation.
2. To determine what the public wishes the school system to accomplish.
3. To develop citizen and legislator understanding of the need for adequate financial support of a quality educational program.
4. To foster public understanding of the need for constructive change, and to solicit public advice on how to achieve educational goals.
5. To develop programs in the District and in individual schools that will bring together home, school and community in meeting the needs of the children in the schools.
6. To earn the good will, respect, and confidence of the public with regard to school staff and services.
7. To promote a genuine spirit of cooperation between the Board and community in sharing leadership for the improvement of the community.
8. To promote public interest and participation in the operation of the school system.

8013 PUBLIC'S RIGHT TO KNOW

The minutes or other documents prepared for the Board and any non-confidential records of the Board are public documents. Such documents will be kept in the custody of the Superintendent and the Board Secretary and will be made available to the public upon request during regular business hours. Reasonable advance notice is necessary so that needed facilities and staff can be made available. Anyone requesting a copy of a public record will be charged the fees for search and duplication in accordance with Board policy on the release of public information.

For example, confidential records are not open to the public except as indicated by law. These include staff and student personnel records, personal correspondence, minutes of executive sessions and records pertaining to such matters as may be discussed in executive sessions. If the opportunity to inspect or copy a record is denied, the custodian of records will provide a written statement explaining why the request was denied in accordance with the Missouri Sunshine Law if such an explanation is requested.

Revised 04/06

Section Two: Community Involvement

8014 PUBLIC COMPLAINTS

The Board recognizes that situations of concern to parents/guardians or the public may arise in the operation of the district. Such concerns are best resolved through communication following the chain of command.

The following procedures are to be followed by persons with questions or complaints regarding the operation of the school district:

1. Complaints on behalf of individual students should first be addressed to the teacher or appropriate staff member.
2. Unsettled matters from (1) above, or problems and questions concerning individual schools, should be directed to the principal of the school.
3. Unsettled matters from (2) above, or problems and questions concerning the school district, should be directed to the appropriate assistant superintendent, then, if necessary, to the superintendent.
4. If the matter cannot be settled satisfactorily by the superintendent, it should be brought to the Board of Education. Questions and comments submitted to the secretary of the Board in letter form will be brought to the attention of the entire Board. If necessary, a Board hearing will be scheduled to resolve the complaint. However, the decision of the Board shall be final except in the case of complaints concerning the administration of federal programs. In that case, the complainant may go to the appropriate section of the Department of Elementary and Secondary Education and from there on to the United States Secretary of Education.

The Board considers it the responsibility of the professional and support staff of the district to field the questions of parents/guardians or the public and shall refer individuals with complaints to the proper staff member as outlined above.
 Adopted 05/96, Revised 04/10, 04/14

**8020 CLASSROOM VISITATION
 (Reference Collaborative Bargaining Agreement Article 9 Section 15)**

Revised 09/18

8021.1 PUBLIC INFORMATION REQUIREMENTS

In addition to the information addressed in the district's communications plan and notices provided to district employees, the district will provide information to the public and the media as required by law, including the Missouri Sunshine Law. The following information will be provided to the public upon request or as otherwise designated:

1. Notice of all Board meetings and meetings of committees created by or at the direction of the Board will be posted at the district's administrative offices and on the district's website when required by law. (Sec. 610.020 RSMo.)
2. All written Board policies, related documents and district handbooks will be available on the district's website. (Sec. 162.208 RSMo.)
3. A written copy of policy 3043 STUDENT DISCIPLINE will be provided to the student and parent/guardian of every student enrolled in the district at the beginning of every school year and made available in the superintendent's office during normal business hours for inspection. (Sec. 160.261 RSMo.)
4. A school accountability report card for each school building in the district and the district as a whole will be produced in accordance with law and made available to the public on the district's website. The district will provide information included in the report card to parents/guardians, community members, the print and broadcast news media, and legislators by December 1 annually or as soon thereafter as the information is available to the district. The district will distribute the information in substantive official communications such as student report cards. The district will make reasonable efforts to supply copies of the reports or other information regarding the reports to businesses such as real estate and employment firms, so that parents/guardians and businesses from outside the district that may be contemplating relocation have access to this information. (20 U.S.C. Sec. 6311, Sec. 160.522 RSMo.)
5. Policy 3066 ASSESSMENT PROGRAM will be distributed to each student and parents/guardians of minor students at the beginning of each year. A copy will also be maintained in the district office for public viewing during business hours. At the beginning of each school year, the district shall notify the parents/guardians of each student that the district will provide, upon request and in a timely manner, information regarding any state or district policy regarding student participation in any assessments. The notice will include information on whether a parent/guardian can opt a student out of an assessment and, if so, the procedure for doing so. (20 U.S.C. Sec.6312, Sec. 160.570 RSMo.)
6. The district shall post on the district's website and, where practicable, on the website of each district school, information on any assessments required by state or federal law, including any assessments required by the district. The information shall include the subject matter being assessed, the purpose for the assessment, the source of the requirement for the assessment, and where the information on the assessment is available. The information shall also include the amount of time students will spend taking the assessments, the schedule for the assessments, and the time and format for disseminating the results, when such information is available. (20 U.S.C. Sec.6312)

7. Information, presented in terms understandable to a layperson, on the methods and materials used to teach reading in kindergarten through fourth grade will be available in the district's administrative offices. (Sec. 167.645 RSMo.)
8. Information, presented in a way that does not permit personal identification of any student or educational personnel, on the number and percentage of students receiving remediation because they have not met reading standards on the state-mandated reading assessment will be available in the district's administrative offices. (Sec. 167.645 RSMo.)
9. All human sexuality curriculum materials will be available to the public at the district's administrative offices. Parents/Guardians will be notified regarding the basic content of sexuality instruction and of their right to remove the student from any aspect of the program. (Sec. 170.015 RSMo.)
10. Notification that the district does not tolerate illegal discrimination or harassment and information about the procedures for filing a harassment or discrimination complaint will be posted in all buildings and included in district publications in addition to being available in the district's administrative offices. (34 C.F.R. Sec.104.8, 106.8, 106.9; OCR Guidance)
11. Information regarding schools identified as persistently dangerous under federal law and an explanation of any options that parents/guardians have as a result of the designation will be available in the district's administrative offices. (Federal Guidance)
12. Information on the district's obligations under the Individuals with Disabilities Education Act (IDEA) will be provided to the public by conducting the following activities prior to November 1 each year:

Publish one public notice on the district's website that describes the school district's responsibility to provide special education and related services to children ages 3 to 21. The notice must also describe the district's responsibility to refer infants and toddlers suspected of having a disability to the state early intervention system.

Air one public notice on local radio and/or television stations during general viewing/listening hours that describes the school district's responsibility to provide special education and related services to children ages 3 to 21.

Place posters/notices in all administrative offices of each building operated by the School district that describe the district's responsibility to provide special education and related services to children ages 3 to 21.

Provide written information through general distribution to the parents/guardians of students enrolled in the school district that describes the school district's responsibility to provide special education and related services to children ages 3 to 21. (State Plan for Special Education)

13. The district will provide information about the state children's health insurance program, MO HealthNet for Kids (MHK), to parents/guardians enrolling students in the district. If a parent/guardian indicates on an application for free and reduced-price meals that a child does not have health insurance, the district will notify the parent/guardian that the MHK program is available, if household income is within eligibility standards. (Sec. 208.658, RSMo.)
14. The district will distribute information about the district's nutrition program, including breakfast, lunch and snack programs administered pursuant to the National School Lunch Program. Information about the School Breakfast Program must be distributed just prior to or at the beginning of the school year. In addition, schools are encouraged to send reminders regarding the availability of the School Breakfast Program multiple times throughout the school year. (7 C.F.R. Sec. 210.12)

The district will publicly announce the eligibility criteria for free and reduced price meals to each parent/guardian at the beginning of each school year or within ten days after the state notifies the district of the approved eligibility criteria if such notice is received after the beginning of the school year. Any subsequent changes in a school's eligibility criteria during the school year shall be publicly announced in the same manner as the original criteria were announced. The announcement will be made in the following manner:

Except in situations where students are directly certified for the program, on or about the beginning of each school year, the district will distribute a free and reduced price meals application and a letter or notice explaining the eligibility criteria for the Free and Reduced Price Meals Program and other details of the program to the parents/guardians of all children in attendance at the school.

On or about the beginning of each school year, the district will provide a public release containing the same information supplied to parents/guardians, including free and reduced price meals eligibility criteria, to the informational media, the local unemployment office and any major employers contemplating large layoffs in the area. Copies of the public release shall be made available upon request in the district's administrative offices to any interested persons. (7 C.F.R. Sec. 245.5)

15. The district will cooperate with Summer Food Service Program (SFSP) sponsors in the area, if any, to distribute materials informing families of the availability and location of free SFSP meals for students when school is not in session. (7 C.F.R. Sec. 210.12)
16. The district will provide written notice of the district's procedure on unpaid meal charges to each household in the district at the beginning of each school year and maintain a copy of the procedure on the district's website. In addition, a copy of the procedure will be provided to households of students who transfer into the district during the school year. (Federal Guidance)
17. The district will annually distribute information about concussions and brain injuries to each student participating in district athletic activities. Parents/Guardians must submit a signed acknowledgment of having received the information before the student will be allowed to participate. (Sec. 167.765 RSMo.)
18. The district will annually notify parents/guardians and eligible students of their rights under the Family Educational Rights and Privacy Act (FERPA). The district will also provide:
Notice of the categories of information the district has designated as public directory information. (34 C.F.R. Sec. 99.7, 99.37)

Notice to parents/guardians of secondary school students of the district's obligation to release the names, addresses and telephone listings of secondary school students to representatives from institutions of higher education and military recruiters. Parents/Guardians and secondary school students who are at least 18 may submit a written request not to release the information without prior written consent of the parent/guardian or student. (20 U.S.C. Sec. 7908)

19. The district will provide notice to parents/guardians and students at the beginning of every school year, and within a reasonable time after any substantive change to the district's policies, detailing the following:

No student, without prior parental consent, or the consent of the student if the student is an adult or an emancipated minor, shall be required as part of any federally funded program to submit to a survey, analysis or evaluation that reveals the political affiliations or beliefs of the student or student's parent/guardian; mental or psychological problems of the student or student's family; sex behavior and attitudes; illegal, antisocial, self incriminating and demeaning behavior; critical appraisals of other individuals with whom there is a close family relationship; legally recognized privileges; income, unless required to determine eligibility for financial aid or participation in a program; or religious practices, affiliations or beliefs of the student or the student's parent/guardian.

Prior notice of a survey the district administers on any of the above subjects, even if they are not federally funded, and information on how parents/guardians can opt their students out of the survey.

The right of a parent/guardian to inspect surveys before they are given and instructional material upon request, and the procedures for doing so. (20 U.S.C. Sec. 1232h)

20. At the beginning of every school year, and within a reasonable time after any substantive change in the district's policies, the district will notify parents/guardians of the specific or approximate dates on which any nonemergency invasive physical examination or screening will be performed that is required as a condition of attendance, administered by the school, scheduled in advance, not necessary to protect the immediate health or safety of the student and that exposes private body parts or includes incision, insertion or injection into the body. The notice need not include hearing, vision or scoliosis screenings. The notice will offer an opportunity for the parents/guardians or a student of appropriate age to opt out of the activity. Currently the district does not conduct such examinations, and there are no plans to initiate them in the future. (20 U.S.C. Sec. 1232h)
21. At the beginning of every school year, and within a reasonable time after any substantive change in the district's policies, the district will notify parents/guardians of the specific or approximate dates on which personal information about students will be collected, disclosed or used if that information will be used for marketing or selling or otherwise

- provided to others for that purpose. The notice will offer an opportunity for the parents/guardians or a student of appropriate age to opt out of the activity. (20 U.S.C. Sec. 1232h)
22. The district will inform students or their parents/guardians about asbestos inspections, Re-inspections, surveillance, response actions and post response action activities at least once a year. (40 C.F.R. Sec. 763.84)
 23. At the beginning of each school year the district will distribute earthquake information prepared by the Federal Emergency Management Agency (FEMA), the State Emergency Management Agency (SEMA) or by other agencies that are experts in the area of earthquake safety. (Sec. 160.455 RSMo.)
 24. The district will provide current, accurate and complete information to each new employee regarding eligibility for public service loan forgiveness. The notice will be provided within ten days following the start of employment. (Sec. 105.1445 RSMo.)
 25. The district will notify parents/guardians at the time of initial enrollment of their student in district-sponsored preschools, daycare centers or nursery schools that they may request notice from the district as to whether any students currently enrolled in or attending the facility have an immunization exemption on file with the district. (Sec. 210.003 RSMo.)
 26. The district will post in a public area of each school and in all student restrooms a sign that contains the toll-free child abuse and neglect hotline number established by the Children's Division of the Department of Social Services. The text of the signs will be in both English and Spanish, be on a poster at least 11 x 17 inches, contain large print and be placed at eye level to the student. (Sec. 160.975 RSMo.)
 27. The district will provide the address of the Department of Elementary and Secondary Education's (DESE) website on the Trauma-Informed Schools Initiative to parents/guardians before October 1 of each school year. (Sec. 161.1050 RSMo.)
 28. The district will provide annual notice to students, parents/guardians and staff of policy 1060.1 BULLY FREE ENVIRONMENT. (Sec. 160.775 RSMo.)
 29. At the beginning of each school year, the district will notify parents/guardians with students attending a school that receives Title I funds that they may request information regarding whether the student's teacher is certified to teach in the grade levels and subject areas in which the teacher provides instruction; whether the student's teacher is teaching under emergency or other provisional certification status; and whether the student is provided services by a paraprofessional and, if so, the qualifications of the paraprofessional. (20 U.S.C. Sec. 6312)
 30. In accordance with federal law, if a student attends a school that receives Title I funds and has been assigned to or taught for four or more consecutive weeks by a teacher who is not certified at the grade level and subject area in which the teacher provides instruction, the district will provide timely notification to the student's parents/guardians. (20 U.S.C. Sec. 6312)
 31. If the district receives a grant or sub grant from the U.S. Department of Education (ED) under the Elementary and Secondary Education Act of 1965, the district will display in a public place the hotline contact information for the Office of Inspector General of the ED, so that any individual who observes, detects or suspects improper use of taxpayer funds can easily report such improper use. (20 U.S.C. Sec. 7933)
 32. The district will disseminate notice of the rights of homeless children and youth in locations frequented by parents/guardians of such children and youth, and unaccompanied youth, including schools, shelters, public libraries and soup kitchens. (42 U.S.C. Sec. 11431)
 33. The district will use parent handbooks, registration documents and the homepage of the district's website to inform parents/guardians of their child's right to participate in the Missouri Course Access Program (MOCAP). (Sec. 161.670 RSMo.)
 34. The district will prominently post a copy of Sec. 105.055 RSMo., the state "whistleblower" statute, in locations where it can reasonably be expected to come to the attention of all employees. (Sec. 105.055 RSMo.)

35. The district will develop, maintain and make publicly available, either on the district's website or through a direct link to the DESE website, a searchable expenditure and revenue document or database detailing actual income, expenditures and disbursements for the current calendar or fiscal year. The district shall update the information at least quarterly, and the data shall be archived, accessible and searchable for a minimum of ten years. (Sec. 160.066 RSMo.)
36. If the district provides information on immunizations, infectious diseases, medications or other school health issues to parents/guardians of KB12 students, the district will also provide parents/guardians of KB12 students influenza and influenza vaccination information that is identical or similar to that produced by the Centers for Disease Control and Prevention. (Sec. 167.637 RSMo.)
37. Prior to November 1 of each year, each high school in the district will provide its students with information concerning occupations that have a critical need or shortage of trained personnel as provided by the State Board of Education (Sec. 167.902 RSMo.)

Adopted 04/19

8022 COMMITTEES

To meet the goal of community involvement, parents, community members, and students will be invited to participate in a number of District committees.

These committees will serve to facilitate communication with the public and to provide an opportunity for input into the District's programs and operations. The committees will be both standing committees and special committees appointed for a specific purpose.

The following guidelines shall apply to all special committees:

1. Committees shall be appointed for a specific and well-defined purpose. Their authority shall be limited to that assigned to them by the Board.
2. All committees shall be fact-finding or advisory in nature and not executive. Committees and committee members shall not have the power to make monetary or other decisions for the Board.
3. The Board will provide such committees with a suitable meeting place and administrative assistance. The Superintendent or the Superintendent's designee shall be a member of all committees and have supervisory responsibility over all committees.
4. All reports of any temporary committee shall be made in writing directly to the Board.
5. All committee meetings shall be open to the public.
6. Committees shall be dissolved upon the completion of their assigned tasks.
7. Final authority in the decision-making process will reside with the Board.

8023 REPORTING TO THE PUBLIC

The Board shall inform the public of the services, major conclusions, and recommendations rendered by each lay committee that it appoints. Publicity relative to Board action should be released only by the Board or the delegated agent of the Board.

8024 PUBLIC CONCERNS RELATED TO CURRICULUM AND/OR MATERIALS

The Board has the ultimate responsibility for establishing the curriculum and for purchasing instructional materials to be used in the District. While the Board recognizes the right of students of 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 the international, national, and local problems and issues of our times. Books and other instructional materials of sound factual authority shall not be proscribed or 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.

A wide variety of instructional media and materials are used in the District's educational program. 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. If a challenge is made, it should be properly channeled through guidelines and procedures established by the Board.

Section Three: Internal Communications

8031 STAFF MAILBOXES

Mailboxes will be provided for all staff members in the buildings to which they are assigned as a means of distributing written communications needed for the operation of the District. Mail bulletins, announcements, personal messages, etc., of interest to staff members will be placed in these mailboxes each day. Staff mailboxes may be used for distribution of materials by the Association provided such materials are addressed to and distributed by the Association's group representative. Association material will be viewed as confidential information and will not be opened by the District (**Reference Collective Bargaining Agreement Article 6 Section 8**).

The District will not monitor mail as a routine matter and will not tolerate the unauthorized access or use of mail. Any access without the consent of the recipient must be done with the superintendent's approval. Mail may not be used for any messages that reasonably may be considered offensive, discriminatory, defamatory, disparaging, or threatening to any employee or any other person or entity. The District's policies against sexual or other harassment apply fully to the use of mail.

The use of this system for outside ventures, to leak confidential or privileged information, or for personal, political, or religious causes is prohibited except as provided in Policy 1082. Staff members are requested to check their mailbox upon arrival and again during the day.

Revised 04/06, 09/18

8031.1 ELECTRONIC MAIL AND VOICE MAIL

All E-mail and voice mail capabilities are provided to users at the District's expense to assist internally in the conduct of District business or instruction and (if applicable) externally in communicating for legitimate business or instructional purposes. On normal work days employees assigned a computer and certified staff members are expected to check their District E-mail. The use of this system for outside ventures, to leak confidential or privileged information, or for personal, political, or religious causes is prohibited. (*ref. Appendix O*)

Adopted 04/11

8032 INTERSCHOOL MAIL SERVICE

Delivery of mail and other materials to and from all buildings in the District will be provided on a daily basis. Interschool mail may be used for the distribution of Association materials provided such information is pre-assembled by the Association for each building and addressed to the staff representative at the destination building and follows District policy (**Reference Collective Bargaining Agreement Article 6 Section 10**). The Board cannot assume liability for the loss of articles processed through the interschool mail service.

Revised 09/18

8033 EMPLOYEE COMMUNICATION

The Office of Superintendent will periodically distribute an employee bulletin containing announcements of coming events, recognition of staff or student achievement, and messages from the Office of Superintendent. Staff members are encouraged to submit items of interest for publication in this bulletin.

8034 BULLETINS

Bulletins will be distributed to staff members as the need arises. Staff members are responsible for sharing the announcements in the bulletins when requested. Announcements for bulletins should be written and turned in to the unit administrator or the administrator's secretary.

8035 ASSOCIATION BULLETIN BOARDS (Reference Collective Bargaining Agreement Article 6 Section 7)

Revised 09/18

8036 TELEPHONE CALLS

School telephones are available in buildings and classrooms throughout the District for the purpose of receiving and placing District business calls. Employees may use the phones for personal business that cannot be conducted at other times. However, personal use of phones by employees must not interfere with the normal District operation and is discouraged. The decision to leave classroom phone lines open or on forward to voice mail will be left to the discretion of the teacher.

Revised 02/03

8038 STUDENT/PARENT/EMPLOYEE PRIVACY

Personal information including building location, home address, and phone number for student, parents or employees, shall not be released over the phone. Written or in-person requests shall conform to district policies and state and federal statutes. Questionable requests should be referred to the Superintendent’s Office or the Personnel Department.

Adopted 06/99

Section Four: Staff Involvement

8041 STAFF ADVISORY FUNCTIONS

(Reference Collective Bargaining Agreement Article 8 Section 9)

Revised 09/18

8042 FORMATION OF COMMITTEES

(Reference Collective Bargaining Agreement Article 6 Section 4)

The Association will be notified of the formation of all district-wide committees (e.g., PDC, CAC, Student Expectations, etc.) by the committee chairperson. The President of FFNEA will appoint a representative of the Association to serve on each committee.

The administrator in charge of the committee will propose several meeting dates prior to calling a meeting in order to assure participation of the majority of the members.

The committee chair will designate a record keeper who will be in charge of posting meeting notices, minutes, and agendas. All postings will be available electronically for the entire district’s viewing and a copy for each worksite bulletin board for employee groups without electronic communications.

The committee recommendation will be signed off by the committee chair and FFNEA appointed representative to be forwarded to the appropriate administrator for consideration.

Revised 05/94, 04/06, 04/10, 04/11, 09/18

8043 DATA PROVISION

(Reference Collective Bargaining Agreement Article 6 Section 15)

Revised 04/08, 09/18

8044 ORGANIZATIONAL LEADERSHIP TEAM (OLT) (formally BIC)

(Reference Collective Bargaining Agreement Article 8 Section 7)

The goal of the Organizational Leadership Team OLT shall be to move the school to higher standards of quality. An annual report of the Committee’s activities will be submitted to the appropriate Assistant Superintendent by the end of the school year.

The OLT will work cooperatively with the building administrator and his/her designee in addressing school climate and operations. The committee shall also assist in problem-solving and facilitation of staff communications.

At least 50% of the committee shall be elected by the staff and the remainder shall be appointed by the building administrator. The committee should represent the faculty and educational support personnel groups within the building. A chairperson shall be elected by the committee.

The OLT shall meet at least monthly throughout the school year and communicate meeting information to all staff in the manner determined by the building. The meetings shall not be held concurrently with other building-level meetings. Agendas and minutes should be kept and communicated to the staff via e-mail in a timely manner. Supervisors of employee groups

without electronic communication should post agendas and minutes in a designated area (ex: building level food service manager would post the agenda and minutes in a designated area for the school food service staff).

OLT will determine at its first meeting of the school year those dates that the building will be conducting parent conferences. Should a staff member be unable to attend conferences on those dates, they should contact their building administrator.

The BIC Committee should review the building handbook prior to the May BIC meeting and share any proposed recommendations with the principal before it is presented to the staff.

The OLT can appoint a task force to study issues and make recommendations. Membership on these task forces should include other staff members who are not currently serving on OLT.

All staff members are stakeholders in their schools. They may:

- Attend OLT meetings
- Speak at OLT meetings
- Add items to the agenda
- Give input to their representatives

Recommendations affecting all staff members shall be discussed with the staff prior to voting on implementation. Only those members who are elected or appointed may vote on recommendations. If for some reason the administration wishes to change or eliminate a OLT recommendation voted upon during the meeting, the administration shall provide a written rationale to be included in the minutes prior to disseminating to the staff.

Revised 04/02, 04/05, 04/09, 04/11, 03/15, 03/17, 09/18

8045 INSTRUCTIONAL LEADERSHIP TEAM (ILT)
(Reference Collective Bargaining Agreement Article 9 Section 9)

New 04/09, Revised 04/10, 04/11, 03/15, 03/16, 03/17, 09/18

8046 ASSOCIATION IDENTIFICATION

When reference is made to the Association, the policy provision refers only to the Ferguson-Florissant National Education Association.

APPENDIX A- District and/or Building Initiated Grant Form
 (see electronic form on District website) (effective July 1, 2017)

<div style="display: inline-block; vertical-align: middle;"> <p>NOTIFICATION OF INTENT TO APPLY FOR GRANT FUNDS (Complete form and submit to Assistant Superintendent for Finance) FERGUSON-FLORISSANT SCHOOL DISTRICT</p> </div>
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Submitter: _____

Building/Department: _____ Application Date: _____

Funding Source:
 Indicate % Of Funding By Type % Federal % State % DISTRICT % OTHER

Title Of Grant: _____

Purpose Of Grant: _____

Target Population/
 Entity Affected By Grant: _____

Check The District's Goal(S) That The Grant Will Support:
 Achievement Financial Facilities Personnel Community Involvement

Due Date Of Grant Application/Proposal: _____

Dollar Estimate Of Grant Award: _____ Years Of Funding: _____

District's Obligations: 1) To Continue Project After Funding Yes No
 2) Other: _____

Signature Indicating	Name	Signature	Date
Immediate Supervisor Consulted:	_____	_____	_____
Viewed By CAC:	_____	_____	_____
Assistant Superintendent, Chief Information Officer Consulted:	_____	_____	_____
Review By Assistant to Superintendent:	_____	_____	_____
Review By Director of Finance:	_____	_____	_____
Assistant Superintendent For Finance Consulted On Grants That Require District Match:	_____	_____	_____

Recommended For Submission Not Recommended For Submission

Reviewed By Cabinet: _____ Date: _____

Superintendent's
 Signature For Approval _____ Date: _____

Revised 06/11

Revised 03/15, 03/17

APPENDIX B- Individual and/or Small-group Initiated Grant Form
 (see electronic form on District website) (effective July 1, 2017)

	<p>INDIVIDUAL OR SMALL GROUP INITIATED GRANTS</p> <p>FERGUSON-FLORISSANT SCHOOL DISTRICT</p>
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Submitter/s: _____
 Building/Department: _____

Title of Grant: _____
 Purpose of Grant: _____
 Item(s) Requested: _____

 Ownership of Item(s): _____
 (Must follow funding source's policy)

	Name	/	Signature	Date
Signature Indicating Applicant:	_____		_____	_____
Building / Unit Administrator:	_____		_____	_____
Director of Technology Services (if applicable):	_____		_____	_____

Adopted 08/11, Revised 03/17

APPENDIX C – Title IX Definitions and Grievance Procedures

In compliance with Title IX and its regulations, the District outlines the following procedures for Title IX Reports and Complaints.

Definitions

"Sexual harassment" means conduct on the basis of sex that involves:

- A District employee conditioning district aid, benefits, or services on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- Sexual assault, dating violence, domestic violence, or stalking as defined by the statutes cited in 34 C.F.R. §10630.

"Education program or activity" means locations, events, or circumstances over which the District exercised substantial control over both the respondent and the context in which the sexual harassment occurs.

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

"Supportive measures" mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient's educational environment, or deter sexual harassment.

The range of supportive measures available to complainants and respondents may include:

- counseling
- extensions of deadlines or other course-related adjustments
- modifications of work or class schedules
- campus escort services
- mutual restrictions on contact between the parties
- changes in work locations
- leaves of absence
- increased security and monitoring of certain areas of the campus
- other similar measures as deemed appropriate by the Title IX Coordinator after considering
- the wishes of complainant and the facts and circumstances of the complaint.

"Formal complaint" means any document filed by a person alleging to be victim of conduct that could constitute sexual harassment ("complainant") or signed by the Title IX Coordinator. It does not need to be filed in paper form. It does not need to be signed by the complainant, but it must indicate that the complainant is the person filing the complaint.

Filing a Report

Any person may report sex discrimination, including sexual harassment, to the Title IX Coordinator. A report may be made whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment.

In response to any report of sex discrimination or sex harassment received by the Title IX Coordinator, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, as defined above. Supportive measures are available with or without filing a formal complaint. The Title IX Coordinator will also consider the complainant wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

Disciplinary sanctions cannot be imposed against a respondent unless a formal complaint is filed, and the grievance procedure described below is completed.

The Title IX Coordinator will keep confidential the identity of any individual who has made a report or complaint of sexual harassment, any individual who has been reported for sexual harassment, any respondent, and any witness, except as necessary to carry out this grievance procedure and to satisfy the District's duties under the Family Educational Rights and Privacy Act (FERPA) or any other applicable law.

Response to Formal Complaints of Sexual Harassment

Within five (5) calendar days after receiving of a formal complaint, the Title IX Coordinator will provide a written Notice of Allegations to the parties who are known. Formal Complaints can be resolved in the following ways: through an investigation and determination of responsibility, administrative dismissal, or informal resolution. These processes are described below.

Investigation

The Title IX Coordinator, Superintendent/Designee will perform the investigation. The parties will be allowed an equal opportunity to provide additional evidence to the investigator or refer the investigator to additional witnesses. The Title IX Coordinator will not prohibit the parties from discussing the allegations of the formal complaint or gathering and presenting additional evidence to the investigator.

Either party is entitled to the presence of the FFNEA Employee Rights Chair or an advisor—who may or may not be an attorney—during any investigative interview or other grievance proceeding for which the party's attendance is invited or required. The party, FFNEA Employee Rights Chair and their advisor will be provided written notice of the date, time, and location of any such proceeding and reasonable time to prepare to participate.

The Title IX Coordinator will allow each party an opportunity to submit written, relevant questions that a party wants asked of any party or witness; provide each party with the answers; and allow for additional, limited follow-up questions from each party.

Unless additional time for a full and fair investigation is deemed necessary by the Title IX Coordinator or granted to a party upon a showing of good cause, the Title IX Coordinator or the Superintendent/Designee will strive to complete its investigation within twenty (20) calendar days after receiving of a formal complaint.

At the conclusion of the investigation, the Title IX Coordinator will provide both parties and their advisors a copy of all evidence gathered by the District that is directly related to the allegations in the formal complaint for inspection and review. Both parties will be allowed ten (10) calendar days to submit a written response to the evidence gathered. After considering any written responses, the Title IX Coordinator will provide the parties and their advisors with a written Investigative Report that fairly summarizes the relevant evidence. The parties will be allowed an additional ten (10) calendar days to submit a written response to the Title IX Coordinator prior to any determination of responsibility.

A written request for a delay or extension of such deadlines may be submitted to the Title IX Coordinator by either party prior to the lapse of the applicable deadline. Whether to grant an extension of time is a discretionary decision of the Title IX Coordinator and is not a basis for appeal.

Determination of Responsibility

The respondent to a formal complaint of sexual harassment is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The standard of proof for determining responsibility will be a preponderance of the evidence. This standard will apply whether the respondent is a student or an employee.

The Title IX Coordinator, Superintendent/Designee will review the Investigative Report as well as any written responses, questions, and answers submitted with regard to the Investigative Report.

The Title IX Coordinator, or the Superintendent/Designee will issue a reasonably prompt written determination of responsibility regarding the allegations listed in the Notice of Allegations, which will include all information required by law.

This determination will be based on the Investigative Report and any responses, questions, and answers submitted, within the (10) days. The written determination will be provided simultaneously to both parties. The Title IX Coordinator or the Superintendent/Designee will be responsible for implementation of any remedies imposed by the decision-maker.

Appeal

Either party may appeal a determination regarding responsibility or the administrative dismissal of a formal complaint by filing a written request for appeal with the Title IX Coordinator within 7 (seven) calendar days after receiving notice of the determination or dismissal. The request must state the basis for the appeal, which must be one of the following grounds:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- The Title IX Coordinator, or the Superintendent/Designee had a conflict of interest or bias that affected the outcome of the matter.

An appeal that is not based on one of the foregoing grounds or is untimely without good cause will be administratively dismissed. The Title IX Coordinator or the Superintendent/Designee will notify the other party, and the FFNEA Employee Rights Chair, or their advisor in writing that an appeal has been filed and will designate an appellate decision-maker to decide the appeal. Both parties will be allowed ten (10) calendar days following the notice of appeal to submit a written statement to the appellate decision-maker supporting or opposing the outcome below. The Title IX Coordinator or the Superintendent/Designee will consider these statements as well as the Investigative Report, and any questions, and answers submitted to the initial decision-maker.

Administrative Dismissal

The Title IX Coordinator or the Superintendent/Designee will dismiss a formal complaint if, at any time following the receipt of a formal complaint, it is determined that:

- the conduct alleged would not constitute "sexual harassment" as defined by this policy even if proved,
- the conduct alleged did not occur in the District's educational program or activity,
- the complainant notifies Title IX Coordinator or the Superintendent/Designee in writing of desire to withdraw formal complaint,
- the respondent is no longer enrolled or employed by the District, or
- specific circumstances prevent the District from gathering evidence sufficient to reach a determination.

The Title IX Coordinator or the Superintendent/Designee will promptly notify the parties of an administrative dismissal and the reason for the dismissal.

Informal Resolution

If the parties agree to participate in an informal resolution process, the Title IX Coordinator or the Superintendent/Designee will work with the parties, FFNEA Employee Rights Chair and their advisor to reach a mutually agreeable resolution without completing the full Title IX grievance procedure. Any informal resolution process is a voluntary process and may be attempted at any stage of this procedure prior to the issuance of a determination of responsibility.

A party will not be punished or disadvantaged in any way for declining to participate in an informal resolution process. The manner in which the informal resolution process will be determined is on a fact specific, case-by-case basis determined and analyzed by the Title IX Coordinator, or the Superintendent/Designee who will consider the suggestions of the parties. The informal resolution process may include but is not limited to a conference with the Title IX coordinator, or the Superintendent/Designee, FFNEA Employee Rights Chair, or advisor.

Before an informal resolution process is commenced, the Title IX Coordinator or the Superintendent/Designee will provide a written notice disclosing the manner of the informal resolution process, the effects of the process on the formal grievance procedure, and the rights of the parties to withdraw from the informal resolution process. The parties must then consent to the informal resolution process in writing.

At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

Informal resolution is not available for formal complaints alleging an employee sexually harassed a student. Additionally, the Title IX Coordinator, or the Superintendent/Designee will not facilitate an informal resolution between a complainant and respondent unless a formal complaint has been filed.

Retaliation Prohibited

Intimidating, threatening, coercing, discriminating, or otherwise retaliating against any individual because they have made a report or complaint, testified, assisted, or participated or refused to participate in an investigation, proceeding, or hearing under this policy is prohibited. The Title IX Coordinator will appropriately investigate and respond to any allegations of retaliatory conduct consistent with this Procedure.

Relationship to Other District Policies and Regulations

Should this Title IX Grievance Procedure conflict with other District policies or procedures, this Grievance Procedure will apply to all formal complaints of sexual harassment made to the Title IX Coordinator that meet the definitions described in this Policy.

03/21

APPENDIX F – Student Expectation Code

2021 - 2022 Student Expectation Code

8855 Dunn Road
Hazelwood, MO 63042
(314) 687-1910

Greetings Ferguson-Florissant School District Families,

I am pleased to present the 2021–2022 Ferguson-Florissant School District (FFSD) Student Expectation Code (SEC). The purpose of the Student Expectation Code is to promote fairness and equity through clear, appropriate, and consistent expectations and consequences in addressing students’ inappropriate choices and to ensure that students learn from their mistakes and repair harm when their behavior impacts others. In addition, this SEC is responsive to legal requirements and expectations regarding student discipline at both the state and federal levels.

Each year a District team works collaboratively to improve the SEC. Our aim is to create the right balance between maintaining safe, orderly learning environments and our commitment to providing equitable age-appropriate disciplinary responses that support personal growth and align with our belief that discipline is a developmental process, and students’ varied behavioral and developmental needs should be met with effective discipline strategies and tiered responses and interventions.

Our work continues to be informed by a growing body of educational research indicating that the use of exclusionary practices such as In-School Suspension (ISS) or Out of School Suspension (OSS), except as a last resort, has little or no positive impact on improving student behavior, school safety, or academic outcomes. In addition, we know that when students lose valuable instructional time, it’s even more difficult to be successful. Therefore, this year, building upon FFSD’s commitment to equity, we are continuing our work to embed restorative practices and trauma-informed care as part of our schools’ culture, climate, and expectations. Additional information regarding this work can be found in the FFSD Student Expectation Code.

Our work to foster safe, positive learning environments is just one step toward creating an equitable school system where educational outcomes are not predictable by any student’s actual or perceived personal characteristics, such as race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language. This work to continuously improve how we engage students in school and support their well-being is essential to improving academic outcomes for all students and eliminating disparities in learning. We invite each of you to join us on our journey toward removing barriers for all students to set them on a trajectory for success.

Onward together,

Dr. Joseph Davis
Superintendent

Introduction

The Ferguson-Florissant School District (FFSD) is committed to providing a safe, engaging, and supportive learning environment where all students, parents/guardians/caregivers, and all staff work collaboratively to ensure all policies are implemented and monitored equitably and consistently. FFSD policies and regulations emphasize instruction and rehabilitation rather than punishment and are designed to foster and acknowledge appropriate behavior and keep students connected to school so they can graduate college and career ready. Our schools are the safest and the most successful when everyone--students, parent/guardian/caregiver(s), and staff alike--collaborate and value each other's roles and are invested in restorative disciplinary practices.

FFSD Philosophy of Discipline

The Ferguson-Florissant School District (FFSD) Board of Education Policy 3040 sets forth the expectation that FFSD schools will create environments that are conducive to learning. In addition to students' homes, schools are communities in which positive behavior is expected, modeled, and learned within an environment of civility and dignity.

The Ferguson-Florissant School District believes that discipline is a developmental process, and students' varied behavioral and developmental needs should be met with effective discipline strategies and tiered responses and interventions. A continuum of instructional strategies and disciplinary responses supports teaching and learning, fosters positive behaviors, and reflects a restorative discipline philosophy. Restorative practices afford students opportunities to learn from their mistakes, correct any harm that results from their behavior, and restore relationships that are disrupted by their conduct. Our school discipline practices are designed to engage students in the classroom so that students may become college and career-ready.

Fair, firm, equitable, and consistent application of the disciplinary procedure is expected, and students should be made aware of the consequences of misbehavior. However, school discipline should be administered in a manner to keep students within their regular school program to the greatest extent practicable. Suspensions, expulsions, and other exclusionary practices are to be used on a limited basis- our goal is for each and every student to experience academic and social success in the Ferguson-Florissant School District. This will be accomplished through ongoing professional development with all staff and through accountability measures outlined in rights and responsibilities.

Philosophical Statement

Students are successful when they feel nurtured and engaged in a supportive learning environment with fair and consistent behavioral expectations for all members of the school community. This is achieved by applying the adult-led procedures described within the Student Expectation Code consistently and without bias, reinforcing positive behavior, preventing misbehavior before it occurs, supporting students in overcoming challenges, and fostering and restoring positive relationships among all members of the school community.

Schools must also employ applicable legal protections when addressing discipline, and must not allow discipline to disproportionately impact specific groups of students based on race, color, creed, national origin, immigration status, religions, physical, mental, or educational disability, pregnancy, age, gender, gender expression, gender identity, genetic information, sexual orientation, marital status, veteran status or socio-economic status.

Purpose

The Ferguson-Florissant School District has created the Student Expectation Code to assure all stakeholders have direct access to the guiding principles and consistent procedures applicable to the administration of student discipline within all schools. All children have different needs, and our mission is to ensure that all children succeed. Towards that end, this document serves as a lens through which to view how the district will utilize preventative and restorative approaches to support students equitably even when they may make choices that negatively impact themselves or others. In order to promote equitable outcomes for students, this document identifies areas where interventions to support students in preventing negative behaviors are included or required and defines ranges and maximums for consequential actions. The Ferguson-Florissant School District intends to make plain the thought and care used to assure administrative procedures

and disciplinary consequences are learning experiences for student growth and to ensure that our families are informed partners throughout the process of supporting students in being at their very best each and every day.

Guiding Principles

The following principles serve as the basis for creating safe and conducive learning environments that include preventive and restorative approaches to discipline that support students in developing social, behavioral, and self-management skills and conflict resolution. These principles will guide Ferguson-Florissant Schools' staff, students, families, and community in the collaborative work of ensuring positive school environments and improved student outcomes for all. It is critical that these principles be taught, discussed, understood, and embraced throughout the district as a means to ensure increased learning and growth opportunities for all students:

1. We will recognize and appreciate the marginalized groups in the schools and community. All children must be assured that they can learn in an environment free of bias and can be treated in a fair, consistent, and nondiscriminatory manner.
2. We will create safe, healthy, and supportive school environments with interventions required to improve educational outcomes for all students, especially those who have been marginalized.
3. We will improve educational outcomes for students with social-emotional and behavioral opportunities for growth by providing support at four levels of care and instruction: Promotion, Prevention, Intervention, and Advocacy.
4. We will create solutions to address the needs of our school communities through:
 - a. Leadership by school and district administrators to create supportive school environments and promote collaboration;
 - b. Professional development for school administrators, teachers, and support staff;
 - c. Collaboration with our Special School District partners to meet the diverse needs of students with individualized education plans (IEP);
 - d. Access to culturally appropriate resources and services by identifying, coordinating, aligning, and creating school and community services to improve the school-wide environment;
 - e. Academic and non-academic approaches that enable all children to learn;
 - f. School policies, procedures, and protocols that provide a foundation for the District and schools to implement and support this work; and
 - g. Collaboration with students and families where students, parents/guardians/caregivers, and families are included in all aspects of their children's education.

Rights and Responsibilities

The Ferguson-Florissant School District is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly, and civil school environment, all District students have the right to:

1. Expect a school environment that is conducive to learning
2. Be treated civilly by those in the school community
3. Take part in all District activities on an equal basis regardless of race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language
4. Be provided with school rules, and when necessary, receive an explanation of those rules from school personnel
5. Communicate their version of the relevant event(s) to school personnel authorized to establish a disciplinary response in connection with the application of the response

The Ferguson-Florissant School District does not discriminate based on race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language. The Ferguson-Florissant School District provides equal access to the Boy Scouts and other designated youth groups as required by the Boy Scouts of America Equal Access Act. Questions related to the District's compliance should be directed to Assistant Superintendent of Human Resources or Assistant Superintendent of Student Services, 8855 Dunn Road, Hazelwood, MO 63042 or 314-687-1910.

STUDENT RIGHTS AND RESPONSIBILITIES

Students have the right to:	Students have the responsibility to:
<p>1. To attend school in the district of residency or in accordance with one of the legally recognized exceptions, and receive a free and appropriate public education from age 7 to 21, as provided by law* <i>*These ages are based on Missouri compulsory attendance laws as set forth in 167.031</i></p>	<p>1. All enrolled students will attend school daily, regularly, and on time, perform assignments, strive to do the highest quality work possible, and be prepared to learn</p>
<p>2. To expect that school will be a safe, orderly, and purposeful place for all students to obtain an education and to be treated equitably</p>	<p>2. To be aware of all rules and expectations regulating student's behavior and conduct themselves following these guidelines</p>
<p>3. To be considered as an individual and treated courteously, equitably, and civilly by other students and school staff</p>	<p>3. To consider everyone in the school community and to treat others in the manner that one would want to be treated</p>
<p>4. To express one's opinions verbally or in writing</p>	<p>4. To express opinions and ideas civilly so as not to offend, slander, or restrict the right and privileges of others</p>
<p>5. To dress in such a way as to express one's personality following the dress code</p>	<p>5. To dress appropriately following the dress code so as not to endanger physical health, safety, limit participation in school activities, or be unduly distracting while expressing one's personality</p>
<p>6. To be afforded equal and appropriate educational opportunities</p>	<p>6. To be aware of available educational programs to use and develop one's capabilities to their maximum</p>
<p>7. To take part in all school activities on an equal basis regardless of actual or perceived race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language</p>	<p>7. To work to the best of one's ability in all academic and extracurricular activities, as well as being cooperative and supportive of others</p>
<p>8. To have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems</p>	<p>8. To be aware of the information and services and to seek help in dealing with personal problems when appropriate</p>
<p>9. To be protected from intimidation, harassment, or discrimination based on actual or perceived race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language by employees or students on school property or at a school-sponsored event, function or activity</p>	<p>9. To be considerate of one another and treat others equitably following the Student Expectation Code. To conduct themselves in a manner that fosters an environment free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination</p>

PARENTS/GUARDIANS/CAREGIVERS RIGHTS AND RESPONSIBILITIES

Parents/guardians/caregivers have the right to:	Parents/guardians/caregivers and have the responsibility to:
1. Be actively involved in their children's education	1. Make sure their children attend school regularly and on time and, when children are absent, let schools know why
2. Be treated courteously, equitably, and civilly by all school staff	2. Be courteous to staff, other parents/guardians/caregivers, and students while on school premises and tell school officials about any concerns or complaints in a timely manner
3. Get information about the policies of the Ferguson-Florissant Board of Education and procedures that relate to their children's education	3. Work with principals and school staff to address any academic or behavioral problems their children may experience
4. Get regular reports, written or oral, from school staff regarding their children's academic progress or behavior, including but not limited to report cards, behavior progress reports, and conferences	4. Support Ferguson-Florissant Schools by being a role model for their children, talking with their children about school and expected behavior
5. Receive information and prompt notification of inappropriate or disruptive behaviors by their children and any disciplinary actions taken by principals or school staff	5. Read and become familiar with the policies of the Board of Education, Title I Parent Compact, and Student Expectation Code
6. Receive information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals	6. Give updated contact information to Ferguson-Florissant Schools through the Parent Portal
7. Receive information from school staff about ways to improve their children's academic or behavioral progress, including but not limited to counseling, tutoring, after school programs, academic programs, and mental health services within Ferguson-Florissant Schools and the community	7. Give their children a space to complete their homework or allow participation in after-school programs that permit the completion of homework
8. Receive information about services for students with disabilities and English language learners, when applicable, receive communication through provided translators	8. Teach their children how to honor and show dignity for themselves and other students regardless of actual or perceived race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language ¹

¹ Although comprehensive, these rights and responsibilities (as well as for students') are offered as illustrative in nature and not intended to be exhaustive or all-inclusive.

PRINCIPAL AND SCHOOL STAFF RIGHTS AND RESPONSIBILITIES

Principals and school staff have the right to:

1. Work in a safe and orderly environment
2. Be treated courteously and equitably by students, parents/guardians/caregivers, and other school staff
3. Communicate concerns, suggestions, and complaints to the immediate supervisor
4. Receive supportive professional development and training
5. Receive the necessary resources to deliver quality instruction
6. Differentiate instruction consistent with the policies of the Ferguson-Florissant Board of Education

Principals and school staff have the responsibility to:

1. Attend work daily, be punctual, and use well-planned, creative, and engaging instructional plans every day
2. Maintain safe and orderly schools using prevention and intervention strategies outlined in the Student Expectation Code and/or consistent with Ci3t practices
3. Be civil and courteous to students, parents/guardians/caregivers, serving as role models for students
4. Be knowledgeable about the policies of the Board of Education and administrative regulations and rules, and apply them equitably and consistently
5. Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities
6. Communicate policies, expectations, and concerns, and respond to complaints or concerns from students and parents/guardians/caregivers in a timely manner and in a language they understand
7. Make sure that students are referred to the appropriate committees, departments, offices, divisions, agencies, or organizations when outside support is necessary
8. Keep parents/guardians/caregivers informed of student academic progress and behavior, create meaningful opportunities for their participation, and provide regular communication in a language they understand
9. Provide makeup work for students with lawful absences, including those students who are absent for disciplinary reasons
10. Participate in opportunities that foster building morale and school pride
11. Maintain and encourage a climate of mutual consideration and dignity for all students regardless of actual or perceived race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn
12. Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee, or any person who is lawfully on school property or at a school function
13. Address personal biases that may prevent equal treatment of all students in the school or classroom setting
14. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the attention of the principal, school counselor, student support services personnel, or other staff in a timely manner
15. Principals: Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the principal's attention in a timely manner per Board of Education Policy²

² Although comprehensive, they are offered as illustrative in nature and not intended to be exhaustive or fully inclusive. Principals and school staff are expected to perform all duties and responsibilities of their positions in a thorough and professional manner.

DISTRICT ADMINISTRATORS, SUPERINTENDENT, AND BOARD OF EDUCATION MEMBERS RESPONSIBILITIES

Ferguson-Florissant School District Administrators have the responsibility to:

1. Create and implement policies and procedures that encourage safe and orderly schools for all students, school staff, and principals
2. Protect the legal rights of school staff, principals, students, and parents/guardians/caregivers
3. Be courteous, civil and equitable with students, parents/guardians/caregivers, school staff and principals
4. Provide a broad-based and varied curriculum to meet individual school needs
5. Inform the community, students, parents/guardians/caregivers, school staff, and principals about policies of the Board of Education
6. Ensure the protection of legal rights of students with disabilities
7. Provide staff who are trained to meet the needs of students
8. Provide support and professional development training to principals and school staff to help them support students
9. Support principal and school staff in the fulfillment of their disciplinary responsibilities as defined by Ferguson-Florissant School District's Student Expectation Code
10. Contact and involve parents/guardians/caregivers disciplinary issues as needed

Ferguson-Florissant Schools Superintendent has the responsibility to:

1. Promote a safe, orderly, civil, and stimulating environment, free from intimidation, discrimination, and harassment, supporting active teaching and learning
2. Review with District administrators the policies of the Board of Education and state and federal laws relating to school operations and management
3. Inform the Board of Education about educational trends, including student discipline
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs
5. Work with District administrators in enforcing the Student Expectation Code and ensuring that all cases are resolved promptly and equitably
6. Address all areas of school-related safety concerns

The Board of Education has the responsibility to:

1. Collaborate with students, teachers, administrator and parent organizations, school safety personnel, other school personnel, and the community to develop a Student Expectation Code that clearly defines expectations for the conduct of students, District personnel, and other persons on school property and at school functions
2. Adopt and review at least annually the District's Student Expectation Code to evaluate the SEC's effectiveness, equity for all, and consistency of its implementation
3. Lead by example by conducting Board of Education meetings in a professional, civil, courteous manner
4. Take appropriate measures where violations of the Student Expectation Code occurs

Student Dress Code:

Student dress code should support equitable educational access and be written in a manner that does not reinforce stereotypes. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student and that student attire does not contribute to a hostile atmosphere for any students.

No student should be affected by dress code enforcement because of actual or perceived race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty and socioeconomic status, and language. Student dress code enforcement should not result in unnecessary barriers to school attendance. Teachers should be able to focus on teaching and learning without the additional and often uncomfortable burden of dress code enforcement.

Students Must Wear:

Clothing including a shirt with pants, skirt, shorts or the equivalent, with shoes

Clothing must have fabric covering all private areas and is not see-through

Clothing must cover undergarments

Clothing must be suitable for classroom activities where protective, supportive clothing is needed, such as science labs, physical education, industrial/woodworking classes, etc.

Student Allowable Dress:

Hats and other headwear must allow the face to be visible.

Hoods can be worn; however, they must allow the face to be visible.

Religious clothing/head coverings

Ripped jeans, without exposing undergarments

Any clothing that promotes special occasions, such as spirit week, etc.

Students Cannot Wear:

Clothing that promotes violent language or images

Clothing with images or language depicting/suggesting/advertising/advocating drugs, alcohol, tobacco, or any paraphernalia of that kind (including any illegal activity)

Bullet-proof vest, body armor, or any tactical gear

Clothing or accessories with images or language relating to hate speech, profanity, pornography

Clothing or accessories with images or language that create a hostile or intimidating environment targeting groups of protected classes but is not limited to race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language

Accessories that could be considered dangerous or could be used as a weapon

Any item that obscures the face or ears (except as a religious observance)

The Schools' Authority:

The Ferguson-Florissant School District is committed to providing a non-violent and drug-free learning environment. The Ferguson-Florissant School District has the authority under Sections 167.161 and 171.011, RSMo. to control student conduct that disrupts the good order and discipline in its schools, or conduct that may harm the morale or good behavior of students. When the District is notified of a violation of certain provisions of the Missouri Safe Schools Act, students may be subject to mandatory exclusion from school regardless of when or where the violation occurred. When necessary, any employee of the District may engage in reasonable physical restraint of students to maintain safety and orderly student conduct as authorized by law and Board of Education policy.

The Ferguson-Florissant School District's Student Expectation Code separates student misconduct into five categories: Level 5 behavior is identified as expellable offenses; Level 4 are behaviors that involve safety issues; and Level 3 are behaviors targeted at or targeting others; Level 2 are behaviors that are disruptive to the classroom and interferes with the learning of others; Level 1 are behaviors that are disruptive to the immediate space and/or a few others in the area.

Students shall not engage in misbehaviors on the school property at any time or off school grounds at a school activity or function. In addition, students may not commit behavior offenses coming to or from school or school functions, including but not limited to the bus stop, on the bus, or when using other means of transportation to the extent permitted by law. Students may be disciplined for misconduct occurring off school grounds, including issues arising from the use of social media that affect the school climate or pose a threat to the general safety, welfare, or discipline of the students and staff, to the extent permitted by law.

The schools' authority extends to students' possessions kept in their automobiles while parked on school property. Any vehicle driven onto a Ferguson-Florissant School District property by a student is subject to search by school authorities. Such search may be conducted without a warrant and upon reasonable suspicion or for any other reasonable purpose and in a reasonable manner, consistent with applicable law. Desks and lockers are the property of the District and searches may be conducted at the discretion of building administrators. All staff members have the authority and responsibility to maintain appropriate student conduct. (Police notification may result from investigative findings by school authorities).

Admission Restriction

In accordance with §167.171 RSMo, no student may be readmitted or enrolled in a regular program of instruction who has been convicted of or charged with an act which, if committed by an adult, would be one of the following:

- 1) First-degree murder under § 565.020, RSMo.
- 2) Second-degree murder under § 565.021, RSMo.
- 3) First-degree assault under § 565.050, RSMo.
- 4) Forcible rape under § 566.030, as it existed prior to August 28, 2013, or rape in the first degree under section 566.030; RSMo.
- 5) Forcible sodomy under § 566.060, as it existed prior to August 28, 2013, or sodomy in the first degree under section 566.060, RSMo.
- 6) Statutory rape under § 566.032, RSMo.
- 7) Statutory sodomy under § 566.062, RSMo.
- 8) Robbery in the first degree under § 569.020, as it existed prior to January 1, 2017, or robbery in the first degree under section 570.023, RSMo.
- 9) Distribution of drugs to a minor under § 195.212, as it existed prior to January 1, 2017, or delivery of a controlled substance under section 579.020, RSMo.
- 10) Arson in the first degree under § 569.040 RSMo; or
- 11) Kidnapping, or kidnapping in the first degree when classified as a class A felony under § 565.110, RSMo.

For purposes of the Missouri Safe Schools Act and the District's Student Expectation Code policy, "charged" means that although there has been no final judgment, an indictment or information has been filed in an adult proceeding, or a petition has been filed in juvenile court. Although a hearing is not required by statute for mandatory exclusions under the Safe School Act, in certain cases, the District may elect to conduct a hearing regarding the existence of the charges or petition. Special rules may apply to a student with a disability who has been charged with or convicted of these offenses.

Nothing in this section shall prohibit the re-admittance or enrollment of any student when a charge has been dismissed, or when a student has been acquitted or adjudicated not to have committed any of the above acts. This section does 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. Nothing in this subsection shall be construed to prohibit the District from enrolling a pupil in an alternative education program if the District determines such enrollment is appropriate. Refer to Section 167.171 and/or Policy 3033.

In addition to these offenses, which typically result in a mandatory exclusion, Section 167.161 permits school districts to suspend a student who has, as an adult, been charged with or convicted of, or pled guilty to, a felony criminal violation of state or federal law after notice to parents/guardians/caregivers or others having custodial care and a hearing upon the matter. When a student is suspended as a result of the student being charged with or convicted of, or having entered a plea of guilty to, a felony not listed above, a hearing before the Board of Education is required to remove the student from school.

In addition, the student may be reassigned by the Superintendent to another school in the District after the suspension.

LEVEL 5 BEHAVIORS

Level 5 behavior is student misconduct that is serious enough to result in a Superintendent's suspension of up to 180 school days or an expulsion.

When Level 5 Behavior Occurs:

School officials will investigate when they become aware that a Level 5 behavior may have occurred. The investigation normally includes an informal conference with the student **suspected of misconduct**. **During the conference, the student will be informed of the charges** and given an opportunity to admit or deny them. If the student denies the charges, the school official will explain the facts that support the proposed suspension and give the student an opportunity to present their version of the incident.

Community law enforcement agencies may be involved in investigations regarding Level 5 behaviors. Principals must notify police of Level 5 violations. Police also will be notified of any offense listed in the section titled Reporting to Law Enforcement Officials (See also Policy 3081). If possible, the student conference will take place prior to calling the police. Community law enforcement agencies have the authority to take a student into custody for criminal action or violation of the juvenile code. (Refer to Policy 3060).

If the principal concludes that a student has engaged in a Level 5 violation the principal may suspend the student for 10 school days with a recommendation for a long-term suspension unless there are circumstances that clearly indicate such a suspension is not warranted. The principal or designated school official will notify the student's parent/guardian/caregiver prior to sending the student home. The parent/guardian/caregiver must arrange for the student to be picked up from school or consent as to how the student will travel home. The principal or designated school official will inform the student's parent/guardian/caregiver orally and by letter of the suspension and that the matter is being referred to the Superintendent's office and the District Hearing Officer for possible further actions.

When a Level 5 violation has been committed, the principal has conducted an informal investigation and decided to recommend a long-term suspension; a written report of the incident will be sent to the Superintendent or designee and the District Hearing Officer within three (3) school days. Within ten (10) school days, the District Hearing Officer shall give the suspended student and parent/guardian/caregiver an opportunity to present their perspective of the incident, review the principal's report and any other information the designee and/or the District Expectation Committee may consider concerning the suspension and the recommendation to the Superintendent concerning further disciplinary action.

Following this process, the Superintendent will review the matter and make a final determination concerning whether:

- The student should be suspended for up to 180 school days
- Expulsion proceedings should be initiated
- Discipline reassignment should be considered
- Some other disciplinary approach should be pursued

The Superintendent will notify the student and student's parent/guardian/caregiver by letter of the final decision concerning additional disciplinary action as a result of Level 5 behavior. Procedures applicable to students with a disability are described in Board of Education Policy 3044.

LEVEL 4 BEHAVIORS

Student behaviors that involve a) safety, security, or the well-being of students/staff, b) multiple or repeated Level Three infractions, or c) other significant or more serious behaviors, as determined by the Administration, are considered Level 4 behaviors. Such behaviors will result in stronger interventions. While these types of behaviors often may involve other supporting staff, both school-based and within the broader community, they will also normally involve the removal of a student from the classroom/school environment. Students who engage in Level 4 behavior will not receive a Superintendent's suspension or an expulsion but will receive appropriate consequences from the principal or other school administrator. (See behaviors charts)

A student may not commit acts of sexual harassment or violence against anyone in school.

Sexual harassment and violence include other verbal, written, physical, visual, or electronic contact of a sexual nature. Acts of sexual harassment should be reported to the building principal or to the Assistant Superintendent of Student Support Services at (314) 687-1910.

Any disciplinary action to be taken is at the discretion of the school official. If Level 4 behavior results in a principal's suspension, the principal or designated official will hold an informal conference with the student prior to the suspension and will notify the student's parent/guardian/caregiver or designee. As with any suspension, during the conference, the student will be informed of the charges and given an opportunity to admit or deny them. If the student denies the charges, the school official will explain the facts that support the proposed suspension and give the student an opportunity to present their version of the incident.

If the principal determines that a suspension is necessary, the principal or designated school official will notify the student's parent/guardian/caregiver prior to sending the student home. The parent/guardian/caregiver must arrange for the student to be picked up from school or consent as to how the student will travel home.

LEVEL 3 BEHAVIORS

Student behaviors targeted at or targeting others, interfering with safety equipment and/or the safety of others, or are repeated or significant incident(s) of Level Two infractions will be considered Level 3. All Level 3 behaviors will be appropriately responded to by the principal or other school officials.

LEVEL 2 BEHAVIORS

Student behavior that is disruptive to the classroom and interferes with the learning of others, disordered behavior towards another student or school staff, or are repeated, or significant incident(s) of Level One infractions is considered Level 2. All Level 2 behaviors will be appropriately responded to by the principal or other school officials.

Electronic devices and laser pointers, which are not part of the instructional program, are not allowed in school, with the following exceptions: Students in grades K-8 may possess but are not allowed to use cell phones or other electronic devices during the school day. These items must be kept off and out of sight. For high schools, electronic/portable communication devices may be used on school premises before school begins, during passing periods, and at lunch. Use of these devices on school premises at other times during regular school hours is prohibited, except that use of these devices in the instructional areas may be approved by the teacher on a limited basis for instructional purposes only. THE SCHOOL WILL NOT BE RESPONSIBLE FOR THE LOSS, THEFT, OR DAMAGE OF THESE ITEMS. Due to the capability of modern cell phones to record images, the Ferguson-Florissant School District has established a policy of no cell phone use, at any time, in bathrooms, locker rooms, and any other area used for dressing or changing. Preserving the privacy of all students is important to the District. Students who use devices that are prohibited, disruptive, or used inappropriately will be subject to disciplinary action.

LEVEL 1 BEHAVIORS

Student behavior that is disruptive to the immediate space and/or a few others in the area, which does not follow reasonable request or behavior that is generally managed with a brief intervention by an adult present in that setting, is considered Level 1. All Level 1 behaviors will be appropriately responded to by the teacher, bus driver, or other school staff.

CONSEQUENCES OF STUDENT MISCONDUCT:

Possible consequences of student misconduct include, but are not limited to, the following:

Student Speakers

See Policy 2055.

Commencement Privilege: (See Policy 3070)

Participation in the graduation ceremony is a privilege and not a right. A student must be in good standing in order to participate in graduation exercises. Students on suspension will not be permitted to participate in commencement exercises and related activities. If the suspension prevents the completion of academic work necessary for graduation, this disciplinary consequence may affect a student's graduation and/or receipt of a diploma.

Suspension: (See Policy 3045)

In Missouri, a principal may suspend a student for up to ten (10) school days. The Superintendent may suspend a student for up to 180 school days. Procedures for suspending a student are outlined below.

1. Before suspending a student, a principal or Superintendent must: (a) tell the student, either orally or in writing, what misconduct they are accused of; (b) explain, either orally or in writing, the facts that form the basis of the proposed suspension if the student denies the accusation, and (c) give the student an opportunity to present their version of the incident.
2. If the principal or Superintendent concludes that the student has engaged in misconduct punishable by suspension, the procedures described below apply. If the student has a disability as defined in the Individual with Disabilities Education Act (IDEA) as amended or Section 504 of the Rehabilitation Act, additional procedural safeguards described in the policy dealing with the discipline of students with disabilities apply.
3. The principal or Superintendent should determine whether the student should be suspended or whether less drastic alternative measures would be appropriate. In many cases, the principal or Superintendent may decide not to suspend a student unless conferences have been held and have failed to change the student's behavior.
4. If a suspension is imposed, the student's parent/guardian/caregiver must be notified promptly of the suspension and the reasons for the action.
5. Any principal's suspension may be revoked either in part or in full, at any time by the Superintendent or designee.
6. If a student is suspended for more than (10) school days, the following rules also apply:
 - a) The student and their parent/guardian/caregiver or others having custodial care will be informed orally and/or by letter of the suspension and that they have a right to appeal the Superintendent's decision to the Board of Education or a committee of the Board of Education appointed by the Board of Education president.
 - b) If the student gives notice that they wish to appeal the suspension to the Board of Education, the suspension shall be stayed until the Board of Education renders its decision, unless in the Superintendent's judgment, 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 pupil may be immediately removed from school, and the notice and hearing shall follow as soon as practicable.

- c) All notices of appeal shall be transmitted, either by the appealing party or by the Superintendent, to the secretary of the Board of Education.
- d) The Superintendent, when notified of an appeal, shall promptly transmit to the Board of Education a full written report of the facts relating to the suspension, the action taken by the Superintendent, and the reasons for the action.
- e) Upon receipt of a notice of appeal, the Board of Education will schedule a hearing and within a reasonable time in advance of the scheduled date, will notify, by certified mail, the appealing party of the date, time, and place of the hearing and of their right to counsel; and their procedural rights to call witnesses, to present evidence, enter exhibits and cross-examine adverse witnesses. The Board of Education shall make a good-faith effort to have the parent/guardian/caregiver present at the hearing.
- f) Prior to the Board of Education hearing, the student and the student's parent/guardian/caregiver will be advised of the identity of the witnesses to be called by the administration and advised of the nature of their testimony. In addition, the student and the student's parent/guardian/caregiver will be provided with copies of the documents to be introduced at the hearing by the administration.
- g) Hearings of appealed suspensions will be conducted as described in the section of this policy dealing with student disciplinary hearings.

Students on Campus While Suspended:

Any student on suspension will not be permitted on any District school property at any time. If a student serving an out-of-school suspension is found on school property or at a school-sponsored activity (at home or away), the student may face additional consequences, including an additional suspension. A student on suspension for an act of school violence, any offense listed in the section titled Reporting to Law Enforcement Officials (See also Policy 3081), any act of violence or drug-related activity defined by school district policy as a serious violation of school discipline is not permitted to be within one thousand feet of any public school within the district or at the activity unless (1) the student is under the direct supervision of the student's parent/guardian/caregiver, legal guardian, or custodian and the Superintendent designee/principal has authorized the student to be on school property or any activity of the District, regardless of whether or not the activity takes place on district property; (2) the student is under the direct supervision of another adult designated by the student's parent/guardian/caregiver, legal guardian, or custodian, in advance, in writing, to the principal of the school that suspended the student and the Superintendent designee/principal has authorized the student to be on school property or at the activity; or (3) the student resides within one thousand feet of a school within the district or place of activity. A student who violates this provision will be subject to additional discipline, up to and including further suspension and/or expulsion.

Exclusion from School for Definite Term:

Following a hearing on misconduct charges, the Board of Education may immediately return the student to school or find that expulsion would be too harsh and may order a student excluded from school for a definite period of time, such as the remainder of a semester, school year, or a full school year. After that period has passed, the student may return to school without a request for readmission.

Suspensions of More Than 180 School Days and Expulsions

Only the Board of Education may expel a student or suspend a student for more than 180 school days. The applicable procedures are outlined below.

1. Before recommending to the Board of Education that a student be expelled or suspended for more than 180 school days, the Superintendent must (a) tell the student, either orally or in writing, what misconduct the student is accused of committing; (b) explain either orally or in writing the facts that form the basis of the proposed suspension/expulsion if the student denies the accusation, and (c) give the student an opportunity to explain the incident from their perspective.
2. If the Superintendent concludes that the student has engaged in misconduct and should be expelled or suspended for more than 180 school days, the procedures described below apply unless the student has a disability. (In the case of a student with a disability, the procedures described in the policy dealing with the discipline of students with disabilities shall apply.)

- a) The Superintendent will recommend to the Board of Education that the student be expelled or suspended for more than 180 school days. The Superintendent may also suspend the student for up to 180 days if he or she believes that the student's presence would pose a continuing danger to persons or property or an ongoing threat of disrupting the academic process.
 - b) Upon receipt of the Superintendent's recommendation, the Board of Education will follow the procedures described in the section of this policy dealing with student disciplinary hearings.
3. If the student is expelled, they may later apply to the Board of Education for readmission. Only the Board of Education can readmit an expelled student.

(See Policy 3045 for more information)

Student Discipline Hearings

The Board of Education may request a student discipline hearing upon the recommendation of the Superintendent. In such cases, the Board of Education will review the Superintendent's report and determine whether to conduct a disciplinary hearing. In addition, student discipline hearings also will be held upon a written request of the student or the student's parent/guardian/caregiver to consider appeals from student suspensions in excess of ten (10) school days. A discipline hearing will always be held in cases of suspensions in excess of 180 school days or expulsions, unless after meeting with the Superintendent or designee, the parent/guardian/caregiver, guardian, or student if 18 years of age or older, waives, in writing, the right to an expulsion hearing.

In all hearings, whether initiated by the Board of Education or by appeal, the following procedures will be followed:

1. The student and the parent/guardian/caregiver will be advised of the charges against the student; their right to a Board of Education hearing; the date, time, and place of the hearing; their right to counsel; and their procedural rights to call witnesses, enter exhibits and cross-examine adverse witnesses. All such notifications will be made by certified mail addressed to the student's parent/guardian/caregiver. The Board of Education shall make a good-faith effort to have the parent/guardian/caregiver present at the hearing.
2. Prior to the Board of Education hearing, the student and the student's parent/guardian/caregiver will be advised of the identity of the witnesses to be called by the administration and advised of the nature of their testimony. In addition, the student and the student's parent/guardian/caregiver will be provided with copies of the documents to be introduced at the hearing by the administration. The student and the student's parents/guardians/caregivers or guardians will also be required to advise the Board of Education of the identity of their witnesses and the nature of their testimony.
3. Hearings will be closed unless the Board of Education and parents/guardians/caregivers consent to an open meeting. At the hearing, the administration or their counsel will present the charges and such testimony and evidence to support such charges. The student, their parent/guardian/caregivers, or their counsel shall have the right to present witnesses, introduce exhibits, and cross-examine witnesses called in support of the charges.
4. At the conclusion of the hearing, the Board of Education shall deliberate in executive session and shall render a decision to dismiss the charges; to suspend the student for a specified period of time, or to expel the student from the schools of the District. The administration or its counsel, by direction of the Board of Education, shall promptly prepare and transmit to the parent/guardian/caregivers a written notice of the decision.

Refer to Policy 3042.

Re-Entry Conference:

Prior to the readmission or enrollment of any student who has been suspended out of school or expelled in accordance with this policy for any "act of school violence" as defined in 160.261.2, RSMo, and the Board of Education policy, a conference must be held to review the student's conduct that resulted in the suspension or expulsion and any remedial actions needed to prevent future occurrences of such conduct or related conduct. The conference shall include the appropriate school officials, including any teacher directly involved with the conduct that resulted in the suspension or

expulsion, the student, and the parent/guardian/caregiver of the student or any agency having legal jurisdiction, care, custody, or control of the student. The Board of Education shall notify, in writing, the parent/guardian/caregiver and all other parties of the time, place, and agenda of any such conference. Failure of any party to attend this conference shall not preclude holding the conference. This requirement applies to enrolling students who are transferring from another school as well, regardless of whether the “act of school violence” was committed at a public school or private school in Missouri. Refer to Policy 3033 on Admissions.

3081 DISCIPLINE REPORTING AND RECORDS In compliance with state law, the Board of Education establishes explicit channels of communication between teachers, administrators, law enforcement officials, and other schools concerning acts of school violence and other behaviors which endanger the welfare or safety of students, staff, and patrons of the District. The purpose of this policy is to designate specific actions committed by students which must be reported to teachers, administrators, and/or law enforcement officials as well as those actions which must be documented in a student's discipline record.

Definitions The following definitions and terms apply to this policy:

1. Act of School Violence/Violent Behavior - The exertion of physical force by a student with the intent to do serious physical injury to another person while on the school property before, during, or after school, at any other time when the building is being used by a school group or off school grounds at a school activity or function, at a bus stop, on the bus or any other means of transportation coming to or from school (including walking) or any school function. Students may also be disciplined for misconduct occurring off school grounds which affects the school discipline or the general safety and welfare of students and staff.
2. Serious Physical Injury - Physical injury that creates a substantial risk of death or that causes serious disfigurement or protracted loss or impairment of any part of the body.
3. Serious Violation of District's Discipline Policy - One or more of the following acts if committed by a student enrolled in the District: • Any act of school violence. • Any offense as outlined in number 1 above which is required by law to be reported to law enforcement officials. • Any offense which results in an out-of-school suspension for more than ten (10) school days.
4. Need to Know - Relates to school personnel who are directly responsible for the student's education or who otherwise interact with the student on a professional basis while acting within the scope of their assigned duties.
5. School Property – Property utilized, supervised, rented, leased, or controlled by the school district, including, but not limited to, school playgrounds, parking lots, designated bus stops, school transportation, and any property on which any school activity takes place. 154

Reporting to School Staff:

School administration shall report all acts of school violence to all teachers and other school district employees with a need to know. In addition, any portion of a student's Individualized Education Program (IEP) that is related to demonstrated or potentially violent behavior shall be provided to all teachers and other district employees with a need to know (as specified in Policy 3044).

Teachers and other school district employees who have a need to know will also be informed by the Superintendent or designee of any act committed or allegedly committed by a student in the district which is reported to the district by a juvenile officer or an employee of the Children’s Division (CD) of the Department of Social Services, sheriff, chief of police, or other appropriate law enforcement authority in accordance with state law. The report from the juvenile officer shall not be used as the sole basis for denying educational services to a student.

Any employee who is aware of an incident in which a person is believed to have committed an act which if committed by an adult would be first, second, or third-degree assault, sexual assault or deviate sexual assault against a student or school employee, while on school property, buses, or at school activities shall immediately report such incident to the principal. The employee shall also inform the principal if a student is discovered to possess a controlled substance or weapon in violation of the District's policy.

Reporting to Law Enforcement Officials:

Any felony listed in this section or any act that if committed by an adult would be a felony listed in this section, that is committed on school property, on any school bus, or at any school activity must be reported by the appropriate school administrator to the appropriate law enforcement agency as soon as reasonably practical. The following acts are subject to this reporting requirement:

1. First or second-degree murder under section 565.020, .021, RSMo;
2. Voluntary or involuntary manslaughter under section 565.-023, .024, RSMo;
3. Kidnapping under section 565.110, RSMo; 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 or second-degree assault under section 565.050, .060, RSMo;
5. Rape or sodomy in the first or second degree under section 566.030, 060, 031,061, RSMo;
6. Burglary in the first degree or second degree under section 569.160, .170, RSMo;
7. Robbery in the first degree under section 569.020 RSMo;
8. The possession of a weapon under chapter 571, RSMo;
9. Distribution of drugs or distribution of drugs to a minor under section 195.211, .212,RSMo;
10. Arson in the first degree under section 569.040, RSMo;
11. Felonious restraint under section 565.120, RSMo;
12. Property damage in the first degree under section 569.100, RSMo;
13. Child molestation in the first degree pursuant to section 566.067 RSMo;
14. Sexual abuse in the first degree pursuant to section 566.100, RSMo;
15. Sexual misconduct involving a child pursuant to section 566.083, RSMo;
16. Harassment under section 565.090, RSMo ;
17. Stalking under section 565.225, RSMo;
18. Making a terrorist threat pursuant to section 574.115, RSMo

In addition, the Superintendent shall notify the appropriate division of the juvenile or family court upon suspension for more than ten (10) days or expulsion of any student who the school district is aware is under the jurisdiction of the court.

The principal shall immediately report to the appropriate law enforcement agency and Superintendent any incident in which a person is believed to have committed an act which, if committed by an adult would be first, second, or third-degree assault, sexual assault or deviate sexual assault against a student or school employee, while on school property, buses or at school activities.

The principal shall also notify the appropriate law enforcement agency and Superintendent if a student is discovered to possess a controlled substance or weapon in violation of the district's policy.

Student Discipline Records:

The Board of Education directs the Superintendent or designee to compile and maintain records of any serious violation of the district's discipline policy for each student enrolled in the District. Such records shall be made available to all teachers and other school district employees with a need to know and shall be provided in accordance with state law to any school district in which the student subsequently attempts to enroll within five (5) business days of receiving the request.

If a student is placed in another school by the Children's Division, the records will be transferred to the new school within two (2) business days after notification by the Children's Division. Personally, identifiable student records will only be released or destroyed in accordance with state and federal law.

Any information received by a school district employee relating to the conduct of a student shall be received in confidence and used for the limited purpose of assuring that good order and discipline are maintained in the schools.

WEAPONS IN SCHOOL

The Board of Education recognizes the importance of preserving a safe, educational environment for students, employees, and patrons of the district. In order to maintain the safety of the educational community, the District will strictly enforce the necessary disciplinary consequences resulting from the use or possession of weapons on school grounds, buses, or at school activities.

A weapon is defined to mean one or more of the following:

1. A firearm as defined in 18 U.S.C. 921.
2. Any device defined in § 571.010, RSMo, including a blackjack, concealable firearm, firearm, firearm silencer, explosive weapon, gas gun, knife, knuckles, machine gun, projectile weapon, rifle, shotgun, spring gun, or switchblade knife.
3. Any instrument or device customarily used for attack or defense against an opponent, adversary, or victim; or any instrument or device used or attempted to use to inflict physical injury or harm to another person.

In accordance with federal and state law, any student who brings or possesses a firearm as defined in 18 U.S.C. 921 or a device as defined in §571.010, RSMo on school property or at any school activity will be suspended from school for at least one (1) calendar year or expelled and will be referred to the appropriate legal authorities. The suspension or expulsion may be modified on a case-by-case basis upon recommendation by the Superintendent to the Board of Education.

Students who use or possess other weapons defined in this policy will be subject to suspension and/or expulsion from school and may be referred to the appropriate legal authorities. This policy shall not be construed to prohibit the Board from allowing a Civil War re-enactor to carry a Civil War-era weapon on school property for educational purposes so long as the firearm is unloaded.

Refer to Policy 3049.

A+ Program

The Student Expectation Code and the A+ Scholarship Program

As stated by the Department of Higher Education and Workforce Development, “The A+ Scholarship Program provides scholarship funds to eligible graduates of A+ designated high schools who attend a participating public community college or vocational/technical school, or certain private two-year vocational/technical schools.” We encourage all of our students to participate in the A+ Scholarship Program.

As it pertains to the Student Expectation Code, students in grades 9-12 who intend to be or are engaged within the A+ Scholarship Program must:

- 1) Have at least a 95% attendance record overall for grades 9-12
- 2) Maintain a record of good citizenship and avoid the unlawful use of drugs and/or alcohol while in grades 9-12

Good citizenship is based on an individual’s adherence to the Student Expectation Code. All students are expected to comply with District and school-specific policies and regulations. Absence stemming from school discipline response impacts a student’s attendance record and qualification for the A+ Scholarship program. An affirmed violation of Level 5 behavior (disposition final) as defined by the Student Expectation Code will result in immediate disqualification from the A+ Schools Program. Individual schools should be contacted directly for information regarding appeals for possible reinstatement within the A+ Scholarship Program.

The previous attendance and discipline record for grades 9-12 of students transferring into the District is taken into account for qualification to participate within the A+ Scholarship Program.

Student and caregiver permission to access student records is granted to A+ Coordinators through completion of the A+ Schools Participation Agreement and allows officials to determine students' eligibility to participate. For more information regarding the A+ Scholarship Program, please contact your student's A+ Coordinator and visit:

[A+ Scholarship Program Information](https://dhewd.mo.gov/ppc/grants/aplusscholarship.php)

<https://dhewd.mo.gov/ppc/grants/aplusscholarship.php>

Ferguson-Florissant School District Internet Access Guidelines:

The internet offers many informational resources that are helpful for student projects, research, and other class assignments. Parents/Guardians/Caregivers, students, and District staff need to recognize that there are also sites on the internet, which are inappropriate for students due to student maturity, and/or site content. Such sites must be avoided by all using the District technology and quickly exit if they are encountered. The final responsibility to avoid inappropriate websites rests with the internet user.

All students in Ferguson-Florissant School District will have internet access when such access is determined appropriate by their teachers unless a parent/guardian/caregiver informs the principal in writing that they do not want the student to have internet access.

Any student who does not adhere to the following internet guidelines will have restricted network and technology access privileges through the District's network.

Students using the District's internet access will abide by the following expectations:

Ferguson-Florissant School District
Technology Expectations PBIS Matrix

I will be... Safe	<ul style="list-style-type: none"> ● I understand my school email is not guaranteed to be private and may be monitored at any time. ● I will report any messages dealing with inappropriate or illegal activities to the appropriate authority. ● I will refrain from intentionally obtaining copies of or modifying files, passwords, or data belonging to anyone else. ● I will only visit appropriate sites and will quickly exit inappropriate content if encountered. ● I understand that my network and technology access can be restricted when necessary.
I will... Persevere	<ul style="list-style-type: none"> ● I will persevere in the ongoing care of my district-issued technology. ● I will persevere when learning new technological skills or platforms. ● I will persevere when faced with technological challenges.
I will be... Responsible	<ul style="list-style-type: none"> ● I will only access authorized computers and systems. ● I will use school email and other assigned accounts for school-related communications only. ● I will only use passwords in an authorized manner and assume responsibility for my assigned password and the accounts associated with it. ● I understand the content within and accessed by my school-assigned accounts belongs to me. ● I will use copyrighted materials (programs, books, articles, and data appropriately. ● I will refrain from sending personal messages using my school email, including those containing advertising for profit or political office.
I will be... Cooperative	<ul style="list-style-type: none"> ● I will adhere to existing federal and state laws regarding electronic communication. ● I will make my device available for District staff to complete service and updates. ● I will follow instructions from District staff regarding changes to my device, including returning when expected.
I will be... Kind	<ul style="list-style-type: none"> ● I will refrain from sharing the personal material of others without prior consent. ● I will refrain from harassing other users. ● I will refrain from using language that is abusive, profane, or offensive.

Students and Parents/Guardians/Caregivers, please note:

- Students who use devices that are **prohibited, disruptive, or used inappropriately** will be subject to disciplinary action.
- **THE SCHOOL WILL NOT BE RESPONSIBLE FOR THE LOSS, THEFT, OR DAMAGE OF CELL PHONES OR PERSONAL ELECTRONIC DEVICES.**

School Attendance

The Board of Education believes daily attendance is the initial step in achieving academic success. Education is a total process based on continual communication and shared responsibilities among parents/guardians/caregivers, students, teachers, and the school. The Board of Education recognizes a parent/guardian/caregiver has both a legal and moral responsibility to require and promote regular school attendance. Furthermore, the Board of Education believes that, as students mature and progress through the educational system, they should assume primary responsibility for regular and prompt school attendance. The professional staff recognizes a successful school experience is directly related to a sound pattern of attendance. Therefore, each teacher and administrator will expect regular and prompt daily attendance.

While the Board of Education seeks to provide educational services beyond the mere minimum requirements of the law, the law requires all children within the compulsory attendance age to attend regularly at a public, private, parochial, parish, home school, or a combination of such schools for the duration of the entire school term. The compulsory attendance age is between 7 and 17 years of age or, if under 17 until the student successfully completes 16 credits toward high school graduation.

Once enrolled in the District, regardless of age, the District expects the student to attend regularly, and for the student's parents/guardian/caregiver or other adults having charge, control, or custody of the student to communicate regularly and honestly with the District regarding the student's absences. Because the Ferguson-Florissant School District Board of Education and District staff strongly believe that regular attendance is important in gaining the most from the educational experience, and because state law requires District staff to report all instances of abuse and neglect, including educational neglect, the District will make every effort to ensure students are attending school as required by law. These efforts include, but are not limited to: accurately recording attendance, creating procedures for regular communication with parents/guardians/caregivers regarding attendance, investigating truancy, and reporting suspected incidences of educational neglect to the Children's Division (CD) of the Department of Social Services. Only absences of an educational nature or of educational benefit to the student may be excused.

1. School Attendance Responsibilities

Each school will monitor and keep accurate records of student daily attendance as required by law.

The building principal is responsible for supplying information to the parent/guardian/caregiver about student absences and for submitting accurate attendance information to District officials.

Students are required to be in class on time. The student is responsible for being present and ready to learn when the class is scheduled to begin.

Approximately every six weeks, the parents/guardians/caregivers shall be notified of their child's attendance. Additionally, parents/guardians/caregivers shall be notified of excessive absences or excessive tardies through conferences, telephone calls, e-mails, letters, notices, or progress reports. School officials shall address such issues through the following: student-teacher conferences, parent/guardian/caregiver conferences, support personnel assistance (school nurse, counselor, social worker, administrator, and care team), Family Court referrals, and/or hotline calls to the Children's Division of the Missouri Department of Social Services (for students under age 16).

2. Teacher Responsibilities

Each teacher shall be responsible for taking and recording accurate attendance. Attendance is to be recorded by teachers in the District's student information system.

Each teacher shall be responsible for monitoring attendance and notifying the parent/guardian/caregiver when a student's course grade or credit is being adversely affected by excessive absences/tardies.

Each teacher shall implement classroom attendance procedures that are consistent with this policy as well as building attendance procedures.

To the extent possible, students will be allowed to make up missed work. However, it may not be possible to recreate instruction or to make up many activities that occur during actual class time (discussions, formative assessments, videos, lab work, music rehearsals, and physical exercise). This may limit the ability of students to remain current in their coursework and may affect their overall progress.

Teachers will determine the best course of action to help a child make up the learning that was missed. When a student has a disability under Section 504 of the Rehabilitation Act and/or the individuals with Disabilities Education Act and absences impact progress in the curriculum, members of the child's IEP/504 team collaboratively will determine what accommodations and/or services are necessary to address the lack of access to the curriculum.

3. **Parent/Guardian/Caregiver Responsibilities**

Missouri law places the responsibility on parents/guardians/caregivers to ensure their children attend school.

4. **Enrollment Status of Absent Students**

Students whose parent/guardian/caregiver informs the school that the student will not be returning to school shall be dropped from daily attendance rosters. The same is true of students who are absent for fifteen (15) days or more, and school officials have inquired of the parent/guardian/caregiver as to the student's status but cannot determine whether the student will return to school.

5. **Communication to Parents/Guardians/Caregivers**

Each new student and their parents/guardians/caregivers, upon initial entry into the Ferguson-Florissant School District, shall receive a copy of this policy. Otherwise, the policy will be published annually on the District's website and made available to each family upon request. Building attendance procedures, which must be consistent with this policy, will be communicated to students and parents/guardians/caregivers annually.

6. **Implementation**

The District has developed building attendance management procedures for student attendance. Attendance management is the responsibility of the building principal. There shall be no appeal beyond the principal.

Truancy

Students who are absent from school without the knowledge and consent of a parent/guardian/caregiver and the school administration. A student may be subject to disciplinary action, which may include Level 2 or Level 3 administrative responses.

Note: See Policy 2036 Evaluation of Students for guidelines on receiving credit for make-up work.

FFSD Directory Information

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. Statute 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student educational records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents/guardians/caregivers certain rights with respect to their child's educational records. These rights transfer to the student when they reach the age of 18 or attend a school beyond the high school level. Students to whom the rights have transferred are "eligible students." Schools may but are not required to disclose educational records to parents/guardians/caregivers of eligible students who are listed as dependents on a parent's/guardian's/caregiver's federal income tax return.

Parents/Guardians/Caregivers or eligible students may inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents/guardians/caregivers or eligible students to review the records. Schools may charge a fee for copies.

If a parent/guardian/caregiver or eligible student believes an education record related to the student contains information that is inaccurate, misleading, or in violation of the student's privacy, the parent/guardian/caregiver or eligible student may use the appeals procedures created by the Superintendent or designee to request that the District amend the record.

Generally, schools must have written permission from the parent/guardian/caregiver or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records without consent, to the following parties or under the following conditions (34 CFR Statute 99.31):

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations

- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies, and
- State and local authorities, with a juvenile justice system, pursuant to specific State law

Schools may disclose, without consent, “directory” information such as a student’s name, address, grade level, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees, honors and awards received, the most recent educational agency or institution attended, and photographs. However, schools must tell parents/guardians/caregivers and eligible students about directory information and allow parents/guardians/caregivers and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

Additionally, the District will disclose the names, addresses, and telephone numbers of secondary school students to military recruiters or institutions of higher education as required by law unless the parent/guardian/caregiver or eligible student notifies the District in writing not to disclose the information to those entities.

Parents/Guardians/Caregivers or eligible students, who do not want directory information released, must notify the school counselor in writing within 30 days after registration.

Public Concerns:

The Board recognizes that situations of concern to parents/guardians/caregivers or the public may arise in the operation of the District.

The following procedures are to be followed by persons with questions or complaints regarding the operation of the school district:

1. Concerns on behalf of individual students first should be addressed to the teacher or appropriate staff member.
2. Unresolved matters from (1) above, or problems and questions concerning individual schools, should be directed to the assistant principal/principal of the school.
3. Unresolved matters from (2) above, or problems and questions concerning the school district, should be directed to the respective District level administrators then, if necessary, to the Superintendent.
4. If the matter cannot be resolved satisfactorily by the Superintendent, it should be brought to the Board of Education in writing. If necessary, a Board of Education hearing will be scheduled to resolve the complaint. The decision of the Board of Education shall be final except in the case of complaints concerning the administration of federal programs. In that case, the complainant may go to the appropriate section of the Missouri Department of Elementary and Secondary Education and from there to the United States Secretary of Education.

The Board of Education considers it the responsibility of all District staff to field the questions of parents/guardians/caregivers or the public and shall refer individuals with complaints to the proper staff member as outlined above.

Level One Behaviors, Interventions and Responses

Level One Behavior Definition

1. Behavior that is disruptive to the immediate space and/or a few others in the area.
2. Behavior which does not follow reasonable requests.
3. Behavior that is generally managed with a brief intervention by an adult present in that setting.

Level One Behavior Examples

- Name-calling, Insults
- Tardiness
- Inappropriate dress
- Out of area
- Cheating, Plagiarizing
- Not seated on bus
- Not following directions
- Minor classroom disruptions

Level One Behavior Interventions and Responses

1. Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive.
2. Consider the use of interventions from prior levels & multiple categories.
3. Review and consider a student's IEP or IAP (504 Plan) prior to implementing interventions and responses.
4. Communicate with parents/guardians/caregivers about the behaviors and interventions and document in Parent/Student Contact Log.

Skills-Based Supports	Restorative Practices	School Staff Supports
<ul style="list-style-type: none"> · Reminder/Redirection of classroom routines, rituals, appropriate classroom language · Reminder/Redirection on ways to ask for help or solve problems · Reminder/Redirection on ways to manage emotions <p>Second Steps/7 Mindsets lessons</p>	<ul style="list-style-type: none"> · Affective language and affective statements · Impromptu conversation · Problem solving circle · Student facilitated problem solving circle 	<ul style="list-style-type: none"> · Fidelity check of school-wide systems, structures, and supports · Review (classroom/non-classroom) behavior management plan including social skills teaching and reinforcement · Classroom-based responses (e.g., verbal correction, written reflection/apology, role play, daily progress sheet, time out of classroom less than 15 min., seat change, assigned seating) · Responsibility reminders communication with parents/guardian/caregiver

Optional Administrative Actions That May Result in Removal from Instruction

There are no Administrative Responses for Level One behaviors.

Level Two Behaviors, Interventions and Responses

Level Two Behavior Definition

1. Behavior that is disruptive to the classroom and interferes with the learning of others.
2. Disordered behavior towards another student, staff, volunteer, etc.
3. Repeated or significant incident(s) of Level One infractions.
4. Behavior that is generally managed with a brief intervention by an adult present in that setting, and may include additional brief contact with other supporting staff.

Level Two Behavior Examples

- Using a cell phone during class
- Significant classroom disruption
- Minor property damage
- Frequent tardiness
- Inappropriate social network content
- Hands/head out of bus window

Level Two Behavior Interventions and Responses

1. Select and implement interventions and responses that maintain the continuity of the student’s instruction or are least disruptive.
2. Consider the use of interventions from prior levels & multiple categories.
3. Review and consider a student’s IEP or IAP (504 Plan) prior to implementing interventions and responses.
4. Communicate with parents/guardians/caregivers about the behaviors and interventions and document them in the Parent/Student Contact Log.

Skills-Based Supports	Restorative Practices	School Staff Supports
<ul style="list-style-type: none"> · Re-teaching classroom routines & rituals · Re-teaching ways to ask for help, solve problems, manage emotions · Self-charting of behaviors · Skill practice/role play · Individual skill coaching for targeted student & aggressor in bullying/harassment incidents · “Chill Pass” and contract 	<ul style="list-style-type: none"> · Restorative Chat using restorative questions · Peace-Keeping Circle for problem solving · Restorative mediation conference (not to be used for bullying or harassment incidents) · Reflection sheets and/or apology letter · Community Service (as restitution) 	<ul style="list-style-type: none"> · Develop a student skill plan · Initiate behavior intervention plan · Formalize check-in/out plan with adult · Buddy Room · Loss of setting privileges · Referral to a school counselor

Optional Administrative Actions That May Result in Removal from Instruction

<u>PreK-2nd Grade</u>	<u>3rd-5th Grade</u>	<u>6th-8th Grade</u>	<u>9th-12th Grade</u>
<ul style="list-style-type: none"> · Administrator notification by teacher · Phone call home with a teacher 	<ul style="list-style-type: none"> · Administrator notification by teacher · Phone call home with a teacher · Student conference with an administrator 	<ul style="list-style-type: none"> · Student conference with an administrator · Lunch/after school detention 	<ul style="list-style-type: none"> · Conference with administrator · Lunch/after school detention · Loss of extracurricular activity for one day · Loss of transportation privileges for 1 day · Up to 1 day of ISS

Level Three Behaviors, Interventions and Responses

Level Three Behavior Definition

1. Behaviors targeted at or targeting others.
2. Behaviors interfering with safety equipment and/or the safety of others.
3. Repeated or significant incident(s) of Level Two infractions.
4. Behavior that often involves other school-based supporting staff and aims to engage the student's support system to ensure successful learning and consistency of interventions.

Level Three Behavior Examples

- Threats/intimidation
- Bumping into an adult during a student conflict
- Major classroom disruption
- Fighting
- Theft of student's personal property
- Possession of drugs or controlled substance
- Opening, entering or leaving the bus through an emergency exit

Level Three Behavior Interventions and Responses

1. Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive.
2. Consider the use of interventions from prior levels & multiple categories.
3. Review and consider a student's IEP or IAP (504 Plan) prior to implementing interventions and responses.
4. Communicate with parents/guardians/caregivers about the behaviors and interventions and document them in the Parent/Student Contact Log.
5. Document behavior in the student information system.

Skills-Based Supports

- Counselor led small group skill instruction
- Lessons in anger management, conflict resolution, bus safety, etc.

Restorative Practices

- [Restorative conversation](#) and [back to class plan](#)
- [Group Restorative Circle to repair harm](#)
- Staff-led mediation
- Restitution for property incidents

School Staff Supports

- Loss of classroom/setting privileges
- Student-staff conference
- Change in a classroom assignment
- Complete problem solving with function in mind
- Referral to the CARE team
- Staff bus monitor

Optional Administrative Actions That May Result in Removal from Instruction

PreK-2nd Grade

- Administrator conference with parent/guardian/caregiver
- Loss of privilege (lunch/recess)

3rd-5th Grade

- Administrator conference with parent/guardian/caregiver
- Lunch detention
- Assigned seat on a bus
- Up to 1 day of ISS

6th-8th Grade

- Loss of extra-curricular activity for one day
- After school detention
- Loss of transportation privileges for 1 day
- 1-3 days ISS

9th-12th Grade

- After School Detention for 2-3 days
- Loss of transportation privileges for 1-3 days
- Loss of extra-curricular activity for 2-3 days
- 2-4 days of ISS
- 1-2 days of OSS

Level Four Behaviors, Interventions, and Responses

Level Four Behavior Definition

1. Repeated or significant incident(s) of Level Three infractions.
2. Behaviors that involve safety issues.
3. Behaviors that involve a) safety, security, or the well-being of students/staff, b) multiple or repeated Level Three infractions, or c) other significant or more serious behavior as determined by the Administration. Behaviors that often involve other supporting staff, both school-based and within the broader community, and involve the removal of a student from the classroom/school environment to provide an opportunity for implementing stronger interventions.

Level Four Behavior Examples

- Alcohol use
- Repeated intimidation over social media
- Possession of drug paraphernalia
- Theft or vandalism over \$500
- Fights involving multiple students
- Using hate speech
- Causing injury to an adult

Level Four Behavior Interventions and Responses

1. Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive.
2. Consider the use of interventions from prior levels & multiple categories.
3. Review and consider a student's IEP or IAP (504 Plan) prior to implementing interventions and responses.
4. Communicate with parents/guardians/caregivers about the behaviors and interventions and document them in the Parent/Student Contact Log.
5. Document behavior in the student information system.

Skills-Based Supports	Restorative Practices	School Staff Supports
<ul style="list-style-type: none"> · Individual coaching by licensed support staff · Pre-conference planning with student 	<ul style="list-style-type: none"> · Restorative conference and restorative action plan · Restitution for property incidents · Re-entry Restorative Circle (when returning from suspension) 	<ul style="list-style-type: none"> · Create Behavior Intervention Plan (BIP) for student · District assigned mentor · Referral to district partner counseling/social work agency · Formal meeting with parent/guardian/caregiver

Optional Administrative Actions That May Result in Removal from Instruction

<u>PreK-2nd Grade</u>	<u>3rd-5th Grade</u>	<u>6th-8th Grade</u>	<u>9th-12th Grade</u>
<ul style="list-style-type: none"> · Up to 1 day of ISS 	<ul style="list-style-type: none"> · Loss of transportation privileges for 1 day · 1-3 days of ISS · Up to 1 day of OSS 	<ul style="list-style-type: none"> · Loss of transportation privileges for 1-3 days · Loss of extra-curricular activity for 2-3 days · 3-5 days of ISS · 1-2 days of OSS 	<ul style="list-style-type: none"> · Loss of transportation privileges for up to 5 days · 3-5 days of OSS

Level Five Behaviors, Interventions and Responses

Level Five Behavior Definition

1. Behaviors identified as expellable offenses.
2. Behaviors that involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in an alternative environment that provides additional structure to address the behavior.
3. Behaviors that necessitate interventions which focus on maintaining the safety of the school community and ending behavior that is harmful to the student or others.

Level Five Offenses

- Weapons possession or use
- Severe physical assault
- Sexual assault
- Arson
- Bomb threats
- Drug or alcohol sale/intent to sell
- Breaking into a school building

Level Five Behavior Interventions and Responses

1. Select and implement interventions and responses that maintain the continuity of the student’s instruction or are least disruptive.
2. Consider the use of interventions from prior levels & multiple categories.
3. Review and consider a student’s IEP or IAP (504 Plan) prior to implementing interventions and responses.
4. Communicate with parents/guardians/caregivers about the behaviors and interventions and document them in the Parent/Student Contact Log.
5. Document behavior in the student information system.

Skills-Based Supports	Restorative Practices	School Staff Supports
<ul style="list-style-type: none"> · Individual coaching by licensed support staff (may be an outside resource) · Pre-conference planning with student 	<ul style="list-style-type: none"> · Formal Family/Group Restorative Conference may be as part of a move to a new setting · Re-entry Restorative Circle (when returning from suspension) · Restitution for harm caused 	<ul style="list-style-type: none"> · Referral to district partner counseling/social work agency · Reassignment to Wellness Center

Optional Administrative Actions That May Result in Removal from Instruction

<u>PreK-2nd Grade</u>	<u>3rd-5th Grade</u>	<u>6th-8th Grade</u>	<u>9th-12th Grade</u>
<ul style="list-style-type: none"> · 3-5 days ISS · Recommendation for Superintendent hearing only for Safe Schools Act violations 	<ul style="list-style-type: none"> · 1-3 days OSS · 4-5 days OSS (only with approval from District Administration) · Recommendation for Superintendent hearing only for Safe Schools Act violations 	<ul style="list-style-type: none"> · 3-5 days OSS · Recommendation for Superintendent hearing only for Safe Schools Act violations 	<ul style="list-style-type: none"> · 6-10 days OSS · Recommendation for Superintendent hearing

Behavior Examples: Definitions and Level Response Options

Level 1: Behaviors disruptive to the school environment of self and/or others.	Level 2: Repeated or significant Level One infractions. Disordered behavior toward another student, staff, volunteer, etc.	Level 3: Repeated or significant Level Two infractions. Behaviors targeted at others or interfere with safety equipment.	Level 4: Repeated or significant Level Three infractions. Behaviors that implicate safety.	Level 5: Behaviors identified as expellable offenses.
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- Start with the lowest appropriate level response while considering a student’s IEP/504, age and understanding, past history of similar offenses, and severity of the incident.
- All actions should be communicated with the parent/guardian/caregiver and documented in the student information system.

ALPHABETICAL LISTING	Level 1	Level 2	Level 3	Level 4	Level 5
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ACADEMIC DISHONESTY

Cheating, plagiarizing	●	●	Not available as an option	Not available as an option	Not available as an option
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ALCOHOL

Using, possessing, or distributing	Not available as an option	Not available as an option	●	●	●
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ARSON

Illegal fire setting or attempts	Not available as an option	Not available as an option	Not available as an option	Not available as an option	●
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BULLYING

<p>“Bullying” is defined as the intimidation, unwarranted 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 threats of retaliation for reporting such acts. See Policy 1060.</p>	●	●	●	●	●
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BUS BEHAVIORS

Hands, head out of bus, standing or moving about the bus opening, entering, or leaving through emergency exits without permission; propping open doors, holding on to the exterior of the bus.	●	●	●	Not available as an option	Not available as an option
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COMPUTER / ELECTRONIC DEVICES					
Intentional unauthorized use of computers, personal devices, or other electronic devices which is not in accordance with the District Technology Agreement	Not available as an option	●	●	●	Not available as an option

Behavior Examples: Definitions and Level Response Options

Level 1: Behaviors disruptive to the school environment of self and/or others.	Level 2: Repeated or significant Level One infractions. Disordered behavior toward another student, staff, volunteer, etc.	Level 3: Repeated or significant Level Two infractions. Behaviors targeted at others or interfere with safety equipment.	Level 4: Repeated or significant Level Three infractions. Behaviors that implicate safety.	Level 5: Behaviors identified as expellable offenses.
<ul style="list-style-type: none"> · Start with the lowest appropriate level response while considering a student’s IEP/504, age and understanding, past history of similar offenses, and severity of the incident. · All actions should be communicated with the parent/guardian/caregiver and documented in the student information system. 				

ALPHABETICAL LISTING	Level 1	Level 2	Level 3	Level 4	Level 5
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CONTROLLED SUBSTANCES

Refers to prescription medication - not illegal drugs such as marijuana - includes possession or use of own or someone else’s prescription medication such as Ritalin (or other stimulants), Oxycontin (or other pain medications), or other medications such as antidepressants, tranquilizers, or barbiturates

· Using, possessing, admission of being under the influence	Not available as an option	Not available as an option	●	●	Not available as an option
· Distributing or selling, including intent to sell	Not available as an option	Not available as an option	Not available as an option	●	●

CYBER-BULLYING

“Cyberbullying” is defined as bullying under this policy 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 devices, computer or pager. The District has jurisdiction to prohibit cyberbullying that originates on a school’s campus or at a school district activity if the electronic communication was made using the school’s technological resources, if there is a sufficient nexus to the education environment or if the electronic communication was made on the school’s campus or at a district activity using the student’s own personal technological resources. See Policy 1060.	Not available as an option	●	●	●	●
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DAMAGE TO SCHOOL PROPERTY					
Willful or malicious destruction, injury, disfigurement, or defacement of school or personal property on school grounds without consent of the owner					
• Minor Damage	●	●	Not available as an option	Not available as an option	Not available as an option
• Significant Damage	Not available as an option	Not available as an option	●	●	●
DISRUPTIVE BEHAVIORS					
Anything that takes away from teacher-directed focus of the classroom and/or interferes with the overall learning environment	●	●	●	Not available as an option	Not available as an option

DRESS CODE VIOLATION					
Wearing clothing or items inconsistent with school dress code policy	●	●	Not available as an option	Not available as an option	Not available as an option

DRUGS, ILLEGAL					
Refers to drug use, possession, intent to sell/sales - includes inhalants, marijuana and cocaine, drug paraphernalia, and look-alike drugs and synthetics - NOT to be used for prescription controlled substances or over the counter medication use/possession against school policy					
· Using, possessing, admission of being under the influence	Not available as an option	Not available as an option	●	●	Not available as an option
· Distributing or selling, including intent to sell	Not available as an option	Not available as an option	Not available as an option	Not available as an option	●

ELOPING					
Leaving school grounds without authorization	●	●	Not available as an option	Not available as an option	Not available as an option

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EXCESSIVE TARDINESS					
Missing instructional time by repeatedly arriving after the expected time school or class begins, as determined by the school and the District	●	●	Not available as an option	Not available as an option	Not available as an option
EXTORTION					
Obtaining money, property, or services from another person through coercion, intimidation, or through verbal, electronic, or written threats of physical or reputational harm	Not available as an option	Not available as an option	●	●	●

Behavior Examples: Definitions and Level Response Options					
Level 1: Behaviors disruptive to the school environment of self and/or others.	Level 2: Repeated or significant Level One infractions. Disordered behavior toward another student, staff, volunteer, etc.	Level 3: Repeated or significant Level Two infractions. Behaviors targeted at others or interfere with safety equipment.	Level 4: Repeated or significant Level Three infractions. Behaviors that implicate safety.	Level 5: Behaviors identified as expellable offenses.	
<ul style="list-style-type: none"> · Start with the lowest appropriate level response while considering a student's IEP/504, age and understanding, past history of similar offenses, and severity of the incident. · All actions should be communicated with the parent/guardian/caregiver and documented in the student information system. 					
ALPHABETICAL LISTING	Level 1	Level 2	Level 3	Level 4	Level 5
FIGHTING					
Physical aggression or violence between two or more individuals with the intent to do harm (cross-reference Inappropriate Physical Contact and Bullying)	Not available as an option	Not available as an option	●	●	●
HARASSMENT					
Language, gestures, or other actions such as oral or written taunts, name-calling, or put-downs that the student can be reasonably expected to know is hurtful or discriminatory	●	●	●	Not available as an option	Not available as an option
INAPPROPRIATE PHYSICAL CONTACT					
· Touching another individual including, but not limited to: hitting/kicking/pushing, horseplay, spitting (cross-reference Bullying)	Not available as an option	●	●	Not available as an option	Not available as an option

· Making physical contact with an adult in a manner which causes injury	Not available as an option	Not available as an option	●	●	Not available as an option
· Intentional infliction of or attempt to inflict bodily harm upon another which creates a grave risk of death or serious physical injury	Not available as an option	Not available as an option	●	●	●
INCITING A DISTURBANCE					
Actions that prevent the beginning, continuation, or end of the school's normal operations; such as initiating a false alarm of the school's fire/security alarm, large-scale physical conflicts	Not available as an option	Not available as an option	Not available as an option	●	●

Behavior Examples: Definitions and Level Response Options

Level 1: Behaviors disruptive to the school environment of self and/or others.	Level 2: Repeated or significant Level One infractions. Disordered behavior toward another student, staff, volunteer, etc.	Level 3: Repeated or significant Level Two infractions. Behaviors targeted at others or interfere with safety equipment.	Level 4: Repeated or significant Level Three infractions. Behaviors that implicate safety.	Level 5: Behaviors identified as expellable offenses.
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· Start with the lowest appropriate level response while considering a student's IEP/504, age and understanding, past history of similar offenses, and severity of the incident.
 · All actions should be communicated with the parent/guardian/caregiver and documented in the student information system.

ALPHABETICAL LISTING	Level 1	Level 2	Level 3	Level 4	Level 5
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NONCOMPLIANCE

Refusal to comply with reasonable requests, rules, policies, or directions of an adult	●	●	●	Not available as an option	Not available as an option
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OUT OF ASSIGNED AREA

Includes but is not limited to: being in any part of the school or grounds without permission and reasonable need, leaving class without permission	●	●	Not available as an option	Not available as an option	Not available as an option
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PYROTECHNICS

Possession or use of pyrotechnic devices on school property. Includes but not limited to devices such as lighters/matches, fireworks, and smoke/stink bombs	Not available as an option	Not available as an option	●	●	●
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SEXUAL HARASSMENT/ ASSAULT					
Use of material of a sexual nature or unwelcome verbal, written, or symbolic language based on actual or perceived race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language. Unwelcome physical contact of a sexual nature or that is based on gender, race, color, religion, sex, national origin, ancestry, disability, or any other characteristic protected by law including, but not limited to: Touching or fondling of the genital areas, breasts or undergarments, regardless of whether the touching occurred through or under clothing, pushing or fighting based on protected characteristics	Not available as an option	Not available as an option	●	●	●

Behavior Examples: Definitions and Level Response Options

Level 1: Behaviors disruptive to the school environment of self and/or others.	Level 2: Repeated or significant Level One infractions. Disordered behavior toward another student, staff, volunteer, etc.	Level 3: Repeated or significant Level Two infractions. Behaviors targeted at others or interfere with safety equipment.	Level 4: Repeated or significant Level Three infractions. Behaviors that implicate safety.	Level 5: Behaviors identified as expellable offenses.
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- Start with the lowest appropriate level response while considering a student’s IEP/504, age and understanding, past history of similar offenses, and severity of the incident.
- All actions should be communicated with the parent/guardian/caregiver and documented in the student information system.

ALPHABETICAL LISTING	Level 1	Level 2	Level 3	Level 4	Level 5
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SEXUAL MISCONDUCT

Acts of sex or simulated acts of sex including, but not limited to: indecent exposure, intercourse, oral or manual stimulation	Not available as an option	Not available as an option	●	●	●
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THEFT

Intentional use or taking possession of another’s property without permission or rightful claim	●	●	●	●	Not available as an option
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THREAT / INTIMIDATION

Explicit or implicit speech (verbal, electronic, or written), hate speech or action with the intent of causing fear of harm or making another do something against their will	Not available as an option	Not available as an option	●	●	●
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TOBACCO

Possession or use of a tobacco-based or look-alike product such as but not limited to electronic cigarettes	●	Not available as an option	Not available as an option	●	●
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TRESPASSING					
Entering or assisting any other person to enter a District facility without authorization; violating the conditions of a suspension, expulsion, or other disciplinary consequence including	Not available as an option	Not available as an option	●	●	●
TRUANCY					
Absence from school without the knowledge and consent of a parent/guardian/caregiver and the school administration	●	●	●	Not available as an option	Not available as an option

Behavior Examples: Definitions and Level Response Options

Level 1: Behaviors disruptive to the school environment of self and/or others.	Level 2: Repeated or significant Level One infractions. Disordered behavior toward another student, staff, volunteer, etc.	Level 3: Repeated or significant Level Two infractions. Behaviors targeted at others or interfere with safety equipment.	Level 4: Repeated or significant Level Three infractions. Behaviors that implicate safety.	Level 5: Behaviors identified as expellable offenses.
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- Start with the lowest appropriate level response while considering a student’s IEP/504, age and understanding, past history of similar offenses, and severity of the incident.
- All actions should be communicated with the parent/guardian/caregiver and documented in the student information system.

ALPHABETICAL LISTING	Level 1	Level 2	Level 3	Level 4	Level 5
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VANDALISM / PROPERTY DAMAGE

Willful or malicious destruction, injury, disfigurement, or defacement of school or personal property on school grounds without consent of the owner					
· Minor damage	●	●	Not available as an option	Not available as an option	Not available as an option
· Significant Damage	Not available as an option	Not available as an option	●	●	●

VERBAL CONFLICT

Mutual antagonistic use of inappropriate language between two or more parties in an aggressive and disruptive manner may typically include but is not limited to: insults, profanity	●	●	Not available as an option	Not available as an option	Not available as an option
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WEAPON

· Possession or use of a look-alike or toy weapon, firearm, explosive, or ammunition for incidents in which weapon possession or intent does not create a safety issue	●	●	●	Not available as an option	Not available as an option
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· Possession, use, or distribution of firearm, weapon, or explosive device or using any device or instrument capable of causing serious bodily injury	Not available as an option	Not available as an option	Not available as an option	Not available as an option	●
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Note: The list of behaviors is not intended to be all-inclusive, and that no student expectation code can list every behavior which may result in disciplinary action. However, it is the purpose of the code to list certain behaviors which, if committed by a student, will result in the imposition of a range of disciplinary action. Any conduct not included herein or any aggravated circumstance of any infraction or combination of infractions may result in disciplinary consequences that extend beyond this expectation code as determined by the principal, Superintendent/designee and/or the Board.

The following is a list of District infractions that are a clear violation of District policy. This list is not all-inclusive, and the final decision regarding unacceptable behavior will be at the discretion of school administrators.

Code	Level	Definition(s)
ACADEMIC DISHONESTY	1-2	Cheating, plagiarizing
ALCOHOL	3-4	Using, possessing, or distributing
ARSON	5	Illegal fire setting or attempts
BULLYING	1-5	“Bullying” is defined as the intimidation, unwarranted 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 threats of retaliation for reporting such acts. See Policy 1060.1
BUS BEHAVIORS	1-3	Hands, head out of the bus, standing or moving about the bus
	3-4	Opening, entering, or leaving through emergency exits without permission; propping open doors, holding on to the exterior of a bus
COMPUTER/ELECTRONIC DEVICE	2-4	Intentional unauthorized use of computers, personal devices, or other electronic devices which is not in accordance with the District Technology Agreement
CONTROLLED SUBSTANCES	3-4	Refers to prescription medication - not illegal drugs such as marijuana - includes possession or use of own or someone else’s prescription medication such as Ritalin (or other stimulants), OxyContin (or other pain medications), or other medications such as antidepressants, tranquilizers, or barbiturates <ul style="list-style-type: none"> • Using, possessing, admission of being under the influence
	4-5	<ul style="list-style-type: none"> • Distributing or selling, including intent to sell
CYBER-BULLYING	2-5	“Cyberbullying” is defined as bullying under this policy 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 devices, computer or pager. The District has jurisdiction to prohibit cyberbullying that originates on a school’s campus or at a school district activity if the electronic communication was made using the school’s technological resources, if there is a sufficient nexus to the education environment or if the electronic communication was made on the school’s campus or at a district activity using the student’s own personal technological resources. The District may discipline a student for cyberbullying to the greatest extent allowed by law

DAMAGE TO SCHOOL PROPERTY	1-2 3-5	Willful or malicious destruction, injury, disfigurement, or defacement of school or personal property on school grounds without consent of the owner <ul style="list-style-type: none"> • Minor Damage • Significant Damage
DISRUPTIVE BEHAVIORS	1-3	Anything that takes away from teacher-directed focus of the classroom and/or interferes with the overall learning environment
DRESS CODE VIOLATION	1-2	Wearing clothing or items inconsistent with school dress code policy
DRUGS, ILLEGAL	3-4 4-5	Refers to drug use, possession, intent to sell/sales - includes inhalants, marijuana and cocaine, drug paraphernalia, and look-alike drugs and synthetics - NOT to be used for prescription controlled substances or over the counter medication use/possession against school policy. <ul style="list-style-type: none"> • Using, possessing, admission of being under the influence • Distributing or selling, including intent to sell
ELOPING	1-2	Leaving school grounds without authorization
EXCESSIVE TARDINESS	1-2	Missing instructional time by repeatedly arriving after the expected time school or class begins, as determined by the school and the District
EXTORTION	3-5	Obtaining money, property, or services from another person through coercion, intimidation or through verbal, electronic, or written threats of physical or reputational harm
FIGHTING	3-5	Physical aggression or violence between two or more individuals with the intent to do harm (cross-reference Inappropriate Physical Contact and Bullying)
HARASSMENT	1-3	Language, gestures, or other actions such as oral or written taunts, name-calling, or put-downs that the student can be reasonably expected to know is hurtful or discriminatory
INAPPROPRIATE PHYSICAL CONTACT	2-3 3-4 3-5	Touching another individual including, but not limited to: hitting/kicking/pushing, horseplay, spitting (cross-reference Bullying) Making physical contact with an adult in a manner which causes injury Intentional infliction of or attempt to inflict bodily harm upon another which creates a grave risk of death or serious physical injury
INCITING A DISTURBANCE	4-5	Actions that prevent the beginning, continuation, or end of the school's normal operations; such as initiating a false alarm of the school's fire/security alarm, large-scale physical conflicts
NONCOMPLIANCE	1-3	Refusal to comply with reasonable requests, rules, policies, or directions of an adult
OUT OF ASSIGNED AREA	1-2	Includes but is not limited to: being in any part of the school or grounds without permission and reasonable need, leaving class without permission
PYROTECHNICS	3-5	Possession or use of pyrotechnic devices on school property. Includes but not limited to devices such as lighters/matches, fireworks, and smoke/stink bombs

SEXUAL HARASSMENT/ ASSAULT	4-5	Use of material of a sexual nature or unwelcome verbal, written, or symbolic language based on actual or perceived race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language. Or any other characteristic covered by the law. Unwelcome physical contact of a sexual nature or that is based on actual or perceived race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language including, but not limited to: Touching or fondling of the genital areas, breasts or undergarments, regardless of whether the touching occurred through or under clothing, pushing or fighting based on protected characteristics.
SEXUAL MISCONDUCT	3-4	Acts of sex or simulated acts of sex including, but not limited to: indecent exposure, intercourse, oral or manual stimulation
SKIPPING CLASS	1-3	Any absence from class that is not authorized by the teacher or the school.
THEFT	1-4	Intentional use or taking possession of another's property without permission or rightful claim
THREAT/ INTIMIDATION	2-5	Explicit or implicit speech (verbal, electronic, or written), hate speech or action with the intent of causing fear of harm or making another do something against their will
TOBACCO	2-3	Possession or use of a tobacco-based or look-alike product such as but not limited to electronic cigarettes
TRESPASSING	3-5	Entering or assisting any other person to enter a District facility without authorization; violating the conditions of a suspension, expulsion, or other disciplinary consequence including.
TRUANCY	1-3	Absence from school without the knowledge and consent of a parent/guardian/caregiver and the school administration.
VERBAL CONFLICT	1-2	Mutual antagonistic use of inappropriate language between two or more parties in an aggressive and disruptive manner may typically include but is not limited to: insults, profanity
WEAPON	1-3 5	Possession or use of a look-alike, or toy weapon, firearm, explosive, or ammunition for incidents in which weapon possession or intent does not create a safety issue Possession, use, or distribution of firearm, weapon, or explosive device or using any device or instrument capable of causing serious bodily injury

SEC Crosswalk of Old to New

Previous Code	Previous Level	Previous Definition(s)	New Code	New Level	New Definition
Academic Dishonesty	1	Cheating on tests, assignments, projects, or similar activities; plagiarism; claiming credit for another person's work; fabrication of facts, sources, or other supporting material; unauthorized collaboration; facilitating academic dishonesty; and other misconduct related to academics	ACADEMIC DISHONESTY	1-2	Cheating, plagiarizing
Arson	3	Starting or attempting to start a fire, or causing or attempting to cause an explosion	ARSON	5	Illegal fire setting or attempts
Assault	3	Using physical force, such as hitting, striking, or pushing, to cause or attempt to cause physical injury; placing another person in apprehension of immediate physical injury; recklessly engaging in conduct that creates a grave risk of death or serious physical injury; causing physical contact with another person knowing the other person will regard the contact as offensive or provocative, or any other act that constitutes criminal assault in the third degree	INAPPROPRIATE PHYSICAL CONTACT	3-5	Intentional infliction of or attempt to inflict bodily harm upon another which creates a grave risk of death or serious physical injury
Bullying/ Cyberbullying	3	Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated or has the potential to be repeated over time. Bullying creates and relies on an imbalance of power: a bully uses their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or damaging property; oral or written taunts, including name-calling, put-downs, extortion, or threats; threats of retaliation for reporting such acts; sending or posting harmful or cruel text or images using the Internet or other digital communication devices; sending or posting materials that threaten or raise concerns about violence against others, suicide or self-harm. Students will not be disciplined for speech in situations where the speech is protected by law	BULLYING	1-5 2-5	“Bullying” is defined as the intimidation, unwarranted 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 threats of retaliation for reporting such acts. See Policy 1060.1.

			CYBER-BULLYING		“Cyberbullying” is defined as bullying under this policy 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 devices, computer or pager. The District has jurisdiction to prohibit cyberbullying that originates on a school’s campus or at a school district activity if the electronic communication was made using the school’s technological resources, if there is a sufficient nexus to the education environment or if the electronic communication was made on the school’s campus or at a district activity using the student’s own personal technological resources. The District may discipline a student for cyberbullying to the greatest extent allowed by law. Policy 1060.1.
Cell Phone Violation	1	Using, displaying, or turning on pagers, phones, personal digital assistants, personal laptops or any other personal electronic devices during the regular school day, including class change time, mealtimes, or instructional class times, unless the use is part of the instructional program, required by a District-sponsored class or activity, or otherwise permitted by the building principal	COMPUTER / ELECTRONIC DEVICE	2-4	Intentional unauthorized use of computers, personal devices or other electronic devices which is not in accordance with the District Technology Agreement
Class Disruption	1	Anything that takes away from teacher-directed focus of the classroom and/or interferes with the learning of other students	DISRUPTIVE BEHAVIORS	1-3	Anything that takes away from teacher-directed focus of the classroom and/or interferes with the overall learning environment
Damage to School Property	3	Willful damage to real or personal property belonging to the District or staff, and in some cases, students	VANDALISM / PROPERTY DAMAGE	1-2 3-5	Willful or malicious destruction, injury, disfigurement, or defacement of school or personal property on school grounds without consent of the owner <ul style="list-style-type: none"> • Minor Damage • Significant Damage

Dress Code Violation	1	Any attire that does not comply with the student dress code	DRESS CODE VIOLATION	1-2	Wearing clothing or items inconsistent with school dress code policy
Eloping	Elem.-2 Sec.-NA	Leaving school grounds without authorization	ELOPING	1-2	Leaving school grounds without authorization
Excessive Tardiness	Elem.- NA	Repeatedly arriving after the expected time school or class begins, as determined by the school and the District	EXCESSIVE TARDINESS	1-2	Missing instructional time by repeatedly arriving after the expected time school or class begins, as determined by the school and the District
Fighting	3	Mutual physical combat in which both parties have contributed to the conflict	FIGHTING	3-5	Physical aggression or violence between two or more individuals with the intent to do harm (cross-reference Inappropriate Physical Conduct and Bullying)
Harassment	2	Includes, but is not limited to: physical actions, including violence, gestures, theft, or damaging property; oral or written taunts, including name-calling, put-downs, <u>extortion</u> , or threats; threats of retaliation for reporting such acts; sending or posting harmful or cruel text or images using the internet or other digital communication devices; sending or posting materials that threaten or raise concerns about violence against others, suicide or self-harm. Students will not be disciplined for speech in situations where the speech is protected by law	HARASSMENT	1-3	Language, gestures, or other actions such as oral or written taunts, name-calling, or put-downs that the student can be reasonably expected to know is hurtful or discriminatory
			EXTORTION	3-5	Obtaining money, property, or services from another person through coercion, intimidation or through verbal, electronic, or written threats of physical or reputational harm
Inappropriate Physical Conduct	2	Touching another student or an adult including, but not limited to: hitting/kicking/pushing, horseplay, spitting	INAPPROPRIATE PHYSICAL CONTACT	2-3	Touching another student including, but not limited to: hitting/kicking/pushing, horseplay, spitting
				3-4	Making physical contact with an adult in a manner which causes injury
				3-5	Intentional infliction of or attempt to inflict bodily harm upon another which creates a grave risk of death or serious physical injury

Inappropriate Speech or Conduct I	1	· Littering, lying, mocking others (particularly staff), mutual insults as play, public displays of affection (not including sexual misconduct), throwing objects (does not include assault or school disruption)	NA		
Inappropriate Speech or Conduct II	2	· Automobile misuse (most typically high school), attending/promoting fighting, forgery, gambling, noncompliance towards staff (including obscene gestures, profanity, slurs, etc.), obscene gestures, profanity, possession of profane or obscene materials (does not include pornography/sexually explicit material), slander, spitting purposely at or on others, slurs (does not include hate speech), <u>threats</u> (does not include threats of fatal violence, use of weapons/explosive or incendiary devices, harm to staff, or threats to overall school safety), <u>verbal abuse</u> , verbal conflict	THREAT / INTIMIDATION	2-5	Explicit or implicit speech (verbal, electronic, or written) or action with the intent of causing fear of harm or making another do something against their will
Inappropriate Speech or Conduct III	3	· Gang-related activity, hate speech, <u>hazing</u> , slander, <u>threats to school safety</u> (Involving fatal violence, use of weapons, explosive/incendiary devices, harm to staff, etc.)	THREAT / INTIMIDATION	2-5	Explicit or implicit speech (verbal, electronic, or written) or action with the intent of causing fear of harm or making another do something against their will
Inappropriate Use of Technology	Elem.-2 Sec.-NA	Attempting, regardless of success, to gain unauthorized access to a technology system or information; use District technology to connect to other systems in evasion of the physical limitations of the remote system; copy District files without authorization; interfere with the ability of others to utilize District technology; secure a higher level of privilege without authorization; introduce computer viruses, hacking tools, or other disruptive/destructive programs onto or using District technology; or evade or disable a filtering/blocking device	COMPUTER / ELECTRONIC DEVICE	2-4	Intentional unauthorized use of computers, personal devices or other electronic devices which is not in accordance with the District Technology Agreement
Noncompliance	1	Includes but is not limited to refusal to comply with directions of staff (Insubordination not including obscene gestures, profanity, slurs, etc.), lack of engagement in staff directives after redirection	NONCOMPLIANCE	1-3	Refusal to comply with reasonable requests, rules, policies, or directions of an adult
Possession of Weapon	3	Possession or use of a firearm as defined in 18 U.S.C. 921 or any instrument or device defined in 571.010 RSMo, or any instrument or device defined as a dangerous weapon in 18 U.S.C. 930. Possession or use of ammunition or a component of a weapon including, but not limited to: knives, handguns, long guns (rifles, shotguns, etc.) stun guns/tasers, items considered to reasonably resemble any of the above	WEAPON	1-3	Possession or use of a look-alike, or toy weapon, firearm, explosive, or ammunition for incidents in which weapon possession or intent does not create a safety issue

				5	Possession, use, or distribution of firearm, weapon, or explosive device or using any device or instrument capable of causing serious bodily injury
Possession of Live Ammunition or Other Harmful Projectiles	3	Includes but is not limited to possessing or displaying: lighters/matches, toys (without expressed permission of principal)	PYROTECHNICS (See also WEAPON)	3-5	Possession or use of pyrotechnic devices on school property. Includes but not limited to devices such as lighters/matches, fireworks, and smoke/stink bombs
Out of Assigned Area	Elem.-1 Sec.-NA	Includes but is not limited to: being in any part of the school or grounds without permission and reasonable need, leaving class without permission	OUT OF ASSIGNED AREA	1-2	Includes but is not limited to: being in any part of the school or grounds without permission and reasonable need, leaving class without permission
Possession of Inappropriate Object(s)	1	Includes but is not limited to possessing or displaying: lighters/matches, toys (without expressed permission of principal)	PYROTECHNICS	3-5	Possession or use of pyrotechnic devices on school property. Includes but not limited to devices such as lighters/matches, fireworks, en route and smoke/stink bombs
School Disruption	3	Activity identified by administrators that prevents the beginning, continuation, or end of the school's normal operations; actions requiring the assistance of many school staff, administrators, security, and possibly local law enforcement to address in order to resume the school's normal operation including, but not limited to initiating a false alarm of the school's fire/security alarm, large-scale physical conflicts with multiple combatants	INCITING A DISTURBANCE	4-5	Actions that prevent the beginning, continuation, or end of the school's normal operations; such as initiating a false alarm of the school's fire/security alarm, large-scale physical conflicts
Sexual Harassment	3	Use of material of a sexual nature or unwelcome verbal, written, or symbolic language based on actual or perceived race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty socio-economic status, and language. Unwelcome physical contact of a sexual nature or that is based on actual or perceived race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability,	SEXUAL HARASSMENT/ ASSAULT	4-5	Use of material of a sexual nature or unwelcome verbal, written, or symbolic language based on gender, race, color, religion, sex, national origin, ancestry, disability, or any other characteristic covered by law. Unwelcome physical contact of a sexual nature or that is based on actual or perceived race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital

		poverty socio-economic status, and language including, but not limited to: Touching or fondling of the genital areas, breasts or undergarments, regardless of whether the touching occurred through or under clothing, pushing or fighting based on protected characteristics			status, age, physical or mental disability, poverty socio-economic status, and language. including, but not limited to: Touching or fondling of the genital areas, breasts or undergarments, regardless of whether the touching occurred through or under clothing, pushing or fighting based on protected characteristics
Sexual Misconduct	3	Acts of sex or simulated acts of sex including, but not limited to: indecent exposure, intercourse, oral or manual stimulation In addition, students may possess or display, electronically or otherwise, sexually explicit, vulgar, or violent material including, but not limited to: pornography or depictions of nudity, violence, or explicit death or injury This prohibition does not apply to curricular material that has been approved by District staff for its educational value. Students will not be disciplined for speech in situations where it is protected by law	SEXUAL MISCONDUCT	3-4	Acts of sex or simulated acts of sex including, but not limited to: indecent exposure, intercourse, oral or manual stimulation
Skipping Class	Elem.-NA Sec.-2	Arriving after the expected time class or school begins, as determined by the District	SKIPPING CLASS	1-3	Any absence from class that is not authorized by the teacher or the school.
Theft	2 (< \$100) 3 (> \$100)	Taking something of value with the intention of keeping it; Theft, attempted theft or knowing possession of stolen property	THEFT	1-4	Intentional use or taking possession of another's property without permission or rightful claim
Transportation Violations	Elem.-1 Sec.-2	Willful misbehavior most likely to occur in connection to District transportation including, but not limited to: Boarding/utilizing incorrect means of District transportation, Boarding or departing at an incorrect stop, walking home without permission/proper notification from a parent/guardian when assigned District transportation	BUS BEHAVIORS	1-3 3-4	Hands, head out of bus, standing Opening, entering, or leaving through emergency exits without permission; propping open doors, holding on to the exterior of bus
Trespassing	2	Entering or assisting any other person to enter a District facility, office, locker, or other areas that is locked or not open to the general public; entering or assisting any other person to enter a	TRESPASSING	3-5	Entering or assisting any other person to enter a District facility without authorization; violating the conditions of a suspension,

		District facility through an unauthorized entrance; assisting unauthorized persons to enter a District facility through any entrance; violating the conditions of a suspension, expulsion or other disciplinary consequence including, but not limited to, participating in or attending any District-sponsored activity or being on or near District property or the location where a District activity is held			expulsion, or other disciplinary consequence including.
Truancy	Elem.-1 Sec.-2	Absence from school without the knowledge and consent of a parent/guardian and the school administration; excessive non-justifiable absences, even with the consent of a parent/guardian; arriving after the expected time class or school begins, as determined by the District	TRUANCY	1-3	Absence from school without the knowledge and consent of a parent/guardian/ caregiver and the school administration.
Use of an Object as a Weapon	3	Brandishing or using any device or instrument capable of causing serious bodily injury, not previously identified as a weapon, as a weapon	WEAPON	4-5	Possession, use, or distribution of firearm, weapon, or explosive device or using any device or instrument capable of causing serious bodily injury(regardless of capability to produce death or great bodily harm)
Use, possession, sale, or solicitation of alcohol, drugs, or tobacco	3	The Ferguson-Florissant School District has a no-tolerance attitude toward the use or abuse of drugs and alcohol. District policy prohibits the possession and/or use, mimic of use, sale, mimic of sale, distribution, and/or intent of distribution of any illegal or controlled mood-altering chemical medication, or abused chemical not approved by the health office on school property, at school-sponsored curricular and extracurricular activities or field trips, on school buses, and en route to and from school by any mode of travel. Violation of this policy includes the possession, use, sale, distribution, or mimicking the possession, use, sale, or distribution of chemicals or paraphernalia. District policy prohibits the possession and/or use, mimic of use, sale, mimic of sale, distribution, and/or intent of distribution of any tobacco, tobacco products, e-cigarettes, or other nicotine-delivery products at school-sponsored curricular and extracurricular activities or field trips, on school buses, and en route to and from school by any mode of	ALCOHOL CONTROLLED SUBSTANCES DRUGS, ILLEGAL	3-4 3-4 4-5	Using, possessing, or distributing Refers to prescription medication - not illegal drugs such as marijuana - includes possession or use of own or someone else's prescription medication such as Ritalin (or other stimulants), OxyContin (or other pain medications), or other medications such as antidepressants, tranquilizers, or barbiturates <ul style="list-style-type: none"> ● Using, possessing, admission of being under the influence ● Distributing or selling, including intent to sell Refers to drug use, possession, intent to sell/sales - includes inhalants, marijuana and cocaine,

		travel. Nicotine patches or other medications used in a tobacco cessation program may be possessed only in accordance with District policy.	TOBACCO	3-4 4-5 2-3	<p>drug paraphernalia, and look-alike drugs and synthetics - NOT to be used for prescription controlled substances or over the counter medication use/possession against school policy.</p> <ul style="list-style-type: none"> • Using, possessing, admission of being under the influence • Distributing or selling, including intent to sell <p>Possession or use of a tobacco-based or look-alike product such as but not limited to electronic cigarettes</p>
Verbal Conflict	Elem.-NA Sec.-NA	Mutual antagonistic use of inappropriate language between two or more parties in an aggressive and disruptive manner may typically include but is not limited to: insults, profanity, threats	VERBAL CONFLICT	1-2	Mutual antagonistic use of inappropriate language between two or more parties in an aggressive and disruptive manner may typically include but is not limited to: insults, profanity

“Under District policy, corporal punishment is not permitted.”

Additional copies of the Student Expectation Code are available at Ferguson-Florissant schools. This pamphlet summarizes the Ferguson-Florissant School District’s Student Expectation Code policy. A separate policy concerning the expectations of students with disabilities is also available upon request. Please call our Safe Schools Hotline at (314) 889-SAFE (7233) to report any violations of the Student Expectation Code.



Please detach and return to the Principal’s Office

I have received and read a copy of the 2021-2022 Student Expectation Code.

Student Name

Date

Parent/Guardian/Caregiver Signature

Date

School: _____

Grade _____

APPENDIX G - Reporting Child Abuse

1. Where there is any suspicion of child abuse, the Child Abuse and Neglect Hotline (1-800-392-3738) must be called. This releases you of any liability regarding the child and provides protective custody for the child.
2. If the incident occurs after school hours and the teacher or counselor is alone with the child, please contact one of the following people for assistance:

Building Principal; Assistant Area Superintendent, or designee.

After office hours: District emergency number, (314) 576-9055.

3. The police may be notified to pick up the child immediately if you fear for the child's safety. They will make a report to the Juvenile Office and the Missouri Department of Social Services and make sure the child is in some sort of protective custody.

Revised 04/10, 03/17

APPENDIX I -The Professional Development Committee Guidelines

Role of the Professional Development Committee

The PDC and its members shall serve the following roles:

1. Assessing the in-service needs of District personnel.
2. Reporting to and receiving information from K-12 curriculum committees.
3. Assisting in the budgeting process pursuant to the provisions of section 7 of Missouri Senate Bill 380.
4. Meeting at least four times per year on released or compensable time as recommended by the PDC Executive Committee for in-service training, district-wide communication, as well as discussion and continuous monitoring of the District's in-service program.
5. Serving on the Building Leadership Team at each school.
6. Identifying the role of mentors, requirements to be a mentor, designating the training of mentors, and receiving training as mentors.

The PDC chair shall:

1. Be elected from the teacher membership of the committee.
2. Serve a one-year term of office with eligibility for reelection.
3. Call and preside at all meetings.
4. Serve, or appoint a designee to serve, as representative to the CAC.
5. Keep the Superintendent informed of committee activities.
6. Perform any other tasks common to the office.

The PDC Executive Committee shall:

1. Be composed of the PDC chairperson, immediate past chair, secretary, Association representative, Administrator for Staff Development and one ad hoc representative elected yearly from the elementary, middle and high school membership.
2. Meet regularly to establish the schedule and agenda for each PDC meeting.
3. Assist with communication.
4. Review the objectives and activities of the PDC.

The PDC recording secretary shall:

1. Be elected from the teacher membership of the committee.
2. Serve a one-year term of office.
3. Keep accurate minutes of all meetings of the PDC and shall maintain official files.

Professional Development Committee Executive Secretary

The PDC executive secretary shall:

1. Be the Administrator of Staff Development of the District.
2. Implement the programs and plans of the PDC.
3. Coordinate PDC activities with the Missouri School Improvement Program.
4. Develop and publish an "In-service Catalog" identifying District resources (materials and personnel) available for in-service programs.
5. In conjunction with the Teachers Academy, provide for the training of teachers to become proficient in presenting in-service workshops.

Nomination/Election

The nomination and election of teacher representatives to the PDC shall be held at the building level, under these guidelines:

1. Teachers may be nominated or apply for nomination at their educational unit during March. All nominations must be sent to the PDC no later than the last teaching day of March.
2. The PDC will review all nominees. In the case of multiple nominations from a unit, the PDC will ballotize all nominees and send ballots to the unit for election.
3. Elections will be held where necessary at each unit in April. Each unit will vote only on its PDC representative. Results of the elections and ballots cast will be forwarded to the PDC for certification no later than the last teaching day of April. The candidate receiving a plurality of the votes cast in a unit shall be declared the winner.

If a unit has no nominee, the PDC representative will be determined by the Building Leadership Team. The PDC will notify those elected and cause a list of all PDC members to be published and sent to each unit.

Term of Office

PDC members will be elected for three-year terms. Terms shall be staggered.

Training

All PDC members will upon election receive training in the function, statutory provisions regarding, and expectations of the committee. Training will occur in the summer with resources developed by the Teachers Academy.

Training of PDC members will also include information on the following areas:

1. Clinical supervision (peer coaching).
2. Communication.
3. Current theory and models of instruction.
4. Modification by legislative action of the PDC.
5. Ethics and class management.
6. Evaluation (of teachers and programs).
7. The mentor program.

Revised 04/97, 09/09

APPENDIX J - Negotiations Procedure

Article I - Introduction

The Ferguson-Florissant Board of Education (hereinafter referred to as “Board”) and the Ferguson-Florissant National Education Association (hereinafter referred to as “Association”) recognize that the development and operation of educational programs of the highest quality for the benefit of the District’s students is a common goal paramount in importance and that teachers are particularly qualified to assist in formulating policies and programs designated to improve educational standards. In order to provide an orderly method for the Board and the Association to discuss matters of mutual concern and to reach mutually satisfactory agreement, the Board has adopted the following procedures.

Article II – Recognition (Reference Collective Bargaining Agreement Articles 1 and 2)

The Board hereby recognizes the Association as the exclusive representative for all regularly employed full-time certificated instructional personnel and ESP personnel exclusive of the administrative staff for the purpose of negotiating salaries, fringe benefits, working and teaching conditions.

Article III – Procedures (Reference Collective Bargaining Agreement Article 4 Section 2)

Article IV – Impasse (Reference Collective Bargaining Agreement Article 4 Section 3)

Revised 04/08, 04/10, 09/18

APPENDIX K - Universal Health Precautions

Recommendations for Prevention of HIV Transmission in Health-Care Settings published by the Centers for Disease Control, June 24, 1988 states, “since medical history and examination cannot reliably identify all persons infected with HIV or other blood-borne pathogens, blood and body fluid precautions should be used for ALL PERSONS.” These procedures are referred to as “universal blood and body-fluid precautions” or “universal precautions.”

The body fluids of all persons should be considered to contain potentially infectious agents. The term “body fluids” includes: blood, semen, drainage from scrapes and cuts, feces, urine, vomit, respiratory secretions (such as nasal discharge), tears and saliva. Contact with body fluids presents a risk of infection with a variety of microorganisms. Examples of microorganisms that may occur in body fluids of children are:

Blood: Hepatitis-B virus, human immunodeficiency virus (HIV), Cytomegalo virus (CMV)

Feces: Salmonella bacterium, Shigella bacterium (Enteric bacteria), Rotavirus, Hepatitis-A virus, Giardia parasite.

Urine: CMV

Respiratory Secretions and Saliva: EBV (Mononucleosis Virus), Common cold virus, Influenza virus

Vomit: Gastrointestinal viruses (Entero viruses), Enteric Bacteria

Semen: Hepatitis-B virus, HIV, Gonorrhea

It should be emphasized that body fluids usually contain many organisms, some of which may cause disease. Microorganisms may be carried by individuals who have no symptoms of illness. These individuals may be at various stages of infection: incubating disease, mildly infected without symptoms, or chronic carriers of certain infectious agents including HIV and Hepatitis-B viruses. The transmission of communicable disease is more likely to occur from contact with infected body fluids of unrecognized carriers than those of recognized disease sufferers.

What body fluids are important with HIV universal precautions?

Universal precautions are used to prevent exposure to blood, or other potential infectious materials, i.e., semen, vaginal secretions, cerebrospinal, synovial, pleural, pericardial, and amniotic fluids, or other body fluid contaminated with blood. Universal precautions should also be used when coming in contact with the breast milk of nursing mother. In most health care settings, blood is the most important body fluid for workers to avoid.

Procedures for Universal Precautions

1. All personnel should routinely use appropriate barrier precautions to prevent skin and mucous-membrane exposure when contact with blood or other body fluids of any student is anticipated. Gloves should be worn for touching blood or body fluids, mucous membranes, non-intact skin of all students, and for handling items or surfaces soiled with blood or body fluids. Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or other body fluids. Gloves should be changed after each use or if they tear. **GLOVES SHOULD NOT BE RE-USED.**
2. Hands and other skin surfaces should be washed immediately and thoroughly if they are in contact with blood, body fluids containing visible blood or other body fluids to which universal precautions apply. Hands should be washed immediately after gloves are removed. Personnel who have oxidative lesions or weeping dermatitis should refrain from any direct contact with body fluids or equipment in contact with body fluids unless gloves are worn until the condition resolves.
3. Hands should be washed before and after working with a student.
4. Items used in cleaning up body fluid spills i.e., gloves, sanitary napkins, bandages, handi-wipes, should be promptly discarded in a plastic lined trash can.
5. Areas soiled with blood and body fluid secretions should be cleaned and then disinfected with a solution of one part bleach (initially 5.25%) to ten parts water.
6. Toys used by a student still mouthing should not be shared and should be washed daily in the recommended solution.
7. Clothing soiled at school should be double-bagged and sent home for cleaning.

It should be emphasized that hand washing is the most important single way to prevent the spread of infectious disease.

Revised 04/13

APPENDIX L - Missouri Public Schools Records Manual

Please refer to the following webpage to view the Missouri Public School Records Retention Schedule:

<https://s1.sos.mo.gov/CMSImages/LocalRecords/PublicSchool.pdf>

Revised 03/21

APPENDIX M - Transportation Employee Alcohol and Drug Testing Procedures/Guidelines

(This procedure is directed by the Omnibus Transportation Employee Testing Act of 1991 that requires testing programs to begin on January 1, 1995, in districts that employ 50 or more persons.) As described in this procedure, Ferguson-Florissant School District will require and provide for pre-employment, post-accident, random, and reasonable suspicion drug and alcohol tests of all school bus drivers, mechanics, and safety sensitive positions.

I. Definitions

Transportation Employee: Any person who operates, repairs, or maintains a school bus transporting Ferguson-Florissant students. This includes regularly employed drivers, occasional and call-in drivers, leased drivers, and independent owner-operated contractors and mechanics.

Safety-Sensitive Position: Includes such responsibilities as time waiting for school runs, driving time, assisting or supervising loading or unloading, repairing, obtaining assistance or remaining in attendance upon a disabled vehicle.

Alcohol: Intoxicating agent in beverage alcohol, ethyl alcohol, or other low molecular weight alcohols including methyl an isopropyl alcohol.

Drug: Any controlled substance listed under section 102(6) of the Controlled Substances Act (21) U.S.C. 802(6) as specified by the administrator of the federal department of transportation - including: marijuana, cocaine, opiate, phencyclidine (PCP) and amphetamines.

Medical Review Officer: A licensed physician (medical doctor or doctor of osteopathy) responsible for receiving laboratory results generated by the employer's drug testing program who meets the qualifications as listed in 49 C.F.R. 40.3.

Substance Abuse Professional: A licensed physician or certified psychologist, social worker, employee assistance professional, or certified addiction counselor with knowledge of and clinical experience in the diagnosis and treatment of alcohol and drug-related disorders.

II. Alcohol and Drug Prohibitions - No transportation employee shall report for duty or remain on duty while under the influence of alcohol or unlawfully under the influence of a controlled substance. In addition, no transportation employee shall operate a vehicle while under the influence of prescription or "over the counter" drugs that may impair driving skills until the employee has determined that the medication does not impair their driving abilities.

Employees who are prescribed medication containing alcohol may submit a physician's note or a copy of the prescription to the Human Resource office to be placed in their medical file to be considered in the event of an alcohol test.

No transportation employee shall be on duty or operate a school bus or district vehicle while the employee possesses alcohol.

No transportation employee shall perform safety-sensitive functions within four hours after using alcohol.

No employee required to take a post-accident test shall use alcohol for eight hours following the accident or until he/she undergoes a post-accident alcohol test (whichever comes first).

III. Pre-Employment Test - A drug test shall be conducted in accordance with federal regulations before any transportation employee is permitted to perform a safety-sensitive function for the district.

Testing for newly hired employees shall be conducted after the employment offer but before employment commences.

Positive test or refusal to submit to drug testing and/or refusal to release information as required by the district shall remove the applicant from employment consideration.

Any employee transferring into the transportation department is required to take the pre-employment drug test. Exceptions may be made for employee candidates who have participated in the drug-testing program required by law within the previous 30 days, provided that the district has been able to make all verifications required by law.

IV. Post-accident Tests - Alcohol and drug tests shall be conducted on the driver as soon as practical after any accident if such driver: a) Was operating a commercial motor vehicle (school bus) involved in an accident with a loss of life, or individual transported away by an emergency vehicle for medical treatment. b) Receives a citation under state or local law for a moving traffic violation arising from the accident.

The district reserves the right to test any driver involved in any accident.

All post-accident alcohol and drug testing should be conducted within two hours. If unable to test within two hours, the district reserves the right to test within eight hours, and the transportation manager shall prepare and maintain a file documenting the reasons the test was not promptly administered.

Post-accident testing requirements may be fulfilled by properly administered tests conducted by federal, state, and/or local law enforcement officials as long as the results are provided to the district.

Any employee who is subject to post-accident testing shall remain readily available for such testing. Lack of availability for testing will be viewed by the district as a refusal.

Any employee tested for post accident will not be allowed to drive a commercial motor vehicle (school bus) until the test results have been received and reviewed by the district. The employee will receive regular compensation until the results have been received and results are negative. If the results are positive, the employee will not be compensated and will be under the guidelines described in the consequences section.

V. Random Testing - Alcohol and drug testing shall be conducted on a random basis at unannounced times throughout the year in accordance with federal regulations.

Test for alcohol and/or drugs will be conducted just before, during, or just after driving a commercial motor vehicle (School bus).

Employees shall be selected by a scientifically valid random process, and each employee shall have an equal chance of being tested each time selections are made. The selection will be made by an independent party. Fifty percent (50%) of all transportation employees will be tested for drugs yearly, and twenty-five percent (25%) of all transportation employees will be tested for alcohol.

An employee may continue to drive while awaiting the results of a random test.

VI. Reasonable Suspicion - Any transportation manager/supervisor or district administrator who has reasonable suspicion to believe that any transportation employee has violated the alcohol or drug prohibitions of the district will require the employee to submit to the appropriate testing.

Reasonable suspicion must be based on specific observations which may include the appearance, behavior, speech, body odor, or conduct of the employee. (The observations may include indications of chronic and withdrawal effects of drugs.)

Alcohol testing is authorized for reasonable suspicion only if the observations are made just before, during, or just after the employee has been operating a school bus.

An alcohol test may be conducted by the person who determines reasonable suspicion exists.

If an alcohol test is not administered within two hours of a determination of reasonable suspicion, the transportation manager shall prepare and maintain a record explaining why the tests were not conducted. Attempts to conduct alcohol tests shall terminate after eight hours, and the transportation manager will state in the record the reasons for not administering the test. Drug testing shall include signed documentation by the transportation manager/supervisor or district administrator who makes a finding of reasonable suspicion.

Reasonable suspicion drug test must be performed within 24 hours of the observed behavior.

Any employee tested for reasonable suspicion will not be allowed to drive a commercial motor vehicle (school bus) until the test results have been received and reviewed by the district. The employee will receive regular compensation until the results have been received and results are negative. If the results are positive, the employee will not be compensated and will be under the guidelines described in the consequences section.

VII. Refusal to Submit to Tests - Transportation employees must submit to any and all of the tests.

An employee refuses to submit when he or she fails to provide adequate breath or urine for testing when notified of the need to do so, or who engages in conduct that clearly obstructs the testing process.

If an employee is unable to provide adequate breath or urine, the district reserves the right for the employee to be evaluated by a blood test in its place.

Refusal to submit to a test is treated by the district as a positive test.

VIII. Testing Procedures - Ferguson-Florissant School District shall follow the federal guidelines and standards of the Department of Health and Human Services regarding testing and laboratory procedures.

Laboratory and testing personnel shall be certified to conduct drug specimen analysis by the Department of Health and Human Services.

The drug and alcohol-testing program shall provide individual privacy in the collection of specimen samples to the maximum extent possible. The collection procedures and chain of custody shall ensure that specimen security, proper identification, and integrity are not compromised.

Employee alcohol and drug test results and records shall be maintained under strict confidentiality and released only in accordance with law.

Test records shall be maintained with the separate medical files of each employee. Upon written request, the employee shall receive copies of any records pertaining to his or her use of alcohol or drugs, including any records pertaining to his or her tests.

Test records shall be made available to a subsequent employer or other identified persons only as expressly requested in writing by the employee.

Refusal to submit to a test is treated by the district as a positive test.

IX. Consequences - Any transportation employee who has a positive drug test will not be allowed to work and will be recommended for termination.

A transportation employee who is tested and found to have an alcohol concentration of 0.02 or greater but less than 0.04 will be suspended without pay for one day. If a future test results in an alcohol concentration of 0.02 or greater, the employee will be recommended for termination.

A transportation employee who is tested and found to have an alcohol concentration of 0.04 or greater will be recommended for termination.

The employee may request in writing to have the split sample tested by DOT protocol at the employee's expense within 72 hours of receiving a positive result from the Medical Review Officer. If a negative test result is returned from the test of the split sample, the employee would be allowed to return to work and must agree to be tested again within 30 calendar days at the district's expense. If the split sample test results are positive, the employee will be recommended for termination.

A transportation employee who refuses to test for alcohol or drugs or whose conduct involved alcohol or drugs while on duty will be recommended for termination.

Adopted 12/94, Revised 05/96, 03/15

APPENDIX N - Procedure for Curriculum Reconsideration

To ensure that an individual's concern is given respectful attention and that the integrity of the educational program is upheld, these procedures will be followed:

1. If the individual comes first to the teacher, he or she shall listen courteously and may try to resolve the difficulty by explaining the background and educational purposes involved. If the concern remains unsatisfied, the teacher will refer the individual to the principal or department chairperson. Whether the concern terminates with the teacher or seems likely to go further, the teacher should immediately inform the department chairperson and principal.
2. If the individual comes first to the principal, he or she shall invite the individual to visit with the teacher, in the presence of the department chair and/or principal regarding the concern. If at this time the concern has not been resolved satisfactorily, the principal shall invite the individual to file the concern in writing and should provide the appropriate form: *Request for Reconsideration of Instructional Materials and Practices*. If necessary, the appropriate curriculum coordinator should be informed.
3. If the concern is anonymous, the letter or a summary of the phone call shall be forwarded to the appropriate department chairperson, the principal, and to the appropriate Assistant Superintendent.
4. If the individual decides to continue the concern procedure, the *Request for Reconsideration of Instructional Materials and Practices* form must be submitted to the principal.
5. If the individual's request form is received by the principal, it shall be sent to the appropriate Assistant Superintendent who shall then submit it to an ad hoc Curriculum Reconsideration Committee who shall evaluate the material or practice in question. This committee shall meet in conference with the individual before a final decision is made.
6. The ad hoc Curriculum Reconsideration Committee shall be composed of members of the district's Curriculum Advisory Committee including the appropriate Association representative with the appropriate Assistant Superintendent as chair. This committee may request that teachers who have used the material or practice in question, and other appropriate personnel - such as librarians, subject area specialists, or resource teacher - to also appear before the committee. This process shall be concluded as expeditiously as possible.
7. The ad hoc Curriculum Reconsideration Committee shall communicate their decision in writing to the superintendent and to all interested parties.
8. Should the concern remain, the matter may be appealed, in writing, to the Board. The Board shall take such action as it deems necessary. The decision of the board will become final and shall be communicated in writing to all interested parties.
9. The material or practice in question to be reviewed shall remain a part of the curriculum until such time that the ad hoc Curriculum Reconsideration Committee or the Board of Education decides to remove it from the educational program.

REQUEST FOR RECONSIDERATION OF MATERIALS AND PRACTICES

Type of material: _____

Book _____ Audio-Visual Material _____

Course/Subject: _____ Grade _____

Author, Editor, Compiler: _____

Title: _____

Publisher (*If known*): _____

Request initiated by: _____

Telephone: _____ Address: _____

City: _____ State: _____ Zip: _____

Individual represents:

_____ Himself/Herself

_____ (Name of Organization) _____

_____ (Identify other group) _____

Please be specific about the nature of your concern.

1. Do you object to: _____ content _____ instructional practice/method.

2. Did you read or view the entire book or material? _____ Yes _____ No

(*If not, what parts did you read or view? Please be specific; cite pages, visual action or word phrases.*)

3. Have you been able to discuss this work with the teacher or librarian who ordered it or who uses it?

_____ Yes _____ No

4. What do you understand to be the general purpose for using this work?

a. Provide support for a unit in the curriculum? _____ Yes _____ No

b. Provide a learning experience for the reader in one kind of literature? _____ Yes _____ No

c. Personal interest/choice of student? _____ Yes _____ No

d. Other: _____

5. Did the general purpose for the use of the work, as described by the teacher or librarian, seem a suitable one to you? _____Yes _____No

6. Have you been able to learn what reviewers' or other students' responses to this material were? _____Yes _____No

7. Would you like the teacher or librarian to give you a written summary of what book reviewers and other students have written about this book or material? _____Yes _____No

8. Do you have negative reviews of the book? _____Yes _____No

9. Would you be willing to provide summaries of the reviews you have collected? _____Yes _____No

10. In what ways do you think materials or instructional practices of this nature are not suitable for the use the teacher or librarian wishes to carry out?

11. What do you think might be the result of a student using this material or being exposed to this practice?

12. What action are you requesting the school/library take for your child?

Signature: _____

APPENDIX O: ELECTRONIC USE POLICY

1. Introduction

Ferguson-Florissant School District encourages the use of electronic services for effective communication, and as an effective resource for staff, students, and often parents. All users should remember that electronic services are assets provided through taxes and other funding. The District is the custodian of that property and must ensure use of electronic resources serves to facilitate and support the District's educational goals. District users should have no expectation of privacy when using or communicating through the District's electronic services. The District reserves the right to monitor and review user use of District electronic resources, to ensure that such use is made in accordance with this policy. Additionally, as required by federal law, the District does monitor general use with electronic filtering devices. The District will maintain a Cyber Awareness Handbook providing current information on Data Governance, User Accounts, Security Controls, Incident Response and Continuity Planning, Security Awareness Program, and Vendor Controls.

In cases where inappropriate use is suspected, the District will monitor and review user use of the District's computers, networks, technology, e-mail service, Internet access, and other electronic resources to ensure that such use is made in accordance with this policy. Such monitoring may include a review of any District computer, computer hard drive, and/or any file located or stored on a District computer, computer hard drive, or system; a review of information accessed, viewed, transmitted, or stored on the District system; a review of any and all Internet sites, web sites, and areas of the Internet which have been visited or accessed by a District computer or from the District system; and another review of the hardware, software, and/or network resources to determine a user's compliance with this policy. Accordingly, e-mail and e-mail files, like all data stored or transmitted on District computers, are subject to review by District personnel with the Superintendent, Assistant Superintendent of Human Resource Services, or Deputy Superintendent of Operational Services approval. Thus users have no right to privacy with regard to any such data.

The District's electronic environment, a part of the District's educational environment, must be maintained at the highest levels of professional use. If and when misuse does occur, it is judicious for the District to be prepared to act to minimize any unfortunate or embarrassing circumstances in order to protect students, staff, the District, and the District's technology resources. This Electronic Use Policy (EUP) explains the expected standards of use of electronic resources for District users. Throughout this policy the word "user" will be used to collectively refer to all certified and non-certified employees, Special School District employees, contractors, consultants, as well as anyone who uses the District's electronic equipment or services such as students, parents, citizens, and others.

Further, it is the intent of this policy to define the expected professional behavior associated with use of the District's computer systems, network and any associated electronic services.

2. Electronic Communications

Users of District electronic resources consent to this Electronic Use Policy. This policy cannot cover every possible situation. Rather, it expresses the District's philosophy and sets forth general principles that users should apply when using electronic resources. This includes, but is not limited to, the following District-owned or District-accessed electronic resources: computers, the network – both wired and wireless, electronic mail, electronic records, telephones, cell phones, voice mail, pagers, fax machines, printers, document scanners, copiers, hand held devices, external electronic bulletin boards, wire services, on-line services, and the Internet. This policy also covers applicable copyright laws and software license agreements.

3. Prohibited Conduct

The following provisions apply to the use of electronic services:

a. Objectionable or Harmful Material Prohibited

To the maximum extent permitted by law, users are prohibited from intentionally obtaining, downloading, viewing or otherwise gaining access to materials which may be deemed unlawful, harmful, abusive, obscene, pornographic, descriptive of destructive devices, or otherwise objectionable or prohibited under current District policy, or applicable legal definitions.

b. "Hacking" and Vandalism of the Network or Technology System Prohibited

Users who engage in investigatory activities commonly described as "hacking" are subject to loss of privileges and to discipline. Hacking may be described as the unauthorized review, duplication, dissemination, removal,

damage, or alteration of files, passwords, computer systems, or programs, or other property of the District, a business, or any other governmental agency obtained through unauthorized means, such as gaining access into restricted information on systems or network files in violation of password/account code restrictions. Any “hacking” of the District computer equipment, electronic resources, network, or system will result in the immediate loss of computer service, disciplinary action and, if appropriate, referral to law enforcement officials for the enforcement of any District policy, state, and/or federal laws that may have been violated.

Vandalism of the network 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 unauthorized access to or theft of restricted information. Any vandalism of the District computer equipment or electronic resources will result in the immediate loss of computer service, disciplinary action and, if appropriate, referral to law enforcement officials.

c. Security/Safeguarding Accounts and Passwords

The District recognizes that security on its 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 create a risk for all users of the information system.

One fundamental need for acceptable use of the District’s electronic resources is respect for, and protection of, password/account code security, as well as restricted database files, and information banks. Personal passwords/account codes may be created to protect users utilizing electronic resources to complete work or to conduct research.

The account codes/passwords provided to each user are intended for the exclusive use of that person. These passwords/account codes shall not be shared with others; nor shall users utilize another person’s password except in the authorized maintenance and monitoring of the network. Maintaining strict control of passwords/account codes protects users from wrongful accusation of misuse of electronic resources or violation of the District policy, state or federal law. Users will be held accountable for the consequences of intentional or negligent disclosure of this information. Any misuse may result in the suspension or revocation of account privileges, as well as other discipline. The use of an account by someone other than the registered holder may be grounds for loss of access privileges to the information system, as well as other discipline.

Users are required to immediately report any abnormality in the system as soon as they observe it. Abnormalities should be reported to the system administrator.

d. Advertising or Soliciting Prohibited

Users are prohibited from advertising or soliciting on the District’s computer equipment and electronic resources, except with the approval of the Superintendent or his/her designee. This includes commercial advertisement for products or services (such as Amway, Avon or Tupperware), personal advertisements (such as Craigslist or Ebay), as well as fundraising, non-profit, or charitable solicitation without prior administrative approval. Non-work related messages clutter the e-mail system, absorb system resources, and are unwelcome to many recipients. Users are similarly prohibited from sending e-mail on such topics to the District e-mail system from home, or outside communication devices.

e. Network Etiquette and Privacy

Users are expected to abide by generally accepted rules of electronic network etiquette. These general rules include, but are not limited to, the following prohibitions:

- Users are expected to be polite. Messages that are abusive, insulting, harassing, or threatening to are prohibited, and will result in disciplinary action.
- Users are expected to use appropriate language. Creating or transmitting messages or language that uses vulgarities or obscenities, libels others, or uses other inappropriate references is prohibited, and will result in disciplinary action.
- Users are expected to maintain privacy and confidentiality of sensitive information, just as they would in non-electronic communications. The unauthorized release of personal information/data including addresses and/or phone numbers of employees, students, or other individuals is prohibited.

- Users may not damage, disrupt, or prohibit the use of the system by others.

f. Appropriate Use

The District networks (wired network, and wireless network) are reserved for work-related use via District provided devices.

Guest access will be “as available” for employees and personal devices on a separate wireless network. Students may access this network when allowed by the school. This network will only allow Internet access, it will receive default content filtering, and it will be available “as is”. No support for personal devices will be provided.

District equipment is provided for use by Ferguson-Florissant students, faculty, and staff for instruction and work-related purposes. Devices intended for student use outside District property must be purchased for that purpose and approved by Curriculum and Technology Services in order to ensure functionality, support, and security.

All E-mail and voice mail capabilities are provided to users at the District's expense to assist internally in the conduct of District business or instruction and (if applicable) externally in communicating for legitimate business or instructional purposes. On normal work days employees assigned a computer and certified staff members are expected to check their District E-mail.

Electronic mail may also be used for distribution of information by the Association provided such information is distributed by the Association’s group representative(s), complies with District policies and is identified with the name of the Association (**Reference Collective Bargaining Agreement Article 6 Section 9**).

This policy allows occasional, incidental personal use of the District’s electronic services but sets restrictions on such use. District resources are to be used primarily for work-related purposes. Incidental, personal use must not interfere with the user’s job performance in terms of quality/quantity of work or amount of District time spent on personal use, must not violate any of the rules contained in this policy or any other District employment policy, and must not damage the District hardware, software or network systems. Additionally, personal use is best contained to before and after work hours and during lunch breaks. All extenuating circumstances should be approved by your supervisor and authorized by the Technology Department. Intentionally downloading and installing programs, screen savers, music or video files, games, etc. is strongly discouraged as this consumes District resources and often results in costly side effects.

g. Violations of Copyrights and Software Licenses

Refer to policies 1051 (Personal And Professional Behavior Regarding Copyrighted Material), 2021 (Copyright Of Materials), Appendix S (Copyright Procedures and Guidelines for Staff and Students)

h. Other Disciplinary Rules and Employment Policies Apply

All existing employment policies and rules of user conduct found in the District’s policies, employee handbooks, and similar documents apply with equal force to users in their use of the District’s computer technology and other electronic resources, including their use of the e-mail system and Internet access.

In particular, any and all existing District policies prohibiting sexual harassment, and other forms of discriminatory harassment, apply with equal force to behavior or communication that takes place via a user’s use of the District computer equipment and electronic resources.

Also refer to policy 2044 (Student and Staff Electronic Network Use)

4. Consequences for Violation of Policy

It is also the responsibility of District users to follow all District policies and procedures as well as state and federal laws. Any intentional improper or personal use, which violates this policy, may result in disciplinary action up to and including dismissal. Excessive personal use can interfere with performance of job duties and is a waste or misuse of District resources.

Users who abuse the privilege of District facilitated access to electronic services are subject to corrective action and risk having their use removed.

5. Violation Reporting

Violations should be kept confidential and reported to building- or District-level administrators. As with other policy violations, individuals always have the option of reporting violations directly to the office of the Assistant Superintendent for Human Resources.

TECHNOLOGY USAGE

The Ferguson-Florissant R-II 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 academically. 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 purpose of this policy is to facilitate access to district technology and to create a safe environment for the use of 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 the district is systematically implementing current technology best practices for all stakeholders.

Definitions

For the purposes of this policy and related procedures and forms, the following terms are defined:

Technology Resources - Technologies, devices and services used to access, process, store or communicate information. This definition includes, but is not limited to: computers; modems; printers; scanners; fax machines and transmissions; telephonic equipment; mobile phones; audio-visual equipment; Internet; electronic mail (e-mail); electronic communications devices and services, including wireless access; multi-media resources; hardware; and software. Technology resources may include technologies, devices and services provided to the district by a third party.

User - Any person who is permitted by the district to utilize any portion of the district's technology resources including, but not limited to, students, employees, School Board members and agents of the school district.

User Identification (ID) - Any identifier that would allow a user access to the district's technology resources or to any program including, but not limited to, e-mail and Internet access.

Password - A unique word, phrase or combination of alphabetic, numeric and non-alphanumeric characters used to authenticate a user ID as belonging to a user.

Authorized Users

The district's technology resources may be used by authorized students, employees, School Board members and other persons approved by the superintendent or designee, such as consultants, legal counsel and independent contractors. All users must agree to follow the district's policies and procedures and sign or electronically consent to the district's User Agreement prior to accessing or using district technology resources, unless excused by the superintendent or designee.

Use of the district's technology resources is a privilege, not a right. No potential user will be given an ID, password or other access to district technology if he or she is considered a security risk by the superintendent or designee.

User Privacy

A user does not have a legal expectation of privacy in the user's electronic communications or other activities involving the district's technology resources including, but not limited to, voice mail, telecommunications, e-mail and access to the Internet or network drives. By using the district's network and technology resources, all users are consenting to having their electronic communications and all other use monitored by the district. A user ID with e-mail access will only be provided to authorized users on condition that the user consents to interception of or access to all communications accessed, sent, received or stored using district technology.

Electronic communications, downloaded material and all data stored on the district's technology resources, including files deleted from a user's account, may be intercepted, accessed, monitored or searched by district administrators or their designees at any time in the regular course of business. Such access may include, but is not limited to, verifying that users are complying with district policies and rules and investigating potential misconduct. Any such search, access or interception shall comply with all applicable laws. Users are required to return district technology resources to the district upon demand including, but not limited to, mobile phones, laptops and tablets.

Technology Administration

The Board directs the superintendent or designee to assign trained personnel to maintain the district's technology in a manner that will protect the district from liability and will protect confidential student and employee information retained on or accessible through district technology resources.

Administrators of district technology resources may suspend access to and/or availability of the district's technology resources to diagnose and investigate network problems or potential violations of the law or district policies and procedures. All district technology resources are considered district property. The district may remove, change or exchange hardware or other technology between buildings, classrooms or users at any time without prior notice. Authorized district personnel may install or remove programs or information, install equipment, upgrade any system or enter any system at any time.

Content Filtering and Monitoring

The district will monitor the online activities of minors and operate a technology protection measure ("content filter") on the network and all district technology with Internet access, as required by law. In accordance with law, the content filter will be used to protect against access to visual depictions that are obscene or harmful to minors or are child pornography. Content filters are not foolproof, and the district cannot guarantee that users will never be able to access offensive materials using district equipment. Evading or disabling, or attempting to evade or disable, a content filter installed by the district is prohibited.

The superintendent, designee or the district's technology administrator may fully or partially disable the district's content filter to enable access for an adult for bona fide research or other lawful purposes. In making decisions to fully or partially disable the district's content filter, the administrator shall consider whether the use will serve a legitimate educational purpose or otherwise benefit the district.

Online Safety, Security and Confidentiality

In addition to the use of a content filter, the district will take measures to prevent minors from using district technology to access inappropriate matter or materials harmful to minors on the Internet. Such measures shall include, but are not limited to, supervising and monitoring student technology use, careful planning when using technology in the curriculum, and instruction on appropriate materials. The superintendent, designee and/or the district's technology administrator will develop procedures to provide users guidance on which materials and uses are inappropriate, including network etiquette guidelines.

All minor students will be instructed on safety and security issues, including instruction on the dangers of sharing personal information about themselves or others when using e-mail, social media, chat rooms or other forms of direct electronic communication. Instruction will also address cyberbullying awareness and response and appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms.

This instruction will occur in the district's computer courses, courses in which students are introduced to the computer and the Internet, or courses that use the Internet in instruction. Students are required to follow all district rules when using district technology resources and are prohibited from sharing personal information online unless authorized by the district.

All district employees must abide by state and federal law and Board policies and procedures when using district technology resources to communicate information about personally identifiable students to prevent unlawful disclosure of student information or records.

All users are prohibited from using district technology to gain unauthorized access to a technology system or information; connect to other systems in evasion of the physical limitations of the remote system; copy district files without authorization; interfere with the ability of others to utilize technology; secure a higher level of privilege without authorization; introduce computer viruses, hacking tools, or other disruptive/destructive programs onto district technology; or evade or disable a content filter.

Closed Forum

The district's technology resources are not a public forum for expression of any kind and are to be considered a closed forum to the extent allowed by law. The district's webpage will provide information about the school district, but will not be used as an open forum.

All expressive activities involving district technology resources that students, parents/guardians and members of the public might reasonably perceive to bear the imprimatur of the district and that are designed to impart particular knowledge or skills to student participants and audiences are considered curricular publications. All curricular publications are subject to reasonable prior restraint, editing and deletion on behalf of the school district for legitimate pedagogical reasons. All other expressive activities involving the district's technology are subject to reasonable prior restraint and subject matter restrictions as allowed by law and Board policies.

Records Retention

Trained personnel shall establish a retention schedule for the regular archiving or deletion of data stored on district technology resources. The retention schedule must comply with the *Public School District Records Retention Manual* as well as the *General Records Retention Manual* published by the Missouri Secretary of State.

In the case of pending or threatened litigation, the district's attorney will issue a litigation hold directive to the superintendent or designee. The litigation hold directive will override any records retention schedule that may have otherwise called for the transfer, disposal or destruction of relevant documents until the hold has been lifted by the district's attorney. E-mail and other technology accounts of separated employees that have been placed on a litigation hold will be maintained by the district's information technology department until the hold is released. No employee who has been so notified of a litigation hold may alter or delete any electronic record that falls within the scope of the hold. Violation of the hold may subject the individual to disciplinary actions, up to and including termination of employment, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

Violations of Technology Usage Policies and Procedures

Use of technology resources in a disruptive, inappropriate or illegal manner impairs the district's mission, squanders resources and shall not be tolerated. Therefore, a consistently high level of personal responsibility is expected of all users granted access to the district's technology resources. Any violation of district policies or procedures regarding technology usage may result in temporary, long-term or permanent suspension of user privileges. User privileges may be suspended pending investigation into the use of the district's technology resources.

Employees may be disciplined or terminated, and students suspended or expelled, for violating the district's technology policies and procedures. Any attempted violation of the district's technology policies or procedures, regardless of the success or failure of the attempt, may result in the same discipline or suspension of privileges as that of an actual violation. The district will cooperate with law enforcement in investigating any unlawful use of the district's technology resources.

Damages

All damages incurred by the district due to a user's intentional or negligent misuse of the district's technology resources, including loss of property and staff time, will be charged to the user. District administrators have the authority to sign any criminal complaint regarding damage to district technology.

No Warranty/No Endorsement

The district makes no warranties of any kind, whether expressed or implied, for the services, products or access it provides. The district's technology resources are available on an "as is, as available" basis.

The district is not responsible for loss of data, delays, nondeliveries, misdeliveries or service interruptions. The district does not endorse the content nor guarantee the accuracy or quality of information obtained using the district's technology resources.

Appendix O New 06/09, Technology Usage Adopted 06/12, Revised 04/13, 03/17, 09/18

APPENDIX P - Non-District Travel Approval Process/Form

Should a District employee elect to privately sponsor an educational or recreational trip or event for District students which require travel outside the district, they are asked to do the following:

1. Contact the building administrator to discuss the proposed trip or event prior to meeting with students or parents.
2. Provide the building administrator copies of proposed letters to parents, citing Ferguson-Florissant School District policies 1067 and 2050.
3. Conduct preliminary meetings with families to determine student/parent interest in the proposed trip or event. Distribute copies of District Policies 1067 and 2050 to inform families of Board Policy regarding privately sponsored trips or events.
4. Complete Non-District Travel Information Sheet to have on file as a point of information once District officials have been notified.
5. Provide the District hold harmless and medical insurance forms for all participants.

The building administrator will share details of the proposed trip or event with the appropriate administrator. The information also will be presented to the Superintendent and Cabinet. Travel specifics will be included in a Board Update to inform Board of Education members.

Adopted 02/99

**Ferguson-Florissant School District
Non-District Travel Information Sheet**

School Name _____

Sponsor(s) _____

Trip Dates _____

Destination _____

Purpose of Trip _____

Travel/Tour Company _____

Number of Students _____

Travel Destination Phone Number _____

Additional Information _____

Adopted 02/99

APPENDIX Q - Threat Incident Form
(Return this Completed Form to the Principal)

Name of Employee _____

Name of Abuser _____

Date of Incident _____

Building/School _____

Location of Incident _____

Time of Incident _____

Witnesses (if any) _____

Describe incident _____

Action Taken

Reported by: _____

Date: _____

APPENDIX R – Board Communication and Relationship Guidelines

ADMINISTRATOR LIMITATIONS

AL-1 ADMINISTRATIVE PARAMETERS The Superintendent shall not cause or allow any practice, activity or decision which is imprudent, violates the law or Missouri School Improvement Program (MSIP) standards, or violates commonly accepted business or professional ethics.

In addition, the Superintendent will be ever mindful that school practices/procedures complement and support the policies adopted by the Board of Education and the established mission and goals for the school district.

Monitoring Method: Internal Report
Monitoring Frequency: Annually in January and June
New 11/98 - VOLTS AL-1

AL-2 ADMINISTRATIVE MANAGEMENT PROCEDURES The Superintendent shall not fail to initiate appropriate business and management practices for the school district to include, but not be limited to, the use of long-range and strategic planning, scheduled evaluation and maintenance practices.

Reports and advice to the Board shall be presented in a timely manner and contain accurate and complete information.

Monitoring Method: Internal Report
Monitoring Frequency: January and June
New 11/98 - VOLTS AL-2

AL-3 COMMUNICATIONS AND COUNSEL TO THE BOARD With respect to providing information and counsel to the Board, the Superintendent may not permit the Board to be uninformed. Information and advice to the Board will have no significant gaps in either timeliness, completeness or accuracy. The Superintendent shall not fail to keep the Board informed of matters and issues of concern as well as “good news” items in the district.

The Superintendent shall not fail to:

1. Report on monitored areas 2. Act as spokesperson for the staff 3. Interact with the Board as a whole 4. Report any noncompliance or possible litigation issue 5. Report on potential media coverage

Monitoring Method: Internal Report
Monitoring Frequency: Weekly
New 11/98 - VOLTS AL-3

AL-4 STAFF RELATIONS/TREATMENT With respect to treatment of all volunteer and paid staff, the Superintendent shall not cause or allow conditions which are unethical, unlawful, disrespectful or unsafe. He/She shall not fail to adequately implement policies and procedures adopted by the Board of Education dealing with personnel that provide for an environment beneficial to the welfare of staff, students and the school district as a whole.

All aspects of the employment relationship shall not fail to meet requirements of federal and state laws.

Monitoring Method: Internal Report
Monitoring Frequency: Annually in January and June
New 11/98 - VOLTS AL-4

AL-5 STUDENT, PARENT AND COMMUNITY RELATIONS/TREATMENT With respect to interactions with students, parents and the community, the Superintendent shall not cause or allow conditions, procedures, actions or decisions which are unlawful, unethical, unsafe, disrespectful or undignified.

He/She shall not fail to see that every student receives equal opportunities in all educational programs and activities conducted by the school district. Educational programs, services, vocational opportunities and extracurricular activities will be designed to meet the varying needs of all students, and will not discriminate against any individual for reasons of race, creed, color, sex, national origin, economic status or disability. He/She will promote an educational setting that is safe, supportive and motivating for students and provides the best setting possible for them to succeed.

The Superintendent shall not fail to provide opportunities for community members and parents to work together with individuals in the school in support of the schools and the students. A wide variety of programs shall engage members of the business sector and community in support of the schools. Numerous and varied opportunities for parental involvement in the schools will be available and encouraged.

The Superintendent shall not fail to also provide opportunities for students and school groups to be involved in the community as a way to foster further support and commitment within our students and community.

The Superintendent shall not fail to always look for ways to foster within students, parents and community members a sense of pride in the students and schools of their community. Schools can be a common focal point with the community and all shall be encouraged to be supportive with their time and resources.

Monitoring Method: Internal Report
Monitoring Frequency: Annually in January and June
New 11/98 VOLTS AL-5

AL-6 CURRICULUM DEVELOPMENT AND MAINTENANCE With respect to the curriculum offerings for our students, the Superintendent shall not fail to present for Board adoption a comprehensive curriculum consistent with the goals and mission of the school district. Such a program shall not fail to meet necessary content standards established by state/federal laws and by the Department of Elementary and Secondary Education.

To ensure the educational program offered our students remains a high priority, the Superintendent shall not fail to:

1. Establish a procedure for selection of curriculum and textbooks
2. Establish a program of on-going evaluation
3. Provide for input from a variety of interested and knowledgeable parties (parents, students, teachers, etc.)
4. Provide for support of the instructional program through a variety of programs and equipment, such as library media centers, technology labs, computer equipment, media equipment, art and music materials, etc.

Monitoring Method: Internal Reports
Monitoring Frequency: Annually in December
New 11/98 VOLTS AL-6

AL-7 FACILITY PLANNING AND MAINTENANCE Whereas adequate and sufficient buildings, equipment and grounds are essential for the school district, the Superintendent shall not fail to establish necessary procedures for the planning, maintenance and security of school facilities.

The Superintendent shall not, within the scope of district resources, allow facilities to be outdated, poorly maintained, ineffectively utilized or inadequately insured. In the development and maintenance of the facilities, all state/federal requirements will be met.

He/She will not fail to have an annual plan in place that contains long-range demographic studies, facility upgrades and maintenance schedules.

The patrons of the community will be able to use the facilities within reasonable guidelines.

Monitoring Method: On-Site Visits/Internal Reports
Monitoring Frequency: Annually in May
New 11/98 VOLTS AL-7

AL-8 FISCAL PLANNING AND RESPONSIBILITY With respect to fiscal planning for the district, the Superintendent shall have in place a reliable, effective budget process. Financial planning for any fiscal year shall not deviate materially from the Board's goals, or fail to be derived from a multi-year plan.

With respect to the actual, ongoing condition of the district's financial health, the Superintendent shall not cause or allow fiscal jeopardy or a material deviation from the budget policy adopted by the Board. He/She shall not allow assets to be unprotected, inadequately maintained or inappropriately used.

The Superintendent shall not fail to adhere to an established budget process, act in compliance with law, establish and use prudent business procedures, transfer funds appropriately, maintain adequate cash to cover payroll and debts, protect assets adequately and handle investment of district moneys wisely.

Monitoring Method: Internal Reports
Monitoring Frequency: Monthly
New 11/98 VOLTS AL-8

AL-9 SCHOOL DISTRICT EVALUATION AND ACCOUNTABILITY The Superintendent shall not fail to have in place an ongoing and structured process to measure the adequacy and efficiency of the educational program. He/She will not fail to establish systems for monitoring and insuring student and staff accountability.

As required by law, the Superintendent shall not fail to publish an “annual report” for the community. He/She shall not fail to follow the appropriate guidelines in the submission and distribution of this information.

Monitoring Method: Internal Reports
Monitoring Frequency: Annually in September
New 11/98 VOLTS AL-9

BOARD/SUPERINTENDENT RELATIONSHIP

AR-1 SUPERINTENDENT JOB DESCRIPTION As the Board’s single official link to the school district, the superintendent’s performance will be synonymous with the successful operation of the school district.

The superintendent’s job responsibilities can be identified in two areas:

1. He/She will be expected to implement necessary practices to successfully meet the Board policies on End Results.
2. He/She will be expected to administer the district within the law and boundaries of prudence and ethics established in Board policies on Superintendent Limitations. Monitoring Method: Internal Report

Monitoring Frequency: Annually in January and June
New 11/98 VOLTS B/AR-1

AR-2 SUPERINTENDENT EVALUATION The Superintendent will be evaluated in a formal manner annually according to an established instrument which monitors the success of the school district. However, he/she will be reviewed throughout the year according to an established monitoring schedule that allows for the Board of Education and the Superintendent to work as a team for the betterment of the school district.

Monitoring Method: Board-Approved Instrument
Monitoring Frequency: Bi-Annually in January and June
New 11/98 VOLTS B/AR-2

AR-3 SUPERINTENDENT MONITORING The Board shall annually adopt a monitoring schedule for the superintendent. The schedule will provide for regularly planned communication from the superintendent to the Board on specific areas. Such a schedule will allow continual monitoring of the superintendent’s accomplishments in relation to the desired results established by the Board of Education. The periodic monitoring schedule will not replace the annual evaluation of the superintendent but will provide an on-going update on the progress of the school district.

Monitoring Method: Annual Agenda, Internal Reports
Monitoring Frequency: Bi-annually in January and June
New 11/98 VOLTS B/AR-3

BOARD PROCESS

BP-1 BOARD BELIEFS The Ferguson-Florissant School Board believes that it is the right of every student to have an equitable educational experience and expresses its philosophy and beliefs as such:

1. We believe and are committed to the success of every student in each of our schools and to fulfilling our mission that all students graduate ready for college, career, and life.
2. We empower all students to achieve their potential by cultivating a love of learning in an environment of respect, accountability, and responsibility. All students will grow to become lifelong contributors to the success of the societies in which they work and live.
3. We believe that when students are empowered with ownership of their education they will become great communicators, collaborators, innovators, involved citizens and mastery learners.
4. We believe families are critical thought partners and encourage involvement in all facets of their student's education.
5. We believe that the role of all employees in the educational community is to cultivate relationships in a safe, welcoming, and inclusive environment that provides opportunities for the individual to achieve through deeper learning.
6. We believe in a community where everyone is respected as a learner and has access to a high quality education.
7. We believe that the foundation of the district's educational program is based on the development of competencies in basic fundamental skills with the opportunity to expand knowledge in areas of identified interest.

It is, therefore, the responsibility of the Ferguson-Florissant Board of Education, students, families, employees, and community members to provide an educational environment for the students of the district which will foster their intellectual, physical, social, emotional and career development.

Rev. 01/2020 VOLTS BP-1

BP-2 GOVERNANCE COMMITMENT The Board, on behalf of students, staff, parents and community, holds itself accountable to the district by ensuring that all action it takes is consistent with the mission and beliefs of the district. The Board is committed to rigorous, continual improvement.

To ensure this continued commitment the Board will have in place a structured program of orientation for new board members. Such a program will educate new board members on the importance of the governance role and inform them of established Board practice that supports such a commitment.

Monitoring Method: Board Self-Assessment

Monitoring Frequency: Annually in July

New 11/98 VOLTS BP-2

BP-3 BOARD JOB DESCRIPTION The Board's job description becomes its perpetual agenda; it is ongoing and continuous. The responsibilities and duties of the Board of Education shall be:

1. To create a shared vision --- This will be done by defining desired results through the policies found in the End Results section of the governance manual.
2. To connect with the owners --- Develop and use avenues to ensure input, communication and involvement with parents and community members.
3. To develop written explicit policies --- Develop written governing policies which, at the broadest levels, address:
 - a. BOARD PROCESS - How the Board will conceive, carry out and monitor its own work.
 - b. SUPERINTENDENT LIMITATIONS - Constraints on the superintendent's authority which establish the practical and ethical boundaries within which all administrative activity and decision-making will take place.
 - c. BOARD/SUPERINTENDENT RELATIONS - How power is delegated and its proper use monitored; the Superintendent role, authority and accountability.
 - d. END RESULTS - What end results are desired for whom and at what cost.

4. To assure School District performance --- The Board will hire the Superintendent and will follow the superintendent's performance by monitoring END RESULTS and SUPERINTENDENT LIMITATIONS policies.

Monitoring Method: Board Self-Assessment
Monitoring Frequency: Annually in July
New 11/98 VOLTS BP-3

BP-4 BOARD MEMBERS CODE OF ETHICS While serving as a member of my board of education, I will accept the responsibility to improve public education.

To that end, I will:

1. Remember that my first and greatest concern must be the educational welfare of all students attending the public schools;
2. Obey the laws of Missouri and the United States;
3. Recognize that as an individual board member I have no authority to speak or act for the Board;
4. Work with other members to establish effective board policies;
5. Delegate authority for the administration of the schools to the superintendent;
6. Encourage ongoing communications among board members, and between the Board, students, staff and the community;
7. Render all decisions based on the available facts and my independent judgment rather than succumbing to the influence of individual or special interest groups;
8. Make every effort to attend all board meetings;
9. Become informed concerning the issues to be considered at each meeting;
10. Improve my boardsmanship by studying educational issues, by participating in training programs;
11. Support the employment of staff members based on qualifications;
12. Ensure that a system of regular and impartial evaluation of all staff is established;
13. Avoid conflicts of interest or the appearance thereof;
14. Refrain from using my board position for benefit of myself, family members, personal acquaintances or business associates;
15. Express my personal opinions but, once the Board has acted, support the will of the majority;
16. Refrain from divulging confidential information presented during closed sessions except when required by law. Monitoring Method: Board Self-Assessment

Monitoring Frequency: Annually in July
New 11/98 - VOLTS BP-4

BP-5 BOARD MEMBER CONFLICT OF INTEREST

(Refer to Policy 4036)

All directors of the Ferguson-Florissant Board of Education shall adhere to the laws regarding conflict of interest and take steps to avoid situations where their decisions or actions in their capacity as Board members conflict with the mission of the district.

As used in this policy, "businesses owned by Board members" includes sole proprietorships, partnerships, joint ventures or corporations where the Board member is the sole proprietor, a partner having more than a ten (10) percent partnership interest, or a co-participant or owner of more than ten (10) percent of the outstanding shares of any class of stock.

Sale, Rental, Lease or Provision of Personal Property

Board members or businesses they own shall not sell, rent, lease or provide personal property to the district.

Sale, Rental or Lease of Real Property (Real Estate)

Board members and businesses they own may sell, rent or lease real estate to the district. Public notice of the transaction must be given prior to execution if the payment to the Board member or business exceeds \$500 per transaction or \$5,000 per year.

Employment

The district shall not employ Board members for compensation even on a substitute or part-time basis. While a Board member remains on the School Board, the district will not accept an application of employment from a Board member, consider a Board member for employment or decide to employ a Board member. Board members may provide services on a volunteer basis.

Independent Contractor

Board members may provide services to the district as independent contractors through businesses they own. If payment for the service exceeds \$500 per transaction or \$5,000 per year, the district must give public notice and competitively bid the service, and the bid or offer of the Board member's business must be the lowest received. Businesses owned by Board members may provide services on a volunteer basis.

Businesses That Employ Board Members

Board members may participate in discussions and vote on motions for the district to do business with entities that employ the Board member as long as the business is not owned by the Board member and the Board member will not receive any financial benefit from the transaction. The Board member may need to submit a statement of interest as described below.

Statement of Interest

If a Board member has a substantial personal or private interest in a decision before the Board, before voting the Board member shall provide a written report of the nature of the interest to the Board secretary. The written statement will be recorded in the minutes. A Board member will have complied with this requirement if the Board member has disclosed the interest in a personal financial disclosure statement that was filed or amended prior to the vote.

A "**substantial interest**" exists when the Board member, his or her spouse or dependent children, either singularly or collectively, directly or indirectly:

1. Own(s) ten (10) percent or more of any business entity; or
2. Own(s) an interest having a value of \$10,000 or more in any business entity; or
3. Receive(s) a salary, gratuity or other compensation or remuneration of \$5,000 or more from any individual, partnership, organization or association within any calendar year.

Self-Dealing

A Board member shall not favorably act on any matter that is specifically designed to provide a special monetary benefit to the Board member, his or her spouse or dependent children.

A "special monetary benefit" means being materially affected in a substantially different manner or degree than the manner or degree in which the public in general will be affected or, if the matter affects only a special class of persons, then affected in a substantially different manner or degree than the manner or degree in which such class will be affected.

A Board member will not directly or indirectly influence or vote on a decision when the Board member knows the result of the decision may be the acceptance by the district of a service or the sale, rental or lease of property to the district and the Board member, his or her spouse, dependent children in his or her custody or any business with which he or she is associated will benefit financially.

"Business with which a person is associated" means:

1. A sole proprietorship owned by the Board member, his or her spouse or any dependent children in the person's custody.
2. A partnership or joint venture in which the Board member or spouse is a partner, other than as a limited partner of a limited partnership, and any corporation or limited partnership in which the Board member is an officer or director or of which the Board member, spouse or dependent children in the Board member's custody, whether singularly or collectively, own more than ten (10) percent of the outstanding shares of any class of stock or partnership units.
3. Any trust in which the Board member is the settlor or trustee, or in which the Board member, spouse or dependent children, singularly or collectively, are beneficiaries or holders of a reversionary interest of ten (10) percent or more of the corpus of the trust.

Use of Confidential Information

A Board member shall not use confidential information obtained in the course of his or her official capacity in any manner with the intent to result in financial gain for himself or herself, any other person or any business.

Nepotism

A Board member shall not vote to employ or appoint any person who is related within the fourth degree to such Board member by consanguinity or affinity. In the event that an individual is recommended for employment or appointment and the individual is related within the fourth degree to a Board member, the related Board member shall abstain from voting and shall leave the room during consideration of the question and the vote.

"Fourth degree of consanguinity or affinity" means parents, grandparents, great-grandparents, great-great-grandparents, spouse, children, siblings, grandchildren, great-grandchildren, great-great-grandchildren, nieces or nephews, grand-nieces or grand-nephews, aunts or uncles, great-aunts or great-uncles, and first cousins by virtue of a blood relationship or marriage. Nothing contained herein shall supersede Policy 1015 (Employment of Relatives).

Personal Financial Disclosure Statements

The Ferguson-Florissant Board of Education hereby adopts a policy establishing and making public its own method of disclosing financial interests of Board members, candidates and specified administrators, in accordance with law. Personal financial disclosure statements as described below shall be filed with the Missouri Ethics Commission and the Ferguson-Florissant Board of Education, on or before May 1 for the preceding calendar year, unless the person filing is a Board candidate. Candidates must file their reports within 14 days after the last day to file for office. The reports will be made available for public inspection and copying during normal business hours.

This portion of the policy dealing with the financial interest statement will be adopted in an open meeting every other year by September 15. A certified copy of this policy/resolution shall be sent to the Missouri Ethics Commission within ten (10) days of adoption.

Board Member Disclosure

All School Board members and candidates for School Board will disclose in writing the following transactions if they occurred during the calendar year:

1. Each transaction in excess of \$500 per year between the district and the individual, or any person related within the first degree by consanguinity or affinity to the individual. The statement does not need to include compensation received as an employee or payment of any tax, fee or penalty due the district. The statement shall include the dates and identities of the parties in the transaction.

"First degree of consanguinity or affinity" includes parents, spouse or children by virtue of a blood relationship or marriage.

2. Each transaction in excess of \$500 between the district and any business entity in which the individual has a substantial interest. The statement does not need to include any payment of tax, fee or penalty due the district or payment for providing utility service to the district. The statement shall include the dates and identities of the parties in the transactions.

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

Superintendent, Chief Purchasing Officer and General Counsel Disclosure

The superintendent, chief purchasing officer and general counsel, if employed full time, will disclose in writing the information required in 1) and 2) above. In addition, these employees will disclose the following information for themselves, their spouses and dependent children:

1. The name and address of each employer from whom income of \$1,000 or more was received during the year covered by the statement.
2. The name and address of each sole-proprietorship the individual owned.
3. The name, address and general nature of business conducted by each general partnership or joint venture in which he or she was a partner or participant.
4. 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

5. The name, address and general nature of business of any closely held corporation or limited partnership in which the individual owned ten (10) percent or more of any class of the outstanding stock or limited partners' units.
6. The name of any publicly traded corporation or limited partnership that is listed on a regulated stock exchange or automated quotation system in which the individual owned two (2) percent or more of any class of outstanding stock, limited partnership units or other equity interests.
7. The names and addresses of each corporation for which the individual served in the capacity of director, officer or receiver.

Amended 09/08, Readopted 07/16

BP-6 BOARD PRESIDENT'S ROLE The role of the Board President is primarily to assure the integrity of the Board's process and, secondarily to represent the Board to outside parties.

In addition, the Board President is expected to assist in agenda development, call and conduct meetings of the Board, establish and maintain a line of communication with the superintendent, work with the superintendent or provide orientation for new board members, appoint committees, sign Board member expense reports and fulfill other duties as determined by the Board.

Good communication and meeting management skills are essential.

Monitoring Method: Board Self-Assessment
Monitoring Frequency: Annually in April
New 11/98 VOLTS BP-6

BP-7 BOARD MEETING PROCEDURES The Board will establish procedures for regular, executive and special meetings of the Board which will meet all statute requirements and limitations.

Monitoring Method: Board Self-Assessment
Monitoring Frequency: Annually in July
New 11/98 VOLTS BP-7

BP-8 COMMITTEES OF THE BOARD The Ferguson-Florissant School District believes strongly in the board functioning at all times as a whole. To this end, the Board has no internal operations that necessitate the use of board committees except in the case of committees appointed by the President to hear appeals in student disciplinary matters.

However, Board members shall participate on district committees, as needed and as considered beneficial, in order to serve as liaison to the total Board.

Monitoring Method: Board Self-Assessment
Monitoring Frequency: Annually in July
New 11/98 VOLTS BP-8

BP-9 SUPERINTENDENT - DELEGATION OF AUTHORITY The Board's job is generally confined to establishing the broadest policies; implementation and regulation development is delegated to the superintendent. Guidelines governing the delegation of authority are as follows:

1. Board authority delegated to staff is delegated through the superintendent, so that all authority and accountability of staff is considered to be the authority and accountability of the superintendent.
2. End Result policies of the Board direct the superintendent to achieve certain results; Superintendent Limitation policies constrain the superintendent to act within certain acceptable boundaries. With respect to administrative means, the superintendent is authorized to establish all further regulations, make all decisions, take all actions and develop all activities as long as they are within any reasonable interpretation of the Board's policies.
3. The Board may change its policies, thereby shifting the boundary between Board and superintendent domains; however, as long as any particular delegation is in place, the Board will respect and support the superintendent's choices.
4. Only decisions of the Board, acting as a body, are binding upon the superintendent. Monitoring Method: Board Self-Assessment

Monitoring Frequency: Annually In July
New 11/98 VOLTS BP-9

BP-10 EVALUATION OF SCHOOL BOARD OPERATIONS The Board believes that continuous evaluation is essential to exemplary trusteeship. Members of the Board willingly take on the difficult but crucially important task of evaluating the Board and the members serving on the Board. The primary purpose of the assessment is the improvement of school board leadership.

An evaluation instrument shall be determined by the Board and shall be used as one of the methods of evaluating the operation of the Board. The instrument shall be completed individually as a self-evaluation by the board members. However, a composite profile of responses will be tabulated to allow for a more thorough analysis of Board performance.

Performance Goals

When the Board has received the composite profiles from the self-evaluation, the members will then discuss the results in detail and relate them to the objectives for the ensuing year. Most objectives will be stated in the form of behavioral change or productivity gains. Implied in this approach is the assumption that an individual is capable of improvement. The chances of improvement are enhanced if evaluation is carried out systematically in accordance with good planning, conscientious follow-through, and careful assessment of results.

Monitoring Method: Evaluation Instrument
Monitoring Frequency: Annually in July
New 11/98 VOLTS BP-10

END RESULTS

ER-1 (Ref. Policy 2010) SCHOOL DISTRICT MISSION All students of the Ferguson-Florissant School District will have the knowledge, skills, abilities and attitudes to become productive citizens and life-long learners in a changing, global society.

Monitoring Method: Internal Reports
Monitoring Frequency: Annually in July
Revised 11/98 VOLTS ER-1

ER-2 STUDENT PERFORMANCE GOALS Students shall acquire the abilities to become responsible, knowledgeable, life-long learners.

To this end, students will have the opportunity to develop, although not limited, to the following areas:

1. Basic foundation skills
2. Workplace competencies
3. Cultural diversity appreciation

Monitoring Method: Internal Reports
Monitoring Frequency: Quarterly
New 11/98 VOLTS ER-2

ER-3 STUDENT FOUNDATION SKILLS Each student shall acquire the skills needed to pursue productive and worthwhile goals in society.

1. **Basic Skills** Students shall be competent in areas of basic knowledge - reading, language arts, mathematics, science, social studies, communication and technology.
2. **Thinking Skills** Students shall possess the ability to think creatively, to make decisions, to solve problems, to conceptualize and to communicate effectively.
3. **Character Traits** Students shall develop individual responsibility, acquire self-esteem by achievement, develop self-management skills, develop conflict resolution skills, possess social skills and integrity.

Some desirable qualities would include, but not be limited to:

1. Honesty
2. Self-Esteem
3. Cooperation
4. Responsibility
5. Goal Setting
6. Perseverance
7. Respect

8. Humanity
9. Service
10. Caring
11. Patience
12. Self-Control
13. Courage

4. **Cultural Diversity Appreciation** Students throughout the district shall develop an understanding and appreciation for various cultures and races. Monitoring Method: Internal Reports

Monitoring Frequency: Quarterly
New 11/98 VOLTS ER-3

ER-4 STUDENT EDUCATIONAL ENVIRONMENT The school environment has a significant influence on the success of students. An environment will be established that provides safe, clean and healthful surroundings. Such an environment will also provide an emotionally supportive, caring and motivating atmosphere for the students. Teachers will be of the highest quality with excellent standards and skills. The facilities and staff within shall create a setting in which students can and do learn.

Staff will invest time and effort into the school system to make the system as good as possible for the community and the children in attendance. Parent/Guardians will be encouraged to invest in the school system with their time and support.

Monitoring Method: Internal Reports
Monitoring Frequency: Bi-annually in April and November
New 11/98 VOLTS ER-4

ER-5 SCHOOL/COMMUNITY RESPONSIBILITY Citizens within the community and school shall continuously strive to better the school setting for the students. A wide variety of programs shall engage members of the business sector and community in support of the students, i.e., volunteer programs, outreach programs, school/ business partnership, etc. Parents/guardians shall assume the responsibility for the education, and actions of their individual child.

The school shall strive to keep the community informed and aware, and be responsive to the concerns of patrons. Community members/patrons will look upon the school as a vital component within the community and be supportive with their time and resources.

Monitoring Method: Internal Reports
Monitoring Frequency: Quarterly
New 11/98 VOLTS ER-5

ER-6 STAFF RESPONSIBILITIES All school district staff play an important role in the educational setting provided for students. The school district will strive to provide working conditions, in-service opportunities, salary and fringe benefits that will attract and keep exceptional employees.

In turn, employees of Ferguson-Florissant School District will be expected to be supportive of the students, parents, patrons and the school district itself by using their unique expertise and skills to provide the best for the students.

Monitoring Method: Internal Reports
Monitoring Frequency: March
New 11/98 VOLTS ER-6

ER-7 FISCAL RESPONSIBILITIES The financial health of any school district has a direct effect on what can be made available for students. The school board, school administration and staff, as well as the community members, all share a responsibility for the financial health of the school district. To this end:

The School Board will:

1. Establish and adopt an annual budget, soliciting input of knowledgeable persons.
2. Employ reputable, honest people to implement the budget.
3. Provide adequate oversight of the budget.
4. Require board notification of any action that significantly affects the established budget.

The School District will:

1. Adhere to the adopted budget.
2. Implement budgeting and purchasing procedures that are followed and maintained.
3. Exercise prudent and wise expenditure of district funds.
4. Follow all state/federal requirements concerning fiscal responsibilities.

The Community will:

1. Show an interest and become informed about the financial condition of the schools.
2. Be supportive of the school district with their time and resources. Monitoring Method: Internal Reports
Monitoring Frequency: Monthly and Annually in June
New 11/98 VOLTS ER-7

APPENDIX S – Copyright Procedures and Guidelines Policy Statement – Copyright

The Ferguson-Florissant School District Board of Education expects employees and students to adhere to all provisions of Title 17 of the United States Code, titled “Copyrights,” and other federal legislation and guidelines related to the duplication, retention, and use of copyrighted materials. In order to accomplish this, the school district has approved guidelines as well as a staff-training program. The Board does not sanction or condone illegal use of copyrighted materials.

Statement of Credit and Intent

The information in these guidelines is taken from the copyright guidelines publication Copyright Applies to Everyone issued by the library consultant for the Missouri Department of Elementary and Secondary Education (DESE) in 2000. This information was abridged from that document by Lara Holden, Combs School Librarian, and reviewed by district librarians, administrators, and attorney. This information represents and interpretation of the law, not the law itself, and is not meant to cover all aspects of the law. For more information, refer to the unabridged document (available in each district library) and contact the district’s professional library, the DESE library consultant, or a copyright attorney.

The Ferguson-Florissant School District Board of Education does not sanction or condone illegal use of copyrighted materials. The Board expects employees and students to adhere to all provisions of Title 17 of the United States code, titled “Copyrights,” and other federal legislation and guidelines related to the duplication, retention, and use of copyrighted materials. In order to accomplish this, the school district has these guidelines as well as a staff-training program. District librarians are expected to be the best informed on copyright regulations; therefore, each building librarian will conduct an in-service training session for the school staff near the beginning of each year using this document as the basis for the training. Staff questions or concerns beyond the scope of this document and training session should be addressed to one of the resources mentioned above.

Copyright Infringement

The current American copyright law is embodied in Title 17 of the United States Code. In 1976 the law was amended to provide instances in which reproduction of copyrighted items is allowed. These are the “fair use” exemptions. Fair use grants conditional rights to use or reproduce limited amounts of certain copyrighted materials as long as the reproduction or use meets defined guidelines. The burden of proving fair use falls to the individual using the material.

The text of the law was vague, so the U.S. House and Senate held hearings that resulted in a set of guidelines concerning copyright. These guidelines are interpreted by the courts to be the intent of Congress in enacting the law. The House report on congressional intent was quite explicit on the amount and types of copyrights material that could be considered fair use.

The Digital Millennium Copyright Act (DMNCA) amended the 1976 copyright act and was signed into law in 1998. The legislation implements two 1996 World Intellectual Property Organization (WIPO) treaties: The WIPO Copyright Treaty and the WIPO Performances and Phonograms Treaty.

The purpose of copyright is to encourage the development of new and original works and to stimulate their wide distribution by ensuring that their creators will be fairly compensated for their contributions to society. An educator or a student may use copyrighted material more freely than is detailed in these guidelines if permission is requested and granted from the copyright holder. Permission from the copyright holder should always be secured in writing. It is wise, and often necessary, to consider copyright guidelines during the materials purchase process.

Facts and ideas cannot be copyrighted even if they make up a copyrighted work. Only an author’s or artist’s particular expression of those facts and ideas is protected by copyright law. Under the law, original works of authorship are copyright protected at the time they are fixed in a tangible medium (such as written, printed, photographic, sculptural, architectural, musical, electronic, or any other stable form). The works do not have to have a notice of copyright to be considered protected under the law. Works created on or after January 1, 1978, and many works

created before, are protected by copyright law unless specifically stated otherwise. However, most state and federal government publications, and works with expired copyrights are considered in public domain and do not receive copyright protection. These works may be used without regard to the copyright guidelines. The journal Public Domain Report identifies works which have entered the public domain.

When using copyrighted materials, educators and students should credit the sources and display the copyright notice and copyright ownership information as shown in the original source. Crediting the source means giving a full bibliographic description where available. The copyright ownership information includes the copyright notice (c), year of first publication, and name of the copyright holder. In cases where the copyright owner does not place a notice on the work (some Internet sites, etc.) the following must appear: "Notice: this work may be protected by copyright."

Copyright law defines five rights that are reserved exclusively for the copyright owner: reproduction, adaptation (creating derivative works), distribution (extends only to the first sale of a copy), performance, and display. The burden of proving fair use falls to the individual using the material.

In determining fair use, all four of the following factors must be considered:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole;
- the effect of the use upon the potential market for or value of the copyrighted work.

Educators may not make copies of material in order to avoid purchasing further copies. This includes consumable materials (workbooks, standardized tests and answer sheets, coloring books, etc.) may not be copied.

Some producers require sales representatives to report observed copyright infringements. There are copyright "bounty hunters" who make a living reporting violations.

Recognition and reporting of infringements can be as simple as a parent or school visitor noticing the violation in a classroom, hallway, school publication, or at a school event. If the matter is taken to court, fines may be levied from \$500 to \$20,000 per work infringed upon. If the infringement is considered willful, penalties can be imposed up to \$100,000 per violation. Under certain circumstances, criminal liability may be found. If the criminal violation is a felony, revocation of the teaching certification in the State of Missouri will likely occur. First-time criminal offenders may be imprisoned and fined in addition to civil penalties.

Any activity that violates copyright law is an infringement. The FBI and the Justice Department are responsible for copyright law enforcement.

There are three types of primary infringers:

- innocent – an educator who has made every effort to comply with copyright by following all guidelines but unknowingly overlooks something;
- standard – an educator who makes no effort to become informed about or comply with copyright law and guidelines;
- willful – an educator who is aware of but chooses to disregard copyright law and guidelines.

An educator's responsibility includes researching copyright limitations for specific mediums prior to developing units and making assignments, and instructing and monitoring students in the appropriate use of copyrighted materials.

There are two types of secondary infringers:

- contributory – an educator who knowingly assists or enables the primary infringer in violating copyright law and guidelines;
- vicarious – an educator who is aware of an infringement but takes no action.

Contributory and vicarious infringers are just as liable as the person who actually used the material unlawfully. A person can be a contributory infringer even if he committed the infringement at the command of another person. Librarians are in danger of being named contributory infringers if they check out materials to a patron who they suspect or know will use the materials in an unlawful manner. For an infringer to be vicarious, he must be a person in

a position of authority, such as the building principal. An employee is not expected to be able to stop a fellow colleague from breaking the law. However, it is the responsibility of district employees to report potentially damaging and/or embarrassing legal situations to their superiors.

Print and Graphic Materials

Under copyright law, educators have a fair use right to make single or multiple copies of copyrighted print materials for research, lesson preparation, or use in teaching as specified below. In general, a reasonable guide for copying a portion of a work is ten percent.

Educators may:

1. make a single copy of the following:
 - a chapter from a book;
 - an article from a periodical or newspaper;
 - a short story, short essay, or short poem;
 - a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.
2. make multiple copies (not to exceed one per student) for a specific discussion or activity considering:
brevity – number of words to be copied.
 - Poetry – not more than 250 words of one poem
 - Prose – either a complete article or story of less than 2,500 words or an excerpt of not more than 1,000 words or ten percent of the work, whichever is less
 - Illustration – one chart, graph, diagram, cartoon, or picture per book or per periodical issue
 - Picture books – an excerpt of not more than three published pages and containing not more than ten percent of the words spontaneity – need for copies based on the teachable moment when students are ready to learn without a reasonable expectation of receiving permission from the copyright owner.
cumulative effect – repetitive copying. Each student copy is free and must include a copyright notice.
3. make a transparency of a copyrighted work in accordance with the limitations of fair use and display the work using an overhead.
4. create a poster, photograph, or slide of a print image, but such use is limited to one time only (displayed one time only,) and the displayed image must then be destroyed.
5. enlarge or reduce a copyrighted image but may not alter it by adding to or cutting out a portion (this would be a derivative work.)

Multiple copies may be used one time only. Copying of the same material may not be repeated from term to term. Multiple copies may not be retained or reused without written permission. Copying includes paper photocopies, electronic copies, painted copies, etc.

Educators may not:

1. copy to avoid purchase of materials.
2. copy from consumable materials (workbooks, activity books, etc.)
3. make illegal copies on direction from higher authority.
4. use materials copied by another educator without written permission from the original copyright holder.
5. copy protected materials without inclusion of a notice of the copyright which appears on the printed copy.
6. make multiple copies for a class of students unless the restrictions governing quantity and spontaneity are followed.
7. alter a copyrighted image by adding to or cutting out a portion (this would be a derivative work.)
8. draw a copyrighted character and use it to decorate the classroom, hall, etc.

Videotapes

Under certain circumstances educators may use copyrighted videotapes in the classroom in face-to-face instruction. The instructional use should be documented in written lesson plans and should correspond with curricular objectives. Classroom or school wide use of videotapes for entertainment or reward is specifically prohibited unless public performance rights have been obtained. Programs that have been taped from television have their own use guidelines that differ from those below; refer to “Off-Air and Cable/Satellite Taping” on Page 10 of this document. The Ferguson-Florissant School District has additional limitations on the use of videotapes; refer to this information in the district’s policies and procedures handbook.

Use of Video Materials

All videos shown in a school must satisfy specific curricular objectives for the grade level and subject in which they are shown. The only exception is “G” rated videos for which public performance rights are held and which are not shown during instructional time. Entertainment videos may be circulated through the library for private home use but not shown in the school, as this would break federal copyright law. Additionally:

- In grades K-2, only “G” rated videos may be used.
- In grades 3-8, “G” rated videos may be used. “PG” rated videos may be utilized only with written parental consent in the form of a permission slip for each student. Each such video shown requires a unique permission slip and written approval from the building principal.
- In grades 9-12, “PG” rated videos may be used. “PG-13” and “R” rated videos may be utilized only with written parental consent in the form of a permission slip for each student. Each such video shown requires a unique permission slip and written approval from the building principal.

The ratings referred to above are the MPAA ratings. Any video not rated by MPAA is considered “Not Rated” by the school district. “Not Rated” videos may be used only with written approval from the building principal.

The following information applies to videotapes produced commercially and sold for purchase or rental. However, each video rental store has specific contractual agreements regarding videotape use in schools. Be sure to read the contract carefully to determine specific rights of use.

Educators may:

1. use a videotape only if it is lawfully made and obtained.
2. use any legally obtained videotape repeatedly in face-to-face instruction, even though labeled “for home use only”. The tape must be incorporated as an art of the systematic teaching activities of the subject for which it is being used.
3. use a videotape only if the use involved the entire audience with the teaching activity.
4. use a videotape in a classroom or other area devoted to instruction.
5. show segments of a videotape as long as the content is not altered.

Educators may not:

1. allow anyone other than students enrolled in the class for which the videotape is assigned to view the video
2. show any copyrighted videotape for entertainment, fund-raisers, or time-fillers. This is a public performance which requires a license or written permission from the copyright holder.
3. duplicate a copyrighted videotape for any reason.
4. duplicate a locally produced videotape containing copyrighted materials.
5. copy segments from several videotapes onto a single videotape (anthology creation.)
6. circumvent anti-copying mechanisms embedded in copyrighted works.

Librarians may:

1. loan videotapes in the collection to students for home viewing.
2. distribute a videotape through a school’s closed-circuit television provided there are technological protection measures to the electronic network and it meets the face-to-face teaching exemption.
3. make a preservation copy of a videotape that has been damaged or is deteriorating.

Librarians may not:

1. make an archival (back-up) copy of a copyrighted videotape.
2. make an archival (back-up) copy of a locally produced videotape containing copyrighted materials.

Off-Air and Cable/Satellite Taping

Broadcast program and off-air recording are defined as television programs transmitted by local television stations for reception by the general public without charge. These programs are protected by copyright law but may be used within the limitations of fair use for face-to-face instruction. The instructional use should be documented in written lesson plans and should correspond with curricular objectives. In contrast, fair use guidelines do not apply exclusively to cable/satellite channels. With programs presented by these channels, the user must determine if any reproduction rights apply on a program-by-program basis. The Public Broadcasting Service (PBS) and selected cable/satellite channels have obtained extended rights for educators to tape some programs off the air and to have free

access to their programs for a stated period of time. For specific information about this, contact the local PBS station or cable/satellite provider. The guidelines that follow apply to off-air recording as defined above and one at home or at school.

Educators may:

1. use programs recorded off-air in the classroom in the course of teaching activities. The taping may be done only by or at the request of the teacher wishing to use the program. The tape must be shown during the first ten consecutive school days following the program broadcast.
2. repeat the showing of the recording only once when instructional reinforcement is necessary. The second showing must also take place in the first ten consecutive school days following the program broadcast.
3. retain but not show to students recordings for a period up to forty-five consecutive calendar days following the date of recording. The recording must be erased on the forty-sixth day.
4. show segments of an off-air recording as long as the content is not changed.
5. request and use recordings of programs from local instructional television (I-TV) or other service providers for which the district has paid membership.
6. use programs recorded off-air with all sections within the course for which it is requested.

Educators may not:

1. allow anyone other than students enrolled in the class for which the record is assigned to view the video.
2. show off-air recordings of documentaries under these fair use rules because they are the product of many years work by individuals with a particular interest and dedication to a specific topic. Information concerning the purchase of a documentary is given at the end of the broadcast. Often the broadcast schedule will indicate if the program is classed as a documentary.
3. show an off-air recording after the ten-day period expires, except for educator evaluation purposes (total of 45 days).
4. request off-air taping of the same program title more than once regardless of the number of times the program may be rebroadcast. If the teacher wishes to use the program in the future, a commercial copy of the program must be purchased.
5. use off-air recordings for reward, entertainment, or time-filler.
6. use off-air recordings without including the copyright notice on the broadcast program as recorded.

Librarians may not:

1. record programs in anticipation of an educator's request.
2. tape a single program more than once at the request of the same educator no matter how many times the program is broadcast.

Educators and Librarians may not:

1. videotape and/or use programming from networks such as HBO, Showtime, etc. The programming is fee based (not free) and may not be used without payment.

Audio-Visual Materials

Audio-visual works include, but are not limited to: filmstrips, slides, mixed-media kits, motion pictures (in all formats), video games, laser discs, and sound records in all formats. See "Videotapes" on page 10 and "Music and its Performance" on page 15 of this document for more information.

Educators may:

1. duplicate visual or audio materials of a non-dramatic literary work to provide materials for the visually impaired or deaf.

Educators may not:

1. read a story from a trade book or textbook onto cassette tape for reading motivation or for any reason (including learning disability or other IEP concern) except to assist the visually impaired. To do so would be to create a derivative work.
2. translate a work into a student's native language on cassette tape (derivative work).
3. make an archival (back-up) copy of audio-visual material.
4. copy radio excerpts to an audiocassette tape for use in a classroom.
5. use audio-visual materials for reward, entertainment, or time-filler.

6. use the materials for a public performance unless at least one of the following applies:
 - it is part of the systematic instructional activities of the school;
 - it is transmitted or the home-bound;
 - permission has been obtained from the copyright owner.
7. circumvent anti-copying mechanisms embedded in copyright works.

Librarians may:

1. make preservation copies only for damaged, deteriorating, lost, or stolen materials that cannot be obtained at a fair price, or for materials whose format has become obsolete. Obsolescence occurs if the machine necessary to read the work is no longer being manufactured or cannot be acquired at a reasonable price in the marketplace.

Music and Its Performance

The public performance of music, for profit or not-for-profit, is a copyright infringement unless licensed. Certain unlicensed performances of copyrighted music in schools are not infringements. Guidelines follow:

Educators may:

1. edit in order to simplify purchased sheet music as long as the work is not distorted or lyrics altered or added. Copies may not be made of the edited work.
2. make emergency copies of performable units when needed for immediate performance. (A single copy of each part needed to perform the musical work would be considered a performable unit). These copies must be destroyed after the performance.
3. make a single copy of a performable unit when music is out of print or unavailable.

Librarians may:

1. make preservation copies only for damaged, deteriorating, lost or stolen materials that cannot be obtained at a fair price, or for materials whose format has become obsolete. Obsolescence occurs if the machine necessary to read the work is no longer being manufactured or cannot be acquired at a reasonable price in the marketplace.

Educators or Schools may allow:

1. Performance of a work by instructors or students in the course of face-to-face teaching activities in a classroom or other place devoted to instruction.
2. Performance of a non-dramatic literary work or musical work in the course of transmission if all of the following apply:
 - the performance is a regular part of the systematic instructional activities of the school;
 - the performance is directly related and of material assistance to the teaching content of the transmission;
 - the transmission is primarily for classroom or other places devoted to instruction or for the homebound.
3. The making of a single copy of a recording of student performances for evaluation or rehearsal purposes only. The recording may be retained by the school or individual teacher.
4. Performance of a program or routine using copyrighted music for cheerleading, a talent show, a sports event, etc. if:
 - the performance is given without any purpose of commercial advantage;
 - the students are not paid;
 - and either
 - there is no direct or indirect admission charge
 - or, if there is an admission charge, the proceeds are used exclusively for educational purpose and not for private gain, and the copyright owner is given notice and doesn't file an objection.

Educators or Schools may not (without specific written permission):

1. make a recording of a student performance using copyrighted music to be cataloged and circulated through the library (this would create a duplicate of copyrighted music).
2. make copies of student performances to distribute to students in the performance, their parents, other teachers, etc.
3. allow anyone in the audience of a student performance to record and keep a copy of the performance.
4. duplicate a copyrighted work from a record or compact disc onto a cassette tape (this is a derivative work).
5. make a new arrangement of a popular song and photocopy it (this would create a derivative work).

Computer Software

Most software is copyrighted and governed by some type of license agreement. The purchaser merely obtains the right to use the software as described by the license. Licenses are binding contracts. Among the varieties of licenses are written agreements and “shrink-wrap” licenses. Site and network licenses are usually written, as in an agreement or warranty that is returned to the licensor. “Shrink-wrap” licenses refer to the software packaging through which the terms of the license are visible. In some cases, school districts can negotiate terms of software licenses or may enter into a contract with the copyright owner for certain uses of the software. Users should be aware of license/contract specifications because contract law supersedes copyright law. The first-sale doctrine does not apply. Computer documentation is also protected under software copyright.

There are two situations when copies may be made of software programs:

1. Copying the software onto the hard drive in order to run the program.
2. Making an archival (back-up) copy of the program. The copy may be used and the original becomes the archival copy.

Educators may:

1. install copies of a software program in accordance with the purchased license agreement. The license limits the number of workstations on which the program may be installed.
2. adapt a copyrighted program from one platform to another for which it is not commercially available or to add features to better meet local needs.

Educators may not (unless specifically permitted by the license agreement):

1. load a single-user licensed program into several computers or a network from the same disk and use them simultaneously.
2. install on a school computer a copy of a software program that is installed on their home computer.
3. transfer a single-user licensed program through a local- or wide-area network.
4. make multiple copies of a single-user licensed program.
5. make multiple copies of a program to be sold, leased, loaned, transmitted, or given away to another user.
6. install an upgrade version of a software program as an additional copy.
7. circumvent anti-copying mechanisms embedded in copyrighted works.

Librarians may:

1. circulate computer software if such intended use was stated on the purchase order and does not violate any licensing agreements with the copyright owner. Each copy of a program that is placed in circulation must be labeled with a copyright warning notice. All machines capable of duplication should be posted with the copyright warning notice.
2. make preservation copies only for damaged, deteriorating, lost, or stolen materials that cannot be obtained at a fair price, or for materials whose format has become obsolete. Obsolescence occurs if the machine necessary to read the work is no longer being manufactured or cannot be acquired at a reasonable price in the marketplace.

Internet

Educators and students should exercise caution when downloading any material from the Internet. It is difficult to identify copyrighted material and the owner. Images, music, text, clip art, etc. may be protected by copyright or posted without the permission from the copyright owner. Lack of a copyright notice on a work does not mean it is not protected. It is important to remember that the person posting or managing a web site may not be the original copyright owner and therefore would not have the right to grant permission for use. This copyright protection includes materials posted to a web page, an electronic journal, an electronic bulletin board, an electronic newsletter, e-mail, list serves, and user groups. Always check the rules of bulletin boards, list serves, etc. regarding postings, forwarding, and other manipulations of information. E-mail is copyright protected as soon as it is created and may not be forwarded, duplicated, posted, etc. without the author's permission. Material in the public domain will be identified as such and may be used without permission.

Educators may:

1. use small portions (ten percent or less) of a document for a class if there is not sufficient time to secure permission (just as with print materials). However, permission can usually be secured quickly and easily electronically.

Educators may not:

1. download images from an Internet fee-based service (e.g. AOL), and share with colleagues.
2. upload students' work onto a server without obtaining permission from the student.
3. keep originals or copies of student projects in which the student has incorporated materials copied from the Internet.

Students may:

1. use small portions (ten percent or less) of documents as long as the copies belong to them.

Students and Educators may not:

1. collect materials from the Internet and then compile them into a new work with a collective title without asking permission.

When publishing an Internet page, make sure you have the proper rights for the graphics, logos, and photographs you use. Remember, for a photograph, you need permission not only from the photographer, but also from any recognizable person in the photograph.

Beware of programs that allow you to "capture" an entire Internet site or portion of a site for use off-line. Remember that under the fair use tests, one of the significant questions is how much of the item will be used. If the entire site is captured, that is 100%. Since internet pages are ordinarily highly creative in design and content, the likelihood for a ruling of fair use declines significantly.

Multimedia Production

These guidelines apply to the use, without permission, of portions of lawfully acquired copyrighted works in educational multimedia projects, which are created, by educators or students as part of a systematic learning activity by nonprofit educational institutions. Educational multimedia projects created under these guidelines incorporate student or educator original material, such as course notes or commentary, together with various copyrighted media formats (including but not limited to: motion media, music, text materials, graphics, illustrations, photographs, and digital software) which are combined into an integrated presentation. Preparation of all educational multimedia projects using portions of copyrighted works are subject to time, portion, copying, and distribution limitations.

These limitations apply cumulatively to each person's multimedia projects for the same academic semester, cycle, or term. Educators and students must include on the opening screen of their multimedia projects and on any accompanying print materials a notice that certain materials are included under the fair use exemption of the U.S. Copyright, have been prepared according to the educational multimedia fair use guidelines, and are restricted from further use.

Educators may:

1. incorporate portions of lawfully acquired copyrighted works when producing their own educational multimedia projects for their own teaching tools in support of curriculum-based instructional activities at school.
2. perform and display their own educational multimedia projects for curriculum-based instruction to students in any of the following situations:
 - face-to-face instruction;
 - assigned to students for directed self-study;
 - for remote instruction to students enrolled in curriculum-based courses and located at remote sites.
3. use their educational multimedia projects created for educational purposes for teaching courses, for a period of up to two years after the first instructional use with a class. Use beyond that time period, even for educational purposes, requires permission for each copyrighted portion incorporated in the project.
4. perform or display their own educational multimedia projects in presentations to peers (for example, at workshops and conferences) for a period of up to two years after the first such use. Use beyond that time period, even for educational purposes, requires permission for each copyrighted portion incorporated in the project.
5. retain educational multimedia projects in personal portfolios for later personal uses such as tenure review or job interviews.
6. make two use copies. One copy may be placed on reserve in a learning resource center for on-site use by students enrolled in the course. Students are not permitted to make their own copies of the educational multimedia project.
7. maintain a single copy of a jointly created educational multimedia project for the purpose of presenting at peer conferences and workshops or for their personal portfolio. Presentations may occur for a period of up to two years after the first such use. Presentations beyond that time period, even for educational purposes, require permission for each copyrighted portion incorporated in the project.

Students may:

1. incorporate portions of lawfully acquired copyrighted works when producing their own educational multimedia projects for a specific course.
2. perform and display their own educational multimedia projects created for educational uses in the course for which they were created and may use them in their own portfolios as examples of their academic work for later personal uses such as job and graduate school interviews.

Educators and Students may:

- make alterations to the copyrighted works they incorporate into a project only if the alterations support specific instructional objectives. A note should be included stating that alterations have been made.

Educators and Students may reproduce or otherwise incorporate for an educational multimedia project;

1. up to ten percent or three minutes of motion media, whichever is less, in the aggregate of a copyrighted motion media work.
2. up to ten percent or 1000 words, whichever is less, in the aggregate of a copyrighted work consisting of text materials. An entire poem of less than 250 words may be used, but no more than three poems by one poet or five poems by different poets from any anthology may be used. For poems of greater length, 250 words may be used.
3. up to ten percent, but in no event more than 30 seconds, of music and lyrics from an individual musical work (or in the aggregate of extracts from an individual work,) whether the musical work is embodied in copies, or audio or audio-visual works. Any alterations to a musical work shall not change the basic melody or fundamental character of the work.
4. a photograph or illustration in its entirety, but no more than five images by an artist or photographer in any one-multimedia program. When using items from a published collective work, not more than ten
5. percent or fifteen images may be used, whichever is less. Each image must incorporate the copyright notice (c), year of first publication, and ownership information. Incorporation means this information must be attached to the image, appearing on the screen when the image is viewed.
6. up to ten percent or 2500 fields or cells entries, whichever is less, from a copyrighted database or data table. A field entry is defined as a specific item of information in a record. A cell entry is defined as the intersection where a row and a column met on a spreadsheet.

Educators may not:

- perform or display a student created project which includes copyrighted material unless permission from the copyright owner of each portion incorporated in the project is obtained prior to the use. In addition, students are the owners of their original work, and permission must be obtained from them before their multimedia works are displayed.

Educators and Students may not:

1. use copyrighted works in educational multimedia productions for commercial reproduction or distribution without seeking individual permission (licenses.)
2. exceed the portion limitations established for each type of media. The portion limitations apply cumulatively to each project for the same academic semester or term.
3. use their personally created educational multimedia programs over electronic networks to which access is uncontrolled without obtaining permission for all copyrighted works incorporated in the program.
4. reproduce or distribute copies of educational multimedia projects other than the allowable copies.

Students may not:

- perform or display a student created project containing copyrighted material to an audience which includes people other than class members, even if the performance occurs during class time. In order to do so, permission from the copyright owner of each portion incorporated in the project must be obtained in advance.

APPENDIX T - Procedure For Emergency Dismissal of School

The Superintendent is authorized to close, cancel, or modify school schedules in the event emergencies occur that would disrupt the educational process. These emergencies include inclement weather, interruption of utility services, and/or unsafe conditions as determined by the superintendent. In the event the Superintendent determines the need to dismiss school, the Board of Education will be notified as soon as possible and the emergency closing procedures involving St. Louis print and electronic media will be activated. Make-up days will be scheduled when needed to comply with state requirements.

The following paragraphs define the expectations for various employee groups of the Ferguson-Florissant School District when emergency dismissal occurs.

A. Teachers, Counselors, and Nurses:

Teachers, counselors, and nurses are not expected to be in attendance on days when the schools have been dismissed for inclement weather. However on days of emergency dismissal, they may be required to report to a district site deemed safe by the superintendent to attend professional development, district/school in-service, or other work-related duties which are aligned to the district and/or building plan(s).

Teachers, counselors, and nurses will not suffer loss of compensation but will be expected to be present on days when school has been rescheduled in order to meet student attendance minimums for the State of Missouri. Teachers, counselors, and nurses will not be required to work beyond Board approved contractual days.

B. Custodians, and Facilities Personnel:

Custodial, and Facilities Personnel are expected to report to work if needed on inclement weather, emergency dismissal days, and days with delayed starts when it is deemed safe by the superintendent. The head/lead custodian or their designee will provide access to the building between the hours of 6:00 a.m. and 3:00 p.m. on inclement weather dismissal days, as requested by their building/unit administrator.

All night custodians will report to work as early as possible but at least by 9:00 a.m., unless notified by the head custodian. Failure to report by 9:00 a.m. may result in disciplinary action.

When school is dismissed before midnight for the next day, all custodians will report to their assigned buildings no later than 9:00 a.m.

Staff performing snow removal must work until snow is cleared. Once snow is cleared to the satisfaction of the head or lead custodian or their designee, it will be his or her responsibility to notify the facilities department and release the employees.

For any hours that schools are dismissed or on a delayed start, snow removal crews will be paid straight time for their regular hours in addition to straight time pay for actual hours worked.

Any hours actually worked beyond 40 hours for a particular week are subject to Fair Labor Standards Act and related regulations (1.5 the regular rate).

C. Other Support Personnel:

Support personnel, including Aides, Security Officers, Transportation Personnel, Technology Specialists, Office Professionals, General Support Personnel, and Cafeteria Personnel are not expected to be in attendance on days when the schools have been dismissed for inclement weather. Support personnel will not suffer loss of compensation for days when school is dismissed for inclement weather-up to the number of days built into the calendar for such purposes, and will be expected to be present on days when school has been rescheduled in order to meet student attendance minimums for the State of Missouri. Compensation for days added to meet state requirements will be at the regular rate of pay.

On emergency dismissal days, compensatory time will be provided for support personnel who are required to report to a district site deemed safe by the superintendent to attend professional development, attend district/school in-service, or to perform other work-related duties.

A. Administrators:

1. Principals:

Principals will not be required to be in attendance on days when school has been dismissed due to unsafe conditions as determined by the superintendent. However, principals will be expected to be available at a designated, predetermined telephone number throughout the morning hours. Additionally, principals will be expected to have in their possession the emergency telephone numbers of all students and staff in their respective buildings. The lead custodian will contact the principal as soon as the building has been checked on a dismissal day. The custodian will report to the principal any concerns or issues resulting from inclement weather or other reasons. Principals have the responsibility to make decisions regarding the needs of their respective buildings in emergency circumstances.

2. All Other Administrators:

All Administrators are expected to be available for communication with their immediate supervisor during the morning hours of any dismissal day due to inclement weather. This availability will be via a predetermined telephone number at which every Administrator will be available.

In the event the presence of an Administrator is required at the work site, notification will be made through the respective immediate supervisor.

Revised 04/04, 02/20

APPENDIX V – HIRING PROCEDURES FOR NON-ADMINISTRATORS BY POSITION

The Ferguson-Florissant School District provides an equal opportunity for candidates to apply for open positions within the school district. The following guidelines will be put in place to ensure the most qualified and talented candidate is selected for each position.

Position	Electronic Pre-screening Pilot	Paper Screening	First Round Interview	Second Round Interview	Interview by Superintendent	Writing Sample	Assessment Test	Appropriate Certification or License
Aides		R*	R*					R
Bus Drivers		R*	R*					R
Cafeteria		R	R				R	R**
Counselors	R	R*	R*	R		O		R
Custodian		R*	R*	O				
General Maintenance		R*	R*	O				R**
General Support		R*	R*	R		O		
Nurse		R*	R*	R				R
Office Professional		R*	R*	R		O	R	
Security Officers		R*	R*	R				R
Teacher	R	R*	R*	R		O	O** *	R
Technology		R*	R*	O			O	

R = required

O = optional

empty box = not a part of the hiring process for this position

Positions with an asterisk (*) are required to have an Association Representative involved at identified stages within the screening and interview process.

Positions with two asterisks (**) are required to have certification or licensure, if required by the job posting for a specific position within the unit.

Positions with three asterisks (***) may be required to demonstrate a lesson as part of the interview process.

For positions with two interview rounds, interview committee members may participate in either first or second round interviews, but not both.

Appendix V - Hiring Procedures by Position

Hiring Procedures for Aides

Postings

When a position becomes available due to retirement, resignation, termination or addition to staffing it will be posted in all buildings from September 1 to April 15th positions will be posted for a minimum of (ten) 10 days. From April 15th to August 31st, positions will be posted a minimum of five (5) days unless an emergency situation in the instructional program necessitates an immediate assignment. In the event of an immediate assignment, the position will be filled on a temporary basis if a new employee is hired for the position. However, if the position involves the transfer of a District employee, the position may be filled permanently. The posting will include but not be limited to: general qualification, general duties, application closing deadline, starting salary, and department of position.

During the summer months when buildings are closed it is highly recommended that employees check the bulletin board at the Ferguson-Florissant School District Administration Center or district website for employment opportunities.

Screenings

Pre-Screenings

No pre-screenings administered for this department/unit.

Selection Committee

A committee comprised of the building/unit administrator or his/her designee, a staff member from the building/unit in which the position is located, and a member selected from the Association Interview List will conduct the paper screening process.

Paper Screening Process

The screening of applications and resumes will be conducted with the use of a district-created screening device, prepared from the job description. The screening committee will then select the candidates with the highest scores to forward to the interview committee.

Clerical Aides - minimum qualifications high school diploma

Clinic Aides - minimum qualifications high school diploma

Instructional Aides - minimum qualification 60 college hours (Computer Aides, Library Aides, Classroom Assistants, etc.)

Assessment/Test

No assessments or tests administered for this department/unit.

Certification/Licensure

No certifications or licensures required for this department/unit.

Interviews

Committee Make-Up

The interview committee members will be selected by the building/unit administrator with input from other staff primarily impacted by the position for which interviews are being held. Consideration will be given to the following in determining the committee composition and representation:

Building /Unit	FFNEA	Connection to Applicant
Race	Gender	Job Assignment

Committee Chair

The committee chair will be the building/unit administrator or his/her designee. The chairperson of an interview committee, as well as the committee members, will receive a confirmation email of their selection to serve on the interview committee. The email will contain a copy of the “Conducting a Lawful Interview” booklet and “Procedures for Conducting an Interview” document to be reviewed prior to interviews.

First Round Interview Questions

The interview committee will be provided potential questions by the office of Human Resources. The committee will then select questions from those provided based on the criteria for the position. These questions will then be presented to each applicant in an identical manner. Questions may be repeated to the applicant, but should not be elaborated upon or explained further. Follow-up questions are not allowed during first round interviews.

First Round Interviews

The role of the interview committee will be to select the top candidates to present to the building/unit administrator through a consensus process. The committee must send a minimum of two candidates forward. However, the committee can reject all candidates if it finds none of them meet the qualifications for the position and request that the position is reposted.

Writing Sample

No writing sample is administered for this department/unit.

Second Round Interviews

Second round interviews are not required for this department/unit.

Reference Checks

The building/unit administrator or his/her administrator designee shall check a minimum of 3 of the applicant’s references with at least one of these being from the applicant’s current supervisor.

Final Selection

The final selection of a candidate shall be reached by consensus of the first round interview committee and reported to Human Resources office via the committee chair. The Final Candidate Selection Form shall be signed off on by all committee members.

Notification

A building/unit administrator will notify all candidates of their status in the interview process. All committee members are requested not to discuss the interview outcome until approved by the Board of Education and announced by administration.

Salary

Refer to Policy 118 – Salary/Wages.

Paperwork and Employment Forms

Prior to assuming their position a candidate must have all their paper work on file in the Human Resources office, which includes:

- District Application
- I-9 Form
- Final Candidate Selection Form
- FBI Fingerprint Record Check
- Criminal Records Check
- Child Abuse Record Check
- Health Certificate
- PPD-Tuberculin
- Emergency Health Card
- Physical Examination
- State and Federal Withholding Forms
- Retirement Form Verification of Service
- Official Transcripts
- Insurance Forms
- Asbestos Hazard Emergency Response Act of 1986 Form

Hiring Procedures for Bus Drivers

Postings

When a position becomes available due to retirement, resignation, termination or addition to staffing it will be posted in all buildings from September 1 to April 15th positions will be posted for a minimum of (ten) 10 days. From April 15th to August 31st, positions will be posted a minimum of five (5) days unless an emergency situation in the instructional program necessitates an immediate assignment. In the event of an immediate assignment, the position will be filled on a temporary basis if a new employee is hired for the position. However, if the position involves the transfer of a District employee, the position may be filled permanently. The posting will include but not be limited to: general qualification, general duties, application closing deadline, starting salary, and department of position.

During the summer months when buildings are closed it is highly recommended that employees check the bulletin board at the Ferguson-Florissant School District Administration Center or district website for employment opportunities.

Screenings

Pre-Screenings

No pre-screenings administered for this department/unit.

Selection Committee

A committee comprised of the building/unit administrator or his/her designee, a staff member from the building/unit in which the position is located, and a member selected from the Association Interview List will conduct the paper screening process.

Paper Screening Process

The screening of applications and resumes will be conducted with the use of a district-created screening device, prepared from the job description. The screening committee will then select the candidates with the highest scores to forward to the interview committee.

Assessment/Test

No assessments or tests administered for this department/unit.

Certification/Licensure

Applicants must meet the current guidelines for student transport as outlined by the MO Department of Motor Vehicles.

Interviews

Committee Make-Up

The interview committee members will be selected by the building/unit administrator with input from other staff primarily impacted by the position for which interviews are being held. Consideration will be given to the following in determining the committee composition and representation:

Building /Unit	FFNEA	Connection to Applicant
Race	Gender	Job Assignment

Committee Chair

The committee chair will be the building/unit administrator or his/her designee. The chairperson of an interview committee, as well as the committee members, will receive a confirmation email of their selection to serve on the interview committee. The email will contain a copy of the “Conducting a Lawful Interview” booklet and “Procedures for Conducting an Interview” document to be reviewed prior to interviews.

First Round Interview Questions

The interview committee will be provided potential questions by the office of Human Resources. The committee will then select questions from those provided based on the criteria for the position. These questions will then be presented to each applicant in an identical manner. Questions may be repeated to the applicant, but should not be elaborated upon or explained further. Follow-up questions are not allowed during first round interviews.

First Round Interviews

The role of the interview committee will be to select the top candidates to present to the building/unit administrator through a consensus process. The committee must send a minimum of two candidates forward. However, the committee can reject all candidates if it finds none of them meet the qualifications for the position and request that the position is reposted.

Writing Sample

No writing sample is administered for this department/unit.

Second Round Interviews

Second round interviews are not required for this department/unit.

Reference Checks

The building/unit administrator or his/her administrator designee shall check a minimum of 3 of the applicant’s references with at least one of these being from the applicant’s current supervisor.

Final Selection

The final selection of a candidate shall be reached by consensus of the first round interview committee and reported to Human Resources office via the committee chair. The Final Candidate Selection Form shall be signed off on by all committee members.

Notification

A building/unit administrator will notify all candidates of their status in the interview process. All committee members are requested not to discuss the interview outcome until approved by the Board of Education and announced by administration.

Salary

Refer to Policy 118 – Salary/Wages.

Paperwork and Employment Forms

Prior to assuming their position a candidate must have all their paper work on file in the Human Resources office, which includes:

- District Application
- I-9 Form
- Final Candidate Selection Form
- FBI Fingerprint Record Check
- Criminal Records Check
- Child Abuse Record Check
- Health Certificate
- PPD-Tuberculin
- Emergency Health Card
- Physical Examination
- State and Federal Withholding Forms
- Retirement Form Verification of Service
- Valid license/ Credentials
- Insurance Forms
- Asbestos Hazard Emergency Response Act of 1986 Form

Hiring Procedures for Cafeteria

Postings

When a position becomes available due to retirement, resignation, termination or addition to staffing it will be posted in all buildings from September 1 to April 15th positions will be posted for a minimum of (ten) 10 days. From April 16th to August 31st, positions will be posted a minimum of five (5) days unless an emergency situation in the instructional program necessitates an immediate assignment. In the event of an immediate assignment, the position will be filled on a temporary basis if a new employee is hired for the position. However, if the position involves the transfer of a District employee, the position may be filled permanently. The posting will include but not be limited to: general qualification, general duties, application closing deadline, starting salary, and department of position.

During the summer months when buildings are closed it is highly recommended that employees check the bulletin board at the Ferguson-Florissant School District Administration Center or district website for employment opportunities.

Cafeteria Worker: Positions of less than four hours are generally filled by those on the substitute list. Many positions that provide an increase of one or two hours are generally filled by individuals at the locations.

Cashier: Those seeking a position as a cashier are expected to have some experience as a cashier and some basic knowledge of the use of the computer.

Driver: Those seeking a position as a driver should have some experience as a driver along with a good driving record. They should be able to lift 50 pounds and have basic reading skills.

Snack Bar and Cafeteria Manager: Cashier experience, good computer skills, current sanitation certificate, good communication skills, good organization, knowledge of proper ordering and inventory practices, and excellent attendance. Knowledge of catering and special events is a plus.

Cashier Trainer: Good attendance, flexible, good communication skills, good computer skills, detail oriented, good math skills, cashier experience, good organization, good driving record, and has a current driver license.

Head Trainer/Trouble Shooter: Good attendance, flexible, good communication skills, excellent computer skills and computer trouble shooting, detail oriented, good math skills, cashier experience, good organization, good driving record, and has a current driver license.

Screenings

Pre-Screenings

No pre-screenings administered for this department/unit.

Selection Committee

A committee comprised of the building/unit administrator or his/her designee and two staff members from the building/unit in which the position is located will conduct the paper screening process.

Paper Screening Process

The screening of applications and resumes will be conducted with the use of a district-created screening device, prepared from the job description. The screening committee will then select the candidates with the highest scores to forward to the interview committee.

Assessment/Test

Applicants will be given a test representing the skills utilized in the position. Applicants who reapply within one year may use their original score as long as the test remains the same. A minimum qualifying score is required for a candidate to be paper screened.

Certification/Licensure

Applicants are required to have certification or licensure, if required by the job posting.

Interviews

Committee Make-Up

The interview committee members will be selected by the building/unit administrator with input from other staff primarily impacted by the position for which interviews are being held. Consideration will be given to the following in determining the committee composition and representation:

Building /Unit	Connection to Applicant	
Race	Gender	Job Assignment

Cafeteria Worker, Cashier, and Driver: Conducted by Food Service Director or Assistant Director.

Cashier Trainer: Conducted by Head Trainer/Trouble Shooter and two Food Service staff employees (Director and Assistant Directors are excluded). This committee will choose two candidates to be the finalists. Food Service Director and Assistant Directors will interview the finalists.

Head Trainer/Trouble Shooter: Conducted by Assistant Directors and two Food Service staff employees (Director is excluded). This committee will choose two candidates to be the finalists. Food Service director will interview the finalists.

Snack Bar Manager: Conducted by Cafeteria Manager where the opening is, another cafeteria manager and another cafeteria worker. This committee will choose two people to be finalists. Food Service Director and one of the Assistant Directors will interview the finalists.

Cafeteria Manager: Conducted by two cafeteria managers and two cafeteria workers. This committee will choose two candidates to be the finalists. The Food Service Director, one of the Assistant Directors, and a building administrator will interview the finalists.

Committee Chair

The committee chair will be the building/unit administrator or his/her designee. The chairperson of an interview committee, as well as the committee members, will receive a confirmation email of their selection to serve on the interview committee. The email will contain a copy of the “Conducting a Lawful Interview” booklet and “Procedures for Conducting an Interview” document to be reviewed prior to interviews.

First Round Interview Questions

The interview committee will be provided potential questions by the office of Human Resources. The committee will then select questions from those provided based on the criteria for the position. These questions will then be presented to each applicant in an identical manner. Questions may be repeated to the applicant, but should not be elaborated upon or explained further. Follow-up questions are not allowed during first round interviews.

First Round Interviews

The role of the interview committee will be to select the top candidates to present to the building/unit administrator through a consensus process. The committee must send a minimum of two candidates forward. However, the committee can reject all candidates if it finds none of them meet the qualifications for the position and request that the position is reposted.

Writing Sample

No writing sample is administered for this department/unit.

Second Round Interviews

Second round interviews are not required for this department/unit.

Reference Checks

The building/unit administrator or his/her administrator designee shall check a minimum of 3 of the applicant’s references with at least one of these being from the applicant’s current supervisor.

Final Selection

The final selection of a candidate shall be reached by consensus of the first round interview committee and reported to Human Resources office via the committee chair. The Final Candidate Selection Form shall be signed off on by all committee members.

Notification

A building/unit administrator will notify all candidates of their status in the interview process. All committee members are requested not to discuss the interview outcome until approved by the Board of Education and announced by administration.

Salary

Refer to Policy 118 – Salary/Wages.

Paperwork and Employment Forms

Prior to assuming their position a candidate must have all their paper work on file in the Human Resources office, which includes:

- District Application
- I-9 Form
- Final Candidate Selection Form
- FBI Fingerprint Record Check
- Criminal Records Check
- Child Abuse Record Check
- Health Certificate
- PPD-Tuberculin
- Emergency Health Card
- Physical Examination
- Valid License/Credentials (if required by job posting)
- State and Federal Withholding Forms
- Retirement Form Verification of Service
- Insurance Forms
- Asbestos Hazard Emergency Response Act of 1986 Form

Hiring Procedures for Counselors

Postings

When a position becomes available due to retirement, resignation, termination or addition to staffing it will be posted in all buildings from September 1 to April 15th positions will be posted for a minimum of (ten) 10 days. From April 16th to August 31st, positions will be posted a minimum of five (5) days unless an emergency situation in the instructional program necessitates an immediate assignment. In the event of an immediate assignment, the position will be filled on a temporary basis if a new employee is hired for the position. However, if the position involves the transfer of a District employee, the position may be filled permanently. The posting will include but not be limited to: general qualification, general duties, application closing deadline, starting salary, and department of position.

During the summer months when buildings are closed it is highly recommended that employees check the bulletin board at the Ferguson-Florissant School District Administration Center or district website for employment opportunities.

Screenings

Selection Committee

A committee comprised of the building/unit administrator or his/her designee, a staff member from the building/unit in which the position is located, and a member selected from the Association Interview List will conduct the paper screening process.

Paper Screening Process

The screening of applications and resumes will be conducted with the use of a district-created screening device, prepared from the job description. The screening committee will then select the candidates with the highest scores to forward to the interview committee.

Assessment/Test

No assessments or tests administered for this department/unit.

Certification/Licensure

First consideration should be given to candidates with proper certification in the area of opening. Candidates with provisional and temporary certification should only be interviewed after attempts to find a properly certified candidate have failed.

Interviews

Committee Make-Up

The interview committee members will be selected by the building/unit administrator with input from other staff primarily impacted by the position for which interviews are being held. Consideration will be given to the following in determining the committee composition and representation:

Building /Unit	FFNEA	Connection to Applicant
Race	Gender	Job Assignment

Committee Chair

The committee chair will be the building/unit administrator or his/her designee. The chairperson of an interview committee, as well as the committee members, will receive a confirmation email of their selection to serve on the interview committee. The email will contain a copy of the “Conducting a Lawful Interview” booklet and “Procedures for Conducting an Interview” document to be reviewed prior to interviews.

First Round Interview Questions

The interview committee will be provided potential questions by the office of Human Resources. The committee will then select questions from those provided based on the criteria for the position. These questions will then be presented to each applicant in an identical manner. Questions may be repeated to the applicant, but should not be elaborated upon or explained further. Follow-up questions are not allowed during first round interviews.

First Round Interviews

The role of the interview committee will be to select the top candidates to present to the building/unit administrator through a consensus process. The committee must send a minimum of two candidates forward. However, the committee can reject all candidates if it finds none of them meet the qualifications for the position and request that the position is reposted.

Should only one candidate be recommended for moving forward to the second round, this candidate may be designated as a “hold” candidate while the position is reposted for a minimum of five days and the entire hiring process is followed again. Any recommended candidates from the reposting and the “hold” candidate will then move forward to second round interviews together. Should there be no additional applicants or no additional candidates are recommended to move forward from the reposting, the “hold” candidate will then move forward to a second round interview.

Writing Sample – OPTIONAL

As a part of the first round interview, candidates may complete a writing prompt developed by the Human Resources office or the building/unit administrator. The results will be shared with the interview committee and be used as part of their consideration of each candidate.

Second Round Interviews

The finalists submitted by the first round interview committee will be scheduled for a second interview with the building and unit administrators. The building and unit administrators will prepare questions for the interview in conjunction with the office of Human Resources.

Reference Checks

The building/unit administrator or his/her administrator designee shall check a minimum of 3 of the applicant’s references with at least one of these being from the applicant’s current supervisor.

Final Selection

The final selection of a candidate shall be reached by consensus of the second round interview committee and reported to Human Resources office via the committee chair. The Final Candidate Selection Form shall be signed off on by all committee members.

Notification

A building/unit administrator will notify all candidates of their status in the interview process. All committee members are requested not to discuss the interview outcome until approved by the Board of Education and announced by administration.

Salary

Refer to Policy 1104 – Step Assignment on the Teacher/Counselor Salary Schedule.

Paperwork and Employment Forms

Prior to assuming their position a candidate must have all their paper work on file in the Human Resources office, which includes:

- District Application
- I-9 Form
- Final Candidate Selection Form
- FBI Fingerprint Record Check
- Criminal Records Check
- Child Abuse Record Check
- Health Certificate
- PPD-Tuberculin
- Emergency Health Card
- Physical Examination
- State and Federal Withholding Forms
- Retirement Form Verification of Service
- Official Transcripts
- Valid License/Credentials
- Insurance Forms
- Asbestos Hazard Emergency Response Act of 1986 Form

Hiring Procedures for Custodians

Postings

When a position becomes available due to retirement, resignation, termination or addition to staffing it will be posted in all buildings from September 1 to April 15th positions will be posted for a minimum of (ten) 10 days. From April 16th to August 31st, positions will be posted a minimum of five (5) days unless an emergency situation in the instructional program necessitates an immediate assignment. In the event of an immediate assignment, the position will be filled on a temporary basis if a new employee is hired for the position. However, if the position involves the transfer of a District employee, the position may be filled permanently. The posting will include but not be limited to: general qualification, general duties, application closing deadline, starting salary, and department of position.

During the summer months when buildings are closed it is highly recommended that employees check the bulletin board at the Ferguson-Florissant School District Administration Center or district website for employment opportunities.

Screenings

Pre-Screenings

No pre-screenings administered for this department/unit.

Selection Committee

A committee comprised of the unit administrator or his/her designee, a staff member from the building in which the position is located and/or a staff member from the unit in which the position is located, and a member selected from the Association Interview List will conduct the paper screening process.

Paper Screening Process

The screening of applications and resumes will be conducted with the use of a district-created screening device, prepared from the job description. The screening committee will then select the candidates with the highest scores to forward to the interview committee.

Assessment/Test

No assessments or tests administered for this department/unit.

Certification/Licensure

No certifications or licensures required for this department/unit.

Interviews

Committee Make-Up

The interview committee members will be selected by the building/unit administrator with input from other staff primarily impacted by the position for which interviews are being held. Consideration will be given to the following in determining the committee composition and representation:

Building /Unit	FFNEA	Connection to Applicant
Race	Gender	Job Assignment
Committee Chair		

The committee chair will be the building/unit administrator or his/her designee. The chairperson of an interview committee, as well as the committee members, will receive a confirmation email of their selection to serve on the interview committee. The email will contain a copy of the “Conducting a Lawful Interview” booklet and “Procedures for Conducting an Interview” document to be reviewed prior to interviews.

Interview Questions

First Round Interview Questions

The interview committee will be provided potential questions by the office of Human Resources. The committee will then select questions from those provided based on the criteria for the position. These questions will then be presented to each applicant in an identical manner. Questions may be repeated to the applicant, but should not be elaborated upon or explained further. Follow-up questions are not allowed during first round interviews.

First Round Interviews

The role of the interview committee will be to select the top candidates to present to the building/unit administrator through a consensus process. The committee must send a minimum of two candidates forward. However, the committee can reject all candidates if it finds none of them meet the qualifications for the position and request that the position is reposted.

Writing Sample

No writing sample is administered for this department/unit.

Second Round Interviews - Optional

The finalists submitted by the first round interview committee may be scheduled for a second interview with the Director of Facilities. The Director of Facilities will prepare questions for the interview in conjunction with the office of Human Resources.

Reference Checks

The building/unit administrator or his/her administrator designee shall check a minimum of 3 of the applicant’s references with at least one of these being from the applicant’s current supervisor.

Final Selection

The final selection of a candidate shall be reached by decision of the second round interview, if held, or the consensus of the first round interview, and reported to Human Resources office via the committee chair. The Final Candidate Selection Form shall be signed off on by all committee members.

Notification

A building/unit administrator will notify all candidates of their status in the interview process. All committee members are requested not to discuss the interview outcome until approved by the Board of Education and announced by administration.

Salary

Refer to Policy 118 – Salary/Wages.

Paperwork and Employment Forms

Prior to assuming their position a candidate must have all their paper work on file in the Human Resources office, which includes:

- District Application
- I-9 Form
- Final Candidate Selection Form
- FBI Fingerprint Record Check
- Criminal Records Check
- Child Abuse Record Check
- Health Certificate
- PPD-Tuberculin
- Emergency Health Card
- Physical Examination
- State and Federal Withholding Forms
- Retirement Form Verification of Service
- Insurance Forms
- Asbestos Hazard Emergency Response Act of 1986 Form

Hiring Procedures for General Maintenance

Postings

When a position becomes available due to retirement, resignation, termination or addition to staffing it will be posted in all buildings from September 1 to April 15th positions will be posted for a minimum of (ten) 10 days. From April 16th to August 31st, positions will be posted a minimum of five (5) days unless an emergency situation in the instructional program necessitates an immediate assignment. In the event of an immediate assignment, the position will be filled on a temporary basis if a new employee is hired for the position. However, if the position involves the transfer of a District employee, the position may be filled permanently. The posting will include but not be limited to: general qualification, general duties, application closing deadline, starting salary, and department of position.

During the summer months when buildings are closed it is highly recommended that employees check the bulletin board at the Ferguson-Florissant School District Administration Center or district website for employment opportunities.

The following maintenance positions will be interviewed and hired under the procedures listed under General Maintenance: HVAC, plumbing, electrician, audio-visual, safety technician, and locksmith.

Screenings

Pre-Screenings

No pre-screenings administered for this department/unit.

Selection Committee

A committee comprised of the unit administrator or his/her designee, a staff member from the building in which the position is located and/or a staff member from the unit in which the position is located, and a member selected from the Association Interview List will conduct the paper screening process.

Paper Screening Process

The screening of applications and resumes will be conducted with the use of a district-created screening device, prepared from the job description. The screening committee will then select the candidates with the highest scores to forward to the interview committee.

Assessment/Test

No assessments or tests administered for this department/unit.

Certification/Licensure

Applicants are required to have certification or licensure, if required by the job posting.

Interviews

Committee Make-Up

The interview committee members will be selected by the building/unit administrator with input from other staff primarily impacted by the position for which interviews are being held. Consideration will be given to the following in determining the committee composition and representation:

Building /Unit	FFNEA	Connection to Applicant
Race	Gender	Job Assignment
Committee Chair		

The committee chair will be the building/unit administrator or his/her designee. The chairperson of an interview committee, as well as the committee members, will receive a confirmation email of their selection to serve on the interview committee. The email will contain a copy of the “Conducting a Lawful Interview” booklet and “Procedures for Conducting an Interview” document to be reviewed prior to interviews.

First Round Interview Questions

The interview committee will be provided potential questions by the office of Human Resources. The committee will then select questions from those provided based on the criteria for the position. These questions will then be presented to each applicant in an identical manner. Questions may be repeated to the applicant, but should not be elaborated upon or explained further. Follow-up questions are not allowed during first round interviews.

First Round Interviews

The role of the interview committee will be to select the top candidates to present to the building/unit administrator through a consensus process. The committee must send a minimum of two candidates forward. However, the committee can reject all candidates if it finds none of them meet the qualifications for the position and request that the position is reposted.

Writing Sample

No writing sample is administered for this department/unit.

Second Round Interviews- Optional

The finalists submitted by the first round interview committee may be scheduled for a second interview with the Director of Facilities. The Director of Facilities will prepare questions for the interview in conjunction with the office of Human Resources.

Reference Checks

The building/unit administrator or his/her administrator designee shall check a minimum of 3 of the applicant’s references with at least one of these being from the applicant’s current supervisor.

Final Selection

The final selection of a candidate shall be reached by decision of the second round interview, if held, or the consensus of the first round interview, and reported to Human Resources office via the committee chair. The Final Candidate Selection Form shall be signed off on by all committee members.

Notification

A building/unit administrator will notify all candidates of their status in the interview process. All committee members are requested not to discuss the interview outcome until approved by the Board of Education and announced by administration.

Salary

Refer to Policy 118 – Salary/Wages.

Prior to assuming their position a candidate must have all their paper work on file in the Human Resources office, which includes:

Paperwork and Employment Forms

- District Application
- I-9 Form
- Final Candidate Selection Form
- FBI Fingerprint Record Check
- Criminal Records Check
- Child Abuse Record Check
- Health Certificate
- PPD-Tuberculin
- Emergency Health Card
- Physical Examination
- State and Federal Withholding Forms
- Retirement Form Verification of Service
- Official Transcripts
- Valid License/Credentials (if required by job posting)
- Insurance Forms
- Asbestos Hazard Emergency Response Act of 1986 Form

Hiring Procedures for General Support

Postings

When a position becomes available due to retirement, resignation, termination or addition to staffing it will be posted in all buildings from September 1 to April 15th positions will be posted for a minimum of (ten) 10 days. From April 16th to August 31st, positions will be posted a minimum of five (5) days unless an emergency situation in the instructional program necessitates an immediate assignment. In the event of an immediate assignment, the position will be filled on a temporary basis if a new employee is hired for the position. However, if the position involves the transfer of a District employee, the position may be filled permanently. The posting will include but not be limited to: general qualification, general duties, application closing deadline, starting salary, and department of position.

During the summer months when buildings are closed it is highly recommended that employees check the bulletin board at the Ferguson-Florissant School District Administration Center or district website for employment opportunities.

Screenings

Pre-Screenings

No pre-screenings administered for this department/unit.

Selection Committee

A committee comprised of the unit administrator or his/her designee, a staff member from the building in which the position is located, a staff member from the unit in which the position is located, and a member selected from the Association Interview List will conduct the paper screening process.

Paper Screening Process

The screening of applications and resumes will be conducted with the use of a district-created screening device, prepared from the job description. The screening committee will then select the candidates with the highest scores to forward to the interview committee.

Assessment/Test

No assessments or tests administered for this department/unit.

Certification/Licensure

No certifications or licensures required for this department/unit.

Interviews

Committee Make-Up

The interview committee members will be selected by the building/unit administrator with input from other staff primarily impacted by the position for which interviews are being held. Consideration will be given to the following in determining the committee composition and representation:

Building /Unit	FFNEA	Connection to Applicant
Race	Gender	Job Assignment
Committee Chair		

The committee chair will be the building/unit administrator or his/her designee. The chairperson of an interview committee, as well as the committee members, will receive a confirmation email of their selection to serve on the interview committee. The email will contain a copy of the “Conducting a Lawful Interview” booklet and “Procedures for Conducting an Interview” document to be reviewed prior to interviews.

First Round Interview Questions

The interview committee will be provided potential questions by the office of Human Resources. The committee will then select questions from those provided based on the criteria for the position. These questions will then be presented to each applicant in an identical manner. Questions may be repeated to the applicant, but should not be elaborated upon or explained further. Follow-up questions are not allowed during first round interviews.

First Round Interviews

The role of the interview committee will be to select the top candidates to present to the building/unit administrator through a consensus process. The committee must send a minimum of two candidates forward. However, the committee can reject all candidates if it finds none of them meet the qualifications for the position and request that the position is reposted.

Should only one candidate be recommended for moving forward to the second round, this candidate may be designated as a “hold” candidate while the position is reposted for a minimum of five days and the entire hiring process is followed again. Any recommended candidates from the reposting and the “hold” candidate will then move forward to second round interviews together. Should there be no additional applicants or no additional candidates are recommended to move forward from the reposting, the “hold” candidate will then move forward to a second round interview.

Writing Sample – OPTIONAL

As a part of the first round interview, candidates may complete a writing prompt developed by the Human Resources office or the building/unit administrator. The results will be shared with the interview committee and be used as part of their consideration of each candidate.

Second Round Interviews

The finalists submitted by the first round interview committee will be scheduled for a second interview with the building and unit administrators. The building and unit administrators will prepare questions for the interview in conjunction with the office of Human Resources.

Reference Checks

The building/unit administrator or his/her administrator designee shall check a minimum of 3 of the applicant's references with at least one of these being from the applicant's current supervisor.

Final Selection

The final selection of a candidate shall be reached by consensus of the second round interview committee and reported to Human Resources office via the committee chair. The Final Candidate Selection Form shall be signed off on by all committee members.

Notification

A building/unit administrator will notify all candidates of their status in the interview process. All committee members are requested not to discuss the interview outcome until approved by the Board of Education and announced by administration.

Salary

Refer to Policy 118 – Salary/Wages.

Paperwork and Employment Forms

Prior to assuming their position a candidate must have all their paper work on file in the Human Resources office, which includes:

- District Application
- I-9 Form
- Final Candidate Selection Form
- FBI Fingerprint Record Check
- Criminal Records Check
- Child Abuse Record Check
- Health Certificate
- PPD-Tuberculin
- Emergency Health Card
- Physical Examination
- State and Federal Withholding Forms
- Retirement Form Verification of Service
- Insurance Forms
- Asbestos Hazard Emergency Response Act of 1986 Form

Hiring Procedures for Nurses

Postings

When a position becomes available due to retirement, resignation, termination or addition to staffing it will be posted in all buildings from September 1 to April 15th positions will be posted for a minimum of (ten) 10 days. From April 16th to August 31st, positions will be posted a minimum of five (5) days unless an emergency situation in the instructional program necessitates an immediate assignment.

In the event of an immediate assignment, the position will be filled on a temporary basis if a new employee is hired for the position. However, if the position involves the transfer of a District employee, the position may be filled permanently. The posting will include but not be limited to: general qualification, general duties, application closing deadline, starting salary, and department of position.

During the summer months when buildings are closed it is highly recommended that employees check the bulletin board at the Ferguson-Florissant School District Administration Center or district website for employment opportunities.

Screenings

Pre-Screenings

No pre-screenings administered for this department/unit.

Selection Committee

A committee comprised of the building/unit administrator or his/her designee, a staff member from the building/unit in which the position is located, and a member selected from the Association Interview List will conduct the paper screening process.

Paper Screening Process

The screening of applications and resumes will be conducted with the use of a district-created screening device, prepared from the job description. This screening device will reflect registered nurses (RN) as the preferred candidates. The screening committee will then select the candidates with the highest scores to forward to the interview committee.

Assessment/Test

No assessments or tests administered for this department/unit.

Certification/Licensure

Applicants for a school nurse position must be a registered nurse (RN) or licensed practical nurse (LPN) in the state of Missouri.

Interviews

Committee Make-Up

The interview committee members will be selected by the building/unit administrator with input from other staff primarily impacted by the position for which interviews are being held. Consideration will be given to the following in determining the committee composition and representation:

Building /Unit	FFNEA	Connection to Applicant
Race	Gender	Job Assignment
Committee Chair		

The committee chair will be the building/unit administrator or his/her designee. The chairperson of an interview committee, as well as the committee members, will receive a confirmation email of their selection to serve on the interview committee. The email will contain a copy of the “Conducting a Lawful Interview” booklet and “Procedures for Conducting an Interview” document to be reviewed prior to interviews.

First Round Interview Questions

The interview committee will be provided potential questions by the office of Human Resources. The committee will then select questions from those provided based on the criteria for the position. These questions will then be presented to each applicant in an identical manner. Questions may be repeated to the applicant, but should not be elaborated upon or explained further. Follow-up questions are not allowed during first round interviews.

First Round Interviews

The role of the interview committee will be to select the top candidates to present to the building/unit administrator through a consensus process. The committee must send a minimum of two candidates forward. However, the committee can reject all candidates if it finds none of them meet the qualifications for the position and request that the position is reposted.

Those candidates who are registered nurses (RN) shall receive additional consideration during the interview process.

Should only one candidate be recommended for moving forward to the second round, this candidate may be designated as a “hold” candidate while the position is reposted for a minimum of five days and the entire hiring process is followed again. Any recommended candidates from the reposting and the “hold” candidate will then move forward to second round interviews together. Should there be no additional applicants or no additional candidates are recommended to move forward from the reposting, the “hold” candidate will then move forward to a second round interview.

Writing Sample

No writing sample is administered for this department/unit.

Second Round Interviews

The finalists submitted by the first round interview committee will be scheduled for a second interview with the building and unit administrators. The building and unit administrators will prepare questions for the interview in conjunction with the office of Human Resources.

Reference Checks

The building/unit administrator or his/her administrator designee shall check a minimum of 3 of the applicant's references with at least one of these being from the applicant's current supervisor.

Final Selection

The final selection of a candidate shall be reached by consensus of the second round interview committee and reported to Human Resources office via the committee chair. The Final Candidate Selection Form shall be signed off on by all committee members.

Notification

A building/unit administrator will notify all candidates of their status in the interview process. All committee members are requested not to discuss the interview outcome until approved by the Board of Education and announced by administration.

Salary

Refer to Policy 118 – Salary/Wages.

Paperwork and Employment Forms

Prior to assuming their position a candidate must have all their paper work on file in the Human Resources office, which includes:

- District Application
- I-9 Form
- Final Candidate Selection Form
- FBI Fingerprint Record Check
- Criminal Records Check
- Child Abuse Record Check
- Health Certificate
- PPD-Tuberculin
- Emergency Health Card
- Physical Examination
- State and Federal Withholding Forms
- Retirement Form Verification of Service
- Valid License/Credentials
- Insurance Forms
- Asbestos Hazard Emergency Response Act of 1986 Form

Hiring Procedures for Office Professionals

Postings

When a position becomes available due to retirement, resignation, termination or addition to staffing it will be posted in all buildings from September 1 to April 15th positions will be posted for a minimum of (ten) 10 days. From April 16th to August 31st, positions will be posted a minimum of five (5) days unless an emergency situation in the instructional program necessitates an immediate assignment. In the event of an immediate assignment, the position will be filled on a temporary basis if a new employee is hired for the position. However, if the position involves the transfer of a District employee, the position may be filled permanently. The posting will include but not be limited to: general qualification, general duties, application closing deadline, starting salary, and department of position.

During the summer months when buildings are closed it is highly recommended that employees check the bulletin board at the Ferguson-Florissant School District Administration Center or district website for employment opportunities.

Screenings

Pre-Screenings

All candidates with a satisfactory score on the districts basic skills test will be considered for employment.

Selection Committee

A committee comprised of the building/unit administrator or his/her designee, a staff member from the building/unit in which the position is located, and a member selected from the Association Interview List will conduct the paper screening process.

Paper Screening Process

The screening of applications and resumes will be conducted with the use of a district-created screening device, prepared from the description. The screening committee will then select the candidates with the highest scores to forward to the interview committee.

Assessment/Test

Applicants will be given a test representing the skills utilized in the position. Applicants who reapply within one year may use their original score as long as the test remains the same. A minimum qualifying score is required for a candidate to be paper screened. If the minimum qualifying score is not achieved, the applicant must wait 30 calendar days before taking the test again.

Certification/Licensure

No certifications or licensures required for this department/unit.

Interviews

Committee Make-Up

The interview committee members will be selected by the building/unit administrator with input from other staff primarily impacted by the position for which interviews are being held. Consideration will be given to the following in determining the committee composition and representation:

Building /Unit Race	FFNEA Gender	Connection to Applicant Job Assignment
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Committee Chair

The committee chair will be the building/unit administrator or his/her designee. The chairperson of an interview committee, as well as the committee members, will receive a confirmation email of their selection to serve on the interview committee. The email will contain a copy of the “Conducting a Lawful Interview” booklet and “Procedures for Conducting an Interview” document to be reviewed prior to interviews.

First Round Interview Questions

The interview committee will be provided potential questions by the office of Human Resources. The committee will then select questions from those provided based on the criteria for the position. These questions will then be presented to each applicant in an identical manner. Questions may be repeated to the applicant, but should not be elaborated upon or explained further. Follow-up questions are not allowed during first round interviews.

First Round Interviews

The role of the interview committee will be to select the top candidates to present to the building/unit administrator through a consensus process. The committee must send a minimum of two candidates forward. However, the committee can reject all candidates if it finds none of them meet the qualifications for the position and request that the position is reposted.

Should only one candidate be recommended for moving forward to the second round, this candidate may be designated as a “hold” candidate while the position is reposted for a minimum of five days and the entire hiring process is followed again. Any recommended candidates from the reposting and the “hold” candidate will then move forward to second round interviews together. Should there be no additional applicants or no additional candidates are recommended to move forward from the reposting, the “hold” candidate will then move forward to a second round interview.

Writing Sample – OPTIONAL

As a part of the first round interview, candidates may complete a writing prompt developed by the Human Resources office or the building/unit administrator. The results will be shared with the interview committee and be used as part of their consideration of each candidate.

Second Round Interviews

The finalists submitted by the first round interview committee will be scheduled for a second interview with the building and unit administrators. The building and unit administrators will prepare questions for the interview in conjunction with the office of Human Resources.

Reference Checks

The building/unit administrator or his/her administrator designee shall check a minimum of 3 of the applicant's references with at least one of these being from the applicant's current supervisor.

Final Selection

The final selection of a candidate shall be reached by consensus of the second round interview committee and reported to Human Resources office via the committee chair. The Final Candidate Selection Form shall be signed off on by all committee members.

Notification

A building/unit administrator will notify all candidates of their status in the interview process. All committee members are requested not to discuss the interview outcome until approved by the Board of Education and announced by administration.

Salary

Refer to Policy 118 – Salary/Wages.

Paperwork and Employment Forms

Prior to assuming their position a candidate must have all their paper work on file in the Human Resources office, which includes:

- District Application
- I-9 Form
- Final Candidate Selection Form
- FBI Fingerprint Record Check
- Criminal Records Check
- Child Abuse Record Check
- Health Certificate
- PPD-Tuberculin
- Emergency Health Card
- Physical Examination
- State and Federal Withholding Forms
- Retirement Form Verification of Service
- Insurance Forms
- Asbestos Hazard Emergency Response Act of 1986 Form

Hiring Procedures for Security Officers

Postings

When a position becomes available due to retirement, resignation, termination or addition to staffing it will be posted in all buildings from September 1 to April 15th positions will be posted for a minimum of (ten) 10 days. From April 16th to August 31st, positions will be posted a minimum of five (5) days unless an emergency situation in the instructional program necessitates an immediate assignment. In the event of an immediate assignment, the position will be filled on a temporary basis if a new employee is hired for the position. However, if the position involves the transfer of a District employee, the position may be filled permanently. The posting will include but not be limited to: general qualification, general duties, application closing deadline, starting salary, and department of position.

During the summer months when buildings are closed it is highly recommended that employees check the bulletin board at the Ferguson-Florissant School District Administration Center or district website for employment opportunities.

Screenings

Pre-Screenings

No pre-screenings administered for this department/unit.

Selection Committee

A committee comprised of the building/unit administrator or his/her designee, a staff member from the building/unit in which the position is located, and a member selected from the Association Interview List will conduct the paper screening process.

Paper Screening Process

The screening of applications and resumes will be conducted with the use of a district-created screening device, prepared from the job description. The screening committee will then select the candidates with the highest scores to forward to the interview committee.

Assessment/Test

No assessments or tests administered for this department/unit.

Certification/Licensure

Applicants must hold or be eligible for a current St. Louis County Security Officer license.

Interviews

Committee Make-Up

The interview committee members will be selected by the building/unit administrator with input from other staff primarily impacted by the position for which interviews are being held. Consideration will be given to the following in determining the committee composition and representation:

Building /Unit	FFNEA	Connection to Applicant
Race	Gender	Job Assignment

Committee Chair

The committee chair will be the building/unit administrator or his/her designee. The chairperson of an interview committee, as well as the committee members, will receive a confirmation email of their selection to serve on the interview committee. The email will contain a copy of the “Conducting a Lawful Interview” booklet and “Procedures for Conducting an Interview” document to be reviewed prior to interviews.

First Round Interview Questions

The interview committee will be provided potential questions by the office of Human Resources. The committee will then select questions from those provided based on the criteria for the position. These questions will then be presented to each applicant in an identical manner. Questions may be repeated to the applicant, but should not be elaborated upon or explained further. Follow-up questions are not allowed during first round interviews.

First Round Interviews

The role of the interview committee will be to select the top candidates to present to the building/unit administrator through a consensus process. The committee must send a minimum of two candidates forward. However, the committee can reject all candidates if it finds none of them meet the qualifications for the position and request that the position is reposted.

Should only one candidate be recommended for moving forward to the second round, this candidate may be designated as a “hold” candidate while the position is reposted for a minimum of five days and the entire hiring process is followed again. Any recommended candidates from the reposting and the “hold” candidate will then move forward to second round interviews together. Should there be no additional applicants or no additional candidates are recommended to move forward from the reposting, the “hold” candidate will then move forward to a second round interview.

Writing Sample

No writing sample is administered for this department/unit.

Second Round Interviews

The finalists submitted by the first round interview committee will be scheduled for a second interview with the building and unit administrators. The building and unit administrators will prepare questions for the interview in conjunction with the office of Human Resources.

Reference Checks

The building/unit administrator or his/her administrator designee shall check a minimum of 3 of the applicant's references with at least one of these being from the applicant's current supervisor.

Final Selection

The final selection of a candidate shall be reached by consensus of the second round interview committee and reported to Human Resources office via the committee chair. The Final Candidate Selection Form shall be signed off on by all committee members.

Notification

A building/unit administrator will notify all candidates of their status in the interview process. All committee members are requested not to discuss the interview outcome until approved by the Board of Education and announced by administration.

Salary

Refer to Policy 118 – Salary/Wages.

Paperwork and Employment Forms

Prior to assuming their position a candidate must have all their paper work on file in the Human Resources office, which includes:

- District Application
- I-9 Form
- Final Candidate Selection Form
- FBI Fingerprint Record Check
- Criminal Records Check
- Child Abuse Record Check
- Health Certificate
- PPD-Tuberculin
- Emergency Health Card
- Physical Examination
- State and Federal Withholding Forms
- Retirement Form Verification of Service
- Insurance Forms
- Asbestos Hazard Emergency Response Act of 1986 Form

Hiring Procedures for Staff on Teachers' Contract- Building Level

Postings

When a position becomes available due to retirement, resignation, termination or addition to staffing it will be posted in all buildings from September 1 to April 15th positions will be posted for a minimum of (ten) 10 days. From April 16th to August 31st, positions will be posted a minimum of five (5) days unless an emergency situation in the instructional program necessitates an immediate assignment. In the event of an immediate assignment, the position will be filled on a temporary basis if a new employee is hired for the position. However, if the position involves the transfer of a District employee, the position may be filled permanently. The posting will include but not be limited to: general qualification, general duties, application closing deadline, starting salary, and department of position.

During the summer months when buildings are closed it is highly recommended that employees check the bulletin board at the Ferguson-Florissant School District Administration Center or district website for employment opportunities.

Internal Postings

When new full-time positions are created and the administration posts them for internal candidates only, all certified staff in the District who meet the requirements may apply.

Screenings

Selection Committee

A committee comprised of the building/unit administrator or his/her designee, a staff member from the building/unit in which the position is located, and a member selected from the Association Interview List will conduct the paper screening process.

Paper Screening Process

The screening of applications and resumes will be conducted with the use of a district-created screening device, prepared from the job description. The screening committee will then select the candidates with the highest scores to forward to the interview committee.

The screening committee may conduct a paper screening by requesting the assistance of appropriate coordinators or content leaders.

Assessment/Test- Optional

Candidates may be required to demonstrate a lesson as part of the interview process. The candidates must receive advanced notice of the content and format of the lesson to be taught.

Certification/Licensure

First consideration should be given to candidates with proper certification in area of opening. Candidates with provisional and temporary certification should only be interviewed after attempts to find a properly certified candidate have failed.

Interviews

Committee Make-Up

The interview committee members will be selected by the building/unit administrator with input from other staff primarily impacted by the position for which interviews are being held. Consideration will be given to the following in determining the committee composition and representation:

Building /Unit	FFNEA	Connection to Applicant
Race	Gender	Job Assignment

The interview of internal candidates can be one-on-one with the building administrator or designee.

Secondary

Interview team for outside candidates will include a minimum of:

1. An assistant principal who will serve as the committee chair
2. one additional administrator from another building or appropriate curriculum coordinator
3. the department chairperson or his/her designee
4. a representative from the Association Interview List
5. a classroom teacher from the department or team.

Elementary

Interview team for outside candidates will include a minimum of:

1. two administrators, which can include a curriculum coordinator (at least 1 from outside of the building)
2. a teacher from the same grade level as the opening or one who has taught that grade
3. a representative from the Association Interview List
4. an additional teacher from the opposite level (primary or intermediate)

Committee Chair

The committee chair will be a building/unit administrator. The chairperson of an interview committee, as well as the committee members, will receive a confirmation email of their selection to serve on the interview committee. The email will contain a copy of the “Conducting a Lawful Interview” booklet and “Procedures for Conducting an Interview” document to be reviewed prior to interviews.

First Round Interview Questions

The interview committee will be provided potential questions by the office of Human Resources. The committee will then select questions from those provided based on the criteria for the position. These questions will then be presented to each applicant in an identical manner. Questions may be repeated to the applicant, but should not be elaborated upon or explained further. Follow-up questions are not allowed during first round interviews.

First Round Interviews

The role of the interview committee will be to select the top candidates to present to the building/unit administrator through a consensus process. The committee must send a minimum of two candidates forward. However, the committee can reject all candidates if it finds none of them meet the qualifications for the position and request that the position is reposted.

Should only one candidate be recommended for moving forward to the second round, this candidate may be designated as a “hold” candidate while the position is reposted and the entire hiring process is followed again. Both any recommended candidates from the reposting and the “hold” candidate will then move forward to second round interviews together. Should no additional candidates be recommended to move forward from the reposting, the “hold” candidate will then move forward to a second round interview.

Writing Sample – OPTIONAL

As a part of the first round interview, candidates may complete a writing prompt developed by the Human Resources office or the building/unit administrator. The results will be shared with the interview committee and be used as part of their consideration of each candidate.

Second Round Interviews

The finalists submitted by the first round interview committee will be scheduled for a second interview with the building/unit administrator(s). The building/unit administrators will prepare questions for the interview in conjunction with the office of Human Resources.

Reference Checks

The building/unit administrator or his/her administrator designee shall check a minimum of 3 of the applicant’s references with at least one of these being from the applicant’s current supervisor.

Final Selection

The final selection of a candidate shall be reached by consensus of the second round interview committee and reported to Human Resources office via the committee chair. The Final Candidate Selection Form shall be signed off on by all committee members. If the second round interview is held only by the building/unit administrator, the building/unit administrator will sign off on the Final Candidate Selection Form.

Notification

A building/unit administrator will notify all candidates of their status in the interview process. All committee members are requested not to discuss the interview outcome until approved by the Board of Education and announced by administration.

Salary

Refer to Policy 1104 – Step Assignment on the Teacher/Counselor Salary Schedule.

Paperwork and Employment Forms

Prior to assuming their position a candidate must have all their paper work on file in the Human Resources office, which includes:

- District Application
- I-9 Form
- Final Candidate Selection Form
- FBI Fingerprint Record Check
- Criminal Records Check
- Child Abuse Record Check
- Health Certificate
- PPD-Tuberculin
- Emergency Health Card
- Physical Examination
- State and Federal Withholding Forms
- Retirement Form Verification of Service
- Official Transcripts
- Valid License/Credentials
- Insurance Forms
- Asbestos Hazard Emergency Response Act of 1986 Form

Revised 03/17, 03/18

Hiring Procedures for Staff on Teachers' Contract - District Level

Postings

When a position becomes available due to retirement, resignation, termination or addition to staffing it will be posted in all buildings from September 1 to April 15th positions will be posted for a minimum of (ten) 10 days. From April 16th to August 31st, positions will be posted a minimum of five (5) days unless an emergency situation in the instructional program necessitates an immediate assignment. In the event of an immediate assignment, the position will be filled on a temporary basis if a new employee is hired for the position. However, if the position involves the transfer of a District employee, the position may be filled permanently. The posting will include but not be limited to: general qualification, general duties, application closing deadline, starting salary, and department of position.

During the summer months when buildings are closed it is highly recommended that employees check the bulletin board at the Ferguson-Florissant School District Administration Center or district website for employment opportunities.

Internal Postings

When new full-time positions are created and the administration posts them for internal candidates only, all certified staff in the District who meet the requirements may apply.

Screenings

Selection Committee

A committee comprised of the district-level supervising administrator for the open position or his/her administrator designee, a staff member from the unit in which the position is located, and a member selected from the Association Interview List will conduct the paper screening process.

Paper Screening Process

The screening of applications and resumes will be conducted with the use of a district-created screening device, prepared from the job description. The screening committee will then select the candidates with the highest scores to forward to the interview committee.

The screening committee may conduct a paper screening by requesting the assistance of the appropriate coordinators or content leaders.

Assessment/Test- Optional

Candidates may be required to demonstrate a lesson as part of the interview process. The candidates must receive advanced notice of the content and format of the lesson to be taught.

Certification/Licensure

First consideration should be given to candidates with proper certification in area of opening. Candidates with provisional and temporary certification should only be interviewed after attempts to find a properly certified candidate have failed.

Interviews

Committee Make-Up

The interview committee members will be selected by the district-level supervising administrator with input from other staff primarily impacted by the position for which interviews are being held. Consideration will be given to the following in determining the committee composition and representation:

Building /Unit Race	FFNEA Gender	Connection to Applicant Job Assignment
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The committee will consist of a district-level administrator from the unit or one closely related, an administrator from a building or a content leader/coordinator impacted by the position, and a representative from the Association Interview List.

Committee Chair

The committee chair will be the district-level administrator on the committee. The chairperson of an interview committee, as well as the committee members, will receive a confirmation email of their selection to serve on the interview committee. The email will contain a copy of the “Conducting a Lawful Interview” booklet and “Procedures for Conducting an Interview” document to be reviewed prior to interviews.

First Round Interview Questions

The interview committee will be provided potential questions by the office of Human Resources. The committee will then select questions from those provided based on the criteria for the position. These questions will then be presented to each applicant in an identical manner. Questions may be repeated to the applicant, but should not be elaborated upon or explained further. Follow-up questions are not allowed during first round interviews.

First Round Interviews

The role of the interview committee will be to select the top candidates to present to the district-level supervising administrator through a consensus process. The committee must send a minimum of two candidates forward. However, the committee can reject all candidates if it finds none of them meet the qualifications for the position and request that the position is reposted.

Should only one candidate be recommended for moving forward to the second round, this candidate may be designated as a “hold” candidate while the position is reposted and the entire hiring process is followed again. Both any recommended candidates from the reposting and the “hold” candidate will then move forward to second round interviews together. Should no additional candidates be recommended to move forward from the reposting, the “hold” candidate will then move forward to a second round interview.

Writing Sample – OPTIONAL

As a part of the first round interview, candidates may complete a writing prompt developed by the Human Resources office or the district-level supervising administrator. The results will be shared with the interview committee and be used as part of their consideration of each candidate.

Second Round Interviews

The finalists submitted by the first round interview committee will be scheduled for a second interview with the district-level supervising administrator(s). The district-level administrators will prepare questions for the interview in conjunction with the office of Human Resources.

Reference Checks

The district-level supervising administrator shall check a minimum of 3 of the applicant's references with at least one of these being from the applicant's current supervisor.

Final Selection

The final selection of a candidate shall be reached by consensus of the second round interview committee and reported to Human Resources office via the committee chair. The Final Candidate Selection Form shall be signed off on by all committee members. If the second round interview is held only by the district-level supervising administrator, the district-level supervising administrator will sign off on the Final Candidate Selection Form.

Notification

The district-level supervising administrator will notify all candidates of their status in the interview process. All committee members are requested not to discuss the interview outcome until approved by the Board of Education and announced by administration.

Salary

Refer to Policy 1104 – Step Assignment on the Teacher/Counselor Salary Schedule.

Paperwork and Employment Forms

Prior to assuming their position a candidate must have all their paper work on file in the Human Resources office, which includes:

- District Application
- I-9 Form
- Final Candidate Selection Form
- FBI Fingerprint Record Check
- Criminal Records Check
- Child Abuse Record Check
- Health Certificate
- PPD-Tuberculin
- Emergency Health Card
- Physical Examination
- State and Federal Withholding Forms
- Retirement Form Verification of Service
- Official Transcripts
- Valid License/Credentials
- Insurance Forms
- Asbestos Hazard Emergency Response Act of 1986 Form

Revised 03/17

Hiring Procedures for Technology

Postings

When a position becomes available due to retirement, resignation, termination or addition to staffing it will be posted in all buildings from September 1 to April 15th positions will be posted for a minimum of (ten) 10 days. From April 16th to August 31st, positions will be posted a minimum of five (5) days unless an emergency situation in the instructional program necessitates an immediate assignment. In the event of an immediate assignment, the position will be filled on a temporary basis if a new employee is hired for the position. However, if the position involves the transfer of a District employee, the position may be filled permanently. The posting will include but not be limited to: general qualification, general duties, application closing deadline, starting salary, and department of position.

During the summer months when buildings are closed it is highly recommended that employees check the bulletin board at the Ferguson-Florissant School District Administration Center or district website for employment opportunities.

Screenings

Pre-Screenings

No pre-screenings administered for this department/unit.

Selection Committee

A committee comprised of the building/unit administrator or his/her designee, a staff member from the building/unit in which the position is located, and a member selected from the Association Interview List will conduct the paper screening process.

Paper Screening Process

The screening of applications and resumes will be conducted with the use of a district-created screening device, prepared from the job description. The screening committee will then select the candidates with the highest scores to forward to the interview committee.

Assessment/Test

Where appropriate, applicants will be given a test representing the skills utilized in the position. Applicants who reapply within one year may use their original score as long as the test remains the same. If a test is given, a minimum qualifying score is required for a candidate to be paper screened.

Certification/Licensure

No certifications or licensures required for this department/unit.

Interviews

Committee Make-Up

The interview committee members will be selected by the building/unit administrator with input from other staff primarily impacted by the position for which interviews are being held. Consideration will be given to the following in determining the committee composition and representation:

Building /Unit	FFNEA	Connection to Applicant
Race	Gender	Job Assignment

Committee Chair

The committee chair will be the building/unit administrator or his/her designee. The chairperson of an interview committee, as well as the committee members, will receive a confirmation email of their selection to serve on the interview committee. The email will contain a copy of the “Conducting a Lawful Interview” booklet and “Procedures for Conducting an Interview” document to be reviewed prior to interviews.

First Round Interview Questions

The interview committee will be provided potential questions by the office of Human Resources. The committee will then select questions from those provided based on the criteria for the position. These questions will then be presented to each applicant in an identical manner. Questions may be repeated to the applicant, but should not be elaborated upon or explained further. Follow-up questions are not allowed during first round interviews.

First Round Interviews

The role of the interview committee will be to select the top candidates to present to the building/unit administrator through a consensus process. The committee must send a minimum of two candidates forward. However, the committee can reject all candidates if it finds none of them meet the qualifications for the position and request that the position is reposted.

Writing Sample

No writing sample is administered for this department/unit.

Second Round Interviews - Optional

The finalists submitted by the first round interview committee may be scheduled for a second interview with the Director of Technology. The Director of Technology will prepare questions for the interview in conjunction with the office of Human Resources.

Reference Checks

The building/unit administrator or his/her administrator designee shall check a minimum of 3 of the applicant’s references with at least one of these being from the applicant’s current supervisor.

Final Selection

The final selection of a candidate shall be reached by decision of the second round interview, if held, or the consensus of the first round interview, and reported to Human Resources office via the committee chair. The Final Candidate Selection Form shall be signed off on by all committee members.

Notification

A building/unit administrator will notify all candidates of their status in the interview process. All committee members are requested not to discuss the interview outcome until approved by the Board of Education and announced by administration.

Salary

Refer to Policy 118 – Salary/Wages.

Paperwork and Employment Forms

Prior to assuming their position a candidate must have all their paper work on file in the Human Resources office, which includes:

- District Application
- I-9 Form
- Final Candidate Selection Form
- FBI Fingerprint Record Check
- Criminal Records Check
- Child Abuse Record Check
- Health Certificate
- PPD-Tuberculin
- Emergency Health Card
- Physical Examination
- State and Federal Withholding Forms
- Retirement Form Verification of Service
- Insurance Forms
- Asbestos Hazard Emergency Response Act of 1986 Form

Revised 03/15, 03/16

APPENDIX X -- Class Size Alleviation

Name _____ Grade/subject _____
School _____

Date submitted _____

Please indicate your concern (for example, capacity of teaching facilities or other concern). Elaborate in the space provided below. Please omit student names.

Principal's Recommendation (After sharing with Building Improvement Committee or other appropriate personnel), please state the action taken or your recommendation.

Principal's signature _____ Date _____
(Principal's signature indicates that the above step(s) have occurred and that the recommendation has been discussed with the person initiating this Class Size Alleviation request.)

Teacher's signature _____ Date _____
(Teacher's signature indicates concurrence with the principal's recommendation.)

Resolution: Recommendation accepted
 Recommendation rejected

Reason (if necessary):

12/10/08

Appendix Y: READMISSION FORM
Intervention Plan for Readmission



Student: _____ School: _____ Grade: _____

Date Held: _____ Time: _____

School Representative(s): _____

Special School District Services: Yes No

MTSSC Teacher _____

Hearing Officer: _____

Findings: _____

Recommendation: Return to Home School Recommend GED
 Alternative Educational Services Other

Student Expectations: _____

Staff Interventions: _____

Adopted 04/10

APPENDIX Z (BUS ACCIDENT PROCEDURES)

1. Check and attend to the immediate needs of passengers.
2. Immediately notify the Transportation Office or the emergency phone number, be clear and precise of your exact location.
3. Do not leave the scene of the accident; follow directives of the police or school administrator. The accident paperwork including the insurance card is in the first aid kit.
4. Get the names of all passengers on the bus.
5. Request information on the other vehicle and the report number from the police.
6. Take all passengers not needing medical attention to school or home. Upon arrival at the school, all students should remain on the bus until they receive instructions from the school administrator, if necessary.
7. Statements regarding the accident should be coordinated by the Transportation Supervisor or District insurance company.
8. Request a copy when making a statement to the insurance adjuster. Do not sign deposition until given a copy and reading it thoroughly.

Approved 04/13

PROCEDURES FOR EDUCATIONAL SUPPORT PERSONNEL

Appropriate Ferguson-Florissant School District policies at the front of this book apply to all support staff. New policies applicable to support staff will be reviewed with employees annually.

Section One: General Procedures

101 EMPLOYMENT AND ASSIGNMENT

An applicant for employment shall meet all qualifications established by law and by the Board of Education for the type of position requested on a formal application supplied by the District. Upon employment and during the employee's tenure, position and location of assignment will be made in the best interest of the District. The employee shall perform all duties assigned to him/her pursuant to law and the rules and regulations of the Board. The employee shall serve at the will of the Board.

Maintenance/Custodial Specific New applicants must be physically able to do the assigned job. Interviews for lead or supervisory positions will include a written component.

Nurse Specific To be eligible for employment as a school nurse in the District, an applicant shall possess a diploma or degree from an accredited school of nursing or college and a current LPN or RN license issued by the State of Missouri and shall meet all other qualifications established by the Board of Education for the position of school nurse.

Bus Driver Specific All drivers must pass an annual physical as prescribed by Missouri State Law.

Revised 04/13, 04/16

101.1 JOB DESCRIPTIONS

(Reference Collective Bargaining Agreement Article 13 Section 1)

A job description will be provided for each employee. The District reserves the right to change job descriptions as needed. When major changes are made in the job description, the employee will receive a copy of the new description prior to the implementation of the new duties. Upon an employee's request, the job description will be reviewed annually with the employee and the supervisor. If the duties have increased significantly in time and/or responsibility, the supervisor or employee may request consideration for job reclassification. If the request for reclassification has been approved by the supervisor or unit administrator and denied by the Assistant Superintendent of Human Resources, the employee may request a review by the Reclassification Appeals Committee.

Adopted 04/95, Revised 05/00, 04/08, 04/11, 09/18

101.2 RECLASSIFICATION APPEALS COMMITTEE

1. The Committee would consist of the Assistant to the Superintendent, two NEA representatives, appointed by the FFNEA president and one unit administrator from the appropriate level (elementary, middle, or high school).
2. The request for a hearing shall be put in writing and sent to the office of the Assistant to the Superintendent.
3. The Committee shall conduct the hearing within 10 working days or at a mutually agreed to time.
4. The Committee shall decide on the merits of the appeal on a case-by-case basis.
5. The person making the appeal shall receive a response within five working days unless additional information is needed for a decision. After that information is received, the Committee shall give its recommendation to the Superintendent within five working days. The Superintendent will make the final decision regarding the request.
6. If the Superintendent decides that the job will be reclassified, pay will be retroactive from the date of the original request as outlined in 101.1.

Adopted 04/08

102 REQUEST FOR REASSIGNMENT

A request for reassignment to another position or location shall be submitted in writing. Such requests shall be carefully evaluated regarding the applicant's qualifications, work record, and the needs of the District.

103 POSTING OF POSITIONS

The Human Resources Office shall post a notice for vacancies (with the exception of entry-level Night Custodial positions which are not required to be posted) in the district at least ten (10) days prior to any filing deadline. Any vacancy announcement shall include all requirements and qualifications for the position. The announcement shall indicate the department and/or building in which the vacancy exists. An applicant or an employee who desires to apply for a posted position shall file a written statement of such desire with the Human Resources Office. An employee who has been involuntarily transferred and requests reassignment in writing will be considered for positions for which he/she is qualified solely on his/her merits before other applicants are considered.

Revised 04/07, 04/11

104 ATTENDANCE/ABSENTEEISM (Refer to Policy 1033 - Absentee Reports)

If it is necessary to be absent, as much advanced notice as possible must be given to the office where the employee works. The notice should include the reason for the absence. Excessive absences lessen the employee's effectiveness and may be a contributing factor in the termination of employment. Absences may not be excused except as provided by Board policy.

Maintenance/Custodial/Security Specific Thirty minutes will be the absolute minimum notice for advanced notice of absence. The employment relationship shall be terminated if an employee has three consecutive days of unreported absence or fails to call in for three consecutive days, unless extenuating circumstances prevent notification.

Revised 04/97

106 TARDINESS

An employee is considered tardy when not at an assigned location at the designated time or when an unreasonable amount of time is taken for a break or lunch. When tardiness is unpreventable, notification should be given to the immediate supervisor as soon as possible. Continued tardiness lessens employee effectiveness and may be justification for a payroll deduction and a contributing factor in the termination of employment.

107 SIXTY-DAY PROBATIONARY PERIOD (Reference Collective Bargaining Agreement 13 Section 2)

Revised 04/13, 09/18

108 SENIORITY (Reference Collective Bargaining Agreement 13 Section 3)

Revised 04/13, 09/18

109 TEMPORARY UPGRADE FOR HIGHER LEVEL WORK (Reference Collective Bargaining Agreement Article 13 Section 6)

Revised 04/07, 09/18

110 LINE OF RESPONSIBILITY (Refer to Board Policy 5016) (Reference Collective Bargaining Agreement Article 13 Section 6)

111 GUIDELINES FOR EMPLOYING TEMPORARY HELP

Temporary employees may be hired to fill vacancies for regular employees on leaves of absence and fill authorized vacant positions temporarily until posting, interviewing, and hiring takes place. Temporary employees may not fill an authorized vacant position longer than 60 working days.

Substitute Assistance: When a substitute is needed to perform additional or unexpected work, the administrator/supervisor should contact the Office Professionals Manager to determine if temporary help is possible.

Revised 04/05

112 DUE PROCESS/COMPLAINTS INVOLVING STAFF MEMBERS (Refer to policy 1058 Complaints Regarding Staff Members/Due Process)

Approved 04/13

112.1 PROGRESSIVE DISCIPLINE (Reference Collective Bargaining Agreement Article 13 Section 4)

Adopted 04/11. Revised 04/13, 09/18

113 GRIEVANCES

(Reference Collective Bargaining Agreement Article 15)

114 EVALUATION

(Reference Collective Bargaining Agreement Article 13 Section 7)

Revised 04/09, 04/10, 04/12, 04/14. 09/18

115 PROMOTIONAL OPPORTUNITIES-SECURITY SPECIFIC GUIDELINES:

(Reference Collective Bargaining Agreement Article 13 Section 8)

A promotional system has been created to provide a fair method of movement from the entry to career level security salary schedules. A promotion will result in the placement on the next higher salary scale and a salary increase of at least 5%.

Eligibility:

An employee must be within the job classification/department for five years before being considered for a promotion.

Performance Reviews:

One of the most important tools used in promotional evaluation is the performance review. An employee is required to have two consecutive performance reviews with none of the rating categories within those reviews indicating improvement needed to meet expectations to be considered for promotion. However, if there are extenuating circumstances in the attendance category, this requirement will be waived.

Process:

An employee who meets the criteria established under the eligibility and performance review sections may prepare a Promotion Portfolio for consideration within 30 days of the performance evaluation.

The portfolio may include any information the employee feels demonstrates his/her success and could include letters of recommendation, completed course work or in-service attended related to job, licenses or certifications obtained, projects completed above and beyond the normally expected work, evidence of leadership and versatility.

The portfolio should be submitted to the employee's supervisory for consideration. The portfolio will be reviewed by the security supervisor and the assistant to the superintendent and appropriate building administrator. Also considered will be: demonstrated abilities in handling confrontational and/or emergency situations, attendance record, letters of recommendation from building administrators as applicable, demonstrated dedication and ability to work as a team, evidence of service above and beyond the basic requirements of the job.

The employee will receive notification within thirty (30) days of the portfolio review.

Adopted 04/14, Revised 09/18

116 REDUCTION IN FORCE

(Reference Collective Bargaining Agreement Article 13 Section 9)

Under ordinary circumstances, attrition shall handle all layoffs. However, the Board of Education may place an ESP employee on unrequested leave of absence without pay, "leave of absence," when the Board determines that such action is necessary because of a decrease in pupil enrollment, district reorganization, or the financial condition of the Ferguson-Florissant School District.

Guidelines:

1. The Board of Education shall determine the number of staff members to be placed on leave of absence and the field of specialization.
2. The Superintendent shall select staff members for leave of absence without pay using the following criteria:

STEP 1 ESP employees within the support area of specialization (i.e., nurses, carpenters, painters, etc.) to be reduced will be grouped based upon full years of continuous service within the District. All employees with the same total of continuous years of service in the District will be grouped in the same experience group. (i.e., one year, two years...20 years)

STEP 2 Reductions will be made first within the group with the least district experience.

STEP 3

1. If additional reductions are necessary, the next least experienced group will be utilized. Within the experience group to be reduced, employees will be ranked based upon the number of evaluation criteria marked "Improvement Needed to Meet Expectations" or "Unsatisfactory" on each employee's most recent performance

evaluation. Employees will then be reduced based on the number of unsuccessful criteria, with the highest number reduced first and lowest number reduced last.

2. Ties will be broken by seniority.
3. No full-time employee shall be placed on leave of absence while temporary, probationary, or part-time employees are retained in positions in the area of specialization.
4. An employee to be recommended for a leave of absence shall be notified by the earliest possible date.
5. The leave of absence, for purposes of recall, shall continue for a period of not more than one year unless extended by the Board or upon written request of the employee.
6. An employee on leave of absence shall not receive salary or fringe benefits. That employee shall retain years of experience and any accumulated compensable leave as of the date the leave began. Upon termination of the leave and the return to performance of duties, the individual shall be paid on the basis of place on the salary schedule at the time the leave began.
7. An employee shall be reinstated to the position which he/she held prior to his/her leave of absence or to another position requiring like training and experience when one becomes available.
 - a. The ESP employee shall be called for interview for a position for which he/she is qualified in the reverse order of having been placed on leave.
 - b. Written notice of recall to an employee on leave of absence shall be delivered by hand or certified mail to the individual at the last known address. Failure to respond in an affirmative manner within ten (10) calendar days after receipt of the written notice of recall shall constitute a breach of the person's work agreement and further terminate all obligations of the parties; with respect to present and future employment of any kind.
 - c. Each employee while on leave of absence shall keep the Human Resources Office informed of current address and telephone number, permanent or temporary. Failure to do so shall result in loss of place on the recall list.
8. Federal guidelines will be followed for an employee who is returning from military duty.

118 SALARY/WAGES

For Maintenance, Custodial, Security, and Office Professionals, paydays shall be every other Friday. When a payday falls on a bank holiday, the paycheck will be deposited on the preceding Thursday.

Salary Adjustments for Those Employed For Less Than One Year: (Applicable for employees hired after January 1, 2002).

1. Employed More Than Two Months of the School Year: Employees who are hired between July 1 and April 30 will be assigned to the next higher Step and will receive the full Step increase in salary the following July 1.
2. Employed Two or Less Months of the School Year: Employees who are hired between May 1 and June 30 will remain assigned to their entry Step the following July 1, but will receive a salary increase equal to the difference between their entry Step and the same step on the new Salary Schedule.

Aide Specific: All employees will start on the first step of the salary schedule. Applicants employed in the district the previous year will be given last year's placement on the salary schedule plus the raise given to all aides for the current year.

Cafeteria Specific: All applicants are placed at the beginning salary of their related salary schedule.

Custodial Specific: Candidates will be placed on the first step of the salary schedule unless consideration can be given for related experience

General Maintenance Specific: New employees shall be compensated commensurate with job description qualifications and experience. This determination will be made jointly by the appropriate department supervisor and the Office of Human Resources. Credit will be given per the following for up to five years:

- Step 1- 0 year experience
- Step 2- 1 year experience
- Step 3- 2 years experience
- Step 4- 3 years experience
- Step 5- 4 years experience
- Step 6- 5 or more years experience

General Support Specific: General support entry salaries are determined on an individual basis with experience, education, and training as factors for salary offer.

Nurse Specific: Nurses will be initially placed on the salary schedule in accordance with their years of patient treatment experience. Credit will be given per the following for up to five years:

- Step 1- 0 year experience
- Step 2- 1 year experience
- Step 3- 2 years experience
- Step 4- 3 years experience
- Step 5- 4 years experience
- Step 6- 5 or more years experience

If the job market causes difficulty in finding the most qualified personnel, the manager may recommend up to eight years for previous experience.

Office Professional Specific: The initial step assignment will be based on the applicants' qualifications for the position, and related experience.

- Step 1- 0 year experience
- Step 2- 1 year experience
- Step 3- 2 years experience
- Step 4- 3 years experience
- Step 5- 4 years experience
- Step 6- 5 years experience
- Step 7- 6-9 years experience

Applicants with related experience may be given experience credit up to step five with a two for one ratio.

Security Officer Specific: The final candidates shall be assigned to the entry-level position on the security salary schedule. Credit of up to five years may be granted for previous experience and/or related training.

- Step 1- 0 year experience
- Step 2- 1 year experience
- Step 3- 2 years experience
- Step 4- 3 years experience
- Step 5- 4 years experience
- Step 6- 5 years experience

Technology Specialist Specific: The successful candidate will be placed on the appropriate step of the salary schedule based on education, certification, and experience.

- Step 1- 0 year experience
- Step 2- 1 year experience
- Step 3- 2 years experience
- Step 4- 3 years experience
- Step 5- 4 years experience
- Step 6- 5 years experience

ESP Employees

Entry placement on the salary schedule has no relation to the eligibility for paid vacation. Steps on the salary schedule do not necessarily equate to years of service.

ESP Employees who work less than twelve months may elect to be paid in 26 pay increments. Ten-month employees who work during the summer shall be compensated at the posted rate of pay for the summer position.

Revised 07/18

119 OVERTIME PAY/COMPENSATORY TIME OFF

Positions within the District are classified as being either exempt or non-exempt. The Fair Labor Standards Act ("FLSA") defines an exempt position as one that is predominately executive, administrative or professional within the framework of the District's operations. Salaried employees who hold exempt positions within the District are not eligible for overtime pay or compensatory time off under the FLSA. Teachers generally are considered to be exempt as professional employees, and school administrators generally are considered exempt as administrative employees.

Non-exempt employees who work more than forty (40) hours in any given workweek will be compensated through either overtime pay or compensatory time off. To receive compensatory time off, the District and the employee must have entered into an agreement or understanding that the employee may receive compensatory time off, in lieu of overtime pay, prior to the performance of the overtime work.

Excluding Winter Break, Spring Break, and holidays, an employee who uses compensable leave, vacation, comp time, or other paid time off in compliance with District policy will be considered to have worked those hours for the purposes of computing overtime pay.

TIME RECORDS

All non-exempt employees must record their actual time worked on a daily basis, by either clocking in and out on a time clock or by completing a daily time sheet. The time records must accurately reflect the exact time the workday started, the exact start and end times of any meal breaks, and the exact time that the workday ended each day. Employees are permitted to clock/time-in no more than seven minutes prior to their official starting time and are permitted to clock out no more than seven minutes after their official quitting time each day. The employee's supervisor will review and sign the time record and then forward it to the Human Resources Office each week.

All overtime should be authorized and reported on the time record that is signed by the employee and the supervisor and submitted to the Human Resources Office. The time record should reflect whether the overtime is to be compensated through overtime pay or through compensatory time off. If compensatory time is the chosen method of compensation, a compensatory time record should accompany the time sheet.

Each employee is responsible for maintaining accurate time records. Any employee found to have falsified a time record either of their own or of any other employee, or any employee who clocks in or out for another employee, will be subject to disciplinary action, up to and including discharge.

OVERTIME CALCULATION

Overtime is calculated by totaling any hours beyond the employee's regular schedule during a period from 12:01 a.m. Sunday through midnight on Saturday.

PRIOR AUTHORIZATION

No non-exempt employee is permitted to work overtime without the prior approval of his or her supervisor. Any employee who violates this policy will be subject to disciplinary action, up to and including discharge, but will not be required to forfeit the overtime compensation earned for that work.

The administrator/supervisor will authorize paid overtime and compensatory time only as allocated by the Assistant Superintendent of Human Resources.

OVERTIME COMPENSATION

The District, at its sole option, may compensate overtime performed by non-exempt employees through either the payment of overtime pay or by providing compensatory time off in lieu of overtime pay. If the District chooses to pay the overtime, the employee will be compensated at the rate of one and one-half times the employee's regular rate of pay for all hours worked in excess of forty in that workweek. Employees who are scheduled to work on a Sunday or a holiday (July 4, Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Day, Presidents' Day, or Memorial Day) shall be paid at the premium rate of double the hourly rate of pay. (Exception:

Employees required to work during winter or spring break, excluding Saturdays, Sundays, and the holidays listed above, shall receive straight time for all hours worked up to 40 hours per week, and time and a half for hours in excess of 40 hours per week to be compensated as overtime wage or compensatory time earned at the district's option.)

If, on the other hand, the District elects to provide the employee with compensatory time off in lieu of a monetary payment, the employee will be awarded compensatory time at the same rate as the monetary payment. Compensatory time off is defined as hours that an employee was scheduled to work but does not work and for which the employee is nevertheless paid at the employee's regular rate.

Non-exempt office professionals may accrue no more than 80 hours of overtime/compensatory time. All other non-exempt employees may accrue no more than 240 hours of compensatory time. If the employee's accrued compensatory time is not utilized before the employment relationship ends, the District will pay the employee for accrued, but unused, compensatory time in the manner prescribed by the FLSA.

USE OF COMPENSATORY TIME

Non-exempt employees who have accrued compensatory time will be allowed to use that time off within a reasonable period after making a request, if the use does not unduly disrupt the operations of the District or the individual school. In determining whether granting the request will unduly disrupt operations, the District will consider such factors as (1) the normal schedule of work, (2) anticipated peak workloads based on past experience, (3) emergency requirements for staff, and (4) the availability of qualified substitute staff.

When an absence is charged to compensatory time, the compensatory time record must be attached to the absence form and forwarded to the Human Resources Office.

Revised 04/06, 04/08, 04/11

120 SALARY COMPENSATION FOR REASSIGNED PERSONNEL

An employee assigned to another position will receive a salary commensurate with the responsibilities of the new position if it is in a higher scale. When such reassignment involves a salary increase, the new salary allocation will take effect when the new position is assumed.

When an employee requests and receives reassignment to a less critical position for reasons other than health, he/she will be reassigned to the lower salary scale.

Special consideration may be given an employee whose salary is to be reduced due to involuntary reassignment to a position of lesser responsibility.

1. If the reassignment is initiated by the District, or
2. If the reassignment is initiated by the staff member for reasons of health and approved by the Assistant Superintendent of Human Resources.

121 HOURS OF WORK

(Reference Collective Bargaining Agreement Article 13 Section 10)

Revised 04/04, 04/06, 04/11, 03/16

122 COMPENSABLE LEAVE

Refer to District Policy 1131 General Provisions, 1132 Personal Sickness, 1133 Illness in the Immediate Family, 1134 Bereavement, 1135 Emergency, 1136 Religious Observance, 1137 Personal Absence, 1138 Employee Delegate, and 1138.1 Association Leave.

Maintenance/Custodial/Security and Office Professional Specific Full time employees shall be entitled to compensable leave in the amount of 1 day per month worked.

Bus Driver Specific Each regular/substitute driver shall be entitled to compensable leave to the amount of six (6) days per school year to be added to any remaining days for such employee after July 1. All new employees, starting after the first day of school, will receive a prorated number of days, after the probation period. Compensable leave may accumulate and carry over to the next year. Accumulation is not to exceed 180 days.

Revised 05/96, 04/13, 09/18

123 HOLIDAYS

(Reference Collective Bargaining Agreement Article 17 Section 7)

Revised 05/00, 04/07, 04/14, 09/18

124 VACATION

(Reference Collective Bargaining Agreement Article 17 Section 3)

Revised 05/00, 04/11, 03/17

125 FRINGE BENEFITS

Refer to District Policies 1121 Insurance, 1122 Retirement System, 1123 Tax Deferred Annuities, 1124 Community Education, 1127 Retirement Benefit/Compensable Leave Buyback, 1128 Courtesy Card.

126 RETIREMENT

Refer to the Non-teacher Retirement System Manual for information.

127 COURSE WORK FOR SALARY CREDIT

(Reference Collective Bargaining Agreement Article 17 Section 5)

Revised 05/00, 04/11, 04/14, 03/16, 09/18

129 INSERVICE

(Reference Collective Bargaining Agreement Article 13 Section 11)

Section Two: Policies for Facilities/Custodial/Security/Food Service/Transportation Only

201 UNIFORMS

(Reference Collective Bargaining Agreement Article 17 Section 1)

Revised 03/03, 04/12, 09/18

202 ASBESTOS AWARENESS

Each employee will receive two hours of asbestos awareness training. New employees are to receive such training within the first sixty days of employment. Only employees who have received an additional fourteen hours of training are to handle asbestos materials. NO employee is to disturb or otherwise handle any asbestos material without using the approved techniques as stated by the Environmental Protection Agency. No employee will receive disciplinary action for refusing to work in an area containing damaged or significantly damaged friable ACBM (Asbestos Containing Building Materials) without the proper training and equipment.

An employee who discovers any area of damaged or significantly damaged friable ACBM shall notify, in writing, the district's asbestos program manager. Employees who have received the appropriate training and who have been issued the proper equipment are expected to handle whatever incidental contact with ACBM that their work assignments entail.

203 WORK AND SAFETY RULES

Orderly and efficient operation of Facilities, Custodians, Security, Food Service, and Transportation require that employees maintain discipline and proper standards of conduct which are necessary to protect the health and safety of all employees. Facilities, Custodians, Security, Food Service, and Transportation operates under a progressive discipline system (reference Policy. 112.1).

THE FOLLOWING MISCONDUCT CONSTITUTES JUST CAUSE FOR IMMEDIATE DISCHARGE:

1. Provoking a fight, fighting, or attempting bodily harm to an individual.
2. Consuming alcoholic beverages during working hours, reporting to work intoxicated, or use or distribution of controlled drugs.
3. Willful destruction of District or personal property.
4. Stealing including unauthorized removal of District product, equipment, or property.
5. Dishonesty – including verified falsification of District records, documents, or reports.
6. Possession of deadly or dangerous weapons.
7. Employees leaving without permission and notice to the immediate supervisor shall be considered to have voluntarily quit.
8. Intentionally sleeping on the job.
9. Defacing District property - damage to District property or abuse or misuse of equipment resulting in property damage or personal injury.

VIOLATION OF THE FOLLOWING OFFENSES CAN SUBJECT AN EMPLOYEE TO DISCIPLINE RANGING FROM A WRITTEN WARNING TO SUSPENSION WITHOUT PAY, AND/OR DISCHARGE, DEPENDING ON THE CIRCUMSTANCES INVOLVED

1. Failure to follow safety regulations, and/or operating instructions, operating equipment carelessly, or without permission.
2. Wasting time, loitering, or leaving the work station without permission or proper relief, or overstaying the time allotted for a rest or lunch period.
3. Solicitation during work time in work areas, or the distribution of written materials during work time in work areas.
4. Inattention to duty or interference with the work of another employee or of operations; horseplay; or practical jokes.
5. Abusive language or insubordination.
6. Gambling, conducting a lottery, or other games of chance on District time and property.
7. Failure to call in or notify the Supervisor when absent or late. Maintenance, Custodial, and Security (*reference Policy 104*).
8. Incompetence or failure to meet reasonable standards of performance.

The above rules are not all-inclusive, and any conduct which falls below traditional standards may be the proper basis for disciplinary action or discharge.

SAFETY RULES

The Administration of the Ferguson-Florissant School District takes the safety of all employees seriously. Employees can help eliminate accidents by being aware of their surroundings and complying with all safety rules. For detailed safety rules, refer to individual department safety manuals.

Security Specific: When responding to an alarm call during evening hours, security officers are instructed to call local police departments to request back up. During day hours, Security Officers may wish to notify and meet local police when responding to an alarm call if they believe there are special circumstances.

Revised 05/96, 04/14, 03/16

Section Three: Policies for Office Professionals Only

301 CERTIFIED PROFESSIONAL SECRETARY CERTIFICATE (CPS)

Office professionals who earn a Certified Professional Secretary certificate will be paid a monthly stipend of \$70 per month.

Revised 05/00, 04/14

302 PROFESSIONAL STANDARDS PROGRAM CERTIFICATE (PSP)

Office professional who earn a Professional Standards Program certificate through the National Association of Educational Office Personnel will be paid a monthly stipend based upon the certificate level achieved as follows:

\$45	Basic
\$50	Associate Professional
\$55	Advanced I
\$60	Advanced II
\$65	Advanced III
\$70	Associate Degree
\$70	Bachelor's Degree
\$70	Master's Degree
\$70	CEOE (Certified Educational Office Employee)

Revised 05/00, 04/14

303 INSERVICE TRAINING

(Reference Collective Bargaining Agreement Article 13 Section 11)

304 RECOGNITION FOR PERFECT ATTENDANCE

All office professionals will be eligible. The Association and Administration will agree on the recognition awards for perfect attendance.

305 VOLUNTARY AND INVOLUNTARY REASSIGNMENT GENERAL PROVISIONS

The employee's assignment or reassignment to positions in the District's schools and departments shall be made by the Assistant Superintendent of Human Resources in the best interest of the District and with the supervisor's approval. All reassignments will be completed in a timely manner. The following shall be considered:

1. The employee's interest in reassignment expressed in writing;
2. Qualifications compared to other candidates, and
3. Anticipated contribution to the new assignment.

Employees recognize the District's responsibility to properly staff the schools and facilities. Therefore, requests for reassignments and/or transfers shall be honored to the extent that 1) there is a vacancy in the type of position(s) to which the employee has requested to be transferred, and 2) provided the skills and experience are equal, preference shall be given to the qualified employees already employed by the District and who have applied for the vacancy. No such request shall be denied arbitrarily or capriciously.

VOLUNTARY REASSIGNMENT

A request for reassignment to a position shall be made by a letter to the manager of office professional personnel.

In filing for a promotional vacancy or newly created position, skills and experience preference shall be given to qualified District employees who have applied for the vacancy. The District seeks to promote the most qualified individual. If all candidates are equally qualified, seniority prevails in the final selection. In cases where the promotion is denied, the employees will be notified that if they wish to discuss the decision, they may contact the Assistant Superintendent of Human Resources or a designee.

Each qualified applicant shall be interviewed by the prospective supervisor or a designee and other appropriate personnel, including the Administrator of Human Resources or a designee. Interview results will be reviewed by the prospective supervisor who will make the final decision based on:

- Qualifications as posted for the position
- Review of committee recommendations
- Applicant's potential or current contribution to the unit

An employee promoted to a promotional position shall generally be placed in such position upon selection.

An announcement of available positions created by the non-renewal of temporary personnel, leave of absence, resignation, retirement, or a newly created position, will be sent to all office professionals as each becomes available.

INVOLUNTARY REASSIGNMENT

Office professionals involuntarily transferred because of building or District reorganization or decrease in school enrollment will be informed in writing of all available vacancies. Office professionals will not be involuntarily transferred except in cases of District reorganization or with the recommendation of the immediate supervisor or for the good of the District.

The District reserves the right to make position and location assignment in the best interest of the district for all vacant or newly created positions. When an involuntary reassignment is made, the District will consider:

1. The needs of the District;
2. An employee's area of competence;
3. The employee's seniority in the District, and
4. The employee's length of service in the department.

When an involuntary reassignment is necessary, an employee's qualifications as determined by the application of Items 1 and 2 above shall be considered in determining which employee is to be transferred or reassigned. If more than one employee is qualified for the position, the employee with the lowest length of service in the department will be involuntarily transferred. If two or more employees have the same length of service in the classification, the employee with the lowest District seniority will be transferred.

An involuntary reassignment shall be made only after consultation between the employee and the immediate supervisor at which time the employee shall be notified of the reason(s). If the policy is not followed and an employee objects to the transfer, upon request of the employee, the immediate supervisor and/or department head or designees shall meet with the employee and Association representatives and attempt to resolve the matter. If the matter is not resolved, the established grievance procedure may be followed. Said grievance shall be filed not later than five (5) working days from the meeting.

If a position becomes available in the building or department from which an office professional has been involuntarily transferred because of District reorganization or decrease in school enrollment, that office professional will be considered for the position for which he/she is qualified solely on the merits of the position pending the recommendation of the supervisor. When voluntarily and involuntarily transferred office professionals apply for the same vacancy and where both are equally qualified, the involuntarily transferred office professional will be given priority. The final decision will rest with the supervisor.

Employees should not be involuntarily reassigned because of health problems or disability as long as the physical condition does not interfere with job requirements and a physician certifies that the employee is capable of performing the duties. All efforts should be made to place an employee of long-standing in a suitable position where the duties required are compatible with the staff member's physical ability.

Involuntary reassignments of personnel may be grieved if it is felt this procedure has not been followed.

Revised 04/97

Section Four: Policies for Nurses Only

401 HEALTH STANDARDS

The Board will cooperate with state and county agencies in its attempt to provide a quality School Nurse and Health Care Program.

The nursing staff will be apprised of any local, state or county mandated programs of health care services. Adequate time should be provided Nurses so that they may fulfill their nursing responsibilities and maximize their efforts in the prevention of poor health care. See Board Policy 1023 - Health Certificate.

403 SALARY SCHEDULE

Registered nurses on the salary schedule who have received a BS degree in a health-related field shall be placed on the appropriate step of Scale II following the guidelines in Policy 1106.

Revised 05/99

Section Five: Policies for Bus Drivers Only

500 STATE LAW REQUIREMENTS

All drivers are required to follow state law regarding loading and unloading procedures. Drivers shall observe all signs, signals and rules of the road as provided by Missouri State Law. (Reference 5CSR 30-261.010.) Drivers shall never fuel a bus with passengers on board in accordance with Missouri State Law.

Adopted 04/13

501 STUDENT BEHAVIOR ON THE BUS

It is the intention of the Ferguson-Florissant School District to provide a safe and efficient transportation system for the students of our district. The following rules are in place to provide safety for bus drivers, bus riders, pedestrians, and other motor vehicles. Violations of the rules will result in consequences ranging from student conference to loss of bus privileges up to and including the penalties for Type I and Type II behaviors. The list of rules will be posted on every bus servicing the district (see Code of Conduct for rules).

Proactive measures will be taken by the District to help ensure student expectations are communicated, and to ensure bus drivers are trained in crisis intervention techniques.

Adopted 04/12

501.1 PROCEDURES FOR HANDLING STUDENT BUS INCIDENTS

The following guidelines are to help drivers deal with student behavior problems and/or a fight on the bus. Failure to comply with the instruction of the police or Dispatch could put the driver and students in danger.

For routine incidents:

If there is a significant student behavior problem and/or a fight on the bus take the following steps:

1. Stop the bus in a safe manner.
2. Use verbal de-escalation techniques.
3. Notify dispatch (include bus number, location, and a brief description of problem) for assistance if problem continues. Remain in contact with dispatch as long as needed. Dispatch will notify the school.
4. Once order has been established and students are safe, the bus driver will proceed with the route.

This should occur in a timely manner. If the actions do not create a safe and orderly environment on the bus, the bus driver should proceed with the following steps:

1. Notify dispatch (include bus number, location, and a brief description of problem) of a continuing issue and Stop the bus in a safe manner.
2. Attempt to clear all students from the area of the incident.
3. Continue verbal de-escalation techniques.
4. Wait for appropriate assistance (supervisor, police, etc.)
5. After incident becomes controlled, continue with route.
6. Complete incident report and discipline referral so disciplinary actions can be determined by the administrator.

Adopted 04/12

502 ASSIGNMENTS

(Reference Collective Bargaining Agreement Article 13 Section 13)

Adopted 04/13, Revised 09/18

503 ROUTE BIDDING

(Reference Collective Bargaining Agreement Article 13 Section 14)

Adopted 04/13, Revised 09/18

504 DISCIPLINARY OFFENSES: State Regulations

The state of Missouri has laws and regulations that are school bus specific. Violation of state law will result in disciplinary action.

No person shall operate a bus while using a hand-held mobile telephone.

No person shall operate a bus while using a wireless communications device to send, read, or write a text message or electronic message.

These provisions shall not apply to a person operating a moving bus while using a hand-held electronic wireless communications device to

- (a) Report illegal activity;
- (b) Summon medical or other emergency help;
- (c) Prevent injury to a person or property; or
- (d) Relay information between a transit or for-hire operator and that operator's dispatcher, in which the device is permanently affixed to the vehicle.

Any driver convicted of a moving violation or observed by a school administrator committing a moving violation while in a bus, will pay the ticket and receive a 1 day suspension. The second offense in a 12 month period will result in paying the ticket and a 5 day suspension. The third offense in a 12 month period may result in termination.

The bus should always be parked in a safe and secure location. In accordance with the state law 5CRS 30-2611.010, the driver's seat belt must be fastened and the service door closed before moving the bus.

Drivers are required to do a daily pre-trip inspection before leaving the bus lot as required by state law 5 30-261.010. This report must be turned in weekly to the Transportation Office.

All defects must be reported to shop personnel on the vehicle repair form immediately.

The child alert system is designed to sound a noise in the driver's compartment and give the driver one minute to go to the rear of the bus to de-activate it and check for sleeping children. This must be done after each AM run, Mid-Day run, Field Trip, Activity run, or Athletic run. Failure to deactivate the alarm will cause the horn to blow. The driver must then turn the ignition back on, turn it off again, and go to the rear of the bus to de-activate the alarm.

The driver who fails to de-activate the alarm and leaves the bus will be suspended for 3 days. The second offense during a 12 month period will be a 5 day suspension. A third offense in a 12 month period may result in termination. If for any reason the child alert system does not operate properly, the driver is required to notify the Transportation Office immediately. Failure to notify the office could result in disciplinary action. In the event a driver or the driver assistant leaves a child on the bus unattended, s/he will be recommended for termination.

Adopted 04/13, Revised 04/14, 02/20

504.1 DISCIPLINARY OFFENSES: District Policies

Using profanity is unacceptable and will result in disciplinary action.

All requests for a permanent change in a bus stop or route should be referred to the Director of Transportation or his designee. Drivers who change a route without permission are subject to disciplinary action, including suspension.

Drivers should report any safety hazards that may develop at any stop or along any route.

Any driver who fails to report to duty and fails to notify Transportation will be cited with a No Show/No Call. Drivers shall call in to Transportation within one (1) hour after the route ends or s/he will be cited with a No Show/No Call. Termination will be recommended for a driver with three (3) No Show/No Calls in one school year.

An employee is considered tardy when not at an assigned location at the designated time. When tardiness is unpreventable, notification should be given to the immediate supervisor as soon as possible. Continued tardiness lessens employee effectiveness and may be justification for payroll deduction and a contributing factor in the termination of employment. At the discretion of Management, a driver may be sent home, or a driver may be allowed to drive, if no one is available. A driver failing to drive any run will have that portion deducted from their time for that pay.

Drivers using a personal communication device will follow RSMO 304.820 and the drivers' handbook.

- 3 days for the first offense during a 12 month period
- 5 days for the second offense during a 12 month period
- A third offense during a 12 month period will result in the employee being recommended for termination.

Devices worn in the ear, with the exception of required medical devices (i.e. hearing aids) are prohibited while operating a school bus. Discipline guidelines are identical to using personal communication devices.

Adopted 04/13, 2/20

505 BUS ACCIDENT

In the event of an accident the driver should follow the Bus Accident Procedures outlined in Appendix Z. Drivers who have 3 chargeable bus accidents during a 12-month period will be recommended for termination. Drivers are responsible for reporting

damage on their bus. Any damage that is detected on their Pre-Trip inspection must be reported by the next school day. Failure to report damage could result in driver disciplinary action.

Adopted 04/13

506 INCIDENT REPORT

When an incident occurs (not involving an accident, e.g., someone falls off the bus, child bumps head on seat, driver witnesses a fight off the bus, confrontation with a parent, etc.) dispatch should be contacted and an Incident Report should be completed and submitted to the Transportation Office when the driver returns to base.

Adopted 04/13

507 FIELD TRIPS

Field trips will be assigned only to drivers listed on the field trip roster, whenever possible. Field trip rosters will consist of three boards: a day trip board for Monday – Friday between the hours of 9:00 am and 1:00 pm; a night board for Monday Friday for hours after 4:00 pm; a weekend board for Saturday and Sunday. Each board will have a set number of TDs (Turn Downs). The day and night boards will be allowed 3 TD's. Drivers will be removed from the day or night board for the semester if they acquire more than 3 TD's. Drivers will be removed from the weekend board if they acquire more than 2 TD's for the semester. Drivers may sign up for the Field Trip boards each semester. If a driver is removed from any field trip board within 30 calendar days of the next semester, s/he will not be permitted to sign up for Field Trip boards for that semester.

Drivers who have taken compensable leave and have notified Transportation, as well as those who have been granted Personal Leave Days (or awarded compensatory days) will not be charged with a TD or eliminated from the Field Trip list.

- If the trip is cancelled, a driver has the option to remain on schedule for the next available trip and forego any cancellation payment.
- A field trip that is designated as a drop and pick up (meaning the driver drops the students and returns at a later time) will be guaranteed 2 hours pay for the drop and 2 hours pay for the pick-up.
- All field trips will have the guarantee of a minimum of 2 hours pay.
- All drivers will be eligible to sign any field trip board that does not conflict with that driver's route assignment exception: Call in drivers are not allowed on any field trip board.
- Field trips will be assigned starting with seniority and continuing through rotation.
- Any new driver who has completed the 60 day probationary period will be eligible to be placed on the field trip boards.
- All field trips will be assigned 48 hours in advance.
- If a trip is cancelled before the schedule departure time the driver will get the next available trip.
- Any trip assigned less than 48 hours before the field trip will not be classified as a TD if the driver chooses not to take the trip.
- In the event a driver becomes ill and goes home, missing an assigned field trip, s/he may not return later in the day for the regular shift.
- If any field trip/event is cancelled after the departure time and the driver is present, the driver has one of the following options to choose from:
 1. Two hours of pay (applies to calendar school days)
 2. Three hours pay (non-calendar school days)
 3. Take the next scheduled trip

Field trips over Thanksgiving, winter break, and spring break will not be assigned. Field trips will be chosen by drivers using seniority and go through the rotation starting with any Thanksgiving trips. Tournament trips will have one driver.

Adopted 04/13, Revised 07/18, 02/20

508 STOP ARM VIOLATIONS

The driver of a vehicle on a highway upon meeting or overtaking from either direction any school bus which has stopped on the highway for the purpose of receiving or discharging any school children and whose driver has in the manner prescribed by law given the signal to stop, shall stop the vehicle before reaching such school bus and shall not proceed until such school bus resumes motion, or until signaled by its driver to proceed.

A school bus driver who witnesses the passing of the stop arm may turn in the license number and a description of the violation. (Stop Arm Violation Form) The form will be forwarded to the appropriate law enforcement agency. Filing a fictitious report will result in termination. All reports should be made in a timely manner.

Adopted 04/13