Ferguson-Florissant R-II

Board Policy Manual

Board Policy Manual

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Policy AA: SCHOOL DISTRICT LEGAL STATUS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 01/09/2025

The state of Missouri must establish and maintain free public schools in accordance with the Missouri Constitution and state law. The State has delegated certain responsibilities to local school districts. This school district is governed by a seven-director school board. Directors are elected or appointed in accordance with law.

The official name of the school district shall be Ferguson-Florissant R-II. In accordance with state law, the board of education shall keep a common seal with which to attest its official acts relative to district operations.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.261, RSMo.	State Statute
§ 162.311, RSMo.	State Statute
§ 162.459, RSMo.	State Statute
Mo. Const. art.IX § 1(a)	State Constitution

Policy AC: PROHIBITION AGAINST ILLEGAL DISCRIMINATION, HARASSMENT AND RETALIATION **Status:** DRAFT

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General Rule

The Ferguson-Florissant School District Board of Education is committed to maintaining a workplace and educational environment that is free from illegal discrimination, harassment and retaliation in admission or access to, or treatment or employment in, its programs, services, activities and facilities. In accordance with law, the district strictly prohibits discrimination and harassment against employees, students or others on the basis of race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law. The Ferguson-Florissant School District is an equal opportunity employer.

The board also prohibits:

1. Retaliatory actions including, but not limited to, acts of intimidation, threats, coercion or discrimination against those who:

    a. Make complaints of illegal discrimination or harassment.

    b. Report illegal discrimination or harassment.

    c. Participate in an investigation, formal proceeding or informal resolution, whether conducted internally or outside the district, concerning illegal discrimination or harassment.

2. Aiding, abetting, inciting, compelling or coercing illegal discrimination, harassment or retaliatory actions.

3. Discrimination, harassment or retaliation against any person because of such person's association with a person protected from discrimination or harassment in accordance with this policy and law.

As used in this policy, "discrimination, harassment or retaliation" has the same meaning as "illegal discrimination, harassment or retaliation" and is limited to acts prohibited by law. All employees, students and visitors must immediately report to the district for investigation any incident or behavior that could constitute discrimination, harassment or retaliation in accordance with this policy. If a student alleges sexual misconduct on the part of any district employee to any person employed by the district, that person will immediately report the allegation to the Children's Division (CD) of the Department of Social Services in accordance with state law.

Sexual Harassment Reporting and District Response

Sexual harassment is prohibited under this policy and policy ACA, but policy ACA applies only to a narrower category of sexual harassment under Title IX, as defined in the federal regulations. All sexual harassment reports must be made to the Title IX coordinator identified in policy ACA and evaluated for policy ACA applicability. If a sexual harassment report is made to any other district employee, the report must be promptly referred to the Title IX coordinator for intake. Incidents of alleged sexual harassment that are not investigated under policy ACA may be referred for processing under this policy.

Additional Prohibited Behavior

Behavior that is not unlawful or does not rise to the level of illegal discrimination, harassment or retaliation might still be unacceptable for the workplace or the educational environment. The district encourages students, employees and the public to report such behavior so that it can be promptly addressed, but the grievance process in this policy is reserved for allegations of illegal discrimination, harassment and retaliation.

Boy Scouts of America Equal Access Act

As required by law, the district will provide equal access to district facilities and related benefits and services and will not discriminate against any group officially affiliated with the Boy Scouts of America, the Girl Scouts of the United States of America or any other youth group designated in applicable federal law.

School Nutrition Programs

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the district is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by the USDA. These programs include the National School Lunch Program, the Special Milk Program, the School Breakfast Program and the Summer Food Service Program.

Any person or representative alleging discrimination based on a prohibited basis has the right to file a complaint within 180 days of the alleged discriminatory action with the USDA Office of the Assistant Secretary for Civil Rights or the district's compliance officer using the process outlined in policy EF.

Interim Measures

When a report is made or the district otherwise learns of potential discrimination, harassment or retaliation, the district will take immediate action to protect the alleged victim, including implementing interim measures. Such interim measures may include, but are not limited to, altering a class seating arrangement, providing additional supervision or suspending an employee pending an investigation. The district will also take immediate steps to prevent retaliation against the alleged victim, any person associated with the alleged victim, or any witnesses or participants in the investigation. These steps may include, but are not limited to, notifying students, employees and others that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment or retaliation have occurred.

Consequences and Remedies

If the district determines that discrimination, harassment or retaliation have occurred, the district will take prompt, effective and appropriate action to address the behavior, prevent its recurrence and remedy its effects in alignment with board policy.

Employees who violate this policy will be disciplined, up to and including employment termination. Students who violate this policy will be disciplined, which may include suspension or expulsion. Patrons, contractors, visitors or others who violate this policy may be prohibited from district property or otherwise restricted while on district property. The superintendent or designee will contact law enforcement or seek a court order to enforce this policy when necessary or when actions may constitute criminal behavior.

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

In accordance with law and district policy, any person suspected of abusing or neglecting a child will be reported immediately to the CD.

Definitions

Compliance Officer – The individual responsible for implementing this policy, including the acting compliance officer when performing duties of the compliance officer.

Discrimination – Conferring benefits upon, refusing or denying benefits to, or providing differential treatment to a person or class of persons in violation of law based on race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law, or based on a belief that such a characteristic exists.

Grievance – A verbal or written report (also known as a complaint) of discrimination, harassment or retaliation made to the compliance officer.

Harassment – A form of discrimination, as defined above, that occurs when the school or work environment becomes permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive enough that it unreasonably alters the employment or educational environment.

Behaviors that could constitute illegal harassment include, but are not limited to, the following acts if based on race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law or based on a belief that such a characteristic exists: graffiti; display of written material, pictures or electronic

images; name calling, teasing or taunting; insults, derogatory remarks or slurs; jokes; gestures; threatening, intimidating or hostile acts; physical acts of aggression, assault or violence; theft; or damage to property.

Sexual Harassment – A form of discrimination, as defined above, on the basis of sex. Sexual harassment is unwelcome conduct that occurs when a) benefits or decisions are implicitly or explicitly conditioned upon submission to, or punishment is applied for refusing to comply with, unwelcome sexual advances, requests for sexual favors or conduct of a sexual nature; or b) the school or work environment becomes permeated with intimidation, ridicule or insult that is based on sex or is sexual in nature and that is sufficiently severe or pervasive enough to alter the conditions of participation in the district's programs and activities or the conditions of employment. Sexual harassment may occur between members of the same or opposite sex. The district presumes a student cannot consent to behavior of a sexual nature with an adult regardless of the circumstance. "Sexual Harassment under Title IX" is a subset of this definition, and the district's response to qualifying allegations is set forth in policy ACA.

Behaviors that could constitute sexual harassment include, but are not limited to:

1. Sexual advances and requests or pressure of any kind for sexual favors, activities or contact.

2. Conditioning grades, promotions, rewards or privileges on submission to sexual favors, activities or contact.

3. Punishing or reprimanding persons who refuse to comply with sexual requests, activities or contact.

4. Graffiti, name calling, slurs, jokes, gestures or communications of a sexual nature or based on sex.

5. Physical contact or touching of a sexual nature, including touching of intimate parts and sexually motivated or inappropriate patting, pinching or rubbing.

6. Comments about an individual's body, sexual activity or sexual attractiveness.

7. Physical sexual acts of aggression, assault or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking) against a person's will or when a person is not capable of giving consent due to the person's age, intellectual disability or use of drugs or alcohol.

8. Gender-based harassment and acts of verbal, nonverbal, written, graphic or physical conduct based on sex or sex stereotyping, but not involving conduct of a sexual nature.

Working Days – Days on which the district's business offices are open.

Compliance Officer

The board designates the following individual to act as the district's compliance officer:

Assistant Superintendent of Human Resource Services
Address: 8855 Dunn Road, Hazelwood, MO 63042
Phone: 314-687-1931
Email: ASuptofHR@fergflor.org

In the event the compliance officer is unavailable or is the subject of a report that would otherwise be made to the compliance officer, reports should instead be directed to the acting compliance officer:

Chief of Staff
Address: 8855 Dunn Road, Hazelwood, MO 63042
Phone: 314-687-1920
Email: Chiefofstaff@fergflor.org

For matters within the scope of this policy, the compliance officer or acting compliance officer will:

1. Coordinate district compliance with this policy and the law.

2. Receive all grievances regarding discrimination, harassment and retaliation except as provided in policy ACA.

3. Serve as the district's designated Title VI, Section 504 and Americans with Disabilities Act (ADA) coordinator, as well as the contact person for compliance with other discrimination laws.

4. Forward reports of sexual harassment and otherwise assist in Title IX compliance as directed in policy ACA.

5. Investigate or assign persons to investigate grievances; monitor the status of grievances to ensure that additional discrimination, harassment and retaliation do not occur; and recommend consequences.

6. Review all evidence brought in disciplinary matters to determine whether additional remedies are appropriate, and recommend which interim measures should be implemented.

7. Determine whether district employees with knowledge of discrimination, harassment or retaliation failed to carry out their reporting duties and recommend disciplinary action, if necessary.

8. Communicate regularly with the district's law enforcement unit or other law enforcement point of contact for the district to determine whether any reported crimes constitute potential discrimination, harassment or retaliation.

9. Oversee discrimination, harassment or retaliation grievances, including identifying and addressing any patterns or systemic problems and reporting such problems and patterns to the superintendent or the board.

10. Seek legal advice when necessary to enforce this policy.

11. Report to the superintendent and the board aggregate information regarding the number and frequency of grievances and compliance with this policy.

12. Make recommendations regarding changing this policy or the implementation of this policy.

13. Coordinate and institute training programs for district staff and supervisors as necessary to meet the goals of this policy, including instruction in recognizing behavior that constitutes discrimination, harassment and retaliation.

14. Periodically review student discipline records to determine whether disciplinary consequences are applied uniformly.

15. Perform other duties as assigned by the superintendent.

Public Notice

The superintendent or designee will continuously publicize the district's policy prohibiting discrimination, harassment and retaliation and disseminate information on how to report discrimination, harassment and retaliation. Notification of the district's policy will be posted in a public area of each building used for instruction or employment or open to the public. Information will also be distributed annually to employees, parents/guardians and students as well as to newly enrolled students and newly hired employees. District bulletins, catalogs, application forms, recruitment material and the district's website will include a statement that the district does not discriminate in its programs, services, activities, facilities or with regard to employment. The district will provide information in alternative formats when necessary to accommodate persons with disabilities.

Reporting

Students, employees and others may attempt to resolve minor issues by addressing concerns directly to the person alleged to have violated this policy, but they are not expected or required to do so. Any attempts to voluntarily resolve a grievance will not delay the investigation once a report has been made to the district.

Reports Involving Sexual Harassment

In cases involving sexual harassment, all persons must report incidents directly to the Title IX coordinator for evaluation under policy ACA. All district employees will instruct all persons seeking to make a report or complaint to communicate directly with the Title IX coordinator. Even if the suspected victim of discrimination, harassment or retaliation does not report on their own behalf, district employees are required to report to the Title IX coordinator any observations, rumors or other information about actions prohibited by this policy and policy ACA.

All Other Reports

Unless the concern is otherwise voluntarily resolved, all persons must report incidents that might constitute discrimination, harassment or retaliation directly to the compliance officer or acting compliance officer. All district employees will instruct all persons seeking to file a grievance to communicate directly with the compliance officer. Even if the suspected victim of discrimination, harassment or retaliation does not file a grievance, district employees are required to report to the compliance officer any observations, rumors or other information about actions prohibited by this policy. If a person refuses or is unable to submit a written complaint, the compliance officer will summarize the verbal complaint in writing. A grievance is not needed for the district to act upon finding a violation of law, district policy or district expectations.

Even if a grievance under this policy is not directly filed, if the compliance officer otherwise learns about possible discrimination, harassment or retaliation, including violence, the district will conduct a prompt, impartial, adequate, reliable and thorough investigation to determine whether unlawful conduct occurred and will implement the appropriate interim measures if necessary.

Student-on-Student Harassment

Building-level administrators are in a unique position to identify and address discrimination, harassment and retaliation between students, particularly when behaviors are reported through the normal disciplinary process and not through a grievance. In general, administrators can immediately discipline a student for prohibited behavior in accordance with the district's discipline policy. However, if sexual harassment is observed or alleged, the administrator must consult the Title IX coordinator to determine policy ACA's applicability to the reported facts or allegations prior to imposing discipline. Administrators will report all incidents as directed in the "Reporting" section of this policy and will direct the parent/guardian and student to the compliance officer for further assistance. In cases not being handled under policy ACA, the compliance officer may determine that the incident has been appropriately addressed or recommend additional action.

Investigation

The district will use the investigation process outlined in this section for any grievance filed under this policy (AC).

The district will immediately investigate all grievances submitted under this policy. All persons are required to cooperate fully in the investigation. The district compliance officer or other designated investigator may utilize an attorney or other professionals to conduct the investigation and/or serve in other roles and capacities under the procedures for grievance processing.

The district does not assume responsibility or liability for actions that are unrelated to the district's programs or activities. However, the district may investigate any behavior that occurs on or off district property to the extent that such an investigation is necessary for the district to meet its legal obligations to address discrimination, harassment and retaliation that negatively impact the education or work environment. The district will address such behavior only to the extent that the district has the legal authority to do so.

In determining whether alleged conduct constitutes discrimination, harassment or retaliation, the district will consider the surrounding circumstances, the nature of the behavior, the relationships between the parties involved, past incidents, the context in which the alleged incidents occurred and all other relevant information. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. If, after investigation, school officials determine that it is more likely than not (the preponderance of the evidence standard) that discrimination, harassment or other prohibited behavior has occurred, the district will take prompt and effective corrective action in accordance with law.

Collaboration with Outside Enforcement Agencies

In the event an outside enforcement agency is investigating the same allegation of discrimination, harassment or retaliation or a similar allegation, the district will make a preliminary inquiry, then follow the outside enforcement agency's investigation and response procedures instead of the formal district grievance process. During the inquiry, if the district determines that a reasonable basis for concluding this policy was violated exists, it will enforce appropriate interim measures while ensuring due process to the alleged perpetrator when required. When requested by law enforcement, the district may reasonably delay its own investigation to permit law enforcement to conduct the criminal investigation process.

Grievance Process Overview

1. If a person designated to hear a grievance or appeal is the subject of the grievance, the compliance officer may designate an alternative person to hear the grievance, or the next highest step in the grievance process will be used. For example, if the grievance involves the superintendent, the compliance officer may designate someone outside the district to hear the grievance in lieu of the superintendent, or the grievance may be heard directly by the board.

2. An extension of the investigation and reporting deadlines may be warranted if extenuating circumstances exist as determined by the district's compliance officer. The person filing the complaint will be notified when deadlines are extended. If more than twice the allotted time has expired without a response, the appeal may be taken to the next level.

3. Failure of the person filing the grievance to appeal within the timelines given will be considered acceptance of the findings and remedial action taken.

4. To the extent permitted by law, the district will investigate all grievances filed under this policy even if an outside enforcing agency, such as the Office for Civil Rights, law enforcement or the CD, is also investigating a complaint arising from the same circumstances.

5. The district will share information regarding an individually identifiable student or employee with the person filing the grievance or other persons only as allowed by law and in accordance with board policy.

6. Upon receiving a grievance, district administrators or supervisors, after consultation with the compliance officer, will implement interim measures as described in this policy if necessary to prevent further potential discrimination, harassment or retaliation during the pending investigation.

Grievance Process

1. Level I – A grievance is filed with the district's compliance officer. The compliance officer may conduct the Level I investigation or assign an administrator or other qualified individual to conduct the investigation. If the compliance officer determines that the grievance allegations involve sexual harassment under policy ACA, the report will be routed accordingly.

   An investigation will commence no later than five working days after the compliance officer receives the grievance. The investigator shall conduct a prompt, impartial, adequate, reliable and thorough investigation, including the opportunity for the person filing the grievance and other parties involved to identify witnesses and provide information and other evidence. The investigator will evaluate all relevant information and documentation relating to the grievance.

   Within 30 working days of receiving the grievance, the investigator will complete a written report that summarizes the investigation and makes determinations as to the facts and whether the facts constitute a violation of this policy based on the appropriate legal standards. If someone other than the compliance officer conducted the investigation, the compliance officer will receive the report and either adopt the report as submitted or modify and complete the report upon further investigation and/or review of applicable policy and law. If a violation of this policy is found, the compliance officer will recommend corrective action to the superintendent to address the discrimination, harassment or retaliation; prevent recurrence; and remedy its effects. The person who filed the grievance, the victim if someone other than the victim filed the grievance, and any alleged perpetrator will be notified in writing, within five working days of the completion of the report, in accordance with law and district policy, regarding whether the district's compliance officer or designee determined that district policy was violated.

2. Level II – Within five working days after receiving the Level I decision, the person filing the grievance, the victim if someone other than the victim filed the grievance, or any alleged perpetrator may appeal the compliance officer's decision to the superintendent by notifying the superintendent in writing. The superintendent may designate another person (other than the compliance officer) to review the matter when appropriate.

   Within ten working days, the superintendent will complete a written decision on the appeal, stating whether a violation of this policy is found and, if so, stating what corrective actions will be implemented. If someone other than the superintendent conducts the appeal, the superintendent will review and sign the report before it is given to the person appealing. A copy of the appeal and decision will be given to the compliance officer or acting compliance officer. The person who initially filed the grievance, the victim if someone other than the

victim filed the grievance, and any alleged perpetrator will be notified in writing, within five working days of the superintendent's decision, regarding whether the superintendent or designee determined that district policy was violated.

3. Level III – Within five working days after receiving the Level II decision, the person filing the grievance, the victim if someone other than the victim filed the grievance, or any alleged perpetrator may appeal the superintendent's decision to the board by notifying the board secretary in writing. The person filing the grievance and the alleged perpetrator will be allowed to address the board, and the board may call for the presence of other persons the board deems necessary. The board will issue a decision within 30 working days for implementation by the administration. The board secretary will give the compliance officer or acting compliance officer a copy of the appeal and decision. The person who filed the grievance, the victim if someone other than the victim filed the grievance, and the alleged perpetrator will be notified in writing, within five working days of the board's decision, in accordance with law and district policy, regarding whether the board determined that district policy was violated. The decision of the board is final.

Confidentiality and Records

To the extent permitted by law and in accordance with board policy, the district will keep confidential the identity of the person filing a grievance and any grievance or other document that is generated or received pertaining to grievances. Information may be disclosed if necessary to further the investigation, appeal or resolution of a grievance, or if necessary to carry out interim or disciplinary measures. The district will disclose information to the district's attorney, law enforcement, the CD and others when necessary to enforce this policy or when required by law. In implementing this policy, the district will comply with state and federal laws regarding the confidentiality of student and employee records. Information regarding any resulting employee or student disciplinary action will be maintained and released in the same manner as any other disciplinary record. The district will keep any documentation created in investigating the complaint including, but not limited to, documentation considered when making any conclusions, in accordance with the Missouri Secretary of State's retention manuals and as advised by the district's attorney.

Training

The district will provide training to employees on identifying and reporting acts that may constitute discrimination, harassment or retaliation. The district will instruct employees to make all reports to the district's compliance officer or acting compliance officer (or Title IX coordinator for sexual harassment, per policy ACA) and will provide current contact information for these persons. The district will inform employees of the consequences of violating this policy and the remedies the district may use to rectify policy violations. All employees will have access to the district's current policy, required notices and complaint forms. The district will provide training to any person responsible for investigating potential discrimination, harassment or retaliation.

The district will provide information to parents/guardians and students regarding this policy and will provide age-appropriate instruction to students.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 105.255, RSMo.	State Statute
§ 160.261, RSMo.	State Statute
§ 162.068, RSMo.	State Statute
§§ 213.010-.137,RSMo.	State Statute
§§ 290.400-.450, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act

Federal	Description
20 U.S.C. § 1681	Title IX of the Education Amendments of 1972
20 U.S.C. § 7905	Boy Scout Equal Access Act
29 U.S.C. §§ 621-634	Age Discrimination in Employment Act
29 U.S.C. § 206(d)	Federal Statute
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
34 C.F.R. Part 106	Federal Regulation
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act
42 U.S.C. §§ 1751-1760	Richard B. Russell National School Lunch Act
42 U.S.C. §§ 1777-1785	Child Nutrition Act
42 U.S.C. §§ 2000d-2000d-7	Title VI of the Civil Rights Act of 1964
42 U.S.C. §§ 2000e-1-2000e-17	Title VII of the Civil Rights Act of 1964
42 U.S.C. §§ 2000ff-2000ff-11	Genetic Information Nondiscrimination Act
42 U.S.C. §§ 6101-6107	Age Discrimination Act
42 U.S.C. § 11435	Federal Statute
7 C.F.R. Part 210 et seq.	National School Lunch Program
7 C.F.R. Part 215	Special Milk Program
7 C.F.R. Part 220	School Breakfast Program
7 C.F.R. Part 225	Summer Food Service Program
FEDERAL COURT	Bostock v. Clayton County, Georgia, 590 U.S., 140 S.Ct. 1731 (2020)
FEDERAL COURT	Burlington Indust. v. Ellerth, 524 U.S. 742 (1998)
FEDERAL COURT	Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)
FEDERAL COURT	Faragher v. City of Boca Raton, 524 U.S. 775 (1998)
FEDERAL COURT	Gebser v. Lago Vista Ind. Sch. Dist., 524 U.S. 274 (1998)
FEDERAL COURT	Oncale v. Sundowner Offshore Serv., 523 U.S. 75 (1998)
FEDERAL COURT	Harris v. Forklift Syst., Inc., 510 U.S. 17 (1993)

MSIP	Description
CC-1	MSIP STANDARDS
EA-4	MSIP STANDARDS

Policy ACA: SEXUAL HARASSMENT UNDER TITLE IX

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 01/09/2025

The Ferguson-Florissant School District-R-II does not discriminate on the basis of sex in its education programs and activities, including employment and admissions, as required by Title IX of the Education Amendments of 1972 (Title IX). All forms of sex-based discrimination are prohibited in the district, but this policy focuses exclusively on sexual harassment as defined in Title IX that occurs within the education programs and activities of the district. However, the district will respond promptly to investigate and address any report or complaint of sexual harassment.

"Sexual harassment under Title IX" is conduct on the basis of sex within the scope of the district's education programs or activities (as defined in this policy) that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit or service of the district on an individual's participation in unwelcome sexual conduct;

2. 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 district's education program or activity; or

3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8) or "stalking" as defined in 34 U.S.C. 12291(a)(30).

See the "Definitions Applicable to this Policy" section at the end of this document for definitions of other terms applicable to this policy.

In creating this policy, the district does not relieve any person under the district's jurisdiction from the consequences for violations of other policies and rules of the district meant to establish an environment conducive to teaching, learning, support services, work and the social and emotional well-being and development of the students entrusted to the district.

If a student alleges sexual misconduct on the part of any district employee to any person employed by the district, that person will immediately report the allegation to the Children's Division (CD) of the Department of Social Services in accordance with state law and district policy. Moreover, nothing in the policy precludes the mandatory or voluntary reporting of any suspected criminal activity to the appropriate law enforcement agency at any time.

Reporting Sexual Harassment or Title IX Retaliation

Any person may report sexual harassment regardless of whether the person is the alleged victim (complainant). However, board members and employees must immediately report to the Title IX coordinator any incident or behavior that could constitute sexual harassment or retaliation in accordance with this policy. Reports may be made at any time, including during nonbusiness hours, by using the telephone number, email address or office address listed below.

The board authorizes the following individual(s) to serve as the Title IX coordinator(s) for the district and coordinate and implement the district's efforts to comply with the requirements of Title IX.

Assistant Superintendent of Human Resource Services
Address: 8855 Dunn Road, Hazelwood, MO 63042
Phone: 314-687-1931
Email: ASuptofHR@fergflor.org

In the event the Title IX coordinator is unavailable or is the respondent to a complaint, reports should instead be directed to the compliance officer or alternate compliance officer listed in policy AC.

Notice of the Policy against Discrimination on the Basis of Sex

The district will provide notice of the district's prohibition on discrimination on the basis of sex under district policy and Title IX to students, parents/guardians, employees, applicants for admission and employment, and all unions or professional associations holding collective bargaining or professional agreements with the district. The notice will:

1. Include the name or title, office address, email address and phone number of the Title IX coordinator;

2. Include information on the district's grievance procedures and grievance process;

3. State that the requirement not to discriminate extends to admission and employment; and

4. Direct inquiries to the Title IX coordinator or the assistant secretary for civil rights at the U.S. Department of Education.

The district's policy prohibiting discrimination on the basis of sex and the contact information of the Title IX coordinator(s) will be prominently displayed on the district's website and in each handbook or course catalog.

Retaliation Prohibited

No person employed by or associated with the district will intimidate, threaten, coerce or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual has made a report or complaint, testified, assisted, participated or refused to participate in any manner in an investigation, proceeding or hearing under Title IX. While the law allows individuals to refuse to participate in a Title IX investigation, proceeding or hearing, district policy and the law require that employees immediately report to the Title IX coordinator any knowledge of an allegation of sexual harassment under Title IX, and employees can be reprimanded or disciplined for failing to do so.

Intimidation, threats, coercion or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment under Title IX but arise out of the same facts or circumstances as a report or formal complaint of sexual harassment under Title IX, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation. Complaints alleging retaliation must be filed with the Title IX coordinator.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of the grievance proceeding is not retaliation, with the understanding that a determination of responsibility for sexual harassment is not sufficient to conclude that a party made a materially false statement in bad faith.

Intake and Classification of Reports

The Title IX coordinator will receive and review all reports of sexual harassment even if a formal complaint has not been filed. The context of behavior can make a difference between conduct falling within the technical definition of sexual harassment under Title IX and conduct of a sexual nature that is offensive or hostile in itself, but which does not constitute harassment within that definition. District policies prohibit both but, for purposes of its Title IX obligations, the district must specially address cases within the definition under this special, limited-scope policy.

If the Title IX coordinator determines that the report concerns conduct that does NOT involve sexual harassment under Title IX as that term is defined in this policy or did not occur in the district's education program or activity, the Title IX coordinator will use the grievance process in policy AC or forward the complaint to the individual responsible for implementing policy AC.

Procedures Prior to or without a Formal Complaint

When the Title IX coordinator has actual knowledge of an allegation of sexual harassment under Title IX in an education program or activity of the district, the Title IX coordinator will promptly contact the complainant and:

1. Provide information about the supportive measures available to the complainant and inform the complainant that he or she may receive supportive measures without filing a formal complaint.

2. Consider the complainant's wishes with respect to supportive measures and implement appropriate supportive measures.

3. Explain to the complainant the process for filing a formal complaint.

Parties Enrolled in Special Education

In the case of all reports of sexual harassment, if the complainant or respondent has an individualized education program (IEP) in place, the Title IX coordinator will consult with the appropriate special education administrator(s) for

assistance in determining the appropriate supportive measures based on the special needs of the student.

If the district determines that a student's specific circumstances, including disabilities, prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein, the district will pursue such measures as are available under district policy and law. Such measures will be designed to restore or preserve the student's equal access to the district's education programs or activities.

The Formal Complaint Process

Nothing in this process will interfere with any legal right of a parent/guardian to act on behalf of a complainant, respondent or party including, but not limited to, filing a formal complaint. If a student who is not an eligible student pursuant to the Federal Education Rights and Privacy Act (FERPA) files a formal complaint, the parent/guardian will be notified.

The complainant may file a formal complaint or choose not to file a formal complaint and simply receive the supportive measures.

If the complainant does not file a formal complaint, the Title IX coordinator may sign a formal complaint initiating the grievance process. The Title IX coordinator will do so only if initiating the grievance process against the respondent is not clearly unreasonable in light of the known circumstances.

If no formal complaint is filed by the complainant or signed by the Title IX coordinator, no disciplinary action will be taken against the respondent on the grounds of sexual harassment under Title IX.

Title IX Grievance Process upon Filing of a Formal Complaint

The district's grievance process will provide a prompt and equitable resolution of complaints and will:

1. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent;

2. Comply with Title IX regulations before imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent;

3. Require a decision-maker to objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and not make credibility determinations based on a person's status as a complainant, respondent or witness;

4. Require that all Title IX coordinators, investigators, those responsible for facilitating informal resolution processes and decision-makers not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent;

5. Presume that the respondent is not responsible for the conduct until a determination of responsibility is made at the conclusion of the grievance process;

6. Follow stated timelines unless the district temporarily delays the grievance process for good cause (including, but not limited to, the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of a disability) and notify the parties in writing of the reason for a delay, if any; and

7. Not require, allow, rely upon or otherwise use questions or evidence that constitutes, or seeks disclosure of, information protected under a legally recognized privilege unless the person holding such privilege has waived the privilege.

Notice to the Parties

When the complainant files a formal complaint, written notice will be provided to all known parties and will include:

1. Notice of the grievance process, including any informal resolution process that is available and the timeline for such process.

2. Notice of the allegations of sexual harassment under Title IX made by the complainant with sufficient details known at the time and with sufficient time to allow the respondent to prepare before the initial interview. At a minimum, the details will include the identities of the parties involved in the incident, if known, the conduct and the date and location of the alleged incident if known.

3. A statement that the respondent is presumed not responsible for the conduct and that a determination of responsibility will be made at the conclusion of the grievance process.

4. A statement that parties may have an advisor of their choice, who may be an attorney.

5. A statement that the parties and their advisors will have an equal opportunity to inspect and review any evidence that is directly related to the allegations raised in the formal complaint, including evidence upon which the district does not intend to rely, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.

6. Notice of any provision in the district's discipline code that prohibits knowingly making a false statement or providing false information during the grievance process.

If in the course of the investigation of sexual harassment under Title IX the district decides to investigate allegations about the complainant or respondent that were not in the initial notice, notice of the additional allegations will be provided to all known parties.

Range of Possible Disciplinary Sanctions and Remedies

The discipline of employees is addressed in board policies, which are available on the district's website, and in Missouri law regarding public employees under contract. An appropriate disciplinary response for an employee found responsible for sexual harassment in this grievance process may include any suitable response available for the discipline of employees for any other violation of board policy.

The discipline of students is addressed in the policies, regulations and procedures that establish the district's comprehensive code of student conduct, which is posted on the district's website.

Remedies may include the imposition upon a responsible respondent of any additional nondisciplinary measures appropriate to effecting a remedy for sexual harassment and may include such measures as no-contact requirements, scheduling adjustments, removal or exclusion from extracurricular activities, class reassignments, limits on future class registrations, restrictions on access to various spaces in the school buildings, reassignment of attendance, and similar measures fine-tuned to respond appropriately to the circumstances surrounding a successful complainant's right to access the district's education programs and activities.

Interim Action

Emergency Removal

The district may remove the respondent from the district's education programs and activities prior to the start or completion of the grievance procedure on an emergency basis provided that the district:

1. Performs an individualized safety and risk analysis;

2. Determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal; and

3. Provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision may not be construed to modify any rights under federal disability laws.

Administrative Leave

The district may place an employee respondent on administrative leave during the pendency of the grievance process in accordance with board policy and law. This provision may not be construed to modify any rights under federal disability laws.

Investigating a Formal Complaint

Consolidation

Formal complaints may be consolidated as to allegations of sexual harassment under Title IX against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Investigation Process and Scope

After the formal complaint is filed, the investigator will provide an investigative report to the decision-maker. The investigation may be conducted by someone other than the Title IX coordinator. The investigator will gather evidence sufficient to reach a determination of responsibility or nonresponsibility and may not require the parties to do so.
During the investigation and the grievance process, the district will:

1. Provide equal opportunity to present witnesses, including fact and expert witnesses, and all evidence, including inculpatory and exculpatory evidence.

2. Not restrict the parties from discussing the allegations under investigation or gathering and presenting relevant evidence.

3. Provide the same opportunity for parties to have others, including an advisor of their choice, present during any grievance proceedings and related meetings, though the district may restrict the extent to which advisors may participate as long as the rules apply to both parties.

4. Provide written notice to parties who are invited or expected to participate of the date, time, location, participants and purpose of all hearings, investigative interviews or other meetings with sufficient time for the parties to prepare to participate.

5. Obtain written, voluntary consent before accessing records, such as medical records or counseling notes, that a physician, psychiatrist, psychologist or other recognized professional or paraprofessional made or maintained in connection with the provision of treatment to the party. If the party is at least 18 years old or is enrolled in postsecondary education, the party can sign on his or her own behalf. Otherwise, a parent/guardian must sign on the party's behalf.

6. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. This includes evidence upon which the district does not intend to rely in reaching a determination of responsibility and inculpatory or exculpatory evidence, whether obtained from a party or other source.

7. Send to each party and the party's advisor, if any, the evidence subject to inspection and review prior to completion of the investigative report and within 20 business days of the parties receiving notice of the formal complaint. The evidence may be sent in an electronic format or hard copy. The parties will be given at least ten business days, as required by law, to submit a written response, which the investigator will consider prior to the completion of the report.

8. Create an investigative report that fairly summarizes relevant evidence and send it in an electronic or hard copy format to each party and their advisors, if any, for their review and written response. The investigative report must be sent no later than ten business days prior to the time of determination of responsibility by the decision-maker, as required by law.

Dismissal of the Formal Complaint

If the district determines that the allegations, even if proved, would not constitute sexual harassment under Title IX as defined in this policy, did not occur in the district's education program or activity, or were not committed against a person in the United States, the formal complaint will be dismissed. The dismissal does not mean that a complaint cannot be made under another district policy or that any misbehavior will not be addressed under another policy or the district's code of conduct.

The district may dismiss a formal complaint or any allegations in a formal complaint at any time if:

1. The complainant notifies the Title IX coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations in the formal complaint;

2. The respondent is no longer enrolled in or employed by the district; or

3. Specific circumstances prevent the district from gathering evidence sufficient to reach a determination of responsibility based on the merits of the formal complaint or allegations therein.

If the formal complaint is dismissed, the district will notify the parties simultaneously. A party may appeal the dismissal of a formal complaint by submitting a written notification of appeal to the Title IX coordinator within five business days of receiving the notice that the complaint was dismissed. If the Title IX coordinator or the investigator dismissed the complaint, the dismissal will be heard by the decision-maker. If the decision-maker dismissed the complaint, the dismissal will be heard by the appellate decision-maker. The appeal is limited to the following bases:

1. There was a procedural irregularity that affected the outcome.

2. There is new evidence that was not reasonably available at the time the dismissal was made that could affect the outcome of the matter.

3. The Title IX coordinator, investigator or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent that affected the outcome of the matter.

Time Consumed by the Investigation

It serves all parties when investigations proceed diligently and conclude within a reasonable time, which may vary case by case. Not more frequently than every other week, any party may request the Title IX coordinator to obtain and provide the parties with a basic status report on the investigator's progress toward completion.

Submission for a Determination of Responsibility and the Related Findings and Conclusions

The Title IX coordinator will designate someone to serve as the decision-maker to determine whether the respondent is responsible for sexual harassment under Title IX. The designated person may be a district administrator, an attorney or another appropriate adult. The person designated cannot have been part of the investigation.

Procedures of the Decision-Maker and Party Questions and Answers

After the parties receive the final investigative report, each party may submit to the decision-maker any written, relevant questions that the party wants asked of any party or witness. Each party will receive the answers to the questions and will be allowed time to submit limited follow-up questions. The decision-maker:

1. Will permit questions and evidence about the complainant's sexual predisposition or prior sexual behavior only if such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

2. May exclude a question that is not relevant. The party who submitted the question will receive an explanation as to why the question was judged not relevant.

Preponderance of the Evidence Standard

The decision-maker may find the respondent is responsible for the alleged sexual harassment under Title IX only when the evidence provided more clearly and more probably favors the complainant's claim (preponderance of the evidence).

Decision-Maker's Findings and Resulting Remedies

Within 20 business days after the closing of the questions period, including follow-up questions, the decision-maker

will provide a written Title IX decision that includes:

1. The allegations potentially constituting sexual harassment under Title IX;

2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits and other methods used to gather other evidence and hearings held;

3. Findings of fact supporting the determination;

4. Conclusions regarding the application of the facts to the district's code of conduct and, if the student code of conduct is implicated, a referral of a student respondent to district officials charged generally with the discipline of students pursuant to Missouri law;

5. A statement of and rationale for the result as to each allegation, including a determination of responsibility, any disciplinary actions recommended to the district to be imposed on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided to the complainant; and

6. The procedures and permissible bases for the complainant and respondent to appeal.

The written Title IX decision will be provided to the parties simultaneously, and a copy will be provided to the Title IX coordinator.

Finality of the Title IX Decision

If an appeal is filed, the Title IX decision becomes final on the date that the district provides the parties with the written determination of the result of the appeal. If an appeal is not filed, the Title IX decision becomes final on the date on which an appeal would no longer be considered timely.

Disciplinary Matters and Implementation of Discipline and Remedies

The Title IX coordinator is responsible for effective implementation of any remedies, including coordination with the district's disciplinary authorities. The complainant is not a party to the disciplinary procedures concerning a respondent. The administrator(s) responsible for discipline will base that discipline on the final Title IX decision, recommendations made by the decision-maker and any changes made as a result of an appeal.

Appeals of the Determinations of Responsibility in the Title IX Decision

Initiating an Appeal of a Title IX Decision—Time, Contents and Assignment

Either party may appeal the determination(s) of responsibility, the dismissal of a formal complaint or any allegation in a formal complaint by notifying the Title IX coordinator in writing within five business days of the parties receiving the written Title IX decision from the decision-maker. Appeals must be based on one or more of the following:

1. A procedural irregularity that affected the outcome of the matter.

2. New evidence that was not reasonably available at the time of the determination and that could affect the outcome of the matter.

3. The Title IX coordinator, investigator(s) or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent that affected the outcome of the matter.

The party who files the appeal will state the basis or bases for the appeal in writing. If there are multiple determinations of responsibility, the appeal should specify which ones are affected by the appeal. Appeals filed for any reason other than those listed above will not be heard.

If an appeal is filed, the Title IX coordinator will:

1. Assign the appeal to an appellate decision-maker who is not the same person as the initial decision-maker, the

investigator or the Title IX coordinator.

2. Notify other parties in writing.

3. Implement the appeals process equally to all parties.

4. Give all parties the opportunity to submit a written statement in support of or challenging the outcome within five business days of receiving the notice of appeal.

Written statements and other written documents pertaining to the appeal will be shared with all parties.

Conduct of the Appeal

The appellate decision-maker will review the findings of the initial decision-maker and review the written statements filed by the parties supporting or opposing the appeal. Within ten business days of the close of the period for parties to file their written statements supporting or opposing the appeal, the appellate decision-maker will issue a written decision describing the result of the appeal and the rationale for the result to all parties simultaneously. The appellate decision-maker may refer an appealed issue back to a prior point in the grievance process for correction.

Process for Informal Resolution of Formal Complaints

After a formal complaint has been filed and at any time prior to reaching a determination of responsibility, the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. If a party requests the use of an informal resolution process, the district will provide the parties a written notice that:

1. Discloses the allegations and the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;

2. Discloses that 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;

3. Discloses any consequences resulting from participating in the informal resolution process, including the records that, with voluntary written consent from the parties, will be maintained or could be shared; and

4. Obtains the parties' voluntary, written consent to the informal resolution process.

The informal resolution process may not be used to resolve allegations that an employee sexually harassed a student.

If the informal resolution process does not resolve the formal complaint within 30 business days after both parties consented to use the process, the Title IX coordinator will resume the grievance process unless both parties again consent to continue using the informal resolution process.

Training

Title IX coordinators, investigators, decision-makers and any person designated to facilitate an informal resolution process, should the district offer one, will receive training on the following:

1. The definition of sexual harassment under Title IX as used in this policy.

2. The scope of the district's education programs and activities.

3. How to conduct the investigation and grievance process, including determination of responsibility for sexual harassment, appeals, and informal resolution processes, as applicable.

4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

5. Issues of relevance necessary to create an investigative report that fairly summarizes the relevant evidence.

6. Issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

The district will not use training materials that rely on sex stereotypes. All training materials used by the district will promote impartial investigations and adjudications of formal complaints of sexual harassment under Title IX. These training materials must be publicly available on the district's website or, if the district does not maintain a website, the materials must be available upon request for inspection by members of the public.

Records

The district will maintain the following records for seven years:

1. Records of each investigation of sexual harassment under Title IX, including any determination of responsibility, any disciplinary sanctions imposed on the respondent and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;

2. Any appeal and the result therefrom;

3. Any informal resolution and the result therefrom;

4. All materials used to train Title IX coordinators, investigators, decision-makers and any person who facilitates an informal resolution process;

5. Documentation if the district did not provide a complainant with supportive measures and the reasons why such a response was not clearly unreasonable in light of the known circumstances; and

6. Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment under Title IX. These records must document the basis for the conclusion and that the district's response was not deliberately indifferent.

The district may add documentation of additional steps taken by the district that were not initially provided in conjunction with the initial complaint filed.

Confidentiality

Except as required by law, as permitted by the FERPA statute or regulations or to carry out the purposes of Title IX, including the conduct of any investigation, hearing or judicial proceeding arising thereunder, the district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including:

1. Any individual who has made a report or filed a formal complaint of sexual harassment under Title IX;

2. Any complainant;

3. Any individual who has been reported to be the perpetrator of sex discrimination;

4. Any respondent; and

5. Any witness.

The district must maintain as confidential any supportive measures provided to the complainant or respondent to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX coordinator is responsible for coordinating the effective implementation of supportive measures.

Definitions Applicable to this Policy

The following definitions are intended for use only for the purposes of this policy.

Actual Knowledge – Notice of sexual harassment under Title IX or notice of allegations of sexual harassment under Title IX to the district's Title IX coordinator or to any district official who has the authority to institute corrective measures on behalf of the district or to any employee of the district, except where the only district official or employee with actual knowledge is also the respondent.

Business Days – Days on which the district's business offices are open.

Complainant – An individual who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX coordinator who signs a formal complaint is not considered a complainant.

Dating Violence – Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

Determination of Responsibility – A formal finding of a decision-maker on each allegation of sexual harassment contained in a formal complaint that the respondent did or did not engage in conduct constituting sexual harassment under Title IX based on a preponderance of the evidence.

Domestic Violence – Felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim by a person with whom the victim shares a child in common; by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner; by a person similarly situated to a spouse of the victim under the domestic or family violence laws of Missouri; or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of Missouri.

Education Program or Activity – Any part of the district-sponsored instruction or employment in the district, including locations, events or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurred.

Formal Complaint – A document or electronic submission filed by the complainant or signed by the Title IX coordinator alleging sexual harassment under Title IX against a respondent and requesting that the district investigate the allegations. When a complainant files a formal complaint, the document or electronic submission must have the complainant's physical or digital signature or otherwise indicate the complainant's identity. A formal complaint may be filed only by a complainant participating in or attempting to participate in the district's education programs or activities.

Informal Resolution Process – Alternative dispute resolution methods designed to resolve allegations of sexual harassment without completing the formal complaint process. The purpose of the process is to restore or preserve equal access to the district's education programs or activities for all parties. Such a process may be offered by the Title IX coordinator after a formal complaint has been filed and after consultation with the district's attorney as to whether an informal resolution process will be sufficient to meet the district's Title IX obligations.

Investigative Report – The report of the investigator of a formal complaint.

Party/Parties – Complainant(s) and respondent(s).

Remedies – Upon a final determination of responsibility, remedies are actions taken to restore or preserve equal access to the district's education programs or activities. These may include continued or new supportive measures but may also include imposition of more burdensome requirements, limitations and conditions upon the respondent, as well as disciplinary referral of the respondent, including suspension, termination or expulsion.

Report – Information provided by a complainant or any other person to the Title IX coordinator when that information indicates, suggests or alleges misconduct. This includes the intake information obtained by the Title IX coordinator prior to the filing of a formal complaint.

Respondent – An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.

Sexual Assault – This includes all behaviors constituting forcible or nonforcible sexual offenses within the scope of the Federal Bureau of Investigation's national uniform criminal incident reporting system. At present these classifications include any sexual act directed against another person without the consent of the victim, including instances where the victim is incapable of consent. Sexual assault specifically includes:

1. *Rape* (Except Statutory Rape) – The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his or her age or because of his or her temporary or permanent mental or physical incapacity.

2. *Sodomy* – Oral or anal sexual intercourse with another person, without the consent of the victim, including

instances where the victim is incapable of giving consent because of his or her age or because of his or her temporary or permanent mental or physical incapacity.

3. *Sexual Assault with an Object* – To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his or her age or because of his or her temporary or permanent mental or physical incapacity.

4. *Fondling* – The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of his or her age or because of his or her temporary or permanent mental or physical incapacity.

5. *Incest* – Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by Missouri law.

6. *Statutory Rape* – Nonforcible sexual intercourse with a person who is under the statutory age of consent pursuant to Missouri law.

Stalking – Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

Supportive Measures – Nondisciplinary, nonpunitive 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 district's education programs or activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, safety 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, and other similar measures.

Title IX Decision – The comprehensive decisional document of the independent decision-maker concluding the Grievance Process, as may be amended or affected by the results of an appeal.

Voluntary Consent – Consent given freely and without coercion.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 105.255, RSMo.	State Statute
§ 162.068, RSMo.	State Statute
§ 167.161, RSMo.	State Statute
§ 167.171, RSMo.	State Statute
§§ 290.400-.450, RSMo.	State Statute

Federal	Description
34 C.F.R. Part 106	Federal Regulation
FEDERAL COURT	Bostock v. Clayton County, Georgia, 590 U.S., 140 S.Ct. 1731 (2020)
FEDERAL COURT	Burlington Indust. v. Ellerth, 524 U.S. 742 (1998)
FEDERAL COURT	Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)
FEDERAL COURT	Gebser v. Lago Vista Ind. Sch. Dist., 524 U.S. 274 (1998)

Federal	Description
FEDERAL COURT	Oncale v. Sundowner Offshore Serv., 523 U.S. 75 (1998)
FEDERAL COURT	Harris v. Forklift Syst., Inc., 510 U.S. 17 (1993)

Policy AD: SCHOOL DISTRICT MISSION

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 01/10/2025

(Comprehensive School Improvement Plan)

The mission of the Ferguson-Florissant School District is to provide high-quality instruction to every student in every neighborhood while prioritizing equity and compassionate relationships.

The district has a board-approved Comprehensive School Improvement Plan (CSIP) guided by the mission statement and based on the district's fundamental beliefs about teaching and learning. This plan serves as the district's foundation for allocating resources, developing policies and procedures, and selecting and implementing instructional programs designed to raise student achievement.

The CSIP was developed through the combined efforts of board members, staff, administrators, students, parents/guardians and community members, and the Ferguson-Florissant National Education Association president or designee and is ongoing. Goals, outcomes or objectives are provided in sufficient detail to direct the improvement efforts of the district for at least a five-year period. The CSIP is evaluated and updated as necessary.

A copy of the district's CSIP is available in the superintendent's office.

Each school shall have a building School Improvement Plan, which is aligned with the district's CSIP. The building School Improvement Plan consists of clearly defined goals, outcomes, and action plans to accomplish improvement efforts in the area of student learning, assessment, and high-quality professional development.

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Policy ADF: DISTRICT WELLNESS PROGRAM

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

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 parent, student, nurse or other school health professional, physical education teacher, school food service representative, board member, school administrator, member of the public, a Ferguson-Florissant National Education 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.

Wellness Program Coordinator

The board designates the following individual as wellness program coordinator: the assistant superintendent of business services. Only employees of the district who are members of the wellness committee may serve as wellness program coordinators. The wellness program coordinator, in consultation with the wellness committee, will develop and maintain a plan for implementation, management, and evaluation of this wellness policy.

The wellness program coordinator is responsible for ensuring that each school in the district is in compliance with this policy.

Nutrition Guidelines

The nutrition guidelines outlined in this section do not apply to food or beverages brought from home by students for consumption solely by the student or food or beverages created or used by students as part of the district's instructional program.

It is the policy of the district that all foods and beverages sold to students during the school day on any property under the jurisdiction of the district will meet the U.S. Department of Agriculture (USDA) school meal and Smart Snacks in School (Smart Snacks) nutrition standards, the Department of Elementary and Secondary Education guidelines, 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, unless an exemption applies. In addition, the Smart Snacks standards are encouraged to be applied to all food and beverages provided, but not sold, to students outside the reimbursable school meals program during the school day. For the purposes of this policy, the school day is the time period from the midnight before to 30 minutes after the official school day.

Nutrition Promotion and Education

The district will provide nutrition education aligned with the Missouri Learning Standards and Grade-Level Expectations (GLEs) in health and physical education in all grades. 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 wellness program coordinator, in consultation with the wellness committee, will develop procedures that address nutrition education and promotion.

Physical Activity and Education

The district will provide physical education and opportunities for health and physical activity aligned with the Missouri Learning Standards and GLEs in health and physical education in all grades. The wellness program coordinator, in consultation with the wellness committee, will develop procedures that address physical education and physical activity.

Other School-Based Activities

The wellness program coordinator, in consultation with the wellness committee, is charged with developing district wellness goals and procedures addressing other school-based activities to promote health and wellness with students and staff.

Assessment

The local wellness program will be assessed at least once every three years. The assessment will measure the district's level of compliance with implementing the local wellness program, including compliance levels in each of the district's schools; the extent to which the district's policy compares to model wellness policies; and a description of the progress made in attaining the goals of the program. The wellness program coordinator will report the results of assessments to the board, and the results of each assessment will be made available to the public on the district's website and by other appropriate means. The wellness program coordinator will make recommendations for modifications to the wellness policy in accordance with these assessments, and the board will revise the wellness policy as it deems necessary based on these recommendations. Administrative procedures will be revised accordingly.

Records

The wellness program coordinator will maintain records necessary to document compliance with law, including a copy of the policy; documentation of community involvement, including sign-in sheets or other documentation of the names of those who provided input to the committee; documentation of triennial assessments; and documentation that assessment findings were shared with the public.

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.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 167.720, RSMo.	State Statute
§§ 610.010-.030, RSMo.	State Statute

Federal	Description
42 U.S.C. §§ 1751-1760	Richard B. Russell National School Lunch Act
7 C.F.R. Part 210 et seq.	National School Lunch Program

Administrative Procedure ADF-AP(1): DISTRICT WELLNESS PROGRAM - (K–12 Districts)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The primary goals of the Ferguson-Florissant School District's wellness program are to promote student health, reduce student overweight/obesity, facilitate student learning of lifelong healthy habits, and increase student achievement. The following procedures will guide the implementation of the district wellness program.

Nutrition Guidelines

The district is committed to ensuring that all foods and beverages sold, provided, or made available to students on school campuses during the school day support healthy eating and create an environment that reinforces the development of healthy eating habits. For that reason, and as required by law, the district has set the following nutrition standards for its meal programs, competitive foods and beverages sold outside the meal programs, and other foods and beverages provided or made available to students during the school day.

For the purposes of this procedure, the school day is the time period from the midnight before to 30 minutes after the official school day. These meal standards do not apply to food sold at other times, such as evening or weekend events.

Nutrition Standards for Meal Programs

The food sold to students as part of the district's meal programs will meet the requirements of the U.S. Department of Agriculture (USDA).

Nutrition Standards for Competitive Foods and Beverages

The foods and beverages sold and served during the school day outside the reimbursable school meal programs (competitive foods and beverages) will meet or exceed the USDA Smart Snacks in School (Smart Snacks) nutrition standards. These standards will apply in all locations any time foods and beverages are sold to students during the school day, which includes, but is not limited to, foods and beverages sold in vending machines, school stores, and snack or food carts; à la carte options in cafeterias; and food and beverages sold through district-sponsored fundraising, including fundraising by student-initiated groups, unless an exemption applies, as described below.

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. Foods that do not meet USDA standards and are not intended for consumption at school may be delivered during the school day, and order forms for such food may be distributed during the school day, to the extent that these activities otherwise comply 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.

Nutrition Standards for Foods and Beverages Provided to Students during the School Day

All foods and beverages the district provides or makes available to students during the school day will meet or exceed the Smart Snacks nutrition standards. This includes, but is not limited to, foods and beverages provided or made available to students for celebrations, classroom parties, and birthdays, regardless of the source of the food. The district will provide parents/guardians and district employees with a list of foods and beverages that meet the Smart Snacks nutrition standards and a list of healthy party ideas, including nonfood celebration ideas.

Foods and beverages should not be used as a reward or withheld as punishment.

Water

Students will have access to safe and unflavored drinking water throughout the school day in every district facility used by students. Free, safe, and unflavored drinking water will be available to students during mealtimes in the places where meals are served.

Food Procurement

District food procurement will comply with USDA regulations, including implementation of the Buy American provision established under the National School Lunch Act.

The district may apply a geographic preference when procuring unprocessed, locally grown, or locally raised agricultural products and may use "locally grown," "locally raised," or "locally caught" as procurement specifications or selection criteria for unprocessed or minimally processed food items. When utilizing geographic preference to procure such products, the district has the discretion to determine the local area to which the geographic preference option will be applied, so long as there are an appropriate number of qualified vendors able to compete.

Nutrition Education

The district's nutrition education goal is to integrate sequential nutrition education with the comprehensive health education program and, to the extent possible, the core curriculum taught at every grade level to provide students with the necessary knowledge and skills to make healthy nutrition decisions. To achieve the nutrition education goal, the district will:

1. Provide students at all grade levels with adequate nutrition knowledge including, but not limited to:
    - The benefits of healthy eating.
    - Essential nutrients.
    - Nutritional deficiencies.
    - Principles of healthy weight management.
    - The use and misuse of dietary supplements.
    - Safe food preparation, handling, and storage.
2. Provide students with nutrition-related skills that minimally include the ability to:
    - Plan healthy meals.
    - Understand and use food labels.
    - Apply the principles of the USDA's Dietary Guidelines for Americans and MyPlate.
    - Critically evaluate nutrition information, misinformation, and commercial food advertising.
    - Assess personal eating habits, nutrition goal-setting, and achievement.
3. Provide instructional activities that stress the appealing aspects of healthy eating and are hands-on, behavior based, culturally relevant, developmentally appropriate, and enjoyable. Examples of activities include, but are not limited to: food preparation, contests, promotions, taste testings, farm visits, and school gardens.
4. Encourage district staff to cooperate with local agencies and community groups to provide students with opportunities for volunteer work related to nutrition, such as in food banks, soup kitchens, or after-school programs.
5. Provide information to all school staff about the symptoms of nutrition-related conditions such as unhealthy weight, eating disorders, and other nutrition-related health problems. Staff members who identify students who may have nutrition-related conditions will notify school counselors or student health services staff. When appropriate, school counselors or student health services staff will provide information about these conditions, including available treatment options, to students and their parents/guardians.

6. Coordinate the food service program with nutrition instruction. Food service staff should also work closely with those responsible for other components of the school health program to achieve common goals.

Nutrition Promotion

Nutrition promotion that uses evidence-based techniques to encourage healthy nutrition choices and participation in school meal programs positively influences lifelong eating behaviors. Students and staff will receive consistent nutrition messages throughout district facilities. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently by school staff, parents/guardians, and the community. The district will promote the importance of good nutrition in its schools and in the community through one or more of the following activities:

1. Offering healthy eating seminars for parents/guardians.

2. Providing nutrition information to parents/guardians via newsletters, handouts, presentations, or other appropriate means.

3. Posting nutrition tips on district websites.

4. Offering appropriate, participatory activities, such as cooking lessons or demonstrations, taste testings, farm visits, and school gardens.

5. Disseminating information about community programs that offer nutrition assistance to families.

6. Posting links on district websites to research and articles explaining the connections between good nutrition and academic performance.

7. Providing school meals that meet a variety of cultural preferences with a special emphasis on the populations served by the district.

8. Posting menus, including nutrient contents and ingredients, on district and school websites.

If practical, the district will provide information in a language understandable to the parents/guardians.

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

Moderate Physical Activity – Low-impact to medium-impact physical exertion designed to increase an individual's heart rate to rise to at least 75 percent of his or her maximum heart rate. Examples of moderate physical activity include, but are not limited to, running, calisthenics, or aerobic exercise. Time spent in recess and physical education counts as moderate physical activity.

Recess – A structured play environment outside of regular classroom instructional activities that allows students to engage in safe and active free play.

The district's physical activity goal is to assist students in learning to value and enjoy physical activity as an ongoing part of a healthy lifestyle by ensuring that every student has the opportunity to develop the knowledge, skills, and desire to perform a variety of physical activities, maintain physical fitness, and regularly participate in physical activity. To achieve the physical activity goal, the district will:

1. Develop a sequential program of appropriate physical education aligned with the Missouri Learning Standards for every student. The elementary program will provide for:

    - Twenty minutes of recess per day. Recess may be incorporated into the lunch period, but will be scheduled before lunch and held outdoors when possible.

    - An average of 150 minutes of moderate physical activity each five-day school week or an average of 30 minutes per school day. The program will also provide for 90 minutes per week of physical education under the supervision of a certified physical education instructor.

    - The middle school program will provide for 268 minutes of moderate physical activity during each school week and 6,500 minutes of physical education per year.

    - The high school program will provide for 1.5 units of physical education prior to graduation.

    All activity will:

    - Emphasize knowledge and skills for a lifetime of regular physical activity.

    - Meet the needs of all students, especially those who are not physically skilled or who have special needs.

    - Provide a variety of activity choices, feature cooperative as well as competitive activities, and account for gender and cultural differences in students' interests.

    - Prohibit exemptions from physical education courses based on participation on an athletic team, community recreation program, ROTC, marching band, or other school or community activity.

    - Contribute to achieving the goals established in the district's wellness policy and be closely coordinated with the other components of the overall school health program.

2. Provide opportunities and encouragement for students to voluntarily participate in before- and after-school physical activity programs designed to supplement, not replace, the district's physical education offerings, such as intramural activities, interscholastic athletics, and clubs by:

    - Providing a diverse selection of competitive and noncompetitive, as well as structured and unstructured, activities to the extent that staffing and district/community facilities permit.

    - Offering intramural physical activity programs that feature a broad range of competitive and cooperative activities for all students.

    - Encouraging partnerships between schools and businesses. Promotion of such partnerships must be appropriate and in accordance with board policy and applicable procedures.

3. Strive to provide joint school and community recreational activities by:

    - Actively engaging families as partners in their children's education and collaborating with community agencies and organizations to provide ample opportunities for students to participate in physical activity beyond the school day.

    - Working with recreation agencies and other community organizations to coordinate and enhance opportunities available to students for physical activity during their out-of-school time.

    - Negotiating mutually acceptable, fiscally responsible arrangements with community agencies and organizations to keep district-owned facilities open for use by students, staff, and community members during nonschool hours and vacations.

    - Working with local public works, public safety, police departments, and/or other appropriate state and federal authorities in efforts to make it safer and easier for students to walk and bike to school.

4. Prohibit the use of physical activity as a form of discipline or punishment and ensure that physical education and recess will not be withheld as punishment.

5. Discourage periods of inactivity that exceed two or more hours. When activities such as mandatory schoolwide testing make it necessary for students to remain indoors for long periods of time, staff should give students periodic breaks during which they are encouraged to stand and be moderately active.

6. Provide and encourage—verbally and through the provision of space, equipment, and activities—daily periods of moderate to vigorous physical activity for all participants in on-site after-school childcare and enrichment programs sponsored by the district.

7. Provide opportunities and encouragement for staff to be physically active by:

    - Planning, establishing, and implementing activities to promote physical activity among staff and providing opportunities for staff to conveniently engage in regular physical activity.

    - Working with recreation agencies and other community organizations to coordinate and enhance opportunities available to staff for physical activity during their out-of-school time.

Other School-Based Activities

The district's goal for other school-based activities is to ensure an integrated whole-school approach to the district's wellness program. The district will achieve this goal by addressing the areas itemized below.

Community Involvement

Staff will collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families. A list of foods and beverages that meet the Smart Snacks nutrition standards and ideas for healthy celebrations, rewards, and nonfood fundraising activities will be provided to community organizations that serve youth. Guest speakers invited to address students will receive appropriate orientation to the relevant policies of the district.

The wellness program shall make effective use of district and community resources and equitably serve the needs and interests of all students and staff, taking into consideration differences of gender, cultural norms, physical and cognitive abilities, and fitness level.

Family Involvement

The district will strive to engage families as partners in their children's education by supporting parental efforts to motivate and help their children with maintaining and improving their health, preventing disease, and avoiding health-related risk behaviors. Strategies the district may implement to achieve family involvement may include, but are not limited to:

1. Providing nutrient analyses of district menus.

2. Providing parents/guardians with a list of appropriate foods that meet the district's nutrition standards for snacks.

3. Providing parents/guardians with ideas for nonfood rewards and healthy celebrations, parties, and fundraising activities.

4. Encouraging parents/guardians to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the district's nutrition standards.

5. Designing curricular nutrition education activities and promotions to involve parents/guardians and the community.

6. Supporting efforts of parents/guardians to provide their children with opportunities to be physically active outside of school.

7. Providing information about physical education and other school-based physical activity opportunities available to students before, during, and after the school day.

8. Sharing information about physical activity and physical education via the district's website, newsletter, other

take-home materials, special events, or physical education homework.

9. Working with families to provide consistent sun safety information that includes an overview of the district's sun safety program and an explanation of how parents/guardians can reinforce the program at home and become involved with and support the district's program.

10. Encouraging parents/guardians to volunteer time in the classroom, cafeteria, or at special events that promote student health.

11. Providing opportunities for parent/guardian involvement with the district wellness committee.

If practical, the district will provide information in a language understandable to parents/guardians.

Indoor Air Quality

District employees will refrain from using candles, oils, sprays, plug-ins, and other sources of fragrance. Pesticides and cleaning products will be used only in accordance with district policies and procedures.

Mealtimes

Students are not permitted to leave school campus during the school day to purchase food or beverages. Mealtimes will comply with the following guidelines:

1. Mealtimes will provide students with at least ten minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch.

2. Activities such as tutoring or meetings will not be held during mealtimes unless students may eat during such activities.

3. At the elementary level, lunch periods will follow recess periods.

4. Free, safe, and unflavored drinking water will be available to students during meals in the meal service area.

5. Students will have access to hand-washing facilities before they eat meals or snacks.

6. The district will take reasonable steps to accommodate the toothbrushing regimens of students.

7. Students will be allowed to converse during meals.

8. The cafeteria will be clean, orderly, and inviting.

9. Adequate seating and supervision will be provided during mealtimes.

Outdoor Air Quality

The principal or designee of each school will be responsible for daily monitoring of Air Quality Index (AQI) information provided by local authorities.

1. When the AQI is "code orange" (unhealthy for sensitive groups of people), students with a history of reactions to ozone exposure will be permitted to reduce their outdoor exertion level or time spent outdoors, and the staff will arrange alternative indoor physical activities. Appropriately trained staff responsible for student supervision will monitor such students for symptoms of respiratory distress.

2. When the AQI is "code red" (unhealthy), students with a history of reactions to ozone exposure will remain indoors and participate in indoor physical activities. Appropriately trained staff responsible for student supervision will monitor such students for symptoms of respiratory distress. All other students will be allowed to engage in no more than one hour of heavy exertion (i.e., activities that involve high-intensity exercise such as basketball, soccer, and running) while outdoors.

3. When the AQI is "code purple" (very unhealthy) or "code maroon" (hazardous), all students will be kept indoors and participate in indoor physical activities. Appropriately trained staff responsible for student supervision will

monitor all students for symptoms of respiratory distress.

Staff Development and Training

All staff will be provided with ongoing training and professional development related to all areas of student wellness. The pre-service and ongoing in-service training will include teaching strategies for behavior change and will focus on giving teachers the skills they need to use non-lecture, active learning methods. Staff responsible for nutrition education will be adequately prepared and regularly participate in professional development activities to effectively deliver the nutrition education program as planned. Staff responsible for implementing the physical education program will be properly certified and regularly participate in area-specific professional development activities.

Qualified nutrition professionals will administer the district meal programs and will receive ongoing, area-specific professional development. The district will provide continuing professional development for all district nutrition professionals. Staff development programs will include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers according to their levels of responsibility.

Staff Wellness

The Ferguson-Florissant School District highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. The district will offer staff wellness programs that include education on nutrition, healthy eating behaviors, and maintaining a healthy weight for optimal health. The district will establish and maintain a staff wellness committee composed of at least one staff member; wellness committee member; registered dietitian, school nurse, or other health professional; employee benefits specialist; and other appropriate personnel. The staff wellness committee will serve as a subcommittee of the district wellness committee. The staff wellness committee will develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan will be based on input solicited from district staff and will outline ways to encourage healthy eating, physical activity, sun safety, and other elements of a healthy lifestyle. The staff wellness committee will provide a copy of its plan to the wellness program committee.

Sun Safety

"Sun safety" describes a range of behaviors that include wearing appropriate clothing, applying sunscreen, and limiting sun exposure. The sun safety program will focus on outdoor behavior and will be developmentally appropriate, active, engaging, and taught in lessons that emphasize the benefits of sun safety. Sun safety education will be designed to assist students with:

1. Knowledge about the harmful effects of the sun and ways to protect skin.

2. Sun-safe skills, including the correct use of protective clothing, hats, sunglasses, sunscreen, and lip balm as well as seeking shade and limiting sun exposure when possible and practical during the hours of peak sun intensity.

3. Knowledge about how to assess personal sun safety habits, set goals for improvement, and achieve these goals.

Tobacco

Tobacco use prevention education will focus on all grades with particular emphasis on middle school and reinforcement in all later grades. Instructional activities will be participatory and developmentally appropriate. Tobacco use prevention education programs will be implemented in accordance with board policy, relevant administrative procedures, and law.

Oversight and Assessment

The wellness program coordinators are responsible for monitoring implementation and assessing the effectiveness of the district wellness program by:

1. Completing the required triennial assessment.

2. Prioritizing wellness goals and writing work plans for each goal.

3. Measuring implementation of the district wellness policy and procedure.

4. Ensuring that the district meets the goals of the wellness policy and procedure.
5. Reporting to the board on compliance and progress.
6. Comparing the district's policy to model policies.

Compliance Indicators

The program coordinators will use the Centers for Disease Control and Prevention (CDC) School Health Index as a measure of the overall effectiveness of the local wellness program. In addition, the wellness program coordinators will identify at least one other assessment tool, including those available through the USDA or CDC, that provides measures not covered by the School Health Index. Assessment tools may be locally created.

Policy Review

The wellness program coordinators will provide policy revision recommendations to the board as part of the periodic report. The recommendations will be based on analysis of the compliance indicators and comparison of the district's policy to model policies provided, recommended, or referenced by the USDA. The board will revise the wellness policy as it deems necessary. Administrative procedures will be revised accordingly.

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Version ADF-AP1.1G.FER (02/25)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 167.720, RSMo.	State Statute
§§ 610.010-.030, RSMo.	State Statute

Federal	Description
42 U.S.C. §§ 1751-1760	Richard B. Russell National School Lunch Act
7 C.F.R. Part 210 et seq.	National School Lunch Program

Policy AF: ACCOUNTABILITY/COMMITMENT TO ACCOMPLISHMENT

Status: DRAFT

Original Adopted Date: Pending

The board accepts ultimate responsibility for all facets of the operations of the school district. Because it is accountable to the patrons of the district, the board will maintain a program of accountability that will help to accomplish the following objectives:

- Clearly state expectations and purposes as these relate to district operations, programs, departments and positions.
- Provide necessary resources and support to enable the professional and support staff to achieve stated expectations and purposes subject to the financial resources of the district.
- Evaluate district operations, programs, services, and instructional activities to determine how well expectations and purposes are being met.
- Evaluate the efforts of the employees of the board and of the board itself in accordance with stated objectives. The first purpose of personnel evaluation will be to help each individual make a maximum contribution to the goals and objectives of the school district.

The superintendent shall implement procedures to ensure continued progress and improvement of the district operations through a program of meaningful evaluations and assessments, including compliance with annual districtwide reporting requirements set forth by law.

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Version AF-C.1C (08/00)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.522, RSMo.	State Statute

Policy AFA: DATA REPORTING

Status: DRAFT

Original Adopted Date: Pending

Timely reporting of data to state and federal authorities is important to the administration of district programs. Unless otherwise specified in board policy or administrative procedures, the superintendent is responsible for the timely and accurate reporting of data to the Department of Elementary and Secondary Education (DESE), the U.S. Department of Education or other agencies in accordance with the annual data acquisition calendar provided by DESE.

The superintendent will make a record of the date on which data was reported and the entity to which the data was reported and will provide a copy of all reports to the custodian of records.

Delegation of Responsibility

The superintendent may delegate reporting responsibility to other district staff as appropriate. Any person delegated reporting responsibilities will make a record of the date on which data was reported and the entity to which the data was reported and will ensure that a copy of the report is provided to the custodian of records.

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Version AFA-C.1A (06/16)

Policy AH: USE OF TOBACCO AND VAPING PRODUCTS

Status: DRAFT

Original Adopted Date: Pending

Policy Application

To promote the health and safety of all students and staff, set a good example for students and promote the cleanliness of district property, the district prohibits all employees, students and visitors from using, possessing, smoking, vaping, consuming, displaying, promoting or selling any tobacco products, imitation tobacco products, vaping products or tobacco-related devices in all district facilities, on district transportation, on all district grounds at all times and at any district-sponsored event or activity while off campus. This prohibition extends to all facilities the district owns, contracts for or leases to provide educational services, routine healthcare, daycare or early childhood development services to children.

Definitions

Imitation Tobacco Product – Any edible or nonedible nontobacco product designed to resemble a tobacco product intended to be used by children as a toy. Imitation tobacco products include, but are not limited to, chocolate cigarettes, bubble gum cigars, shredded bubble gum resembling chewing tobacco, pouches containing flavored substances packaged similarly to snuff, and shredded beef jerky in containers resembling snuff tins.

Smoking/Vaping – Inhaling, exhaling, burning or carrying any lit or heated cigar, cigarette, pipe or any other lighted or heated product that contains, is made of, or is derived from a natural or synthetic form of nicotine, tobacco or other plants and that is intended for inhalation. Smoking/Vaping also includes carrying or using an activated electronic smoking device.

Tobacco Product – 1) Any product, whether synthetic or natural, that contains, is made of, or is derived from tobacco or nicotine that is intended for human consumption by chewing, smoking, absorbing, dissolving, inhaling, snorting, sniffing or ingesting by any other means. 2) Any component, part or accessory of a tobacco product including, but not limited to, cigarettes; electronic smoking devices; cigars; little cigars; cheroots; stogies; periques; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; Cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps; clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco.

Tobacco-Related Devices – Ash trays, rolling papers, wraps or pipes for smoking and any components, parts or accessories of electronic smoking devices.

Vapor Product – Any noncombustible product containing nicotine that employs a heating element, power source, electronic circuit or electronic, chemical or mechanical means, regardless of shape or size, that can be used to produce vapor from nicotine in a solution or other form. Vapor product includes any electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or similar product or device and any vapor cartridge or other container of nicotine in a solution or other form that is intended to be used with or in an electronic pipe or similar product or device. Vapor product does not include any alternative nicotine product.

Smoking Cessation Products

This policy does not prohibit adults from possessing and using products approved by the U.S. Food and Drug Administration for smoking cessation. Students may possess and use those products as allowed under policy JHCD.

Signage

Appropriate signage reflecting the content of this policy will be posted throughout the district at building entrances and other highly visible locations in all school buildings, indoor and outdoor athletic facilities and district-owned transportation.

Consequences

Students and employees who violate this policy will be disciplined in accordance with applicable board policies and may be offered referrals to smoking cessation programs. Employees may be disciplined or terminated for repeated violations. Visitors may be excluded from district property.

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Version AH-C.1G (03/21)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 290.145, RSMo.	State Statute
§§ 191.765-.777	State Statute

Federal	Description
20 U.S.C. §§ 7182-7184	Pro-Children Act

Policy BA: BOARD OPERATIONAL GOALS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 04/22/2025

The board's primary responsibility is to establish those policies, programs and procedures that will best produce the educational achievement needed by the students in the school district. The board is charged with accomplishing these goals, while also being responsible for the wise management of resources available to the school district. The board must fulfill these responsibilities by functioning primarily as a legislative body to formulate and adopt policy, by selecting an executive officer to implement policy, and by evaluating the results therefrom. Furthermore, it must perform its functions openly, while seeking the involvement and contributions of the students, the staff and district patrons in its decision-making processes.

In accordance with these principles, the board, through its mode of operation, will seek to achieve the following goals:

- Interpret the educational needs and aspirations of the community and formulate policies and programs which stimulate the students and the learning processes.
- Manage the school district in accordance with board policies, rules and procedures.
- Operate the school district through sound fiscal management, based upon the adopted annual budget.
- Provide the superintendent with sufficient and adequate guidelines for implementing board policies.
- Maintain effective, two-way communication with the students, the staff and the public in order to maintain an awareness of attitudes, opinions, desires and ideas.
- Conduct board business openly in order to solicit and encourage broad-based involvement of the students, the professional and support staff, and district patrons in the board's decision-making processes.

Version BA-S.1A.FER

Policy BBA: SCHOOL BOARD POWERS AND DUTIES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board of education is a representative body elected by the registered voters of the district of St. Louis County. It is the purpose and the role of the board of education to exercise general supervision over the schools of the district, and to ensure that the schools are maintained as provided by the state statutes, the rules and procedures of the Missouri State Board of Education and/or the Missouri Department of Elementary and Secondary Education, and the policies, rules and procedures of the school district. In addition, the board is accountable to the electorate, and shall be responsive to the educational needs and the imposed financial constraints of the district. In conducting its various functions as the legislative and policy-making authority for the district, the board recognizes the following general duties and responsibilities as paramount:

- *Legislative and Policy Making* – The board is responsible for the development of policies, rules, and procedures to serve as guidelines for the general management and administrative actions of the district. The establishment of the goals and objectives of the school district and the methods of financial support needed to reach those goals and objectives are a part of the policy-making function of the board of education.

- *Executive* – The board shall employ a superintendent to serve as the chief executive officer of the district. The board shall delegate, in writing to the superintendent, the executive and administrative duties and responsibilities necessary for carrying out its policies, and shall hold the superintendent accountable.

- *Appraisal* – The board is responsible for evaluating the effectiveness of its policies and their implementation. The board shall hold the superintendent responsible for furnishing complete information necessary for the board's evaluation of the district's programs.

- *Provision of Financial Resources* – The board is responsible for the adoption of the annual budget, which will provide financial basis for personnel, facilities, materials, and equipment to enable the district to carry out its educational program. The board is also responsible for employing certified public accountants annually to prepare an audit of all financial transactions of the district.

- *Staffing and Appraisal* – The board is responsible for employing the professional and support staff necessary for carrying out the district's instructional program. The board is also responsible for establishing salary schedules, terms of employment, and other personnel policies districtwide, and for the regular evaluation of its staff.

- *Public Relations* – The board is responsible for providing adequate and direct means for keeping the district patrons informed about the schools, and for keeping itself and the school staff informed about the needs and wishes of the public. The board will also ensure input, communication, and involvement with parents and community members.

- *Educational Planning and Evaluation* – The board is responsible for establishing educational goals which will guide both the board and the staff in working together toward the continued improvement of the educational programs in the district. It is responsible for providing for an ongoing evaluation of the school program as measured through the goals and objectives set forth by the district board of education and by the Missouri State Board of Education.

- *Judicial* – The board is responsible for acting as a court of appeals for the professional and support staff members, students, and the district patrons when issues involve board policies and their fair implementation.

The board of education shall control all aspects of the operations of the district within the limits of the law. However, the board will make its members, the district professional and support staff, and the district patrons aware that the board has authority to take official action only when it is acting as a whole. The board shall be the final authority. No section of the policies, rules and procedures may be construed to limit the statutory powers of the board to exercise its own prudent judgment. A board member is without authority as an individual.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 171.011, RSMo.	State Statute

Policy BBB-2: SCHOOL BOARD ELECTIONS **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

(Ballot Placement by Random Drawing)

The qualified voters of the Ferguson-Florissant School District shall annually elect two directors for terms of three years each on the municipal election day in April. An additional director shall be elected triennially. Unexpired vacant terms will be filled in accordance with law and district policy.

Candidate Filing

Before the seventeenth Tuesday preceding the election, the board shall 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, the closing date for filing and a statement that candidates filing on the first day of filing will be listed on the ballot in random order.

Qualified applicants for the board may file a declaration of candidacy during business hours in the superintendent's office commencing at 8:00 a.m. on the seventeenth Tuesday prior to the election and ending at 5:00 p.m. on the fourteenth Tuesday prior to the election. Candidates shall declare their intent to become a candidate in person and in writing to the secretary of the board of education or designee, unless otherwise specified in this policy. The district will clearly designate a location where candidates will form a line to file the necessary paperwork in an organized manner and determine the order of such filings for ballot placement.

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.

The secretary of the board of education shall certify the names of candidates who have properly filed and submit them and the notice of election to the St. Louis County Board of Election Commissioners not later than the tenth Tuesday prior to the election in the manner provided by law. After the tenth Tuesday prior to the election, the candidate list may be modified only pursuant to court order, in accordance with law.

School board candidates must file reports as required by the Secretary of State of Missouri. The St. Louis County Board of Election Commissioners will provide each candidate with information concerning the reporting requirements and a schedule of reporting dates.

The district will provide each candidate a copy of the Notice of Candidate's Obligation to File a 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.

Withdrawing as a Candidate

Candidates may withdraw from the election before the district's certification of candidates to the election authority by submitting written notice of their decision not to run. The notice must be submitted in person to the district's central office during regular business hours. Withdrawal requests that are not submitted in person will be accepted only if the district can verify the candidate actually submitted the request.

Filing by Certified Mail

In accordance with law, candidates may file by certified mail if they are unable to file the declaration of candidacy and other necessary paperwork in person due to a physical disability or because they are members of the U.S. Armed Forces on active duty. Upon request, the district will provide potential candidates the necessary paperwork prior to the opening date of candidate filing and during the filing period.

The candidate must personally sign the declaration of candidacy and other documents necessary for filing that require a signature, and the signatures must be notarized. In addition, the declaration of candidacy of a person with a

physical disability who is filing by certified mail must be accompanied by a notarized statement from a licensed physician verifying the disability. A candidate on active-duty military service who is filing by certified mail must include a notarized statement from the candidate's commanding officer verifying the candidate's active-duty status.

A candidate's completed declaration of candidacy and other necessary documents must be received by the district during the official candidate filing period in order for the candidate to appear on the ballot. If these documents are received by the district before 8:00 a.m. on the first day of filing or after 5:00 p.m. on the last day of filing, the district will not accept them and will return them to the candidate.

While the declaration of candidacy and other necessary documents must be sent to the district by certified mail in accordance with law, the candidate may designate a personal representative to draw a number on the first day of filing or stand in line on behalf of the candidate for ballot placement purposes by submitting a completed and notarized form provided by the district. As long as the candidate's declaration of candidacy and other necessary documents are received by the district after the beginning of filing and before the close of filing on the last day of filing, the candidate's ballot placement as determined by the personal representative's participation will stand.

If the candidate does not designate a personal representative for ballot placement purposes and the district receives the candidate's declaration of candidacy and other necessary documents the first day of filing, the candidate will be listed on the ballot after all other candidates who drew a random number on the first day of filing. If the district receives the necessary documents on any other day of filing, the district will list the candidate on the ballot in the order the declaration of candidacy and other necessary documents are physically received by the district. If two or more candidates file by certified mail on the same day and the filings are received at the same time, the district will list the candidate with the earlier postmark date first. If two or more postmark dates are identical, the candidates will be listed in the order the mail is processed.

If the required paperwork is received after candidate filing has closed for the day or on a day the district's offices are closed, the candidate will be considered to have filed first on the next day filings are received.

Write-In Candidates

If candidates have filed for a position, a person interested in becoming a write-in candidate must file a declaration of intent to be a write-in candidate with the proper election authority prior to 5:00 p.m. on the second Friday immediately preceding the election day in order for the votes to be counted. If no candidates have filed for the position, filing a declaration of intent to be a write-in candidate is not necessary but is recommended.

No Election Held

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 for each office to be filled by the election. However, if the number of candidates filing for a particular office exceeds the number of positions to be filled in the election, the election will be held even if a sufficient number of candidates withdraw so that the number of candidates remaining after the filing deadline is equal to the number of positions to be filled. If, in addition to board candidates, the district has an issue on the ballot, such as a bond or levy issue, the ballot will include the issue and the names of all candidates even if the number of candidates who filed for each position is equal to the number of open positions.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 105.973, RSMo.	State Statute
§ 115.453, RSMo.	State Statute
§ 137.073, RSMo.	State Statute
§ 162.261, RSMo.	State Statute
§ 162.291, RSMo.	State Statute

State	Description
§ 162.341, RSMo.	State Statute
§ 162.371, RSMo.	State Statute
§ 162.381, RSMo.	State Statute
§ 162.459, RSMo.	State Statute
§ 493.050, RSMo.	State Statute
§§ 105-483-.487, RSMo.	State Statute
§§ 115.121-.127, RSMo.	State Statute
Ch. 130, RSMo.	State Statute

Federal	Description
FEDERAL COURT	Jackson County Bd. of Election Commisioners v. Paluka, 13 S.W.3d 684 (Mo. Ct. App. 2000)

Administrative Procedure BBB-2-AP(1): SCHOOL BOARD ELECTIONS **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

To prepare for candidate filing, the board secretary or designee will:

1. Prior to the seventeenth Tuesday before the election, publish notice on the district website of the opening and closing filing date, the positions to be filled, the length of terms and the proper place for filing. (See BBB-AF1.)

2. Prepare a declaration of candidacy form for every term length for which candidates may file so that the form is ready to provide to candidates. (See BBB-AF2.)

3. Prepare a written notice to candidates of their obligation to file a financial interest statement so that the form is ready to provide to candidates. (See BBB-AF4.)

4. Obtain a summary of laws from the Missouri Ethics Commission (MEC) to provide to candidates.

5. Prepare a written statement for candidates to sign acknowledging that they have received the MEC's summary of laws and a written notice of their obligation to file a financial interest statement. (See BBB-AF3.)|

6. Obtain copies of the Missouri Department of Revenue's Candidate's Affidavit of Tax Payments and Bonding Requirements form to provide to candidates.

7. Clearly designate where candidates must form a line to file.

8. Random Drawing Option: If the district has chosen to place candidates who file on the first day on the ballot by random drawing, make sure there is a container of consecutive numbers available from which candidates may draw on the first day of filing.

When candidates file for the election, the St. Louis County Board of Elections will provide them with:

1. A copy of a summary of laws from the MEC.

2. Written notice of the candidate's obligation to file a financial interest statement, pursuant to state law.

3. A copy of the Missouri Department of Revenue's Candidate's Affidavit of Tax Payments and Bonding Requirements form.

When candidates file for the election, they must sign the following documents, which will be kept in the district's files:

1. A declaration of candidacy form. If there is a position for less than a three-year term, candidates must decide for which position they will run when filing and sign the corresponding declaration of candidacy form. (See BBB-AF2.)

2. A statement acknowledging that they have received the MEC's summary of laws and a written notice of their obligation to file a financial interest statement. (See BBB-AF3.)

Certifying the Election

Not later than 5:00 p.m. on the tenth Tuesday prior to the election, the St. Louis County Board of Elections must notify the election authority (county clerk or election commission) in writing of the election, specifying the name of the school district and providing the legal notice required to be published prior to the election (date and time of the election and a sample ballot). The notice may be accepted by facsimile if the original copy of the notice and certified copy of the legal notice to be published are received within three business days of the facsimile transmission.

No Election

In accordance with policy BBB, if the number of candidates filing at no time exceeded the number of positions to be filled in the election, there will be no election unless the district is also running a ballot issue. If no election is required, the board secretary or designee will notify the election authority by letter that there will not be an election in accordance with law. (See BBB-AF5.)

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State	Description
§ 105.973, RSMo.	State Statute
§ 115.453, RSMo.	State Statute
§ 137.073, RSMo.	State Statute
§ 162.261, RSMo.	State Statute
§ 162.291, RSMo.	State Statute
§ 162.341, RSMo.	State Statute
§ 162.371, RSMo.	State Statute
§ 162.381, RSMo.	State Statute
§ 162.459, RSMo.	State Statute
§ 493.050, RSMo.	State Statute
§§ 105-483-.487, RSMo.	State Statute
§§ 115.121-.127, RSMo.	State Statute
Ch. 130, RSMo.	State Statute

Federal	Description
FEDERAL COURT	Jackson County Bd. of Election Commisioners v. Paluka, 13 S.W.3d 684 (Mo. Ct. App. 2000)

Policy BBBA-1: BOARD MEMBER QUALIFICATIONS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

All board members should have an interest in the welfare and education opportunities of students, a desire to honestly represent the public and the commitment to be a good steward of taxpayer resources. All persons interested in serving on the board of education, whether elected or appointed, will meet all legal requirements for candidates in school board elections, including the following:

1. Be citizens of the United States of America. Mo. Const. art. VII, § 8; § 162.291, RSMo.

2. Be resident taxpayers of the Ferguson-Florissant School District. A "taxpayer" is an individual who has paid taxes to the state or any subdivision thereof within the immediately preceding 12-month period, or the spouse of such individual. § 162.291, RSMo.

3. Have resided in the district and Missouri for a minimum of one year immediately preceding their election or appointment. Mo. Const. art. VII, § 8; § 162.291, RSMo.

4. Be at least 24 years of age. § 162.291, RSMo.

5. Not be delinquent in the payment of any state income taxes, personal property taxes, municipal taxes or real property taxes on their place of residence. If an applicant is a past or present corporate officer of any fee office, that office cannot be delinquent in the payment of any taxes owed the state. § 115.306, RSMo.

6. Have not been found guilty of nor pled guilty to a felony under the federal laws of the United States of America or to a felony under Missouri law or an offense committed in another state that would be considered a felony in Missouri. § 115.306, RSMo.

7. Not be registered or required to be registered as a sex offender pursuant to § 162.014, RSMo. The board will request the resignation of any current board member who is registered or required to register. Board members who refuse to resign will be ineligible to serve as a board member at the end of their term.

8. Have filed, or the treasurer of an existing candidate committee has filed, all required campaign disclosure reports with the Missouri Ethics Commission, when applicable, for all previous elections in which they were candidates. § 130.071, RSMo.

Oath of Office

Newly elected or appointed members of the board officially qualify as board members when they take the oath of office and sign the oath, as required by law.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 115.306, RSMo.	State Statute
§ 130.071, RSMo.	State Statute
§ 160.011, RSMo.	State Statute
§ 162.014, RSMo.	State Statute
§ 162.203, RSMo.	State Statute
§ 162.291, RSMo.	State Statute
§ 162.301, RSMo.	State Statute
§ 561.021, RSMo.	State Statute

State	Description
Mo. Const. art.VII § 11	State Constitution
Mo. Const. art.VII § 8	State Constitution

Policy BBBB-2: SCHOOL BOARD BALLOT ISSUES **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 04/22/2025

(Districts Located Wholly or Partially in a City with a Population Greater than 30,000 or a Charter County)

The school board of the district may place issues on the ballot as needed or as required by law.

Certification of Ballot Language

The board will approve ballot language before any ballot issue is submitted to the election authority for inclusion on the ballot. The superintendent is authorized to have ballot language drafted or reviewed by an attorney prior to board approval. In accordance with law, the superintendent or designee will notify the election authority of the ballot issue and provide the language for the ballot no later than 5:00 p.m. on the tenth Tuesday prior to the election. The superintendent or designee may send the required notices by facsimile transmission as long as the election authority receives the original copy of the notice within three business days of the facsimile.

If there will be no additional cost for printing or reprinting the ballots, or if the board agrees to pay any costs incurred, the board may seek a court order to add an issue to or remove an issue from the ballot, as long as the notification occurs no later than 5:00 p.m. on the eighth Tuesday before the election.

Accepting Election Results

The board will be presented with official election results at the next regular meeting scheduled after the district receives the results. The board will accept the results or, alternatively, decide whether to take action to challenge the results.

Types of Ballot Issues Submitted by the District

Bond Issues

When the board deems it necessary to raise capital funds, the board may vote to submit a bond issue to the voters. All bond issues must be in furtherance of the district's facility plan and should be submitted only after careful study of the district's needs and after consultation with members of the public and the professionals necessary to accurately determine the cost and feasibility of the project. A bond issue passes with a four-sevenths vote at the general municipal election (April), primary election (August of even-numbered years), or a general election (November of even-numbered years). A two-thirds majority is required for all other elections. Following approval by the voters, the disposition of the bonded indebtedness will be in accordance with law.

Levy Issues

By law, the board may set a tax rate of $2.75 on the hundred-dollar assessed valuation without an election. The board may vote to submit a levy issue to the voters when the board deems it necessary to levy taxes in excess of that amount. In addition, the board must submit a proposition to the voters as to whether the rate of taxation shall be increased by the board if the board receives a written petition signed by voters requesting the proposition. The petition must include voter signatures numbering at least ten percent of the votes cast for the member of the school board receiving the greatest number of votes cast at the last school election in which board members were elected. Levy issues pass with a majority vote if the proposed levy is under $6.00. A proposed levy in excess of $6.00 requires a two-thirds vote to pass.

Waiver of Proposition C Rollback

By law, the board must reduce the total operating levy of the district to decrease the revenue the district would receive by an amount equal to 50 percent of the previous fiscal year's state sales tax receipts, with some exceptions. The board may submit an issue to the voters to forgo all or part of this reduction when the board deems it necessary to increase the revenue received by the district. This issue passes with a majority vote.

Transportation of Students Living Less than One Mile from School

If the district wishes to transport students living less than one mile from school and if an increase in the tax levy of the district is required to provide transportation, the board shall submit the issue at an election. This issue passes with a two-thirds majority. This levy may be rescinded after another ballot issue is submitted to the voters, in accordance with law.

Boundary Change

The board must submit a proposition to change the boundary of the school district if it receives a written petition signed by voters requesting the proposition. The petition must include voter signatures numbering at least ten percent of the votes cast for school board members in the last annual school election in the district and be submitted to the school boards of all districts affected by the proposed boundary change. Once the boards have received the petition, the question will be submitted at the next election. If a board of arbitration appointed by the State Board of Education has previously rejected a boundary change, a petition to change the same or substantially same boundary cannot be filed with the district until the expiration of two years from the date of the election at which the previous boundary change was submitted to the voters of the district.

The boundary will be immediately changed if a majority of those voting in all districts affected vote for the boundary change. If the voters in one of the districts approve the change and voters in another do not, any of the districts affected or a majority of the signers of the petition may appeal in writing to the State Board of Education within 15 calendar days of the election. The State Board will appoint a board of arbitration to settle the matter.

The board of arbitration will base its decision on the following factors:

1. The presence of school-age children in the affected area.

2. The presence of actual educational harm to school-age children, either due to a significant difference in the time involved in transporting students or educational deficiencies in the district that would have its boundary adversely affected.

3. The presence of an educational necessity, not of a commercial benefit to landowners or to the district benefiting from the proposed boundary adjustment.

Changing the District Name

If the board seeks to officially change the name of the district, it will first give notice to the public, as required by law, of the date the board will vote to change the name. If a petition protesting the change and signed by 20 resident voters is filed on or before that date, the board will submit the question at the next April election. The issue will pass with a majority vote. If a petition is not submitted, the board may vote to change the name with a unanimous vote.

Creating Subdistricts

The board must submit a proposition to voters to determine whether the district should be divided into subdistricts for the election of school board members when the board receives a written petition signed by the appropriate number of voters, as required by law. The board may also initiate a ballot issue on this subject as allowed by law.

Consolidation

The board, by a majority vote, may call for an election on a proposal to consolidate with one or more adjacent districts. The issue will be put on the ballot if the school board(s) of the district(s) with which the board seeks to consolidate likewise vote(s) to put the issue on the ballot.

The board must submit a proposition to consolidate the district with one or more adjacent districts if it receives a written petition signed by voters requesting the proposition. The petition must include voter signatures numbering at least ten percent of the votes cast for school board members in the last election in which board members were elected, or 100 voters, whichever is the higher number. A petition meeting these criteria must be submitted to the school boards of all districts involved in the consolidation. Once the board has received a petition meeting these criteria, the question will be submitted at the next election.

A plat of the proposed new district will be published and posted with the notices of election. The results of the election will be certified to the state commissioner of education by the board secretary of each district or by the election authority charged with conducting the elections. If the measure passes with a majority vote in each affected

district, the state commissioner will declare the new district formed as of July 1 following the submission of the question.

Annexation to One or More Adjacent Districts

The board must submit a proposition for the district to be attached to one or more adjacent districts if it receives a written petition signed by voters requesting the proposition. The petition must include voter signatures numbering at least ten percent of the votes cast for school board members in the last election in which board members were elected, or a majority of the voters of the district, whichever is the lesser.

Alternatively, the board may, by a majority vote, submit a plan to the voters of the DistrictCommonName to attach the DistrictCommonName to one or more adjacent districts and call for an election.

A plat of the proposed new district will be published and posted with the notices of election. If a majority of the votes cast in the election favor annexation, the board secretary will certify the fact, with a copy of the record, to the board and to the school boards of the districts to which annexation is proposed. If a majority of all the members of the school boards of each district the DistrictCommonName seeks to be attached to vote in favor of annexation, the boundary lines of the affected districts shall be changed to include the DistrictCommonName.

Expanding a Community College District to Include the School District Boundaries

If the board receives a petition to expand the boundaries of a community college district to include the boundaries of the school district, and the petition has enough signatures, the board will submit the question to voters as required by law. The petition must be signed by voters equal in number to ten percent of those voting in the last school election at which board members were elected or must be signed by a majority of the voters of the district, whichever is the lesser.

Dissolution

The board must submit a proposition to dissolve the district if it receives a written petition signed by voters requesting the proposition. The petition must include voter signatures numbering at least ten percent of the votes cast for school board members in the last election in which board members were elected, or 100 voters, whichever is greater. The question will be submitted at a municipal election. If a majority of voters voting favor dissolution, the district will be dissolved and may be annexed to one or more other districts by the State Board of Education, in accordance with law.

Establishing a Four-Day School Week

Beginning in the 2026–27 school year, before the school district may establish a calendar with a four-day school week in lieu of a five-day school week, the board must, by a majority vote, submit a proposal for approval by the district voters through a ballot measure. The ballot measure shall be submitted to voters at the next date available for public elections and no later than July 1 of the school year in which the four-day school week is proposed to commence. The four-day school week calendar shall become effective if a majority of qualified voters approve the measure.

Elections Not Restricted by Date

School districts do not have to wait until an official election date and may call a special election for:

1. Bond elections necessitated by fire, vandalism, or natural disaster.

2. Special elections to decide tie votes or election contests.

3. Tax elections necessitated by a financial hardship due to a five percent or greater decline in per-pupil state revenue to a school district from the previous year.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the

policy.

State	Description
§ 115.123, RSMo.	State Statute
§ 115.125, RSMo.	State Statute
§ 115.646, RSMo.	State Statute
§ 162.223, RSMo.	State Statute
§ 162.321, RSMo.	State Statute
§ 162.431, RSMo.	State Statute
§ 162.441, RSMo.	State Statute
§ 162.451, RSMo.	State Statute
§ 162.563, RSMo.	State Statute
§ 164.013, RSMo.	State Statute
§ 164.021, RSMo.	State Statute
§ 164.031, RSMo.	State Statute
§ 164.081, RSMo.	State Statute
§ 164.121, RSMo.	State Statute
§ 164.131, RSMo.	State Statute
§ 164.141, RSMo.	State Statute
§ 164.151, RSMo.	State Statute
§ 167.231, RSMo.	State Statute
§ 167.232, RSMo.	State Statute
Mo. Const. art.VI § 26(b)	State Constitution
Mo. Const. art.X § 11(c)	State Constitution

Policy BBC: BOARD MEMBER RESIGNATION

Status: DRAFT

Original Adopted Date: Pending

The board believes that any citizen who seeks election or appointment to the board of education should do so with full knowledge of and appreciation for the investment of time, effort and dedication expected of all board members and the intention to serve a full term of office.

If a board member decides to resign prior to the end of the term of office for reasons of health, relocation outside the district or any other compelling reason, the board requests the earliest possible notification of intent to resign so that it may plan to fill the vacant seat.

A board member who resigns shall file a letter of resignation with the board secretary, who shall forward it to the board and list the issue on the agenda for the next board meeting. The board shall declare a vacancy exists when the resignation letter is officially presented to the board at a board meeting.

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Version BBC-C.1B (09/15)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.261, RSMo.	State Statute
§ 162.471, RSMo.	State Statute
Mo. Const. art.VII § 12	State Constitution

Policy BBD: BOARD MEMBER REMOVAL FROM OFFICE

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Member Attendance at Board Meetings

Each board member is obligated to attend board meetings regularly in compliance with Missouri Statute 162.303. For the purposes of this policy, attendance shall be defined as actual, physical presence at the board meeting until all the business of the board has been completed, unless a member is excused by a majority of the board. Board members are also obligated to notify the board president of absences as soon as possible prior to a regular board meeting or study session.

Absences will be excused by the b o a ıpresident when a ŀoard 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 aboard 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's 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, or 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 12 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 reasons as a basis for excused absence.

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.

Any member of the board of education failing to attend three consecutive regular meetings of the board, unless excused by the board for reasons satisfactory to the board, shall be deemed to have vacated the position on the board. The secretary of the board shall certify to the board that a vacancy exists. The vacancy shall then be filled in the same manner as other vacancies occurring on the board.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.303, RSMo.	State Statute

Policy BBE-1: SCHOOL BOARD VACANCIES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 05/29/2024

If a vacancy occurs on the board of education, the remaining members shall appoint a person to serve until the next school board election when a director shall be elected for the unexpired term. In a case of resignation, a vacancy shall be declared to exist when the resignation letter is officially presented to the board at a board meeting. In a case of removal from office for excessive absences, a vacancy shall be declared to exist when the secretary of the board certifies to the board that a board member has missed three consecutive board meetings, and the board has not excused the absences.

If there are more than two vacancies at any one time, the county commission, upon receiving written notice of the vacancies from the board secretary, shall fill the vacancies by appointment. If the district is located in a county without a county commission, the county executive, upon receiving written notice of the vacancies, shall fill the vacancies by appointment, with the advice and consent of the county council. The persons appointed shall hold office until the next school board election, when directors shall be elected for the unexpired terms.

When it is the board's responsibility to fill a vacancy, the following process will be used unless the board votes to use a different process due to the timing of the vacancy or other relevant reasons:

1. *Notification Process* – The vacancy will be announced at a board meeting, and the district will notify local newspapers and advertise the vacancy on the district's website. The superintendent or designee is directed to advertise the vacancy in other effective ways, such as sending emails or other electronic communication to the community or posting notice in district buildings or publications. Residents who wish to be appointed to the vacancy must apply as directed in the notification(s). The district will allow residents a minimum of two weeks from the date the district publicizes the vacancy on its website to apply for the vacant position.

2. *Review/Interview Process* – The board will review all applications at a regularly scheduled board meeting or at a special meeting called for that purpose. The board may select final candidates to interview in open session, or the board may decide not to interview candidates and make a final selection from the applications. The board will discuss applications and interview candidates in open session.

3. *Selection Process* – The board will make appointments in an open session board meeting through a formal motion that is seconded and confirmed with an affirmative vote by a majority of the board. A board member who is resigning from or otherwise leaving the board shall not participate in choosing a successor.

4. *Swearing In* – Once appointed, a person becomes a board member by taking and signing the oath of office.

5. *Notification of Legal Responsibilities* – All appointed board members will receive a notice of their obligation to file a personal financial disclosure statement and will be notified of the requirement to complete state-mandated training.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.203, RSMo.	State Statute
§ 162.261, RSMo.	State Statute
Mo. Const. art.VII § 11	State Constitution

Policy BBF: SCHOOL BOARD MEMBER ETHICS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Board members accept the fiduciary responsibilities of holding a public office for school district governance on behalf of district residents and in accordance with the laws of Missouri and the United States.

The key principles to be observed in upholding these responsibilities are the duties of care, loyalty and public trust.

Duty of Care – Board members will be attentive to the responsibilities of their office including, but not limited to, those set out by law, board policy and board directive. They will act in good faith and in a reasonably prudent manner after due consideration of all provided information. Under the duty of care, board members will prepare for meetings by reading the provided information and contacting the superintendent for clarification. Board members will consider the ideas and opinions of administrators, advisors and other board members as well as any input received from district residents before casting a vote in meetings. Board members will effectively manage district assets, ensure quality staffing and resources, monitor district processes and demonstrate accountability for decisions.

Duty of Loyalty – Board members will place the interests of the district and its students before personal interests. In general, board members cannot use their positions of trust, confidence and inside knowledge to further their own personal interests or those of their family and friends, personal acquaintances, or business associates. Board members will avoid nepotism and conflicts of interest and will take only those actions that will advance the district mission and vision.

Duty of Public Trust – Board members will act in a manner that builds and maintains the community's confidence that the board is acting legally, ethically, responsibly, transparently and in the best interest of the students and the taxpayers. Board members will avoid even the appearance of impropriety. The duty of public trust includes, but is not limited to, the obligation to follow the law, meaningfully engage the public, keep the public informed of board decisions and admit and correct mistakes. Board members will interact professionally with other board members, the superintendent, district staff and stakeholders.

No list can comprehensively capture all the decisions and actions required under the duties of care, loyalty and trust. However, a board member adhering to the requirements of the office will:

1. Remember that the first and greatest concern must be the educational welfare of the district's students.
2. Govern through board-adopted policies and follow board-adopted policies and directives.
3. Make every effort to attend all board meetings and arrive at meetings prepared to discuss the agenda items.
4. Avoid conflicts of interest or the appearance thereof and safeguard confidential information.
5. Recognize that the board acts only as a formally convened body and that individual board members have no independent authority to speak or act on the board's behalf unless they are designated by the board to do so.
6. Delegate board policy administration and school operations to a qualified superintendent and maintain a productive professional relationship with the superintendent and district staff.
7. Make employment decisions based on applicant qualifications and benefits to the district rather than personal interest.

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Version BBF-C.1B.FER (07/23)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.031, RSMo.	State Statute
§ 162.091, RSMo.	State Statute

State	Description
§§ 105.450-.452, .454, .458, .462, RSMo.	State Statute
§§ 162.261, .471 RSMo.	State Statute
§§ 531.010 – .060, RSMo.	State Statute
MO COURT	Bd. of Educ. v. Tiedemann, 69 Mo. 515, 518 (1879)
MO COURT	Bank of Belton v. Wray, 55 Mo. App. 646 (1894)
MO COURT	Consol. Sch. Dist. No. 6 v. Shawhan, 273 S.W. 182 (Mo. Ct. App. 1925)
MO COURT	Bonsack & Pearce, Inc. v. School Dist., 49 S.W.2d 1085 (Mo. 1932)
MO COURT	Brickey v. Nolte, 169 S.W.2d 50 (Mo. 1943)
MO COURT	Consol. Sch. Dist. v. Powell, 221 S.W.2d 508 (Mo. 1949)
MO COURT	St. Louis Cty. v. Kelly, 377 S.W.2d 328, 332 (Mo. 1964)
Mo. Const. art.VII § 11	State Constitution

Policy BBFA: BOARD MEMBER CONFLICT OF INTEREST AND FINANCIAL DISCLOSURE

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

All directors of the board of education shall adhere to the laws regarding conflict of interest and avoid situations where their decisions or actions in their capacity as board members conflict with the mission of the district.

Purchases Involving Federal Funds

In addition to the requirements of this policy, board members must follow the provisions of policy DJFA and related procedures and are also subject to the conflict of interest provisions of federal law.

Definitions

Business with Which a Board Member Is Associated – For the purposes of this policy:

1. A sole proprietorship owned by the board member, his or her spouse or any dependent children in the board member's custody;

2. A partnership or joint venture in which the board member or his or her 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 or his or her spouse or dependent children in the board member's custody, whether singularly or collectively, own more than ten percent of the outstanding shares of any class of stock or partnership units; or

3. Any trust in which the board member is the trustee or settlor or in which the board member or his or her spouse or dependent children in his or her custody, whether singularly or collectively, are beneficiaries or holders of a reversionary interest of ten percent or more of the corpus of the trust.

Fourth Degree of Consanguinity or Affinity – Includes parents, grandparents, great-grandparents, great-great-grandparents, spouse, children, siblings, grandchildren, great-grandchildren, great-great-grandchildren, nieces, nephews, grand-nieces, grand-nephews, aunts, uncles, great-aunts, great-uncles, and first cousins by virtue of a blood relationship or marriage.

Special Monetary Benefit – 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.

Substantial Interest – A substantial interest exists when the board member or his or her spouse or dependent children in his or her custody, either singularly or collectively, directly or indirectly:

1. Own(s) ten 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.

Sale, Rental or Lease of Personal Property (Property Other Than Real Estate)

No elected or appointed official of the district shall sell, rent or lease any personal property to the school district for consideration in excess of five hundred dollars' value per transaction or five thousand dollars' value per year to him or her, to his or her spouse, to a dependent child in his or her custody or to any business with which he or she is associated unless the transaction is made pursuant to an award on a contract let or sale made after public notice and competitive bidding, provided that the bid or offer accepted is the lowest received.

Sale, Rental or Lease of Real Property (Real Estate)

No elected or appointed official of the district shall perform a service or sell, rent or lease any real property to the school district for consideration in excess of five hundred dollars' value per transaction or five thousand dollars' value per year to him or her, to his or her spouse, to a dependent child in his or her custody or to any business with which

he or she is associated unless the transaction is made pursuant to an award on a contract let or sale made after public notice.

Employment

The district shall not employ board members for compensation even on a substitute or part-time basis. The district will not accept applications of employment from board members, consider board members for employment or decide to employ board members while they remain on the school board. Board members may provide services on a volunteer basis.

The board of education shall not contract with, employ, or re-employ to any position an immediate relative of the superintendent of the district. For purposes of this section, the term "immediate relative" includes: husband or wife; father or father-in-law; mother or mother-in-law; brother or brother-in-law; sister or sister-in-law; son or son-in-law; daughter or daughter-in-law; step-children or their spouses.

Independent Contractor Services

No elected or appointed official of the district shall perform service as an independent contractor for consideration in excess of five hundred dollars' value per transaction or five thousand dollars' value per year to him or her, to his or her spouse, to a dependent child in his or her custody or to any business with which he or she is associated unless the transaction is made pursuant to an award on a contract let or sale made after public notice and competitive bidding, provided that the bid or offer accepted is the lowest received. Businesses owned by board members may provide services on a volunteer basis.

Businesses That Employ Board Members

A board member 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

Before voting, board members who have a substantial personal or private interest in a decision before the board shall provide a written report of the nature of the interest to the board secretary. The written statement will be recorded in the minutes. Board members who have disclosed the interest in a financial interest statement filed or amended prior to the vote will be in compliance with this requirement.

Self-Dealing

1. Board members may not act or refrain from acting by reason of any payment, offer to pay, promise to pay, or receipt of anything of actual pecuniary value, whether received or not, to themselves or any third person. This includes a gift or campaign contribution made or received in relationship to or as a condition of the performance of an official act.

2. Board members shall not favorably act on any matter that is specifically designed to provide a special monetary benefit to them, their spouses, or dependent children in their custody.

3. Board members will not use their decision-making authority for the purpose of obtaining a financial gain that materially enriches them, their spouses, or dependent children in their custody by acting or refraining from acting for the purpose of coercing or extorting anything of actual pecuniary value.

4. Board members shall not offer, promote, or advocate for a political appointment in exchange for anything of value to any political subdivision.

5. A board member will not attempt to 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 the board member is associated will benefit financially. If such a transaction is presented to the board, the board member will abstain and leave the room during any deliberation.

Gifts and Gratuities

Board members and others who are subject to this policy are prohibited from accepting gifts or gratuities in excess of the amount established by the board from any vendor, vendor's representative or person who does or is attempting to do business with the district. Gifts and gratuities include, but are not limited to, money, personal property, free meals, tickets to events, travel expenditures and games of golf. Door prizes and other randomly awarded prizes, such as those awarded from raffles or other fundraising events, are not considered a gift or gratuity.

Use of Confidential Information

Board members shall not use or disclose confidential information obtained in the course of or by reason of their official capacities in any manner with intent to result in financial gain for themselves, their spouses, dependent children in their custody, any business with which the board member is associated or any other person.

Even when there is no financial gain involved, failure to keep information confidential violates board ethics and board policy and could also violate state and federal law.

Nepotism

Board members shall not vote to employ or appoint any person who is related to them within the fourth degree 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, unless the motion is part of a consent agenda and there is no discussion, in which case, the member need not leave the room but will refrain from voting.

For the purposes of this section, to "employ" includes hiring persons to be employees of the district and approving independent contractors who provide services to the district.

Financial Interest Statements

The board 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. Financial interest statements (also known as personal financial disclosure statements) as described below shall be filed with the Missouri Ethics Commission (MEC) and the district board 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 at least once every other year by September 15. A certified copy of this policy shall be sent to the MEC within ten days of adoption.

Board Member Disclosure

All school board members and candidates for school board will file the short-form version of the MEC's financial interest statement each year. This form is also known as the "Financial Disclosure Statement for Political Subdivisions." School board members and candidates will report the following transactions if they occurred during the previous calendar year. If no such transactions occurred, the board member or candidate will still file, but will mark the items as not applicable.

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 and other transfers for no consideration to 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 and other transfers for no consideration to the district.

The statement shall include the dates and identities of the parties in the transactions.

Superintendent, Chief Purchasing Officer and General Counsel Disclosure

The superintendent, chief purchasing officer and general counsel, if employed full-time, will file the short-form version of the MEC's financial interest statement each year. This form is also known as the "Financial Disclosure Statement for Political Subdivisions." These employees will report the following transactions if they occurred during the previous calendar year. If no such transactions occurred, these employees will still file, but will mark the items as not applicable.

These employees 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 in their custody:

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 coparticipant 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 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 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.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 105.472, RSMo.	State Statute
§ 162.261, RSMo.	State Statute
§ 162.401, RSMo.	State Statute
§ 168.126, RSMo.	State Statute
§ 171.181, RSMo.	State Statute
§§ 105.450-.458, RSMo.	State Statute
§§ 105.461-.462, RSMo.	State Statute
§§ 105.476-.492, RSMo.	State Statute
Mo. Const. art.VII § 6	State Constitution

Federal	Description
2 C.F.R. § 200,.22,.23,.38.,92,.112,.113,.317,.318	Federal Regulation

Policy BCA-1: BOARD ORGANIZATIONAL MEETING

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

(Seven-Director Districts)

According to state law, the annual organizational meeting of the board of education shall be held within 14 days after the annual board election. The newly elected members shall qualify by taking the oath of office as prescribed in Article VII, Section 11, of the Constitution of Missouri. The board secretary shall administer the oath to the new members.

Following the administration of the oath of office, the superintendent, serving as temporary chairperson, shall conduct the election of the president and vice president. Once the president and vice president have been elected, the president will preside over the remainder of the meeting. The board shall on or before July 15 of each year, elect a secretary and a treasurer who shall assume their respective duties on July 15. The secretary and treasurer may or may not be members of the board. The superintendent, who will serve as temporary chairperson, shall conduct the election of the president and vice president. All votes will be taken by voice vote, show of hands or another method of voting that clearly reveals each member's vote. Secret ballots are not permitted by law.

In addition, the board will appoint one of its members to serve as the Missouri School Boards' Association delegate and one to serve as an alternate. If, pursuant to MSBA bylaws, the district is entitled to more than one delegate, the board will appoint the number of delegates to which the district is entitled and an alternate delegate. Appointed delegates will perform the duties as outlined in policy BCCA.

Duties of the Board Treasurer

The treasurer of the board of education shall perform or, when permitted by this policy, cause another person to perform the following duties:

1. Obtain a bond of security with one or more sureties prior to performing the treasurer's duties.
2. Receive district moneys and deposit them into the proper accounts.
3. Serve as custodian of all bonds and other securities belonging to the district.
4. Assist the board in choosing a depository for district funds.
5. If the treasurer is the district-designated investment officer, invest surplus funds in accordance with the district's investment policy.
6. Pay out money from district funds by order of the board by electronic funds transfer or upon checks signed by the president and treasurer. The board provides authorization for signatures to be affixed in facsimile.
7. Monitor the budget, continually compare actual expenses against budgeted expenses and propose budget amendments as necessary.
8. Report budget irregularities and overruns.
9. Be available to participate in audits.
10. Keep complete, accurate and legal records of all moneys collected and expended in accordance with accounting procedures established by DESE.
11. Submit a monthly report to the board reflecting the current balance in district funds, disbursements and receipts for the preceding month and any other financial information the board requests.
12. Develop and make reports as directed by the board.
13. Keep a calendar of important dates and filing deadlines to assist in complying with reporting requirements.
14. Sign all legal documents as required by law.

15. Make records available for board inspection upon request.
16. Promptly deliver to any successor in office all district books, moneys or other property in his or her possession.
17. Perform other duties required by law and/or assigned by the board.

Delegation

Elected board members who serve as a board secretary or treasurer are responsible for ensuring that the duties of the office are properly completed even when those duties have been delegated to a district employee. When the treasurer is an elected board member, both the elected treasurer and any employee performing the duties of the treasurer will be bonded.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.301, RSMo.	State Statute
§§ 610.010-.030, RSMo.	State Statute
Mo. Const. art.VII § 11	State Constitution

Policy BCB: BOARD OFFICERS **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board of education shall elect a president and vice president at the reorganization meeting. The president and vice president will serve until they are no longer board members or until their replacements are elected.

Duties of the Board President

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. The president of the board, in addition to duties prescribed by law and policy, will exercise such powers as properly pertain to the office according to Robert's Rules of Order, Newly Revised. The president shall have the same right as other members of the board to offer resolutions, make motions, discuss questions and vote on board business. The president will fulfill the responsibilities of the office as follows:

1. Preside, when present, at all meetings of the board and be responsible for the orderly conduct of such meetings.
2. Sign all legal documents as required by law or board policy. The board authorizes signatures to be affixed by facsimile and electronically in accordance with policy DGA.
3. Review for compliance and sign all board member expense reports.
4. Bring before the board matters that, in the president's judgment, may require the board's attention.
5. Appear on behalf of the board in all legal actions brought by or against it unless individually a party, in which case the board will reassign this duty.
6. Establish and maintain a line of communication with the superintendent.
7. Work with the superintendent to provide orientation for new board members.
8. Consult with the superintendent in planning meeting agendas.
9. Confer with the superintendent on crucial matters that may occur between board meetings.
10. Call special board meetings when necessary.
11. Appoint committees in accordance with board policy and subject to the approval of the board.
12. Act as public spokesperson for the board unless the board has delegated this responsibility to others.
13. Perform any other duty required by the board of education, the Missouri State Board of Education, the Missouri Department of Elementary and Secondary Education or law.

Duties of the Board Vice President

The vice president of the board will perform all the duties assigned to, and accept the obligations of, the president in the event of the president's disability or absence. The board may also assign other duties.

Duties of the Board Corresponding Secretary

The corresponding secretary of the board of education shall perform or, when permitted by this policy, cause another person to perform the following duties:

1. Be present at all regular and special board meetings and, at the request of a committee chair, attend committee meetings.
2. Keep accurate records of board member attendance at board meetings and inform the board when a member has missed three consecutive regular meetings.

3. Maintain complete and accurate minutes of all executive and special board meetings and maintain other records of the board in accordance with the requirements of Missouri law.

4. Preside at board meetings in the absence of both the president and vice president of the board unless and until the board appoints another member to serve as a temporary chair.

5. Issue and/or sign, attest to or certify reports, orders, and official documents when such are required by law or as directed by the board.

Vacancies

If the board member serving as the president ceases to be a board member for any reason or resigns from the presidency, the vice president will assume the office of president, and the board will elect a new vice president by a simple majority. If the vice president declines the position, the board will elect a new president by a simple majority, and the vice president will remain the vice president.

If the board member serving as the vice president ceases to be a board member for any reason or resigns from the vice presidency, the board will elect a new vice president by a simple majority.

Reorganization

In addition to the officer elections at the reorganization meeting held after each board election, the board may reorganize by electing new officers at any public board meeting. In such cases, if the current officer is still willing to serve, election of a new officer requires an affirmative vote of a majority of the whole board.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.051, RSMo.	State Statute
§ 165.021, RSMo.	State Statute
§ 165.111, RSMo.	State Statute
§ 165.131, RSMo.	State Statute
§ 168.101, RSMo.	State Statute
§ 168.126, RSMo.	State Statute
§ 177.091, RSMo.	State Statute

Policy BCC-1: APPOINTED BOARD OFFICIALS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

(Seven-Director Districts)

The board shall elect a secretary and treasurer on or before July 15 of each year. The board may also elect an alternate secretary and treasurer to serve in situations where the elected secretary or treasurer is absent or unable to perform the duties of the position. The secretary and treasurer may or may not be board members. Secretaries and treasurers who are not board members may receive reasonable compensation for services. The board shall elect replacements when either office is vacated or when the board determines that the individual needs to be replaced.

Duties of the Board Secretary

The secretary of the board of education shall perform or, when permitted by this policy, cause another person to perform the following duties:

1. Be present at all regular and special board meetings and, at the request of a committee chair, attend committee meetings. If the board requests the board secretary to leave or not attend a meeting, the alternate secretary will serve as the board secretary, or the board will designate a temporary secretary for the meeting.

2. Maintain complete and accurate minutes of all regular and special board meetings and maintain other records of the board in accordance with the requirements of Missouri law.

3. Implement the board member election process, including posting required notices, accepting filings and submitting candidate names to the election authority.

4. Maintain the records of all board elections, including the election of board members and the results of all propositions submitted to voters.

5. Administer oaths or affirmations unless the duty is delegated to another person by the board or by law.

6. Notify all members of regular, executive or special board meetings.

7. Post all notices required by law or as directed by the board or the superintendent acting on behalf of the board.

8. Issue and/or sign, attest to or certify reports, orders and official documents when such are required by law or as directed by the board.

9. Unless this duty is assigned to another district official, maintain a correct plat map of the district boundaries and notify the Department of Elementary and Secondary Education (DESE) and the county clerk of any boundary changes.

10. Receive correspondence and official notifications directed to the board and distribute to all board members.

11. File the annual secretary of the board report (ASBR) in accordance with law.

12. Perform all duties in a manner that maintains the trust of the board and the confidentiality of information received in the course of performing these duties.

13. Perform such additional functions as may be required by law or authorized by the board either directly or through the superintendent.

Duties of the Board Treasurer

The treasurer of the board of education shall perform or, when permitted by this policy, cause another person to perform the following duties:

1. Obtain a bond of security with one or more sureties prior to performing the treasurer's duties.

2. Receive district moneys and deposit them into the proper accounts.
3. Serve as custodian of all bonds and other securities belonging to the district.
4. Deliver to the board all canceled bonds and coupons for cremation and keep a record of the same.
5. Certify that a fidelity bond is in force.
6. 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.
7. Assist the board in choosing a depository for district funds.
8. If the treasurer is the district-designated investment officer, invest surplus funds in accordance with the district's investment policy.
9. Pay out money from district funds by order of the board by electronic funds transfer or upon checks signed by the president and treasurer. The board provides authorization for signatures to be affixed in facsimile.
10. Monitor the budget, continually compare actual expenses against budgeted expenses and propose budget amendments as necessary.
11. Report budget irregularities and overruns.
12. Be available to participate in audits.
13. Keep complete, accurate and legal records of all moneys collected and expended in accordance with accounting procedures established by DESE.
14. Submit a monthly report to the board reflecting the current balance in district funds, disbursements and receipts for the preceding month and any other financial information the board requests.
15. After the close of each fiscal year, account to the board for all money received indicating the source, into which fund it was deposited, and the amount expended for school purposes.
16. Develop and make reports as directed by the board.
17. Keep a calendar of important dates and filing deadlines to assist in complying with reporting requirements.
18. Sign all legal documents as required by law.
19. Make records available for board inspection upon request.
20. Promptly deliver to any successor in office all district books, moneys or other property in his or her possession.
21. Perform other duties required by law and/or assigned by the board.

Delegation

Elected board members who serve as a board secretary or treasurer are responsible for ensuring that the duties of the office are properly completed even when those duties have been delegated to a district employee. When the treasurer is an elected board member, both the elected treasurer and any employee performing the duties of the treasurer will be bonded.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the

policy.

State	Description
§ 108.260, RSMo.	State Statute
§ 162.071, RSMo.	State Statute
§ 162.301, RSMo.	State Statute
§ 162.303, RSMo.	State Statute
§ 162.371, RSMo.	State Statute
§ 162.391, RSMo.	State Statute
§ 162.401, RSMo.	State Statute
§ 162.431, RSMo.	State Statute
§ 162.441, RSMo.	State Statute
§ 162.821, RSMo.	State Statute
§ 162.841, RSMo.	State Statute
§ 162.856, RSMo.	State Statute
§ 162.910, RSMo.	State Statute
§ 163.081, RSMo.	State Statute
§ 164.181, RSMo.	State Statute
§ 164.221, RSMo.	State Statute
§ 165.021, RSMo.	State Statute
§ 165.061, RSMo.	State Statute
§ 165.081, RSMo.	State Statute
§ 165.091, RSMo.	State Statute
§ 165.101, RSMo.	State Statute
§ 165.111, RSMo.	State Statute
§ 165.131, RSMo.	State Statute
§ 165.141, RSMo.	State Statute
§ 165.211, RSMo.	State Statute
§ 165.231, RSMo.	State Statute
§ 165.291, RSMo.	State Statute
§ 168.108, RSMo.	State Statute
§ 168.126, RSMo.	State Statute
§ 177.073, RSMo.	State Statute
§ 177.091, RSMo.	State Statute
§§ 105.273-.276, RSMo.	State Statute

Policy BCCA: MSBA DELEGATE AND ALTERNATE

Status: DRAFT

Original Adopted Date: Pending

At its annual organizational meeting, the board of education shall appoint a Missouri School Boards' Association (MSBA) delegate and alternate. If, pursuant to MSBA bylaws, the district is entitled to more than one delegate, the board will appoint the number of delegates to which the district is entitled and an alternate delegate. The board prefers to appoint a member who has at least two years of experience as a board member. The board secretary or designee will forward the name(s) of the delegate(s) and alternate as well as their contact information, including email address, to MSBA.

Duties of the MSBA Delegate

The MSBA delegate shall:

1. Serve as the liaison between MSBA and the board of education.

2. Serve as the contact for communications from the Regional Executive Committee (REC) chair, the MSBA board of directors and MSBA staff. The delegate will provide MSBA an email account to receive those communications and regularly monitor it for this purpose.

3. Share information received from the REC chair, MSBA board of directors and MSBA staff with the board. Agendas for regular open board meetings will include an opportunity for a delegate report. The report will include information about state and national issues impacting public education, opportunities and concerns related to public schools, and other specific information important to boards of education and the school districts they represent.

4. Serve as a member of the Regional Action Committee (RAC).

5. Actively participate in the development of MSBA advocacy positions.

6. Serve as an advocate for public education by maintaining a working relationship with elected officials who represent the district at the local, state and federal levels.

7. Attend and participate in the MSBA Delegate Assemblies.

8. Attend and participate in the RAC meetings.

Duties of the MSBA Alternate

The MSBA alternate delegate will assume the role of delegate if the delegate is unable to serve.

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Version BCCA-C.1D (03/16)

Policy BCD: BOARD-SUPERINTENDENT RELATIONSHIP

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board of education believes that the legislation of policy is its most important function. Furthermore, the board delegates to the superintendent the responsibility for the execution of policy and the development of all necessary rules and procedures to effectively implement the same. This delineation of responsibility provides the superintendent freedom to manage the district within the framework of board policies, and frees the board to devote its time to policy-making and appraisal functions.

The board will authorize the superintendent to act in all matters of decision and administration which come within his or her scope as chief executive officer of the board, or as professional leader of the district, as determined by the established policies of the board. While the board reserves to itself the ultimate decision of all matters concerning general policy or expenditures of funds, it will normally proceed in these areas after receiving recommendations from its executive officer. Furthermore, the following provisions shall serve as guideposts in the board-superintendent relationship:

1. As its executive officer, the superintendent is the official contact between the board and the staff, and will act as spokesperson for the staff insofar as school operations are concerned.

2. The superintendent will have the privilege of asking guidance from the board with respect to matters of operation whenever so desired. Where it may be necessary to make exceptions to an established policy, such matters will be submitted to the board for advice and direction.

3. The superintendent will assist the board in reaching sound judgments and establishing policies, and will place before the board relevant facts and information concerning situations or business at hand.

4. In providing recommendations and counsel to the board, the superintendent may not permit any significant gaps in either timeliness, completeness, or accuracy of information about matters and issues of concern, as well as “good news” items in the district.

5. The superintendent shall report on monitored areas, any noncompliance or possible litigation issue, and on potential media coverage.

Within this framework of various responsibilities, good communication between the board and superintendent is essential for the smooth and efficient operation of the district.

Version BCD-S.1A.FER

Policy BCE: BOARD COMMITTEES/ADVISORY COMMITTEES TO THE BOARD

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board shall act as a committee-of-the-whole on all matters pertaining to the business and educational policies of the district. No individual member or group comprised of less than the full membership of the board shall exercise the powers of the full board unless otherwise authorized by law and board policy. Special committees of the board may be appointed by the president for any purpose approved by the board, but there shall be no standing committees of the board. The board president and superintendent shall act as ex-officio members of all committees. The special committees will be discharged by the president upon completion of their assignments.

District Lay Advisory Committees

The district believes strongly in the board always functioning as a whole. However, board members shall participate on district committees as needed, and as considered beneficial, to serve as liaison to the total board.

With the approval or at the direction of the board, the president of the board may appoint temporary ad hoc and/or special lay committees to assist the board. The president of the board shall be an ex officio member of any such committee.

To meet its goal of community involvement, the board will invite parents, community members, and students to participate on a number of district committees. These committees will facilitate communication with the public and 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 their members shall not have the power to make financial or other decisions for the board.

3. The board will provide the committees with a suitable meeting place and administrative assistance.

4. The superintendent or designee shall be an ex-officio member of all committees.

5. All reports of any special committee shall be made in writing directly to the board.

6. All committee meetings shall be open to the public.

7. Committees shall be dissolved upon completion of their assigned tasks.

Committees must follow the instructions given to them by the board and may be terminated at any time by a majority vote of the membership of the board. If the committee is required by state or federal law, its composition and appointment shall meet all guidelines established for that purpose. Committees shall be advised of the:

1. Purpose to be served.

2. Length of time each member is being asked to serve.

3. Resources the board will provide.

4. Date a report should be made to the board or superintendent.

Final authority in the decision-making process will reside with the board.

Any committee appointed by or at the direction of the board and that is authorized to report to the board or any advisory committee appointed by or at the direction of the board for the specific purpose of recommending directly to the board or the superintendent any policies, policy revisions or expenditure of public funds, will follow the Missouri Open Meetings and Records Act. The custodian of records will maintain a list of all such committees.

Reporting to the Public

The board shall inform the public of the services, major conclusions, and recommendations rendered by each by committee that it appoints. Publicity relative to board action should be released only by the board or the delegated agent of the board.

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Version BCE-C.1H.FER (12/07)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 167.171, RSMo.	State Statute
§§ 610.010-.030, RSMo.	State Statute
MO COURT	Jackson v. Board of Directorsof the Sch. Dist. Of Kansas City, 9 S.W.3d 68 (Mo. Ct. App. 2000)

Policy BCG: SCHOOL ATTORNEY/LEGAL SERVICES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board recognizes that the increasing complexity of school district operations frequently requires procurement of professional legal services. Consequently, the board may select an attorney and/or law firm for purposes of systematically providing such services. The board shall prescribe the duties, compensation and term of service for the attorney and/or law firm. It shall be the duty of the counsel to advise the board and to make recommendations concerning specific legal problems submitted. Districts including one or more cities or towns having a total population of at least 30,000 may retain an attorney on an annual basis. The attorney shall also represent the board in legal actions involving the district and shall prepare such official documents as may be required by the board.

A decision to seek legal counsel or advice on behalf of the school district shall normally be made by the superintendent or by persons specifically authorized by the superintendent. It may also take place as a consequence of formal board direction.

Many types of legal assistance to the district may be considered routine and may not require specific board approval or prior notice. However, when the administration concludes that unusual types or amounts of professional legal service may be required, the board directs the administration to so advise it, and to expeditiously seek either initial or continuing authorization for such service.

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Version BCG-C.1B.FER (08/01)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.411, RSMo.	State Statute

Policy BDA: BOARD MEETINGS **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

General

All meetings shall comply in letter and spirit with Missouri statutes relating to public meetings.

A quorum must be present, whether physically or electronically, to conduct an official meeting. A quorum shall consist of four members of the board of education. 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.

Meetings may be held in person or by means of communication equipment including, but not limited to, conference calls, video conferences, Internet chats or Internet message boards.

Meetings of the board of education shall be open to the public and the press unless closed as authorized by law.

All board meetings shall be held at a place of sufficient size to accommodate the anticipated members of the public and at a time that is reasonably convenient. In addition, reasonable efforts shall be made to make the meeting accessible to individuals with disabilities. If any of these statutory requirements are not met, the nature of the cause for noncompliance for the meeting will be stated in the board minutes.

Audio, video and other electronic recordings of open meetings are allowed by law, but 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. By passing this policy the board grants permission to the board secretary to record closed meetings as necessary to fulfill his or her duties.

Meeting Notice

Public notice of all meetings shall be given in accordance with board policy and law. The superintendent or designee shall post a notice of the time, date, place, and tentative agenda for each meeting of the board in a prominent place of the Administration Center, 8855 Dunn Road, Hazelwood, MO; and on the district website.

Regular Board Meetings

The board shall hold regular meetings throughout the year to transact such business as deemed necessary for the smooth operation of the school district. The board will hold its regular meeting on the second Wednesday of each month at 6:00 p.m. at the Administration Center, 8855 Dunn Road, Hazelwood, MO, unless otherwise specified in the publicized notice of the meeting, except during the month of July.

Special Board Meetings

Special board meetings may be held from time to time as circumstances may demand. Special meetings of the board may be held on the call of the president. A special meeting may also be called by at least four members of the board. Each member shall be notified of the time, place, and purpose of the meeting a reasonable amount of time in advance of the meeting.

Electronic Participation

The board will allow members to participate electronically in meetings where other board members are physically present, and the board may hold meetings where all board members participate electronically. This participation may occur by telephone, video conference or other electronic means. Board members may not simply vote electronically, but must: 1) be connected with the meeting throughout the discussion of business; 2) be able to hear or receive the same information as board members physically present; and 3) participate in the discussion. If a board member electronically joins the meeting after an item of business has been opened, the remotely located member shall not participate until the next item of business is opened.

Any board members participating electronically will be considered present. The members shall be counted present

for the purpose of establishing a quorum. If a board member participates in a meeting electronically, the board secretary will document this fact in the minutes. In accordance with law, board members participating electronically may only vote in roll call votes if they are participating by videoconference or another legal exception applies.

Board members who wish to participate in a meeting electronically must notify the board president and superintendent as early as possible. The superintendent will arrange for the meeting to take place in a location with the appropriate equipment so that board members participating in the meeting electronically may interact and the public may observe or hear the comments made in open session. The superintendent will take measures to verify the identity of any remotely located participants if necessary. Board members participating electronically in a closed-session meeting must take measures to protect the confidentiality of the meeting and ensure that other persons will not overhear the discussion and votes. If the board is not confident that appropriate measures have been or will be taken, the board may refuse to allow a board member to participate electronically in closed session.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.301, RSMo.	State Statute
§ 162.303, RSMo.	State Statute
§ 162.511, RSMo.	State Statute
§§ 610.010-.030, RSMo.	State Statute

Policy BDC: CLOSED MEETINGS, RECORDS, AND VOTES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 04/22/2025

The board will conduct closed meetings, maintain records, and hold votes in accordance with the Missouri Sunshine Law.

Closed Meeting Notice

The board will give public notice of closed meetings in accordance with board policy and law. The motion and the vote to authorize closed session must occur in open session. The motion must include the specific reason for closing the meeting with reference to a specific section of the statute, and the vote on the motion must be taken by roll call and entered into the minutes. The motion will pass if a majority votes in the affirmative.

Posted notice of a closed meeting will include the time, date, and place of the closed meeting and the reasons for holding the meeting with reference to the specific statutory exemption under which the meeting will be closed. Only business directly related to the specific statutory exemptions provided may be discussed or voted upon at a closed meeting.

Objection

Board members who believe that closing a meeting, record, or vote would violate the Missouri Sunshine Law may state their objection to the motion to close before or at the time the vote is taken. The board secretary will enter the objection in the minutes. Board members shall be allowed to fully participate in the meeting, record, or vote even if it is closed over their objection. Board members who also vote against the motion to close the meeting, record, or vote will have an absolute defense against a Missouri Sunshine Law violation claim.

Meeting Location

The board shall close only that portion of the meeting facility needed to house the board in closed session. Members of the public must be allowed to remain in the meeting facility so that they may attend any open meeting that follows the closed meeting.

Confidentiality

The board members, employees, and others in attendance at closed meetings 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. It is an essential job function of all district employees to follow confidentiality laws and district confidentiality policies and procedures. District employees who fail to keep closed information or closed meetings confidential may be disciplined or terminated. District employees are required to report to their supervisors when they accidentally disclose confidential information or reasonably believe another person is disclosing confidential information in violation of law, board policy, or district procedures.

Board members who violate confidentiality laws, board policies, or district procedures may be removed from all district committees and publicly admonished by the board, and the board may take legal action against the 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 school board member or district employee to willfully neglect or refuse to perform a duty imposed by certain state statutes applicable to school districts, some of which contain confidentiality requirements.

Closed Topics

Pursuant to the Missouri Sunshine Law, the board of education hereby closes all meetings, records, and votes pertaining to:

1. Legal actions, causes of action, or litigation involving the district and any confidential or privileged communication between the district or its representatives and its attorneys. Any minutes, vote, or settlement agreement relating to legal actions, causes of action, or litigation involving the district or an agent or entity representing the district, including any insurance company acting on the district's behalf, shall become available to the public upon final disposition of the matter voted upon or upon the signing of a settlement agreement by the parties. A settlement agreement may be ordered closed by a court; however, the amount of any moneys

paid by or on behalf of the school district, pursuant to the settlement agreement, must be available to the public. When the district makes a decision involving the exercise of eminent domain, the vote shall become public immediately following the meeting in which the vote was taken to authorize institution of such legal matter. Legal work product is considered a closed record. § 610.021(1), RSMo.

2. The lease, purchase, or sale of real estate by the district where public knowledge of the transaction might adversely affect the amount to be received or spent by the district. Any minutes, vote, or public record approving such a contract shall become available to the public upon execution of the lease, purchase, or sale of the real estate. § 610.021(2), RSMo.

3. Hiring, firing, disciplining, or promoting of particular employees by the district when personal information about the employee is discussed or recorded. Any vote on a final decision to hire, fire, promote, or discipline an employee must be made available to the public, with a record of how each member voted, within 72 hours of the close of the meeting where the action occurred. The district will attempt to notify the affected employee during the 72-hour period before the decision is made available to the public. The term "personal information" means information relating to the performance or merit of individual employees. § 610.021(3), RSMo.

4. Proceedings involving the mental or physical health of an identifiable individual. § 610.021(5), RSMo.

5. Scholastic probation, expulsion, or graduation of identifiable persons, including records of individual tests or examination scores. However, personally identifiable student records maintained by public educational institutions shall be open for inspection by the parents/guardians or other custodians of students under the age of 18 and by the parents/guardians or other custodians and the student if the student is over 18. § 610.021(6), RSMo.

6. Testing and examination materials until the test or examination is given for the final time. § 610.021(7), RSMo.

7. Welfare cases of identifiable individuals. § 610.021(8), RSMo.

8. Preparations on behalf of the district or its representatives for negotiations with employee groups, including any discussion or work product. § 610.021(9), RSMo.

9. Software codes for electronic data processing and documentation thereof. § 610.021(10), RSMo.

10. Competitive bidding specifications until officially approved or published. § 610.021(11), RSMo.

11. Sealed bids and related documents until the bids are opened; sealed proposals and related documents until all proposals are rejected; or any documents related to a negotiated contract until a contract is executed. § 610.021(12), RSMo.

12. Individually identifiable personnel records, performance ratings, or records pertaining to employees or applicants for employment. However, the names, positions, salaries, and lengths of service of district officers and employees shall be available to the public. § 610.021(13), RSMo.

13. Records protected from disclosure by law. § 610.021(14), RSMo.

14. Scientific and technological innovations in which the owner has a proprietary interest. § 610.021(15), RSMo.

15. Records relating to municipal hotlines established for reporting abuse and wrongdoing. § 610.021(16), RSMo.

16. Records relating to reports of allegations of improper governmental activities made to the state auditor. § 610.021(17), RSMo.

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. § 610.021(18), RSMo.

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 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. § 610.021(19), RSMo.

19. Any information or data provided to a tip line for the purpose of safety or security at an educational institution that, if disclosed, has the potential to endanger the health or safety of an individual or the public. § 610.021(19), RSMo.

20. Any information contained in any suspicious activity report provided to law enforcement that, if disclosed, has the potential to endanger the health or safety of an individual or the public. § 610.021(19), RSMo.

21. 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 public funds shall be open. The board affirmatively states that 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. § 610.021(20), RSMo.

22. The portion of a record that identifies security systems, access codes, or authorization codes for security systems of real property. § 610.021(21), RSMo.

23. 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. § 610.021(22), RSMo.

24. 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. § 610.021(23), RSMo.

25. Records relating to foster home or kinship placements of children in foster care provided to the district by the Children's Division of the Missouri Department of Social Services. § 610.021(25), RSMo.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.091, RSMo.	State Statute
§§ 610.010-.030, RSMo.	State Statute

Policy BDDA: NOTIFICATION OF BOARD MEETINGS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

It is the policy of the district to inform the public of school board meetings in accordance with law.

The superintendent or designee shall post notice of all board meetings. Each individual board member has the responsibility to notify the board secretary of items to be included on the agenda so that the item may be included in the legal posting.

All Meetings

In addition to the criteria listed below, notice of all board meetings shall be given at least 24 hours in advance of the meeting, exclusive of weekends and holidays when school is closed, unless for good cause such notice is impossible or impractical, in which case as much notice as is reasonably possible shall be given. The nature of the good cause must be stated in the minutes.

The notice shall be posted in a prominent place at the entrance of the principal office of the board, the Administration Center, 8855 Dunn Road, in the city of Hazelwood. The superintendent or designee may post meeting notices at such other public places in the district as the superintendent may designate.

All interested news media organizations will be notified, upon request, of all meetings of the board of education. To be notified of these meetings, a news media organization should make a request to the secretary of the board of education.

Open Meetings

Public notice of an open meeting will include the time, date, place and a tentative agenda advising the public of the matters to be considered.

Closed Meetings

Public notice of a closed meeting will include the time, date and place of the meeting and the specific statutory exemption under which the meeting will be closed.

Electronic Meetings

If the meeting will be conducted by telephone or other electronic means, the notice of the meeting shall identify the mode by which the meeting will be conducted and the designated location where the public may observe and attend the meeting, if open. If the meeting will be conducted by Internet chat, Internet message board or other computer link, the district shall post a notice of the meeting on its website, in addition to other postings, and shall notify the public how to access that meeting, if open.

Committees

A formal subcommittee of the board may conduct a meeting without advance notice during a lawful meeting of the board, a recess of that meeting or immediately following that meeting. The subcommittee's meeting must be announced at the board meeting, and the subject of the meeting must reasonably coincide with the subjects discussed at the board meeting.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§§ 610.010-.030, RSMo.	State Statute

Policy BDDB-2: AGENDAS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

(Board Uses a Consent Agenda)

The superintendent and the board president shall cooperatively develop a tentative agenda for each board meeting. The board shall include the agenda for an open meeting in the public notice of the meeting in a manner that complies with law and reasonably informs the public of the matters to be considered. The superintendent or designee will provide the tentative agenda, related materials, and minutes of the previous meeting to each board member no later than 96 hours prior to the stated meeting.

Any board member may request that items be placed on the agenda by notifying the board president or the superintendent at least five days prior to the meeting. The agenda items will be included on the tentative agenda unless the board recently discussed the same issue, the board president decides that they should be reserved for a future meeting, or the member agrees otherwise.

A majority of the board members present at the meeting may vote to remove or move an agenda item. Items will not be added to the agenda at the meeting except in accordance with law. However, a board member may make a motion to add an item to a future meeting and, if passed, that item will be included on the agenda for that meeting.

Residents who wish to be included on the agenda for the purpose of addressing the board shall make a request in accordance with policy BDDH.

Consent Agenda

To use time within the board meetings more efficiently, the board utilizes a consent agenda whenever appropriate. Consent agenda items 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 board member to request a discussion or removal of any item on the agenda. Agenda items requested for removal from the consent agenda will be placed on the regular agenda. If a board member requests that a consent agenda item be entirely removed from the agenda, a majority of the members present must approve the request. The board will then vote on and pass or deny the remaining items on the consent agenda by a single motion. The minutes of the board meeting shall include the outcome of the vote and a list of all the items that appeared on the consent agenda.

Presentations about Organ Donation

In accordance with law, if a state or nationally recognized program or organization that provides unbiased information on organ, eye and tissue donation requests to be on the agenda for the purpose of presenting information about such donations, the board will grant the request and schedule at least 30 minutes for the presentation.

After the presentation, the board will consider the information and decide whether to present such information to students and parents/guardians and the manner in which the information shall be presented.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§§ 170.311, 610.010-.035, RSMo.	State Statute

MSIP	Description
L-2	MSIP STANDARDS

Policy BDDE: RULES OF ORDER

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 05/22/2024

The board shall conduct its meetings in accordance with *Robert's Rules of Order*, *Newly Revised*, except as otherwise provided by law, state or federal regulations, Missouri State Board of Education, Missouri Department of Elementary and Secondary Education regulations, or by the policies of the board of education.

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 federal or state laws or with the Constitution of Missouri. Any such motion, if adopted, is null and void.

Version BDDE-S.1A.FER

Policy BDDF-1: VOTING METHOD

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 05/29/2024

All motions and votes will be recorded in the minutes. When a member abstains from voting, such abstention shall be entered in the minutes as an abstention. The president may vote on all questions.

Members may change their votes up to the time the result of the vote is announced. Votes may not be changed after the result of the vote has been announced.

A motion shall pass if a majority of those board members voting (not abstaining) cast a vote in favor of the motion, unless otherwise prescribed by law or policy. An affirmative vote of the majority of the whole board is required to enter into a contract, employ a person, approve a bill or issue a warrant.

Voting in Open Session

Voting in open session must be conducted in a manner that allows the public attending the meeting to observe how each member votes and in a manner that allows the board secretary to accurately discern and record the number of members voting for or against the motion as well as the members abstaining from voting on the motion.

The board may decide to vote by roll call in open session. If a roll call vote is taken, the minutes will include a record of how each individual board member voted. When an open public vote is not to be taken by roll call, any member may request that the board be polled on any issue requiring a vote. When voting to adjourn to closed session, the specific reason for closing the meeting must be announced publicly by reference to a specific section of the law, and the vote must be taken by roll call.

In the event a motion is made to close a meeting, record or vote and a board member believes that the motion, if passed, would violate the Missouri Sunshine Law, the board member may state an 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.

Voting in Closed Session

All votes taken in closed session shall be taken by roll call, including the vote to adjourn. The minutes will reflect how each individual board member voted or that the board member abstained.

Voting Electronically

The board will allow members to participate electronically in meetings where other board members are physically present, and the board may hold meetings where all board members participate electronically. Participation may occur by telephone, videoconference or other electronic means. Board members may not simply vote electronically but must be connected with the meeting throughout the discussion of business and must be able to both hear and participate in the discussion. If a board member electronically joins the meeting after an item of business has been opened, the remotely located member shall not participate until the next item of business is opened.

In accordance with law, board members who participate in a meeting by videoconferencing may discuss and vote on issues in both open and closed sessions, regardless of the method by which the vote is taken. Board members participating electronically by other means, such as by telephone, may discuss issues and vote as long as the vote is not made by roll call. Board members participating electronically using methods other than videoconferencing may not cast roll call votes, regardless of whether those votes occur in open or closed session, unless a district emergency exists and a quorum of the board is physically present at the meeting. If such an emergency exists, the nature of the district emergency shall be stated in the minutes.

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Version BDDF-1C.1H (09/22)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the

policy.

State	Description
§ 162.301, RSMo.	State Statute
§ 162.303, RSMo.	State Statute
§ 610.010, RSMo.	State Statute
§ 610.015, RSMo.	State Statute
§ 610.020, RSMo.	State Statute

Policy BDDG: MINUTES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 04/23/2025

Whereas it is recognized that the board of education speaks through its minutes, the board shall direct the secretary of the board to take, or cause to be taken, the minutes of each board meeting. The minutes of all board meetings shall be accurate, complete and meet all legal requirements. The superintendent shall be responsible for their safe keeping. The minutes of meetings of the board of education will include but are not limited to the following:

1. The nature of the meeting (regular, special, open, closed, etc.), the time, the date, the place of the meeting and the board members present and absent.

2. A record of all motions made, together with the names of the members making and seconding the motions, and a numerical record of the members voting "yea" and "nay," unless each member's vote is recorded due to a roll call vote or required by law. If a roll call vote is taken, the vote shall be attributed to the name of the member. Special notation should be made of abstaining members, and their vote should be recorded as an abstention.

The minutes will be signed by the president and attested by the secretary of the board following their approval by the board.

The closing of executive session votes and records shall be determined by a majority vote of the quorum of the board in a public session. Minutes and portions thereof shall be kept in a separate minute book used solely for the purpose of executive sessions. Executive session minutes shall be confidential material, and shall not be available to the public except as provided by law.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§§ 610.010-.030, RSMo.	State Statute
General Records Retention Schedule	General Records Retention Schedule
Public School Records Retention Schedule	Public School Records Retention Schedule

Regulation BDDG-R1: MINUTES

Status: DRAFT

Original Adopted Date: Pending

Since the official minutes of the board are the only basic legal record, it is important that they be recorded with extreme care and completeness. The board secretary shall adhere to the following guidelines in recording board minutes:

- The minutes should be typewritten and pages numbered.
- All minutes should be signed by the proper officers of the board.
- An accurate copy of all contracts approved, policies adopted and the content of consent agendas voted on shall be attached to the typewritten minutes or kept with a direct reference to the minutes addressing that item.
- Once the minutes are approved, all handwritten notes can be destroyed. Any magnetic tapes must be retained for one year after being recorded in the official minutes. Tapes not recorded in the official minutes must be retained permanently.
- The original minutes book and supplemental information should be secured in a fireproof safe, vault or file in the central administration office.
- A duplicate set of minutes should be kept in a designated place in the central administration office or be otherwise readily available for inspection following approval by the board.

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Policy BDDH-1: PUBLIC PARTICIPATION AT BOARD MEETINGS **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

(Districts Designating a Public Comment Period)

The school board is acutely aware that board members are elected to serve the public, and the board seeks to conduct its business transparently. The district encourages the public to attend open school board meetings and other public meetings in person and, when available, virtually. In addition, there are some instances where members of the public may be provided the opportunity to speak at a school board meeting. As an extension of policy KC, Community Engagement, the board has created the following options for receiving input from students, employees and community members.

Grievance Policies and Procedures

The district has established several policies and procedures to assist students, parents/guardians, staff and the public in bringing concerns or grievances to the district. The board encourages the public to utilize these policies and procedures before bringing concerns to the board and may refer the public to these processes prior to taking action.

These policies include, but are not limited to:

AC, Prohibition against Illegal Discrimination, Harassment and Retaliation

ACA, Sexual Harassment under Title IX

DA, Fiscal Responsibility

GBM, Staff Grievances

IGBCA, Programs for Homeless Students

IGBE, Students in Foster Care

JGD, Student Suspension and Expulsion

KL, Public Concerns and Complaints

KLA, Concerns and Complaints Regarding Federal Programs

KLB, Public Questions, Comments or Concerns Regarding District Instructional/Media/Library Materials

There are additional legal processes created by law to address concerns about accommodating students with disabilities or concerns about a student's special education program.

Agenda Items

In accordance with law and the district's community engagement policy, district residents may place items on the agenda of a regularly scheduled board meeting as outlined in this policy. The agenda items must be directly related to the governance or operation of the district. The board will not hear resident-initiated agenda items at meetings other than the board's regularly scheduled meeting unless the board president grants an exception.

Residents who wish to place an item on the agenda must first meet with the superintendent or designee to attempt to resolve the issue unless the superintendent or designee waives such a meeting. The meeting will take place within 20 business days of the superintendent or designee receiving a written request to meet. If the superintendent or designee waives the meeting or does not meet with the resident within 20 business days, or if the resident is not satisfied with the meeting's outcome, the resident may submit a written request to the board through the superintendent to add the item to the board agenda. Statements of two pages or less are encouraged.

The board secretary will include the item on the next regularly scheduled board meeting's agenda, subject to the rules listed below, if the resident submits the request to the superintendent at least 14 days prior to the meeting.

Otherwise, the board secretary will place the item on the agenda for the subsequent regularly scheduled meeting.

Rules

1. The board may move an agenda item to a different meeting with the consent of the resident.
2. The board may refuse to hear or delay hearing an agenda item if:
    - The board has heard an identical or substantially similar agenda item in the previous three calendar months; or
    - The resident has previously violated district rules regarding conduct at meetings or on district property.
3. The board may delay the hearing of a requested item if more than three resident-initiated agenda items are scheduled for the same meeting. The delayed agenda item will be moved to the next regularly scheduled meeting. If a resident's item is delayed for this reason, the resident will be provided an alternate method of communication with the board, such as submitting written comments.
4. The board president will make the decision on whether to delay or refuse an agenda item and will communicate that decision to the resident and the other board members. Board members who disagree with the decision may communicate their concern to the board president, request that the agenda item be added, request that a special meeting be called, or make a motion at a meeting for the item to be included on a future meeting's agenda.
5. The board will place the agenda item in open or closed session in accordance with law and district policy.
6. The superintendent or designee may invite district staff or other relevant persons to be present during the discussion of the agenda item to address the item and answer questions.
7. The board will allow the resident three minutes to present their issue to the board unless the board president allots more time to the discussion.
8. Only resident(s) who met with or requested to meet with the superintendent or designee will be allowed to speak during this time.
9. If more than one resident seeks to speak on the same item at the same meeting, the board president, at their discretion, will determine the total time that will be devoted to the item and how the time will be shared between the residents. The board president will encourage residents to appoint a spokesperson or communicate their concerns through other means. If the board must limit the number of speakers, it will assign priority based on the order in which the requests were received.
10. Board members may ask the resident questions, seek additional information from the superintendent or designee, or otherwise discuss the topic.
11. The board may allow a resident additional time to speak upon the motion and vote of the board.
12. Any board member who wishes to devote more time to an agenda item may request that the item be put on the agenda for another meeting, which will be voted on by the board.
13. The board may discuss the public business content of presented agenda items but is not required to decide any matter of public business or formulate any public policy as a result of the discussion.

Public Hearings

From time to time, the board will schedule a public hearing to receive input on matters of community concern, such as setting the district's tax rate. The district will provide notice of these hearings as required by law and as determined necessary to inform the public.

Public Comment

The board encourages residents to utilize the process for placing items on the agenda but will also specifically

designate time for district residents to provide public comments at regular meetings of the board. The following rules will apply to the public comment portion of the meeting:

1. The board will establish a time limit for the public comment period.
2. No individual will be permitted to speak more than once during this period.
3. The board will establish a uniform time limit for each speaker.
4. Discussion will be limited to items from the posted agenda.
5. All speakers must provide their name and address prior to speaking.
6. If there is insufficient time for everyone to speak, the board will encourage participants to submit their questions in writing or utilize the process for putting an item on the agenda.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§§ 162.058, 610.010-.030, RSMo.	State Statute

Policy BDDL: RELEASE OF INFORMATION

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The district believes that local control of public education is best served when district patrons and other members of the public have access to district 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.

The district will make its public records available for inspection and copying upon a request made to the custodian of records unless those records are authorized to be closed in accordance with law.

Custodian of Records

The board appoints the following person as custodian of records:

Chief of Staff
Address: 8855 Dunn Road, Hazelwood, MO 63042
Phone: 314-687-1912

In addition, the district will train at least one additional employee to serve as custodian of records in the absence of the official custodian.

The custodian of records is responsible for overseeing the retention and storage of the district's records and responding to requests for district records as required by law. District staff will direct requests for records to the custodian of records, whose identity will be made available on request and will be advertised as the superintendent or designee determines is appropriate.

External Electronic Messages

If a board member or a member of a district committee subject to the Missouri Sunshine Law transmits any message to enough members that, when counting the sender, a majority of the board or committee members receive the message, the message shall also be concurrently transmitted to the custodian of records or the member's district office computer, if applicable, in the same format. The message shall be considered an open record unless it is a closed record in accordance with law.

Board Member Access

An individual school board member does not have greater access to district records than any other member of the public unless the board has authorized or the district has provided access to the board member in relation to their board service. The board may vote to direct the administration to release records to the board as a whole or to an individual board member.

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Version BDDL-C.1D.FER (09/22)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§§ 610.023, .025, .028-.029	State Statute
MO COURT	Starr v. Jackson Cty Prosecuting Atty., 635 S.W. 3d 185 (Mo. App. W.D. 2021)

State	Description
MO COURT	Gross v. Parson S.W.2d (Mo. banc 2021)

Federal	Description
34 C.F.R. 99.11	Family Educational Rights and Privacy

Administrative Procedure BDDL-AP(1): RELEASE OF INFORMATION - (Records Requests) **Status:** DRAFT

Original Adopted Date: Pending

Responding to Requests

The custodian of records ("custodian") will respond to requests for records inspection or copying as soon as possible but no later than the end of the third business day following the date the custodian receives the request. The three-day requirement may be exceeded for reasonable cause. If access is not granted immediately, the custodian will give a detailed explanation of the cause of the delay and the place and earliest time and date the record will be available.

If access is denied, the custodian will provide, upon request, a written statement of the grounds for the denial. The statement will cite the specific provision of the law under which access is denied and will be provided to the requester no later than the third business day following the date that the request for the statement was received.

If a record contains both open and closed information, the custodian will separate or redact the closed information and make the open information available for examination and copying. If the separation is readily apparent, the custodian will generally describe the material redacted unless that description reveals the contents of the redacted information.

Format

If records are requested in a certain format, the custodian will provide the records in the requested format if such format is available.

Inspection of Records

A person may request to inspect records instead of receiving a copy. When such a request is made, the custodian will provide the records in a secure location and take precautions to ensure that the records are not removed, modified, altered or destroyed. It is against the law for a person to remove original public records from a district office without written permission from the custodian. The requesting party may be charged for the staff time to collect the records.

Fees

In general, the custodian will charge and collect fees for copying, duplicating time and research time. The custodian may require payment of copy fees prior to copying. Copies may be furnished free or at a reduced rate if the superintendent or designee determines that the request is in the public interest because it is likely to contribute to public understanding of the operations or activities of the district and is not primarily based on commercial interests.

1. Copying fees shall not exceed ten cents per page for a paper copy not larger than nine by fourteen inches. The hourly fee for duplicating time will not exceed the average hourly rate of pay for clerical staff of the district. Research time required for fulfilling records requests may be charged at the actual cost of the research time. The district will produce the copies using the employees that result in the lowest charge for search, research and duplication time.

2. Fees for providing access to computer records, recorded tapes, disks, videotapes, films, pictures, maps, slides, graphics, illustrations, or similar audio or visual items, and for paper copies larger than nine by fourteen inches, shall include only the cost of copies, staff time and the cost of the disk, tape or other medium used for the duplication. Charges for staff time will not exceed the average hourly rate of pay for district staff required for making copies and programming, if necessary. Fees may include the actual costs of programming if programming is required beyond the customary and usual level to comply with a request for records or information. Fees for maps, blueprints or plats that require special expertise to duplicate may include the actual rate of compensation for the required trained personnel.

3. Fees may be charged for research time required for fulfilling the request but not for the cost of attorney review.

4. The district will not charge a fee for the costs of searching for or retrieving records provided to parents/guardians requesting their student's records. However, the district may charge a fee for copies and duplication unless by doing so it effectively denies the parents/guardians their rights under the Family

Educational Rights and Privacy Act (FERPA).

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§§ 610.023, .025, .028-.029	State Statute
MO COURT	Starr v. Jackson Cty Prosecuting Atty., 635 S.W. 3d 185 (Mo. App. W.D. 2021)
MO COURT	Gross v. Parson S.W.2d (Mo. banc 2021)

Federal	Description
34 C.F.R. 99.11	Family Educational Rights and Privacy

Policy BF: SCHOOL BOARD POLICY PROCESS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board of education shall determine the policies to serve as a basis for the administration of the school district. The formulation, development, adoption and revision of written policies is a board function, and adopted policies are among the board's governing documents.

The district's policies shall be consistent with the philosophy, goals and objectives of the district. In the event of a discrepancy between written materials in the district, board policy will take precedence.

The term "policy" includes any board regulations.

The superintendent is charged with suggesting new policies or revisions to current policies deemed necessary for the well-being of the district. The superintendent may include staff, parents/guardians/caretakers, students, and community members in the development process.

Policy Proposals

Proposals for new policies or revisions of current policies may be initiated by anyone interested in or connected with the district and must be presented in writing to the superintendent. The superintendent and administration will review the proposal and make appropriate recommendations to the board. In addition, the district may utilize an outside entity that provides sample policies, service and support.

Policy Adoption

Policies may be adopted, amended or rescinded only upon a majority vote of the members of the board present at a legally constituted meeting in which the proposed policy or amendment has been included on the agenda and described in writing. Information about proposed policies or amendments will be provided to board members in advance of the meeting where the policies will be discussed to permit time for study.

The formal adoption, revision or repeal 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 may become effective immediately upon adoption or at a specific effective date established by the board and provided in the motion to adopt.

Alternative Adoption Procedures

When an updating service, such as that provided by the Missouri School Boards' Association, recommends adopting, amending or rescinding policies, the board may vote to accept the recommendations after board review. The recommended changes will then be considered immediately adopted and will be regarded as official board policy.

The board can adopt, amend or rescind a policy after any number of readings; however, if the board determines that an emergency exists, the board may adopt, amend or rescind a policy immediately. The fact that such policy change is adopted as an emergency measure shall be stated in the minutes.

Suspension of Policies

Policies of the board may only be suspended at an official meeting of the board by one of the following procedures:

1. A majority vote of all board members when the proposed suspension has been described in writing.

2. A unanimous vote of all board members when the proposed suspension has not been described in writing.

Administration in Policy Absence

The superintendent shall have the power to implement action within the school district if an emergency situation should develop for which the board has provided no policy guidelines. However, the superintendent's decision shall be subject to review by the board at its next regular meeting. It is the superintendent's duty to inform the board of any such action and of the need for an official policy statement.

Policy Review

The board will review its policies on a continual basis in an effort to ensure that they are current and in compliance with the most recent federal and state regulations, statutes and court decisions. All policies shall be reviewed and, if necessary, revised if they were adopted over three years ago.

The superintendent shall be responsible for the administration of the policies adopted by the board of education and is responsible for calling the board's attention to all policies that are out of date or appear to need revision. The superintendent may designate a specific employee or contract with an outside entity for assistance with updating policies and maintaining an online version of the policy manual, as required by law. For the purpose of this policy, the term "manual" refers to the district's collected policies in electronic format on the district website.

If the district maintains multiple copies of paper manuals, the superintendent or designee shall make every effort to ensure that each copy of the policy manual or any excerpt therefrom is identical. Only the copy designated "official copy" and kept at all times in the office of the superintendent shall be recognized as authoritative.

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Version BF-C.1E.FER (02/15)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 171.011, RSMo.	State Statute

Policy BHA: BOARD TRAINING AND DEVELOPMENT

Status: DRAFT

Original Adopted Date: Pending

The board strongly believes that board development and ongoing education on the board's roles and responsibilities result in a stronger education institution and set a good example for district employees and students. All board members are expected to complete legally required training and participate in additional learning opportunities throughout their years of board service.

New Board Member Orientation

The superintendent and board president will provide each new board member with the training and resources necessary for the new member to understand and actively participate in board service from the beginning. New board members will be provided access to the district's Comprehensive School Improvement Plan, district policies, the budget and all other governing documents. In addition, new members will be provided the district's most recent Annual Performance Report, test scores and other information regarding the district's performance. The board president and 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.

Legally Required Training

Board members must successfully complete 18.5 hours of orientation and training requirements (initial training) within one year of the date of their election or appointment, as required by law. After completing this initial training, board members must complete at least one hour of qualifying refresher training each additional year of any term in office they serve after August 28, 2019.

Board members who have completed the required initial training before August 28, 2019, are not required to attend additional initial training but are required to obtain refresher training each year they continue to serve on the board after that date.

In accordance with law, the training must be provided by a statewide association organized for the benefit of members of boards of education or approved by the State Board of Education. The district will pay for the necessary training and travel expenses associated with this training.

Board members who fail to complete this training are in violation of state law and could impact the district's accreditation review process. For this reason, any board member who fails to complete the required training without being excused by the board will be removed from board committees and will not be allowed to hold a board office or represent the full board as an official spokesperson or in any other capacity. In extreme circumstances where the board member willfully refuses to complete the training, the board may inform the public of the board member's refusal to follow the law.

The board recommends that any former board member returning to board service after a service gap of more than three years complete initial training again to remain current on information essential for good board governance.

Individual Board Training and Education

Board members are encouraged to seek out opportunities to learn by attending conferences and meetings, participating in webinars and online learning opportunities, and reading books and publications relevant to board service. The board will annually designate part of the annual budget for costs associated with these learning opportunities. The board president and district superintendent may periodically recommend or forward education opportunities to board members.

Full Board Training

The board will periodically designate training opportunities for the full board and the board strongly encourages the participation of all board members. All board members are encouraged to identify areas of improvement for the board to focus on and request training that may be beneficial to the entire board.

Board Member Expectations

Board members are expected to be good stewards of taxpayer dollars. When district funds are used to register a board member in a conference or learning opportunity and pay for travel expenses, the board member is expected to fully participate and may be required to provide a report to the full board regarding the information received. If a board member fails to attend a learning opportunity, fails to cancel a registration in time for the district to receive a full refund of expenses incurred or otherwise causes the district to incur excess fees or expenses, the board may require the board member to fully reimburse the district and may refuse to pay future fees or expenses on behalf of the board member until reimbursement is received. Exceptions will be made in emergency situations.

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Version BHA-C.1D (12/19)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.091, RSMo.	State Statute
§ 162.203, RSMo.	State Statute

Policy BHE: BOARD MEMBER LIABILITY/INSURANCE

Status: DRAFT

Original Adopted Date: Pending

Because they are members of an agency of government whose powers and duties can only be exercised by a decision of the majority of the board when the board is officially in session, the members of the board and its employees act as agents of the board. None of these individuals should be placed in a position of personal liability for the performance of the responsibilities vested in them by the voters of the district.

Therefore, in order to protect the individual members of the board, its agents, and the educational interests of the district, the board may purchase, in the absence of governmental immunity or in addition to sovereign or governmental tort immunity, with public school funds, adequate errors and omissions liability insurance and/or other types of insurance necessary to indemnify board members and agents of the board for their official actions in the service of the district's schools.

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Version BHE-C.1B (09/00)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§§ 537.600-.650, RSMo.	State Statute

Policy BI: SCHOOL BOARD LEGISLATIVE PROGRAM

Status: DRAFT

Original Adopted Date: Pending

The board, as an agent of the state, must operate within the bounds of state and federal law affecting public education. If the board is to meet its inherent responsibility to the residents and students of the community, it must work vigorously for the passage of new laws designed to advance the cause of good schools and for the repeal or modification of existing laws that impede this cause. To this end, the board will act accordingly as follows:

- Seek both direct and indirect representation of its position on pending legislation with appropriate state and federal legislators and legislative committees.
- Be knowledgeable of the annual legislative program of the Missouri and National School Boards' Associations.
- Work for the achievement of legislative objectives through the Missouri and National School Boards' Associations and with other concerned groups.

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Version BI-C.1B (08/01)

Policy BJ: SCHOOL BOARD MEMBERSHIPS

Status: DRAFT

Original Adopted Date: Pending

It may be the policy of the board to maintain membership in the Missouri School Boards' Association. Through this membership in the state association, the school board maintains indirect membership in the National School Boards' Association. The board shall seek to participate as fully as possible in the activities of these organizations.

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Version BJ-C.1B (11/00)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.011, RSMo.	State Statute
§ 162.211, RSMo.	State Statute

Policy BK: EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 05/17/2024

The board believes that continuous evaluation is essential to exemplary stewardship. Members of the board willingly take on the difficult but crucially important task of evaluating the board and the members serving thereon. The primary purpose of this assessment is the improvement of school board leadership.

The evaluation instrument known as the Missouri School Boards' Association *School Board Effectiveness Assessment* 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.

Guideposts

An effective program of evaluation contains many essential features. The following conditions are crucial to an evaluation that has as its primary purpose the improvement of school board leadership:

1. Board members should know the standards against which they will evaluate themselves. They should be involved in the development of the standards.

2. Evaluation should be conducted at a special work session for the board, held solely for this purpose, with all board members present.

3. The evaluation should be a composite of the individual board members' opinions, but the board as a whole should meet to discuss the results.

4. The evaluation should include a discussion of strengths as well as weaknesses.

5. The evaluation should be conducted annually.

6. The board should not limit itself to those items which appear on the evaluation form. No form or set of guidelines could encompass the totality of a school board's responsibilities.

7. Each judgment should be supported by as much rational and objective evidence as possible.

Performance Objectives

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.

Version BK-S.1B.FER

Policy CB: SCHOOL SUPERINTENDENT

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The superintendent of schools shall be the chief executive officer of the board of education and the administrative head of all divisions and departments of the district. The superintendent shall be responsible to the board for the execution of its policies and regulations. The superintendent shall be the board's representative and the channel through which all directives from the board to its employees or students shall be communicated. The superintendent may also give directives for the management of the school district to employees and students on points not covered by the adopted board policies and regulations. However, the superintendent's decision shall be subject to review by the board. Such directives shall be valid unless disapproved 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.

The superintendent is charged with creating, implementing, and maintaining written administrative procedures to provide guidance on policy implementation to the district. Administrative procedures must be consistent with the adopted policies of the board in every respect. While the board may wish to periodically review these procedures, the administration has the authority to make modifications to procedures without board approval, unless otherwise instructed by the board.

The superintendent shall be held accountable to the board for all aspects of school district administration. The execution of all decisions made by the board concerning the internal operation of the school district shall be delegated to the superintendent. The superintendent shall then be responsible for the delegation of responsibility and authority for the operation of the various functions of the district.

Superintendent's Responsibilities

The superintendent shall 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.

In carrying out assigned duties, the superintendent shall:

- Develop and use an organizational plan. The plan should set 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.
- Delegate management functions through members of the administrative staff in keeping with the organizational plan.
- Implement a reliable, effective budget process that does not cause or allow fiscal jeopardy or a material deviation from the budget policy adopted by the board, or allow assets to be unprotected, inadequately maintained, or inappropriately used.
- Present for board adoption a comprehensive curriculum consistent with the goals and mission of the school district.
- Develop an ongoing and structured process to measure the adequacy and efficiency of the educational program.
- Establish systems for monitoring and insuring student and staff accountability.
- 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.
- Not cause or allow conditions which are unethical, unlawful, disrespectful, or unsafe for staff, students, parents, volunteers, the community, or the school district.
- Ensure that all records and reports are properly kept and submitted to the appropriate sources, consistent with applicable legal requirements, including publishing an "annual report" for the community.

Reports to the Board

It is the obligation of the superintendent to provide the board, in advance of each regular or special meeting, with 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 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 inform the board about:

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, with comparable data from previous years, from other communities, or from state and national sources, including:

    - Auditor's report
    - Data concerning the status of the physical plant and suggestions for improvement
    - Personnel report
    - Curriculum
    - Student progress and needs

4. Reports on the progress of activities authorized by the board.

5. Descriptions of problems of an emergency nature and occurrences within the district of which each board member should be knowledgeable 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 taken pursuant to the recommendations made by such agents, provided that such reports are of significance for board consideration.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 168.191, RSMo.	State Statute
§ 168.201, RSMo.	State Statute

Policy CBB: RECRUITMENT AND APPOINTMENT OF THE SUPERINTENDENT

Status: DRAFT

Original Adopted Date: Pending

The board of education is solely responsible for the recruitment, selection and appointment of the superintendent of schools. The board will conduct an active search to find the individual believed most capable of putting into action the policies of the board, while it remains cognizant of the aspirations of the community, and of the professional and support staff.

The board may seek the advice and counsel of interested individuals or an advisory committee. A consultant may be employed to assist in the selection of a superintendent. However, after a thorough consideration of qualified applicants, final selection will rest with the board.

A vote of the majority of the whole board will be required for the appointment of the superintendent.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.301, RSMo.	State Statute
§ 168.191, RSMo.	State Statute
§ 168.201, RSMo.	State Statute

Policy CBC: SUPERINTENDENT'S CONTRACT/COMPENSATION AND BENEFITS

Status: DRAFT

Original Adopted Date: Pending

The board of education may employ a superintendent of schools for a contract not to exceed three years. The superintendent shall be employed on a 12-month basis.

Employment will be secured through a written contract, which will state the terms of the appointment, compensation, vacation time, benefits and other conditions of employment. The superintendent's contract shall be reviewed annually, and may be extended at the discretion of the board.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 168.191, RSMo.	State Statute
§ 168.201, RSMo.	State Statute
§ 432.080, RSMo.	State Statute

Policy CBG: EVALUATION OF THE SUPERINTENDENT

Status: DRAFT

Original Adopted Date: Pending

The board of education will annually complete a summative evaluation of the superintendent's performance using an evaluation instrument reflecting the Essential Principles of Effective Evaluation as adopted by the Missouri State Board of Education (State Board). Pursuant to these principles, the evaluation process should:

1. Use research-based performance targets aligned with state standards;

2. Establish indicators of performance articulated across differentiated levels with standards specifying expectations at all levels of practice;

3. Provide for the accurate and appropriate accumulation of performance data;

4. Use student growth in learning as a significant contributing factor in the evaluation of practice at all levels, using a wide variety of student performance measures;

5. Assess performance on a regular basis, providing timely feedback from multiple sources that promotes formative development at all career stages and supporting overall improvement;

6. Be designed to ensure that evaluators who collect evidence of performance and provide feedback are highly trained and objective, ensuring that ratings are fair, accurate and reliable; and

7. Be designed to guide district decisions regarding determinations of status, recognition, development, interventions and policies that impact student learning in the system.

The primary purpose of the evaluation is to improve student performance by promoting the continuous growth of the superintendent in a manner that is aligned with the district's Comprehensive School Improvement Plan (CSIP). Results of the evaluation will inform employment and compensation decisions, but may not be the only factor considered.

Standards-Based Evaluation

The board will measure performance based on the Missouri Superintendent Standards adopted by the State Board. In accordance with these standards, the superintendent demonstrates the knowledge and ability to ensure the success of all students by:

1. Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

2. Promoting a positive culture and an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

3. Leading personnel and managing the organizational structure and resources in a way that promotes a safe, efficient and effective learning environment.

4. Collaborating with families and other community members, responding to diverse community interests and needs and mobilizing community resources.

5. Acting with integrity, responsibility and in an ethical manner.

6. Understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

7. Remaining current on best practices in education administration and school-related areas as evidenced by establishing a plan for his or her professional development each year.

Evaluation Process

Formative Evaluation

The purpose of the formative evaluation is to provide the superintendent information and feedback designed to improve his or her effectiveness as superintendent. The board and superintendent will meet regularly during the formative evaluation period to discuss the superintendent's progress toward identified areas of focus or quality indicators.

The superintendent and board will jointly identify two or three areas of focus or quality indicators based on the Missouri Superintendent Standards for the upcoming year's evaluation. At least one indicator will address student growth as demonstrated by districtwide student growth data. These decisions will be made within the first six weeks of employment for a new superintendent and at the end of the previous school year, or in conjunction with the previous year's summative evaluation, for a returning superintendent.

Chosen areas of focus or quality indicators must be aligned with the district's current CSIP. The areas of focus or quality indicators may be changed throughout the year as circumstances dictate.

At the request of the board, the superintendent will regularly, but at least twice prior to the summative evaluation, report progress on all chosen areas of focus or quality indicators. The report will include specific evidence supporting the superintendent's progress.

After each report the board will consider the evidence presented, may request additional evidence and will record the progress made on the formative evaluation form.

Summative Evaluation

The summative evaluation incorporates all the evidence accumulated through the formative evaluation process to determine the superintendent's level of growth in the identified areas of focus or quality indicators. It reflects the board's final assessment of the superintendent's performance for the evaluation period.

The board will meet prior to the superintendent's summative evaluation. Each board member will prepare an individual assessment of the superintendent's progress on the selected areas of focus or quality indicators and any other issues that arose during the formative evaluation process. During the meeting, members will reach a consensus regarding the superintendent's progress based on the individual evaluations contributed by each member. The board president will create a consensus evaluation, provide a copy to each board member and the superintendent, and then destroy the individual evaluations.

The superintendent and the board will meet to discuss the results of the summative evaluation. The superintendent will be provided a copy of the evaluation and given the opportunity to respond in writing to any item on the evaluation.

Additional Evaluation Factors

Nothing in this evaluation process prevents the board from addressing additional concerns related to the superintendent's performance as they arise throughout the year. Board members with concerns are required to share those concerns with the rest of the board at the first opportunity. The board will then determine whether the concern requires a modification to the selected areas of focus or quality indicators or whether a separate action is necessary or more appropriate.

Evaluation Records

The summative evaluation and any written responses by the superintendent will be maintained in the superintendent's personnel file in accordance with the state retention manuals applicable to schools. The district will not share the evaluation with any state or federal agency unless it is required by law to do so.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 161.855. RSMo.	State Statute

State	Description
§ 168.201, RSMo.	State Statute
§ 168.410, RSMo.	State Statute
5 C.S.R. 20-400.375	State Regulation

Policy CF: SCHOOL BUILDING ADMINISTRATION

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board of education affirms the rights and responsibilities of the building principals and directors for the administration of their various programs and buildings within the broad scope of the adopted board policies, rules and procedures.

Acting with the approval of the superintendent, each principal or director will be the chief administrator of his or her school, and shall be responsible for and have authority over the actions of students, professional and support staff, visitors, and persons hired to perform special tasks. Staff members who work in more than one school will be responsible to the principal or director of the school during their time in that building.

The principal or director is charged with the supervision and direction of the staff and the students assigned to the building, as well as with the care of the school facility and its equipment. The principal or director will ensure that the board policies, rules, and procedures, as well as the directives of the superintendent and the guidelines for the instructional program are observed. Within the framework of board policies and the general rules and procedures established by the superintendent, the principal or director may implement and enforce additional procedures as deemed advisable for efficient operation of the school.

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.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 168.201, RSMo.	State Statute

Policy CFB: EVALUATION OF PRINCIPALS

Status: DRAFT

Original Adopted Date: Pending

The superintendent or designee ("evaluator") will annually evaluate the performance of principals in the district using an evaluation instrument incorporating the Essential Principles of Effective Evaluation as adopted by the Missouri State Board of Education. Pursuant to these principles, the evaluation process should:

1. Use research-based performance targets aligned with state standards;

2. Establish indicators of performance articulated across differentiated levels with standards specifying expectations at all levels of practice;

3. Be aligned with the probation period for the educator as specified in state law and provide for the accurate and appropriate accumulation of performance data;

4. Use student growth in learning as a significant contributing factor in the evaluation of practice at all levels, using a wide variety of student performance measures;

5. Assess performance on a regular basis, providing timely feedback from multiple sources that promotes formative development at all career stages and supporting overall improvement;

6. Be designed to ensure that evaluators who collect evidence of performance and provide feedback are highly trained and objective, ensuring that ratings are fair, accurate and reliable; and

7. Be designed to guide district decisions regarding determinations of status, recognition, development, interventions and policies that impact student learning in the system.

The primary purpose of the evaluation is to improve student performance by promoting the continuous growth of principals in a manner that is aligned with the district's Comprehensive School Improvement Plan (CSIP) and, where applicable, building improvement plans (BIPs). Results of the evaluation will inform employment and compensation decisions, but may not be the only factor considered. The term "principal" also includes assistant principals.

The superintendent or designee may use the evaluation process described in this policy for the evaluation of other administrators, if appropriate.

Standards-Based Evaluation

The evaluator will measure performance based on the Missouri Leader Standards. In accordance with these standards, detailed below, the leader must demonstrate the knowledge and ability to ensure the success of all students.

These standards emphasize the principal as a competent manager and instructional leader who continuously acquires new knowledge and skills and is constantly seeking to improve his or her leadership practice to provide for high academic achievement for all students. In accordance with these standards, the principal demonstrates the knowledge and ability to ensure the success of all students by:

1. Facilitating the development, articulation, implementation and stewardship of a vision of learning supported by the school community.

2. Promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans for staff.

3. Managing the organizational structure, personnel and resources in a way that promotes a safe, efficient and effective learning environment.

4. Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

5. Acting with integrity and in an ethical manner.

6. Remaining current on best practices in education administration and school-related areas as evidenced by his

or her annual professional development plan.

Evaluation Records

The summative evaluation and any written responses by the principal will be maintained in the principal's personnel file in accordance with the state retention manuals applicable to schools. The district will not share the evaluation with any state or federal agency unless it is required by law to do so.

Evaluation Process

The superintendent will create a procedure for implementing the principal evaluation process.

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State	Description
§ 161.855. RSMo.	State Statute
§ 168.201, RSMo.	State Statute
§ 168.410, RSMo.	State Statute
5 C.S.R. 20-400.375	State Regulation

Administrative Procedure CFB-AP(1): EVALUATION OF PRINCIPALS **Status:** DRAFT

Original Adopted Date: Pending

The principal evaluation process will consist of a formative and a summative evaluation administered by the superintendent or designee ("evaluator") in accordance with board policy.

Formative Evaluation

The purpose of the formative evaluation is to provide the principal information and feedback designed to improve his or her effectiveness as principal. The evaluator and the principal will meet regularly during the formative evaluation period to discuss the principal's progress toward identified areas of focus or quality indicators.

The evaluator and the principal will cooperatively identify two or three areas of focus or quality indicators based on the Missouri Leader Standards for the upcoming school year's evaluation. At least one indicator will address student growth as determined by building-level data. These decisions will be made within the first six weeks of employment for new principals and at the end of the previous school year, or in conjunction with the previous year's summative evaluation, for a returning principal.

The chosen areas of focus or quality indicators must be aligned with the district's current Comprehensive School Improvement Plan (CSIP) and, where applicable, building improvement plans (BIPs). The areas of focus or quality indicators may be changed by the evaluator throughout the year as circumstances dictate.

The evaluator and the principal will:

1. Establish a baseline score for each chosen area of focus or quality indicator. The baseline rating is determined by considering evidence of commitment, practice and impact. This evidence will be used to identify the principal's current level of performance.

2. Cooperatively develop a growth plan for each identified area of focus or quality indicator. The purpose of the growth plan is to move from a lower level of performance to a higher one. For example, the growth plan for a principal identified as "developing" on a particular indicator or area of focus would include strategies for the principal to move to proficiency.

3. Meet regularly to assess progress on the growth plan.

4. Identify the student growth measures to be used in the evaluation process. Multiple student growth measures including, but not limited to, both formative and summative student assessments, will be used to determine student growth. Statewide assessments will be used as a measure when applicable to the principal's assignment, but will not be the sole measure. Statewide assessment data must measure student growth over two points in time. All measures used in the evaluation process must allow for the comparison of data over several years.

The principal will be responsible for providing evidence of growth on the chosen indicators or areas of focus throughout the formative evaluation process.

Summative Evaluation

The summative evaluation incorporates all the evidence accumulated through the formative evaluation process to determine the principal's level of growth in the identified areas of focus or quality indicators. It reflects the evaluator's final assessment of the principal's performance for the evaluation period.

The evaluator will determine the amount of growth by the principal over the established baseline score and the overall level of performance of the principal. In addition, the evaluator will determine the impact the principal has made on student performance as evidenced by the chosen student growth measures.

This summative evaluation will be presented to the principal no later than February 1 unless extenuating circumstances exist. The principal will be given the chance to respond in writing to any item on the evaluation. A copy of the summative evaluation will be provided to the principal.

Other Evaluation Factors

Nothing in this evaluation process prevents the superintendent or the evaluator, if someone other than the superintendent, from addressing concerns related to a principal's performance as they arise throughout the year. When a concern involving a principal is brought to the attention of the evaluator or the superintendent, he or she will determine whether the concern requires a modification to the selected areas of focus or quality indicators or whether a separate action is necessary or more appropriate. If the evaluator is someone other than the superintendent, the evaluator and superintendent will work together to correct the matter.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 161.855. RSMo.	State Statute
§ 168.201, RSMo.	State Statute
§ 168.410, RSMo.	State Statute
5 C.S.R. 20-400.375	State Regulation

Policy CH: POLICY IMPLEMENTATION AND DISSEMINATION

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 10/04/2024

The policies adopted by the board and the procedures and directives developed by the superintendent to implement policies are designed to achieve an effective and efficient school system. All board members, employees, students and patrons are required to follow the board of education's policies and the district's rules and procedures. The superintendent, administrators and supervisors of the district are required to implement and enforce board policies and administrative procedures. Questions regarding the interpretation of a policy or procedure will be directed to the superintendent and, if necessary, to the board.

An essential job responsibility of the superintendent and administrative staff is to assist the board in timely review and revision of board policies so that the policies support the best academic practices, address district concerns and accurately guide the district's operations. The superintendent is also responsible, with the assistance of the administrative staff, for developing and implementing administrative procedures and forms to further carry out the directives in board policy.

Policies adopted by the board and administrative procedures and forms approved by the superintendent will be included in an official board policy manual and administrative procedures and forms manual that will minimally be maintained at the central office. Once adopted, the superintendent is directed to inform district staff about the board policies and administrative procedures and forms they are expected to use and follow, including any changes to these documents. Board policies and related documents, including current versions of district handbooks, will be posted on the district's website. Current copies of board policies and administrative procedures will also be available from the superintendent's office upon request.

Staff, student and parent/guardian handbooks may also be used for disseminating policies and procedures to persons directly affected by them. All district handbooks, directives, guidance or other information disseminated to parents, students, staff or patrons must accurately reflect, and not contradict, the current applicable board policies and administrative procedures.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.208, RSMo.	State Statute
§ 171.011, RSMo.	State Statute

Policy CHCA: HANDBOOKS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board of education recognizes the importance of parent/guardian/caretakers, staff and student handbooks that accurately convey the policies, procedures and rules of the district to the individuals affected by them. The board charges the administration with the responsibility for creating, revising, maintaining and disseminating such handbooks in accordance with board policies and administrative procedures.

The superintendent or designee is charged with responsibility for staff handbooks, and building principals are charged with responsibility for parent/guardian and student handbooks. The superintendent will approve all handbooks before publication, and all published handbooks will be made available to the board.

Administrators must ensure that handbooks do not conflict with the language or intent of policies, regulations or procedures. In the event of a discrepancy between handbooks and other written district materials, board policies and administrative procedures will take precedence. All handbooks shall be reviewed annually and revised if necessary. Each handbook will be posted on the district's website in accordance with law.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.208, RSMo.	State Statute

Policy DA: FISCAL RESPONSIBILITY

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 01/10/2025

The board acknowledges its fiduciary responsibility for funds received by the district. Board members, staff and others who have a business relationship with the district will act with integrity, diligence and professionalism in matters involving the fiscal resources of the district. This policy applies to any irregularity involving employees, consultants, vendors, contractors or any other parties who have a business relationship with the district.

Fraud Prevention

For the purpose of this policy, fraud (or fraudulent act or activity) is the intentional, false representation or concealment of a material fact for the purpose of inducing another to act upon it to his or her injury. Fraudulent activity includes misappropriation and other fiscal irregularities, examples of which include, but are not limited to:

1. Any dishonest or fraudulent act.
2. Misappropriation of funds, supplies or other assets.
3. Impropriety in the handling or reporting of money or financial transactions.
4. Profiteering as a result of insider knowledge of district activities.
5. Violation of applicable conflict of interest policies.
6. Accepting or seeking anything of material value from contractors, vendors or persons providing services or materials to the district except as allowed in the applicable conflict of interest policy.
7. Destruction, removal or inappropriate use of records, furniture, fixtures or equipment.
8. Any similar or related irregularity.

Reporting Suspected Fraud

Any person who has reasonable cause to suspect fraud should report that suspicion to the superintendent immediately. Employees or district volunteers who have reasonable cause to suspect fraud are required to report it and may be disciplined or dismissed for not doing so.

The superintendent may designate another administrator to receive such reports. If the allegation of fraud involves the superintendent or the designated administrator, the report should be made to the board president. Reports will be kept confidential to the extent allowed by law. The person filing the report must not contact the suspected individual in an effort to determine facts or demand restitution and must not discuss the case, facts, suspicions or allegations with anyone until the investigation is complete unless specifically authorized to do so.

Investigating Suspected Fraud

The superintendent has the primary responsibility for the investigation of all suspected fraudulent acts as defined in this policy and the authority to delegate that responsibility to another appropriate entity. During an investigation, the superintendent or designee will have access to all district records pertinent to the investigation and the authority to examine, copy or remove all or any portion of the contents of files, desks, cabinets and other storage facilities on the premises without the prior knowledge or consent of any individual who might use or have custody of any such items. The superintendent or designee will maintain a record of any property or files removed. No person will be permitted to alter, destroy, mutilate, conceal, cover up or falsify any record or document with the intent to impede, obstruct or influence an investigation.

If the investigation substantiates allegations that fraudulent activities have occurred, the superintendent or designee will issue reports to the board of education and any personnel deemed appropriate by the superintendent or designee. After consultation with the superintendent and legal counsel, the board will decide whether to prosecute or refer the investigation results to appropriate law enforcement.

If the superintendent is the subject of the investigation, the board president will designate an appropriate person to

conduct the investigation.

Prohibited Activity

Employees who violate any portion of this policy are subject to discipline, including termination and referral for prosecution when appropriate.

No board member or employee of the district will take adverse employment action against any individual who, in good faith, reports suspected fraud in accordance with this policy. No board member or employee of the district will retaliate against any individual for providing truthful information to law enforcement in conjunction with an investigation regarding alleged financial misconduct.

Students who, in good faith, report suspected fraud or financial misconduct will not be disciplined or penalized for making such a report. Staff members who receive such a report are obligated to notify the superintendent or designee.

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Version DA-C.1B.FER (01/12)

Policy DB: ANNUAL BUDGET **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

One of the board's primary responsibilities is to secure adequate funds to conduct a quality education program in the district. The annual district budget is a written document presenting the board's plan for allocation of the available financial resources to sustain and improve the educational function of the school district and promote each student's academic success and well-being in accordance with priorities established in the Continuous School Improvement Plan (CSIP). The annual budget 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. The fiscal year is defined as beginning annually on the first day of July and ending on the thirtieth day of June following.

Budget Planning and Adoption

Budget planning and preparation is a continuing process that must involve individuals who have knowledge of the educational needs of the community and who can provide accurate data about the financial potential of the district. Members of the board, citizens, students, and professional and support staff members should be involved in the planning process, which culminates in the preparation of the budget document. The superintendent will establish procedures to seek input on budgetary needs from the appropriate people.

The board designates the superintendent to serve as the district's budget officer. The budget officer will direct budget planning and preparation. When creating the budget, the budget officer will consider the priorities established by the board and seek input from appropriate individuals about the needs of the district. The budget must include prudent fund balance positions. The budget officer or designee will present to the board a tentative budget proposal for the following year no later than May 1. 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 budget officer will make revisions as directed by the board and will present the final budget proposal to the board during a public hearing for approval before the new fiscal year begins, as provided by law.

The board may revise the proposed budget prior to adoption and may make additional revisions as necessary throughout the year. Should the adopted budget require an increase in the tax levy above the level the board is authorized to set, the tax levy increase shall be presented to the voters for approval. The budget shall be appropriately adjusted if the voters fail to pass the tax levy increase.

Budget Components

The annual budget document shall present a completed financial plan for the ensuing fiscal year and shall include at least the following statutory requirements:

1. A budget message describing the important features of the budget and major changes from the preceding year.

2. Estimated revenues to be received from all sources for the fiscal year, with a comparative statement of actual or estimated revenues for the two years immediately preceding, itemized by year, fund and source.

3. Proposed expenditures for each department, office, and other classification for the budget year, together with a comparative statement of actual or estimated expenditures for the two years immediately preceding, itemized by year, fund, activity, and object.

4. The amount required for the payment of interest, amortization, and redemption charges on the debt of the school district.

5. A general 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.

After making such modifications as deemed necessary, the board shall adopt the proposed budget as the official budget for the district.

Budget Expenditures

In no event shall the total proposed expenditures from any fund exceed the estimated revenues to be received plus any unencumbered balance or less any deficit estimated for the beginning of the fiscal year. Upon the

recommendation of the superintendent, the board will approve a system of internal accounting to ensure proper financial accounting of revenues and expenditures.

The district's adopted budget serves as the control to direct and limit expenditures in the district. Overall responsibility for assuring control rests with the superintendent, who will establish procedures for budget control and reporting throughout the district. All moneys received by the school district shall be disbursed only for the purposes for which they are levied, collected, or received.

The total amounts that may be expended during the fiscal year for the operation of the school district are set forth in the budget. The total budgeted expenditure for each fund is the maximum amount that may be expended for that classification of expenditures during the school year unless a budget transfer is recommended by the superintendent and approved by the board. During the fiscal year, the superintendent may transfer any unencumbered balance or portion thereof from the expenditure authorization of one fund to another, subject to limitations provided by state laws and approval by the board.

The board will review the financial condition of the district monthly and shall require the superintendent to prepare a monthly reconciliation statement. This statement will show the amount expended during the month, total (to date) for the fiscal year, receipts, and remaining balances in each fund. This statement will be used as a guide for projected purchasing and budget transfers.

Budget Amendment

The annual budget adopted by the board 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 and state law. If changes in the spending plans of the district increase the total expenditures in any fund over the expenditures previously authorized by the board for that fund, the superintendent shall submit to the board 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, shall become part of the official budget for the district.

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:

1. a majority of the board members in office pass a resolution approving the amount of the transfer (recorded in the board minutes);

2. the resolution identifies the specific capital projects to be funded by the transferred funds (recorded in the board minutes) (GTB/Line 1 transfer); and

3. the resolution identifies the estimated expenditure date or dates (recorded in board minutes) (GTB/Line 1 transfer).

However, applicable law and district policies and procedures authorize the superintendent to decide to forego recommending such transfer(s) so long as doing so does not violate Mo. Rev. Stat. Chapter 67.

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 that receive Title I funds and have more than 100 students and buildings that do not receive Title I funds and have 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.

Fund Balance and Reserve

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 is 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 is subject to external enforceable legal restrictions.

Committed Fund Balance – the portion of a governmental fund's net assets with self-imposed constraints or limitations (for cash flow purposes) that has been placed at the highest level of decision making.

Assigned Fund Balance – the portion of a governmental fund's net assets to denote an intended use of resources (for debt service purposes).

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.

District Fund Balances and Spending Priorities

It is the policy of the Ferguson-Florissant School District to maintain a committed fund balance in the general fund to fund operations. The fund balance in the general fund is adjusted annually with the adoption of the annual budget.

It is also the policy of the district to assign a portion of the fund balance in the amount of debt service payments for governmental debt for the following year. These funds may be assigned from either the general fund or the debt service fund.

The annual budget (appropriation) will include a contribution to, or drawdown from, the fund balance and debt service to assure compliance with this policy. The levels of other required restrictions, commitments, and assignments will fluctuate depending on activity. The superintendent or designee will determine if a portion of the fund balance should be assigned. Unassigned year-end fund balances shall remain in the fund of origin.

The district will spend the most restricted dollars before less restricted, in the following order:

1. Non-spendable (if funds become spendable)
2. Restricted
3. Committed
4. Assigned
5. Unassigned

Financial Reserves

The district shall maintain sufficient financial reserves to provide for fiscal integrity and for adequacy of cash flow to

support operations. These reserves shall be comprised of two separate and distinct components: an operating reserve and a financial stabilization reserve. The appropriate amount for each reserve fund shall be reviewed annually as part of the budget development process.

Operating Reserve

Because of the cyclical nature of district revenues and expenses, the purpose of the operating reserve is to cover cash flow needs for normal district operations during each fiscal year. To minimize the possibility of the school district's need to borrow money during the first six months of the fiscal year, the combined beginning cash balances of the Special Revenue, General and Capital Projects Funds on July 1 will be approximately 15 percent of the budget's expenditures for these funds.

Financial Stabilization Reserve

A separate financial stabilization reserve shall be established to minimize the disruptive impact of major adverse financial changes on district programs and budget. Such adverse financial changes might be related to emergency facility repairs, drastic student enrollment change, reductions in state or local funding, etc. The funding goal for this reserve shall initially be a minimum of 3% of annual operating expenditures (excluding carryovers) but may increase based on the potential needs of the district, the condition of facilities, economic prospects, and/or other pertinent factors. Any funds drawn from this reserve during a fiscal year must be approved by the board and shall be replenished in succeeding years as part of the regular budget process.

The district will provide a budget with an operating fund balance growth of 1% annually, or a minimum of 3% over a three-year period, to increase the fund balance reserve to a minimum of $30 million. This can be accomplished through an increase in revenue and/or reduced allocation of expenditures.

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Version DB-C.1D.FER (09/22)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 165.021, RSMo.	State Statute
§ 165.051, RSMo.	State Statute
§ 165.091, RSMo.	State Statute
§ 165.131, RSMo.	State Statute
§§ 67.010-.110, RSMo.	State Statute
5 C.S.R. 20-100.125	State Regulation
MO COURT	Mercantile Bank of Illinois v. Sch. Dist. of Osceola, 834 S.W.2d 737 (Mo. 1992)
Mo. Const. art.VI § 26	State Constitution

MSIP	Description
L-4	MSIP STANDARDS

Policy DC: TAXING AND BORROWING AUTHORITY AND LIMITATIONS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 01/10/2025

The board is responsible for levying ad valorem property taxes as necessary to operate the district in a manner that promotes achievement for all students. Taxes will be levied in accordance with law.

Increasing Taxing Authority

The board is authorized to set an operating tax rate of $2.75. The board will seek voter approval to increase the tax rate ceiling, in accordance with law and as necessary to better serve the students of the district. The district may also seek voter approval to forgo all or part of the reduction of the operating levy due to Proposition C sales tax receipts, as allowed by law.

The board may also seek voter approval to increase the bonded indebtedness of the district in accordance with law and as necessary to provide an appropriate learning environment for district students. The board of education has a bonded indebtedness limit of 15 percent of the value of taxable tangible property as shown by the last completed assessment for state and county purposes.

Tax Rate Hearing Notice

The district will annually set the tax rate after first notifying the public and conducting at least one public hearing. Notice of the hearing will be given by publication in a newspaper of general circulation or by posting such notice in at least three public places within the district. A "public place" as used in this policy is a place regularly open for public use, a place that would be likely to attract attention so that the content of the notice becomes widely known or a place with a likelihood that the notice will be seen by the public. The district will publish or post the notice at least seven days prior to the hearing, and the notice will include the:

1. Date, time and place of the hearing.

2. Assessed valuation by category of real, personal, and other tangible property in the district for the fiscal year for which the tax is to be levied and the preceding tax year.

3. Amount of revenue required to be provided from the property tax as set forth in the adopted annual budget for each rate levied.

4. Tax rates proposed to be set for the various purposes of taxation.

5. Increase in tax revenue due to an increase in assessed value as a result of new construction and improvement.

6. Increase, both in dollar value and percentage, in tax revenue as a result of reassessment if the proposed tax rate is adopted.

Tax Rate Hearing

The superintendent will provide the board the same information included in the tax rate hearing notice prior to the tax rate hearing. No later than September 30, the board shall hold a hearing on the proposed district tax rates for the current year. At the 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. The tax rate hearing will include an opportunity for citizens to speak before the board. The board will set the tax rate after the hearing.

The tax rate will be calculated to produce substantially the same revenues as required in the annual budget. The board will have sole authority in determining what part of the total authorized rate shall be used to provide revenue for each of the funds. Before setting the rates for the teachers' and incidental funds, the board will set the rate for the capital projects fund as necessary to meet the district's obligations.

Submitting the Tax Rate

After the public hearing on the proposed tax rates and no later than October 1 each year, the superintendent or

designee 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 no later than October 1, thereby establishing the tax rate officially allocated to each fund.

If the rate is less than one dollar, the rate will be calculated to the nearest one-tenth of a cent, and the district will round up a fraction greater than or equal to five/one-hundredths of a cent to the next higher one-tenth of a cent. If the rate is in excess of one dollar, the estimate will be calculated to one/one-hundredths of a cent, and the district will round up a fraction greater than or equal to five/one-thousandths of one cent to the next higher one/one-hundredth of a cent.

Legal Compliance

If the district receives from the county clerk the state auditor's finding that the proposed rate does not comply with Missouri law, the board will have 15 days from the date of receipt of the finding to accept or reject in writing the rate change certified by the state auditor and to submit all requested information to the state auditor. A copy of the board's acceptance or rejection and any information submitted to the state auditor shall also be mailed to the county clerk.

Borrowing Authority

The board may borrow money in anticipation of collection of taxes for the purpose of securing funds for school operations, including the debt service fund. Issuance of all tax and revenue anticipation notes requires approval of the majority of the members of the board. The notes may be issued at any time in any year, and the aggregate outstanding principal amount of the notes issued in one year for any fund shall not exceed the amount of the board's estimate of the year's requirement for the fund. The notes shall be payable within 12 months from date of issuance.

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.

Other Capital Financing, including Lease-Purchase

The board may enter into any agreement within the scope of Missouri law to provide for, or provide capital for, the acquisition, construction, improvement, extension, repair, remodeling, renovation and financing of sites, buildings, facilities, furnishings, and equipment for use by the district for educational purposes.

Compliance

The district is committed to full compliance with the state and federal laws associated with issuing bonds, including disclosure requirements. The superintendent or designee is directed to work with the district's bond counsel and financial advisor to create, maintain and implement procedures to ensure that the district meets all state and federal legal requirements and makes timely disclosures in accordance with law.

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Version DC-1C.1M.FER (07/20)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 137.010, RSMo.	State Statute
§ 137.072, RSMo.	State Statute
§ 137.100, RSMo.	State Statute
§ 137.243, RSMo.	State Statute

State	Description
§ 137.245, RSMo.	State Statute
§ 164.121, RSMo.	State Statute
§ 164.121-.301, RSMo.	State Statute
§ 164.131, RSMo.	State Statute
§ 164.141, RSMo.	State Statute
§ 164.151, RSMo.	State Statute
§ 164.161, RSMo.	State Statute
§ 164.191, RSMo.	State Statute
§ 164.201, RSMo.	State Statute
§ 164.221, RSMo.	State Statute
§ 164.231, RSMo.	State Statute
§ 164.241, RSMo.	State Statute
§ 164.251, RSMo.	State Statute
§ 164.261, RSMo.	State Statute
§ 164.271, RSMo.	State Statute
§ 164.281, RSMo.	State Statute
§ 164.291, RSMo.	State Statute
§ 165.011, RSMo.	State Statute
§ 165.131, RSMo.	State Statute
§ 165.141, RSMo.	State Statute
§ 177.088, RSMo.	State Statute
§ 67.110, RSMo.	State Statute
§§ 108.150-.280, RSMo.	State Statute
Mo. Const. art.VI § 26(b)	State Constitution
Mo. Const. art.X §§ 11(b)	State Constitution
Mo. Const. art.X §§ 11(c)	State Constitution

MSIP	Description
L-4	MSIP STANDARDS

Administrative Procedure DC-AP(1): TAXING AND BORROWING AUTHORITY AND LIMITATIONS - (Bond Compliance—Includes a Continuing Disclosure Provision)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 01/10/2025

This document is the compliance procedure for the Ferguson-Florissant R-II.

Definitions

Annual Compliance Checklist – A questionnaire and/or checklist described in this compliance procedure that is completed each year for an issue of tax-advantaged obligations.

Annual Report – The district's audited financial statements (or unaudited financial statements as permitted by the continuing disclosure undertaking for the disclosure obligations) and certain other financial information and operating data required by the continuing disclosure undertaking to be filed annually on EMMA for the disclosure obligations.

Board – The board of education of the Ferguson-Florissant R-II.

Bond Compliance Officer – The individual serving as bond compliance officer when appropriate. The bond compliance officer is the assistant superintendent of business services.

Bond Counsel – A law firm selected by the district to provide a legal opinion regarding the tax status of interest on tax-advantaged obligations as of the issue date or the law firm selected to advise regarding matters referenced in this compliance procedure.

Bond-Restricted Funds – The funds, accounts and investments that are subject to arbitrage rebate and/or yield restriction rules that have been identified in the tax compliance agreement for an issue of tax-advantaged obligations.

Bonds – Includes both disclosure obligations and tax-advantaged obligations.

Bond Transcript – The "transcript of proceedings" or other similar titled set of documents assembled by bond counsel following the issuance of tax-advantaged obligations.

Code – The Internal Revenue Code, as amended.

Compliance Procedure – This tax-exempt financing compliance procedure.

Continuing Disclosure Compliance File – Documents and records that may consist of paper and electronic medium, maintained for the disclosure obligations, consisting of:

1. A description of the deadline applicable to each annual report;

2. A description of the financial information and operating data required to be included in each annual report;

3. A list of material events requiring an event notice under the continuing disclosure undertaking for each series of disclosure obligations; and

4. Information about the district's compliance during the prior five years with the continuing disclosure undertaking then in effect.

Continuing Disclosure Undertaking – The continuing disclosure agreement(s), continuing disclosure undertaking(s), continuing disclosure instructions or other written certification(s) and agreements entered into by the district for the purpose of assisting the underwriters of such disclosure bonds in complying with the Rule.

Cost or Costs – All costs and expenses paid for the acquisition, design, construction, equipping or improvement of a project facility or costs of issuing tax-advantaged obligations.

Disclosure Obligations – Any outstanding bond, note, installment sale agreement, lease or certificate for which the district entered into or enters into a continuing disclosure undertaking in connection with the issuance. All disclosure

obligations that are outstanding and subject to this compliance procedure are listed in this procedure.

District – Ferguson R-2.

EMMA – The Electronic Municipal Market Access system for municipal securities disclosures established and maintained by the MSRB, which can be accessed at www.emma.msrb.org, or any successor system designated as the means through which municipal securities disclosures are submitted to the MSRB.

Event Notice – Notice of the occurrence of an event for which notice is required by the continuing disclosure undertaking to be filed on EMMA.

Final Written Allocation – The final written allocation of tax-advantaged obligations proceeds prepared pursuant to this compliance procedure.

Financed Assets – That part of a project facility treated as financed with proceeds of tax-advantaged obligations, as reflected in a final written allocation or, if no final written allocation was prepared, the accounting records of the district and the tax compliance agreement for the issue of tax-advantaged obligations.

Intent Resolution – A resolution of the board stating 1) the intent of the district to finance all or a portion of the project facility, 2) the expected maximum size of the financing and 3) the intent of the district to reimburse the costs paid by the district from proceeds of the tax-advantaged obligations.

IRS – The Internal Revenue Service.

Material Events – Any of the events listed in the applicable continuing disclosure undertaking as currently reflected in this compliance procedure.

MSRB – The Municipal Securities Rulemaking Board, or any successor repository designated as such by the SEC in accordance with the Rule.

Placed in Service – That date (as determined by the bond compliance officer) when the project facility is complete and is actually used at a level substantially as originally designed.

Primary Disclosure Document – Any official statement or offering document relating to an offering or remarketing of disclosure obligations by or on behalf of the district after the implementation of this procedure.

Project Facility – All tangible or intangible property financed in whole or in part with tax-advantaged obligations that is functionally related or integrated in use, that is located on the same physical site or proximate sites, and that is expected to be placed in service within a one-year period.

Rebate Analyst – The rebate analyst for the tax-advantaged obligations selected pursuant to the tax compliance agreement.

Regulations – Regulations issued by the U.S. Treasury Department to implement the provisions of Code §§ 103 and 141-150 applicable to tax-advantaged obligations.

The Rule – Rule 15c2-12 adopted by the SEC under the Securities and Exchange Act of 1934, as amended.

SEC – The Securities and Exchange Commission.

Tax-Advantaged Obligation(s) – Any bond, note, installment sale agreement, lease or certificate intended to be a debt obligation of the district or another political subdivision or government instrumentality, the proceeds of which are to be loaned or otherwise made available to the district, and the interest on which is excludable from gross income for federal income tax purposes or 1) a Build America Bond; 2) a Qualified School Construction Bond; 3) a Qualified Zone Academy Bond; or 4) a Recovery Zone Economic Development Bond. A list of all tax-advantaged obligations that are outstanding and subject to this compliance procedure as of the date of initial adoption of this procedure appears at the end of this document.

Tax-Advantaged Obligation File – Documents and records that may consist of paper and electronic medium that are maintained for each tax-advantaged obligation. Each tax-advantaged obligation file will include the following information, if applicable:

1. Intent resolution.

2. Bond transcript.

3. Final written allocation and/or all available accounting records related to the project facility showing expenditures allocated to the proceeds of a tax-advantaged obligation and expenditures (if any) allocated to other sources of funds.

4. All rebate and yield reduction payment calculations performed by the rebate analyst and all investment records provided to the rebate analyst for the purposes of preparing the calculation.

5. Forms 8038-T together with proof of filing and payment of rebate.

6. Investment agreement bid documents (unless included in the bond transcript) including:

    - Bid solicitations, bid responses and certificate of broker;

    - Written summaries of reasons for deviations from the terms of the solicitation that are incorporated into the investment agreement; and

    - Copies of the investment agreement and any amendments.

7. Any item required to be maintained by the terms of the tax compliance agreement involving the use of the project facility or expenditures related to tax compliance for the tax-advantaged obligations.

8. Any opinion of bond counsel regarding the tax-advantaged obligations not included in the bond transcript.

9. Amendments, modifications or substitute agreements to any agreement contained in the bond transcript.

10. Any correspondence with the IRS relating to the tax-advantaged obligations, including all correspondence relating to an IRS audit of the tax-advantaged obligations, or any proceedings under the tax-advantaged obligations Voluntary Closing Agreement Program (VCAP).

11. Any available questionnaires or correspondence substantiating the use of the project facility in accordance with the terms of the tax compliance agreement for the tax-advantaged obligations.

12. For refunding bond issues, the tax-advantaged obligation file for the refunded tax-advantaged obligations.

Tax Compliance Agreement – The federal tax certificate, tax compliance agreement, arbitrage agreement, arbitrage certificate or other written certification or agreement of the district setting out representations and covenants for satisfying the post-issuance tax compliance requirements for an issue of tax-advantaged obligations.

Purpose and Scope

The district recognizes that:

1. The IRS has stated that all issuers of tax-advantaged obligations should have separate written procedures regarding ongoing compliance with federal tax requirements for tax-advantaged obligations; and

2. The issuance of disclosure obligations involves accessing the public capital markets and involves certain obligations arising out of the federal securities laws, including entering into the continuing disclosure undertaking and properly communicating with investors.

The district is committed to full compliance with the federal tax and securities law requirements for all of its outstanding and future tax-advantaged obligations. This compliance procedure is adopted by the governing body to comply with the IRS and SEC directives and improve tax and securities law compliance and documentation.

This compliance procedure applies to all bonds currently outstanding and all tax-advantaged obligations issued in the future. If the provisions of this compliance procedure conflict with a tax compliance agreement, a continuing disclosure undertaking or any other specific written instructions of bond counsel, the terms of the tax compliance agreement, the continuing disclosure undertaking or specific written instructions of bond counsel will supersede and govern in lieu of this compliance procedure. Any exception to this compliance procedure required by bond counsel

as part of a future issue of tax-advantaged obligations will be incorporated in the tax compliance agreement for the future issue. Any requirements imposed on the district in the tax compliance agreement will be noted by the bond compliance officer and incorporated into the annual compliance checklist. The district acknowledges that the continuing disclosure undertaking may also apply to one or more issues of taxable securities issued by the district.

Bond Compliance Officer

The bond compliance officer is responsible for implementing this compliance procedure. The bond compliance officer will:

1. Work with other employees who use the project facility to assist in implementing the compliance procedure.

2. Consult with bond counsel, district legal counsel, accountants, tax return preparers and other outside experts to the extent necessary to carry out the purposes of this compliance procedure.

3. When appropriate and upon approval of the board, attend district-relevant tax-exempt financing training programs offered by the IRS or other industry professionals.

4. When appropriate and with other district employees under the direction of the bond compliance officer, attend training offered by the SEC, the MSRB, bond counsel or other industry professionals regarding securities law and disclosure requirements applicable to the district.

5. Report to the board as necessary, but at least annually, regarding implementation of this compliance procedure and any recommended changes or amendments to this compliance procedure.

Any time an individual acting as the bond compliance officer passes the responsibilities for carrying out the provisions of this compliance procedure to another individual, the district will ensure the incoming individual acting as the bond compliance officer is trained on how to implement this compliance procedure to ensure the district's continued compliance with this procedure and all tax compliance agreements for all outstanding tax-advantaged obligations.

Currently Outstanding Tax-Advantaged Obligations

As soon as practical, the bond compliance officer will attempt to assemble as much of the tax-advantaged obligation file as is available for all tax-advantaged obligations outstanding as of the initial approval date of this compliance procedure.

As soon as practical following the implementation of this compliance procedure, the bond compliance officer will work with bond counsel and/or legal counsel to the district to complete annual compliance checklists for all outstanding tax-advantaged obligations.

In the event the bond compliance officer determines any deficiency in compliance with a tax compliance agreement for any outstanding tax-advantaged obligations, the bond compliance officer will follow the procedures described in Treasury Regulations or the Tax-Exempt Bonds VCAP to remediate the noncompliance. If remediation of the noncompliance requires the district to submit a request under VCAP, the bond compliance officer will undertake this step only after reporting the violation to the board and obtaining its approval.

Compliance Procedure for New Issues of Tax-Advantaged Obligations

New tax-advantaged obligation financings are those issued on or after the date of initial approval of this procedure.

Prior to Issuance of Tax-Advantaged Obligations

Directions to Bond Counsel – The bond compliance officer will provide a copy of this compliance procedure to bond counsel with directions for bond counsel to structure the documentation and procedural steps taken prior to issuing the tax-advantaged obligations so that they conform to the requirements of this compliance procedure, except to the extent bond counsel determines that different procedures are required. The bond compliance officer will consult with bond counsel so that the appropriate provisions are made to fund or reimburse the district's costs and expenses incurred to implement this compliance procedure.

Tax Compliance Agreement – Each issue of tax-advantaged obligations will include a tax compliance agreement. The

tax compliance agreement will: 1) describe the project facility and the anticipated financed assets; 2) identify all bond-restricted funds and provide for arbitrage and rebate compliance; 3) for new money financings, require a final written allocation; and 4) contain a form of the annual compliance checklist for the issue of tax-advantaged obligations. The bond compliance officer will confer with bond counsel and the district's counsel regarding the meaning and scope of each representation and covenant contained in the tax compliance agreement.

Preliminary Cost Allocations – The bond compliance officer, in consultation with bond counsel, will prepare a preliminary cost allocation plan for the project facility. The preliminary cost allocation plan will identify the assets and expected costs for the project facility and, when necessary, will break out the portions of costs that the district expects to finance with proceeds of tax-advantaged obligations, financed assets and the portions, if any, expected to be financed from other sources.

Tax Review with Bond Counsel – Prior to the sale of the tax-advantaged obligations, the bond compliance officer and bond counsel will review this compliance procedure together with the draft tax compliance agreement to ensure that any tax compliance issues in the new financing are adequately addressed by this compliance procedure and/or the tax compliance agreement. In the event bond counsel determines that this compliance procedure conflicts with—or must be supplemented to account for—special issues or requirements for the tax-advantaged obligations, the bond compliance officer will ask bond counsel to include the written modifications or additions to the final tax compliance agreement. The bond compliance officer will request that the bond counsel prepare an annual compliance checklist for use in monitoring the ongoing compliance requirements for the issue of tax-advantaged obligations.

Accounting and Recordkeeping

Accounting for New Money Projects – The bond compliance officer will be responsible for accounting for the investment and allocation of proceeds of the tax-advantaged obligations. The bond compliance officer will establish separate accounts or subaccounts to record expenditures for costs of the project facility. When appropriate, the bond compliance officer may use accounts established as part of the district's financial records for this purpose. In recording costs for the project facility, the bond compliance officer will ensure that the accounting system will include the following information:

1. Identity of person or business paid, along with any other available narrative description of the purpose for the payment;

2. Date of payment;

3. Amount paid; and

4. A number or other identifying reference.

Accounting for Refunded Bonds and Related Refunded Bond Accounts – For tax-advantaged obligations that refund prior issues, the tax compliance agreement will set out special accounting and allocation procedures for the proceeds of the financing and, if necessary, proceeds of the refinanced debt.

Tax-Advantaged Obligation File – The bond compliance officer will be responsible for assembling and maintaining the tax-advantaged obligation file.

Final Allocation of Bond Proceeds

Bond Compliance Officer Responsible for Preparation of Final Written Allocation: Timing – The bond compliance officer is responsible for making a written allocation of proceeds to expenditures and the identification of financed assets. This process will be memorialized in the final written allocation. For a new money financing, the bond compliance officer will commence this process as of the earliest of 1) the requisition of all proceeds of the tax-advantaged obligations from any segregated account funded with those proceeds; 2) the date the project facility has been substantially completed; or 3) four and one-half years following the issue date of the tax-advantaged obligations. For tax-advantaged obligations issued only to refund a prior issue of tax-advantaged obligations, the bond compliance officer will work with bond counsel to prepare and/or document the final written allocation for the project facility financed by the refunded tax-advantaged obligations in accordance with the advice of bond counsel and include it in the tax compliance agreement.

Contents and Procedure – The bond compliance officer will consult the tax compliance agreement and, if necessary, contact bond counsel to seek advice regarding any special allocation of tax-advantaged obligation proceeds and

other district moneys to the costs of the project facility. If no special allocation is required or recommended, the bond compliance officer will allocate costs of the project facility to the proceeds of the tax-advantaged obligations in accordance with the district's accounting records. Each final written allocation will contain the following: 1) a reconciliation of the actual sources and uses to costs of the project facility; 2) the percentage of the cost of the project facility financed with proceeds of the tax-advantaged obligations (sale proceeds plus any investment earnings on those sale proceeds); 3) the project facility's placed-in-service date; 4) the estimated economic useful life of the project facility; and 5) any special procedures to be followed in completing the annual compliance checklist (e.g., limiting the annual compliance checklist to specific areas of the project facility that the final written allocation or the tax compliance agreement treats as having been financed by tax-advantaged obligations).

Finalize Annual Compliance Checklist – As part of the preparation of the final written allocation, the bond compliance officer will update the draft annual compliance checklist contained in the relevant tax compliance agreement. The bond compliance officer will include reminders for all subsequent arbitrage rebate computations required for the tax-advantaged obligations in the annual compliance checklist.

Review of Final Written Allocation and Annual Compliance Checklist – Each final written allocation and annual compliance checklist will be reviewed by district legal counsel or bond counsel for sufficiency and compliance with the tax compliance agreement and this compliance procedure. Following the completion of the review, the bond compliance officer will execute the final written allocation.

Ongoing Monitoring Procedures

Annual Compliance Checklist

An annual compliance checklist will be completed by the bond compliance officer each year following completion of the final written allocation. Each annual compliance checklist will be designed and completed for the purpose of identifying potential noncompliance with the terms of the tax compliance agreement or this compliance procedure and obtaining documents (such as investment records, arbitrage calculations, or other documentation for the project facility) that are required to be incorporated in the tax-advantaged obligation file. The bond compliance officer will refer any responses indicating a violation of the terms of the tax compliance agreement to district legal counsel or bond counsel and, if recommended by counsel, will follow the procedure described herein to remediate the noncompliance.

Arbitrage and Rebate Compliance

The bond compliance officer will monitor the investment of bond-restricted funds and provide investment records to the rebate analyst on a timely basis. The bond compliance officer will follow the directions of the rebate analyst with respect to the preparation of and the timing of rebate or yield reduction computations.

Continuing Disclosure

Compliance File

The bond compliance officer shall compile and maintain the continuing disclosure compliance file. Within 120 days after the end of each district fiscal year, the bond compliance officer will complete the annual continuing disclosure compliance checklist and update the continuing disclosure compliance file as indicated by the annual continuing disclosure compliance checklist.

If the bond compliance officer identifies any noncompliance with the continuing disclosure undertaking as a result of the annual review or otherwise, the bond compliance officer shall promptly take steps to remedy the noncompliance, including by making any necessary remedial filings. In the event the bond compliance officer identifies any such noncompliance, the bond compliance officer shall update the continuing disclosure compliance file to reflect the noncompliance in the district's five-year history of compliance.

Issuance of New Disclosure Obligations

The bond compliance officer will review a draft of the primary disclosure document for each new issue of disclosure obligations. The district is primarily responsible for the accuracy and completeness of the information in the primary disclosure document relating to the district. The bond compliance officer will coordinate the district's efforts to ensure that the information in each primary disclosure document relating to the district does not contain any untrue

statements of a material fact or omit to state any material fact necessary to make the statements contained therein, in light of the circumstances under which they were made, not misleading.

In the review and preparation of primary disclosure documents, the bond compliance officer shall consult with internal or external counsel, other appropriate officials and district employees and agents. The bond compliance officer may designate internal or external counsel, other officials or district employees or agents, as appropriate, to assist in the preparation of each primary disclosure document or portions thereof and should discuss with internal or external counsel questions relating to the material accuracy and completeness of any information included in any primary disclosure document.

The bond compliance officer will review any statement in a primary offering document related to the district's past compliance with the continuing disclosure undertaking to determine whether such primary offering document accurately describes such past compliance.

The bond compliance officer will review each continuing disclosure undertaking related to a new issuance of disclosure obligations. If necessary, the bond compliance officer will confer with bond counsel or other counsel regarding the meaning and scope of each obligation contained in the continuing disclosure undertaking.

As soon as practicable after the issuance of any new disclosure obligation, the bond compliance officer will be responsible for updating the continuing disclosure compliance file to reflect the issuance of such new disclosure.

Annual Report Preparation and Submission

The bond compliance officer will prepare or cause the preparation of the annual report and cause the annual report to be filed with the MSRB on EMMA each year before the deadline required by the continuing disclosure undertaking. If the district has engaged a third party to submit the annual report on the district's behalf, the bond compliance officer will request and review confirmation that such filing has been timely made as required.

Event Notice Submissions

As necessary, the bond compliance officer shall coordinate with those other district employees and agents most likely to become aware of the occurrence of a material event to ensure such employee or agent promptly notifies the bond compliance officer upon the occurrence of a material event.

After obtaining actual knowledge of the occurrence of any event that the bond compliance officer believes may constitute an event requiring an event notice, the bond compliance officer will consult with counsel to determine whether an event notice is required under the continuing disclosure undertaking. If it is determined that an event notice is required, the bond compliance officer will cause the event notice to be filed on EMMA.

List of Bonds Covered by this Compliance Procedure

[District should insert list of all outstanding bonds.]

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Version DC-AP1.2C.FER (07/20)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 137.010, RSMo.	State Statute
§ 137.072, RSMo.	State Statute
§ 137.100, RSMo.	State Statute
§ 137.243, RSMo.	State Statute
§ 137.245, RSMo.	State Statute
§ 164.121, RSMo.	State Statute
§ 164.121-.301, RSMo.	State Statute

State	Description
§ 164.131, RSMo.	State Statute
§ 164.141, RSMo.	State Statute
§ 164.151, RSMo.	State Statute
§ 164.161, RSMo.	State Statute
§ 164.191, RSMo.	State Statute
§ 164.201, RSMo.	State Statute
§ 164.221, RSMo.	State Statute
§ 164.231, RSMo.	State Statute
§ 164.241, RSMo.	State Statute
§ 164.251, RSMo.	State Statute
§ 164.261, RSMo.	State Statute
§ 164.271, RSMo.	State Statute
§ 164.281, RSMo.	State Statute
§ 164.291, RSMo.	State Statute
§ 165.011, RSMo.	State Statute
§ 165.131, RSMo.	State Statute
§ 165.141, RSMo.	State Statute
§ 177.088, RSMo.	State Statute
§ 67.110, RSMo.	State Statute
§§ 108.150-.280, RSMo.	State Statute
Mo. Const. art.VI § 26(b)	State Constitution
Mo. Const. art.X §§ 11(b)	State Constitution
Mo. Const. art.X §§ 11(c)	State Constitution

MSIP	Description
L-4	MSIP STANDARDS

Policy DCB: POLITICAL CAMPAIGNS

Status: DRAFT

Original Adopted Date: Pending

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 the passage or defeat of any ballot measure or the nomination or election of any candidate for public office. District funds also cannot be provided to any committee supporting or opposing a ballot measure or candidate or be used to pay any debts or obligations of any committee. This does not prevent board members or administrators from making public appearances or issuing press releases concerning any such ballot measures.

Reasonable expenditures may be made solely for the purpose of providing patrons of the district with objective information regarding ballot measures to inform voters concerning issues that directly affect the district.

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Version DCB-C.1C (10/21)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 115.646, RSMo.	State Statute

Policy DD: GRANTS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 01/10/2025

Application for Grants

The district directs the superintendent or designee to pursue all grants and other alternative sources of funds, goods and services that are consistent with the district's goals and educational strategies and that enhance the educational offerings of the district.

All grants must:

1. Be based on a specific set of internal objectives that relate to the established goals and objectives of the district.

2. Provide measures for evaluating whether project objectives are being or have been achieved.

3. Conform to state and federal laws and the policies of the board in the execution of the project.

All grant proposals in excess of $10,000 shall be approved by the board before being submitted to the funding agency. Before a grant application is presented to the board, the superintendent or designee will determine whether the district has the appropriate staff to support the grant project and maintain accurate records required by the granting entity, as well as adequate resources if matching funds are required. If the amount is below $10,000, the superintendent or designee may approve the grant proposal for submission.

All grants that involve district property, students or personnel in their capacity as employees are considered district grants and are subject to the requirements of this policy. No individual will use grant proceeds in the district without district permission.

Administration of Grants

The superintendent must designate a district employee as the grant contact for any grant involving the district. The designated grant contact will oversee grant activity and ensure that the appropriate records, evaluations and procedures are used.

All grant funds received must be deposited in district accounts. District policies regarding purchasing, expenditure of funds and employment will be followed when expending grant funds. Staff positions created through grant funding will be filled pursuant to board policy.

The district will keep accurate records of expenditures for each grant. An annual report will be provided to the superintendent or designee on the status of grant programs, participation in programs and the success of programs.

Federal Grants

Grants that fund federal programs will be implemented in accordance with the provisions of board purchasing policies DJF and DJFA, and their accompanying procedures, and board conflict of interest policies BBFA and GBCA.

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Version DD-C.1B .FER (06/16)

Administrative Procedure DD-AP(1): GRANTS - (State and Federal Programs Administration)

Status: DRAFT

Original Adopted Date: Pending

Securing Grants

Steps to be followed in securing grants are:

1. Based on the district's Comprehensive School Improvement Program (CSIP), identify an area in need of improvement that may be helped through outside funds.
2. Match the need or problem with a funding source that subscribes to a relevant purpose.
3. Study the background, resources and funding prospects of the agency.
4. Clear with the superintendent or designee the general idea for a proposal.
5. Involve prospective participants in planning for a proposal. Secure parents' written permission if children are to be involved in experimental types of instruction (see JHDA).
6. Prepare the application using the format and following the timeline prescribed by the funding agency.
7. Discuss the funding of personnel, including the project director, with the personnel director, making sure to apply for full outside funding of all fringe benefits, including unemployment insurance.
8. Submit copies of the grant application to the superintendent for recommendation to the board for approval. If matching funds or resources are required, discuss the district's obligations with the superintendent or designee to ensure adequate resources are available.
9. If approved, complete the process of submission to the funding agency and its subsidiaries as required and provide copies to participants.

All grants must be approved by the board of education prior to submission. Match-free grants for individual teachers or groups of teachers must be approved by the building principal prior to submission.

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Version DD-AP1.1A (12/03)

Policy DEA: REVENUES FROM TAX SOURCES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 05/23/2024

The board recognizes that the Ferguson-Florissant School District is primarily funded by local, state and federal tax dollars. The board, district employees and all representatives of the district will be ethical stewards of the funds entrusted to the district.

The superintendent or designee is responsible for ensuring that the district provides accurate reports and assurances and meets other requirements to receive funding. The district shall comply with all requirements governing the funds received and will account for these funds as required by law.

The superintendent is directed to take the steps necessary to maximize the district's revenue at the local, state and federal levels within the parameters of law. The board and the superintendent will regularly provide information to elected officials on how district funds are used and will communicate the impact that inadequate funding has on students.

The superintendent is directed to regularly provide information to the public, particularly the residents of the district, about the sources of district funding and how the district uses the funding to benefit the students of the district and the community as a whole.

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Version DEA-C.1D (12/19)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 137.073, RSMo.	State Statute
§ 137.115, RSMo.	State Statute
§ 148.140, RSMo.	State Statute
§ 148.620, RSMo.	State Statute
§ 148.720, RSMo.	State Statute
§ 153.030, RSMo.	State Statute
§ 163.021, RSMo.	State Statute
§ 163.031, RSMo.	State Statute
§§ 148.030, RSMo.	State Statute
§§ 164.011-.141, RSMo.	State Statute
Mo. Const. art.X §§ 11(c)	State Constitution

Federal	Description
34 C.F.R Part 75	DIRECT GRANTS PROGRAM
34 C.F.R. § 110	Federal Regulation
34 C.F.R. Parts 75, 76, 77, 79, 80, 110	Federal Funding and Grants

Policy DED: DISPOSITION OF UNBUDGETED REVENUE

Status: DRAFT

Original Adopted Date: Pending

The board of education recognizes that due to special circumstances, the school district may occasionally receive revenue not budgeted.

In the event such revenues are received, the board will disburse the revenues in accordance with any provisions or requirements accompanying the allocation. The board, when authorized to establish local policy pertaining to the procedure and schedule for the disbursement of such revenues, shall establish an appropriate policy upon the recommendation of the superintendent.

Recommendations for procedural guidelines specifying a disbursement plan for moneys designated to the teachers' fund should be determined after receiving the suggestions of the professional staff. However, in accordance with state constitutional provisions, unbudgeted revenue received during the budget year shall not alter compensation of employees within the current contract period.

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Version DED-C.1A

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 168.110, RSMo.	State Statute
Mo. Atty. Gen. Op. 211-70	Mo. Atty. Gen. Op. 211-70

Policy DFA: REVENUES FROM INVESTMENTS/USE OF SURPLUS FUNDS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 04/22/2025

The board authorizes the superintendent to invest surplus school district moneys that are determined as not being immediately needed for the operation of the school district. The superintendent is authorized to delegate this authority to another administrator with the knowledge and skills necessary to manage the district's investments. The superintendent or designee shall follow procedures established by the board in making investments and obtaining the best interest rates possible. Collateralized investments will comply with the requirements of the Financial Institutions Reform, Recovery, and Enforcement Act of 1989.

Unless and until the board formally adopts and directs the district to comply with a customized written investment policy upon professional advice from a registered investment advisor, the board adopts and directs the district to follow the Missouri State Treasurer's Model Investment Policy, as may be amended from time to time, which is incorporated herein by reference.

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Version DFA-C.1F (02/25)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 165.051, RSMo.	State Statute
§ 165.091, RSMo.	State Statute
§ 30.260, RSMo.	State Statute
§ 30.950, RSMo.	State Statute
§§ 110.010-.020, RSMo.	State Statute
§§ 409.4-101 et seq., RSMo.	State Statute
Mo. Const. art.IV § 15	State Constitution

Federal	Description
12 U.S.C. § 1823e	Federal Statute

Policy DFI-2: SETTING TUITION FOR DISTRICT PROGRAMS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

(District Allows Nonresident Students to Enroll and Attend Only When Required by Law)

The Ferguson-Florissant School District School Board recognizes that there are situations where nonresident students and residents who are not otherwise entitled to free education may be allowed by law to attend the Ferguson-Florissant School District or district programs on a tuition basis. In these situations, the board will set tuition in an amount that, minimally, recoups the costs of the program and meets any applicable legal requirements.

The superintendent will make recommendations to the board annually to set tuition rates for the following year. The board will set all applicable tuition rates no later than May 1.

Per-Pupil Cost

When used in this policy, "per-pupil cost" refers to the cost of maintaining the district's grade-level grouping in the school the student will attend divided by the average daily pupil attendance. In no case will the per-pupil cost exceed the amounts spent for teachers' wages, incidental purposes, debt service, maintenance, and replacements. The term "debt service" means expenditures for the retirement of bonded indebtedness and expenditures for interest on bonded indebtedness. The per-pupil cost may be offset by any state or federal funding received for the attendance of the nonresident student.

Collecting Tuition

The board expects the superintendent or designee to take action to minimize delinquent or uncollected tuition payments including, but not limited to, securing binding contracts with the persons responsible for paying tuition and requiring prepayment of tuition from individuals when appropriate. If a party is delinquent in payment, the board authorizes the superintendent or designee to contact the district's attorney and take all available legal action to recoup tuition payments owed to the district. Unless otherwise prohibited by law, the district may exclude students from the district's education programs after the responsible party is notified of the delinquency and given a reasonable amount of time to pay the district.

Early Childhood Tuition (§ 161.213, RSMo.)

The tuition for any district-operated early childhood programs that charge tuition will be set at the per-pupil cost of maintaining the early childhood program.

Summer School Tuition (§ 167.227, RSMo.)

The district has the option of charging tuition for nonresidents to attend its summer school program. If the district selects this option, tuition will be set at the per-pupil cost of operating the summer school program.

Career and Technical Education Tuition (§ 178.510, RSMo.)

If the district has a career and technical education program open to neighboring districts, the district may contract to provide those services to students in other districts and will charge those districts tuition set at the per-pupil cost of the program.

Disputes between the Ferguson-Florissant School District and the student's resident district may be submitted to the State Board of Education for resolution.

Tuition for Children Placed in the District (§ 167.126, RSMo.)

For nonresident students placed by the Department of Mental Health, the Department of Social Services (DSS), or a court order in facilities or programs located within the district or who temporarily reside (for more than three days) in a children's hospital or psychiatric residential treatment facility located in the district, the Ferguson-Florissant School District will charge the student's resident district tuition equal to the average sum produced per student by the local tax efforts of the student's resident district. A special school district will pay the average sum produced per child by the local tax efforts of the domiciliary districts. If the resident district fails to pay the appropriate amount to this

district within 90 days of billing, this district will notify the Department of Elementary and Secondary Education (DESE) so that the appropriate amounts may be withheld from the resident district's state aid and paid to the Ferguson-Florissant School District. In addition, the district may receive payments from DESE in lieu of receiving the local tax effort from the domiciliary district in some situations.

The district will seek additional payments from DESE for students placed in programs or facilities operated by the Department of Mental Health, DSS, or a court or placed by DSS or a court into a publicly contracted residential site in Missouri when the per-pupil costs of the education services provided to the student exceed the amounts received from the student's resident district.

Tuition Charged to K–6 or K–8 School Districts (§ 167.131, RSMo.)

For students who enroll in the Ferguson-Florissant School District because they reside in a school district located in the same county as the Ferguson-Florissant School District or an adjoining county that does not provide education through grade 12, the district will set tuition at the per-pupil cost of maintaining the district's grade-level grouping in the school the student will attend, which will be charged to the student's resident school district as required by law. Disputes between this district and the student's resident district may be submitted to the State Board of Education for resolution.

Tuition Charged for Two-Year College Courses (§§ 178.370 - .400, RSMo.)

If the district establishes a program for two-year college courses as allowed by law, the district may charge tuition to enroll in such courses to all nonresident students as well as resident students who are ineligible for free education. The tuition will be set at the per capita costs of the courses. Tuition may be paid by individual students or the school district of residence.

Tuition for Night School (§ 178.290, RSMo.)

If the district establishes a night school as allowed by law, the district will charge tuition to all nonresident students and any resident students who are ineligible for free education. The tuition will be set at a rate that recoups the costs associated with the program.

Tuition for Students Assigned with a Hardship Transfer (§§ 167.121, .125, RSMo.)

If the commissioner of education assigns a nonresident student to the district due to a transportation hardship under § 167.121, RSMo., the district will enroll the student and charge the student's resident district the pro rata cost of instruction for the student. If the commissioner of education assigns a student living in St. Elizabeth, St. Albans, or Maries County to the district under § 167.125, RSMo., the school district of residence will pay the Ferguson-Florissant School District the pro rata cost of instruction. However, if the Ferguson-Florissant School District's tuition is greater than the tuition of the student's school district of residence, the student's parent/guardian will pay the difference in tuition.

Tuition Charged for Transfers from Unaccredited School Districts (§§ 167.132, .895, RSMo.)

In situations where DESE assigns students residing in an unaccredited district to be educated in the Ferguson-Florissant School District, the board will set tuition in accordance with law that will be either the state adequacy target plus the average sum produced per child by the sending district's local tax effort or a lesser amount as determined by the board.

If costs associated with the provision of special education and related services to a student with a disability exceed the tuition amount set by the board, the unaccredited district will pay the excess cost to the Ferguson-Florissant School District. For districts served by a special school district, the unaccredited district will contract directly with the special school district for special education and related services.

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State	Description
§ 161.151, RSMo.	State Statute
§ 161.213, RSMo.	State Statute
§ 167.121, RSMo.	State Statute
§ 167.125, RSMo.	State Statute
§ 167.126, RSMo.	State Statute
§ 167.131, RSMo.	State Statute
§ 167.132, RSMo.	State Statute
§ 167.151, RSMo.	State Statute
§ 167.227, RSMo.	State Statute
§ 167.895, RSMo.	State Statute
§ 168.151, RSMo.	State Statute
§ 171.131, RSMo.	State Statute
§ 178.290, RSMo.	State Statute
§ 178.370-.400, RSMo.	State Statute
§ 178.510, RSMo.	State Statute

Policy DG: DEPOSITORY OF FUNDS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 01/10/2025

The district is committed to sound fiscal management and the protection of district funds. For that reason, the board will carefully consider all options when selecting a financial institution to deposit district funds. Selection of depositories shall be made by the bid selection process established by state law and in accordance with this policy.

The board shall enter into depository agreements with all banking institutions holding district funds on deposit.

Proposals

In each year in which depositories are to be selected, the board shall receive sealed proposals from banking institutions in the county or in adjoining counties that desire to be selected as depositories of the district's moneys and funds.

As required by law, the board shall divide the funds into not less than two nor more than ten equal parts. Each bidder may bid for any number of the parts, but the bid for each part shall be separate.

At least 20 days before the date selected by the board for acceptance of bids, the board secretary shall publish notice that bids will be received. The notice must be published in a newspaper of general circulation in the county and will state the date, place and time of the meeting where bids are to be opened and the number of years for which a depository will be selected for each part of the fund (which may be any term between one and five years inclusive, next ensuing the date of the bid).

On or before the date selected for the acceptance of bids, bidders shall deliver a sealed bid to the board secretary. The sealed bid shall state the rate of interest or method by which the interest will be determined for the advertised term.

On the date selected for the acceptance of bids and at the place and time advertised for the bid-opening meeting, the board or designee shall publicly open the bids and cause each bid to be verbally read and documented, after discussion and clarification of bids with the financial institutions. The Board secretary may not directly or indirectly disclose the amount of the bid before this meeting.

Selection

After discussion and clarification of the bids at the bid-opening meeting—or, if the public bid opening is not at a board meeting, then at the next board meeting—the board shall cause each bid to be entered upon the records of the board and shall select from among the bidders those bids that will be accepted and notify each of the selected bidders. If there is no qualifying bid for a part, the board may select a depository for that part without further advertising or bidding.

Contract

The board will then enter into a contract or agreement with the selected depository for the deposit of each part of the district's moneys or funds for the advertised one- to five-year term. The contract may authorize the depository to invest the funds deposited in accordance with law and the district's investment policy. Such a contract or agreement may be terminated by the mutual consent of both parties at any time.

Security

In accordance with law, prior to receiving district funds, the selected depository must deposit securities with the district, another banking institution or a trustee to secure the district's funds. The correspondent bank, acting as trustee, shall file with the treasurer of the district board safekeeping receipts describing the amount and kind of securities being held in trust. If the selected depository fails to deposit adequate security for the district's moneys or funds within the time provided by law, the board shall take action to safeguard district funds (including, but not limited to, depositing such moneys or funds in another bank) and shall proceed to receive new bids and select another depository in lieu of the bank that failed to deposit the security. As the contract or agreement concerning each part of the district's funds expires or is terminated, the successive depository for that part will be chosen by bid in accordance with this policy.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 30.270, RSMo.	State Statute
§§ 110.010-.020, RSMo.	State Statute
§§ 165.201-.291, RSMo.	State Statute

Federal	Description
12 U.S.C. § 1823e	Federal Statute

Policy DGA-1: AUTHORIZED SIGNATURES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 05/29/2024

The district board of education takes its legal and financial responsibilities seriously. The superintendent or designee is directed to create internal controls to ensure that contracts, checks and other official documents are accurate, authorized and signed by the appropriate persons and that necessary actions are taken to prevent mistakes, fraud, embezzlement and district liability.

In general, the superintendent or designee may sign documents on behalf of the district or the board as long as the document is accurate, has been adequately approved by the board when necessary and is in the best interest of the district. However, when the law or board policy requires others to sign documents on behalf of the board or the district, those persons are the only persons who may sign the document.

Contracts

A contract is a binding, written agreement between the district and an individual or entity. In accordance with law, a contract with the district must be approved by a majority of the whole board. After the board has approved the contract, the board president, board secretary and superintendent or superintendent's designee have the authority to sign the contract on behalf of the district unless state or federal law requires a specific person to do so.

Employment Contracts

In accordance with law, a contract and the employment of a person must be approved by a majority of the whole board. In addition, employment contracts for certificated personnel must be signed by the board president and attested to by the board secretary.

Checks

In accordance with law, bills must be approved by a majority of the whole board. Once the bills are approved, the president and treasurer of the board shall sign all checks issued by the school district. The board strictly prohibits any person from signing a blank check.

Federal and State Grants, Funds or Programs

Unless otherwise specified in the federal or state grant or contract, the superintendent or designee has the authority to sign necessary assurances and compliance documents on behalf of the board. Before signing, the superintendent or designee will verify that the assurances and documents are accurate. All documents will be made available to the board upon the request of any board member.

Special Education Mediation and Settlement Agreements

The person(s) designated by the board in policy IGBA may sign and legally bind the district in mediation and settlement agreements regarding services provided to students with disabilities.

Construction Change Orders

The person(s) designated by the board in policy FEF as the district's personal representative(s) may sign change orders within the limits set in board policy.

Lease or Sale of Real Estate

Once approved by the board with the requisite vote, the lease or deed of conveyance for district real estate will be executed by the board president and attested by the board secretary. If the district has a seal, it will be affixed to the deed or lease.

Facsimile Signatures

The board authorizes the use of facsimile signatures, such as those produced with signature stamps or a

signature machine, on checks, other instruments of payment, contracts and other documents requiring district authorization by signature. However, before a facsimile signature can be used, the manual signature must be certified under oath and on file with the Missouri Secretary of State, and the person whose facsimile signature is being used must have the authority to sign the document on which the signature is affixed. Prior to using the facsimile signature, the individual who affixes the signature on the document is responsible for verifying the accuracy of the document signed and the authority of the person whose signature is used.

Signature stamps and other facsimile signature devices will be kept locked or otherwise secured from unauthorized use and will only be used on approved documents by persons authorized by the superintendent or the board. An individual must receive specific approval from the person whose signature is being used prior to affixing it to a particular document unless it is a contract or payment that has received prior approval by the board.

When an individual uses another person's facsimile signature, the individual must document the date it was used, the document(s) it was used on, the amount of the contract or check, if applicable, and the reason a facsimile signature was used instead of the actual signature. The individual using the signature and one other district employee must sign this documentation, verifying that the facsimile signature was appropriately used. The documentation will be provided to the person whose facsimile signature was used at least monthly so that person may verify that the signature is being used correctly.

Electronic Signatures

To the extent allowed by law, individuals authorized to sign documents on behalf of the district may sign those documents electronically. Unlike facsimile signatures, which are designed to be used by persons other than the individual whose signature is needed, an electronic signature is intended to be used only by the individual signing the document in situations where the document is electronic or it is inconvenient to sign a document manually. Only the individual whose signature is being used or a person directly supervised by that person who has been given explicit permission to use the signature on that particular document may sign a document with an electronic signature.

Consequences

The board strictly prohibits any misuse of facsimile signatures or electronic signatures and the use of forged signatures. The board further prohibits any employee or board member from knowingly signing an unauthorized or inaccurate document on behalf of the district or the board. Employees will be disciplined and may be terminated for any violation of this policy or for impropriety involving official documents and signatures. Board members may be removed from any appointed position or committee and reprimanded. The superintendent or designee is directed to contact law enforcement or other legal authorities to report any potential criminal activity.

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Version DGA-1C.1D (09/17)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.959, RSMo.	State Statute
§ 162.961, RSMo.	State Statute
§ 165.021, RSMo.	State Statute
§ 165.091, RSMo.	State Statute
§ 168.101, RSMo.	State Statute
§ 168.108, RSMo.	State Statute
§ 432.200-295, RSMo.	State Statute

State	Description
§§ 105.273-.276, RSMo.	State Statute

Federal	Description
15 U.S.C. § 7001-7006	Electronic Signatures In Global And National Commerce Act

Policy DH-1: BONDED EMPLOYEES AND OFFICERS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 05/29/2024

(Seven-Director Districts)

In accordance with law, the treasurer of the district board of education shall enter into a bond to the state of Missouri with one or more sureties, to be approved by the board, conditional that a faithful and just account of all moneys that come into the hands of the treasurer will be rendered and that the duties of the office will be performed according to the law. The bond shall be filed with the secretary of the board. The treasurer shall be the custodian of all school moneys derived from taxation for school purposes in the district until paid out on the order of the board.

Employees who perform the duties of the treasurer but have not been elected to the position will also enter into a surety bond. The board may also require other officers and employees to be bonded.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.401, RSMo.	State Statute

Policy DI: FISCAL ACCOUNTING AND REPORTING/ACCOUNTING SYSTEM

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 02/19/2025

The district's accounting system shall conform to requirements established by state statutes, regulations of the Missouri Department of Elementary and Secondary Education (DESE), the current version of the *Missouri Financial Accounting Manual* and statements issued by the Governmental Accounting Standards Board (GASB).

The district treasurer shall open an account for each fund established by law and required by the district, and all money the district receives shall be deposited in the appropriate fund account. All financial transactions shall be recorded in the revenue and expenditure records, and appropriate entries from the adopted budget shall be made in the records for the respective funds. All district staff are required to properly account for district funds using the district's financial accounting system and processes.

The board shall receive monthly financial statements from the superintendent showing the financial condition of the district. In addition, other financial statements determined necessary by either the board or the superintendent shall be presented to the board for review.

The superintendent or designee shall also be responsible for student-related accounting and shall file enrollment, attendance, food service, and transportation reports as required by DESE.

Public Information on Finances

The superintendent or designee shall make publicly available, either by maintaining on the district's website or by direct link to the DESE website, information detailing the actual income, expenditures, and disbursements of the district for the current calendar or fiscal year. The superintendent or designee shall update this information at least quarterly. The information shall be searchable, accessible, and retained for a minimum of ten years in accordance with law.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.066, RSMo.	State Statute
§ 165.532, RSMo.	State Statute
§ 165.535, RSMo.	State Statute
§ 165.539, RSMo.	State Statute
§ 165.541-543, RSMo.	State Statute

Administrative Procedure DI-AP(1): FISCAL ACCOUNTING AND REPORTING/ACCOUNTING SYSTEM

Status: DRAFT

Original Adopted Date: Pending

All moneys collected within the district's schools shall be handled in a proper fiscal manner and prudently safeguarded.

Money collected for any purpose will be submitted to the school principal or designee, who will provide for its proper deposit. Money should never be left in a desk, classroom or common access area of an office. When a teacher or other school employee collects money, that employee shall be held responsible for that money until the employee turns it over to a person responsible for receiving and depositing money.

Management of Collected Funds

All money collected by staff members will be counted by two staff members, and two copies of a written accounting will be prepared. One of the staff members will place the money and one copy of the accounting in a cash box designed to lock upon closure. The staff members will not be provided a key to the box. The staff members should retain the other copy of the accounting.

Each building principal will designate and train one or more staff members to act as designated depositors of moneys collected in their buildings. These staff members will have access to forms of deposit available after hours such as a safe in the building or a bank after-hours deposit box.

One of these designated depositors will be assigned to pick up the funds collected at an event or fundraising activity and deposit them in the designated place. If the staff member who collected the money is also designated to receive and deposit money, he or she may also deposit the locked box or bag in the appropriate place.

If possible, security assigned to the event or the administrator supervising the event will be responsible for receiving and depositing the money collected. For large sums of money, the district will call for a law enforcement escort to the deposit location.

Student Activity Funds

Moneys raised through district-sponsored fundraising as defined in board policy will be deposited in accordance with these procedures in one of the funds authorized by state law and withdrawn only in the manner prescribed by state law.

In addition, reports such as the annual report of the secretary of the board of education to the State Board of Education shall not reflect the activities accounts in per-pupil costs; however, activity expenditures that are supported in full or part by revenue directly derived from tax receipts must be reflected as auxiliary service expenditures.

Expenditures

1. Sponsors wishing to make purchases for district-sponsored student activities must submit an expenditure request on a purchase order form to the school principal.

2. This purchase order, upon approval, represents the sponsors' authority to make the purchase.

3. Upon delivery of the item purchased and submission of a copy of the invoice or delivery ticket properly noting receipt of the item to the board of education, the board will then be in a position to authorize the payment of the bill in the same manner as any other payment.

4. The treasurer of the board of education or designee shall keep accurate records of all receipts and expenditures of activity moneys using the accounting system designated for that purpose.

5. The secretary or treasurer of each organization shall maintain a complete ledger of all receipts and expenditures, under the guidance of the sponsor, and shall make monthly audit checks with the board treasurer or designee.

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Version DI-AP1.1A (11/06)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.066, RSMo.	State Statute
§ 165.532, RSMo.	State Statute
§ 165.535, RSMo.	State Statute
§ 165.539, RSMo.	State Statute
§ 165.541-543, RSMo.	State Statute

Administrative Procedure DI-AP(2): FISCAL ACCOUNTING AND REPORTING/ACCOUNTING SYSTEM - (Disposition of Abandoned Property)

Status: DRAFT

Original Adopted Date: Pending

General

The purpose of this procedure is to create a systematic method for reporting uncashed checks and other unclaimed intangible personal property to the state when the property cannot be returned to the owner. This procedure does not apply to businesses with which the district has an ongoing relationship.

Abandoned intangible personal property, as defined below, will be reported and remitted to the Missouri state treasurer's office in accordance with law. This procedure is not applicable to tangible personal or real property. Property is considered abandoned if not claimed by the owner within three years.

Intangible personal property ("property") subject to this policy includes, but is not limited to:

1. Uncashed (outstanding) checks issued by the district.

2. Other intangible property, including liabilities written off to an income or other account and recorded obligations for which no check was issued, such as overpayments.

Outstanding Checks

Each month, the district's internal outstanding checks list will be reviewed. If a check is still outstanding after six months, the person to whom the check was issued ("payee") will be notified using the most recent contact information available to the district. A copy of the notice will be retained by the district.

The notice will:

1. Explain that the check has not been cashed and is presumed lost.

2. Request that the payee cash or deposit the check if it is still in his or her possession.

3. Instruct the payee on how to submit a claim for the funds if the payee no longer possesses the check.

4. Notify the payee that if the funds payable by the outstanding check are not claimed, the district is required to transfer those funds to the state treasurer's office as abandoned property.

5. Notify the payee of the date on which the funds will be transferred to the state.

A payee reporting a lost check must submit a written request for a replacement check and include proof of identity as the payee, including the payee's signature, current address and the last four digits of the payee's Social Security number. Companies or vendors may use letterhead, tax identification numbers or other appropriate documentation of entitlement to receive the funds. The district will issue a replacement check when a properly documented request is received.

If a replacement check is not requested within three years, the outstanding check will be reported to the state treasurer as abandoned property in accordance with law and the procedures described below.

Intangible Personal Property Other Than Uncashed Checks

If the district holds any intangible property other than outstanding checks, the district will attempt to contact the person to whom the property belongs before declaring it abandoned in accordance with the process outlined below.

Notice that Property Will be Declared Abandoned

During the 12-month period immediately prior to reporting property to the state treasurer's office as abandoned, the district will attempt to contact the property owner in accordance with the following:

1. If the value of the property is less than $50, the district may attempt to locate and notify the owner.

2. If the value of the property is $50 or more, the district will attempt to locate and notify the owner by sending a notice regarding the unclaimed property via first-class mail, postage prepaid and marked "Address Correction Requested." If the postal service provides the district with additional information as part of the address correction process, the district shall send second and subsequent notices in the same format as the first notice to any new address provided to the district.

Reporting

Except as otherwise permitted by law, abandoned property of any value will be reported in accordance with law by filing a report of property presumed abandoned with the state treasurer. The report will be filed no later than November 1 following the close of the fiscal year in which the property became abandoned. A check for the amount of the abandoned property made payable to the state treasurer will accompany the report. Amounts under $50 per owner may be reported in aggregate.

The district will retain the cost of postage and the clerical costs of filing the report. Clerical costs are limited to the lesser of $10 per hour for the actual time expended or one hour per 50 owners reported.

Reporting Exception

Outstanding checks, drafts, credit balances, overpayments and unidentified remittances issued to a business entity or association as part of a commercial transaction in the ordinary course of district business shall not be presumed abandoned if the district and the business entity or association have an ongoing business relationship, as defined by law.

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Version DI-AP2.1B (02/15)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.066, RSMo.	State Statute
§ 165.532, RSMo.	State Statute
§ 165.535, RSMo.	State Statute
§ 165.539, RSMo.	State Statute
§ 165.541-543, RSMo.	State Statute

Policy DID: INVENTORY MANAGEMENT **Status:** DRAFT

Original Adopted Date: Pending

The district will purchase property, such as equipment and supplies, to further the district's education mission as needed. The superintendent or designee will create procedures to prevent excessive, duplicative or unnecessary purchases and to properly track, maintain and dispose of property as required by law and in accordance with sound business practices.

Inventory

The superintendent or designee shall maintain one master inventory list of district equipment. Equipment will be added to the master inventory list at the time of purchase. The superintendent may require principals to maintain current inventories of equipment and other property in their buildings, but all building-level inventories must be provided to the superintendent or designee for inclusion in the master inventory. The superintendent or designee will ensure that a physical inventory of all equipment is completed and the results reconciled with equipment documentation at least every two years.

Use and Maintenance

All programs, buildings and departments are directed to work together to ensure that district property is used to the maximum benefit of the students. Any disputes regarding the use of district equipment will be settled by the superintendent.

Equipment and supplies purchased with district funds are to be used for district purposes. Personal or other uses are prohibited unless otherwise authorized by district policies or procedures. District equipment and supplies will remain on district property and will not be removed unless it is for a district purpose and the removal has been authorized by the superintendent or designee or the employee's supervisor.

Equipment purchased with federal funds will be used first for the program or project for which it was purchased. When the equipment is not needed, the district may use it for other district programs or purposes in accordance with federal law and district procedures.

All district employees are required to care for, protect and properly use district equipment and supplies to minimize damage, waste and replacement costs. The superintendent or designee will schedule maintenance when recommended by the manufacturer and will arrange for repairs, rather than replacement of equipment, when it is practically and economically more beneficial to the district than replacing the equipment.

Loss, Damage and Theft

The superintendent or designee will establish controls to prevent the loss, damage or theft of equipment and supplies and will develop procedures to ensure that equipment is properly stored and maintained. All district employees must report missing or damaged equipment and supplies to their supervisors as soon as they become aware that equipment is missing or damaged. All reports of missing or damaged equipment will be investigated.

Disposition

All property no longer of use to the district will be disposed of in accordance with state and federal law, board policy DN and procedure DN-AP1.

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Version DID-C.1A (06/16)

Administrative Procedure DID-AP(1): INVENTORY MANAGEMENT **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 09/11/2024

Definitions

Acquisition Cost (generally) – The cost of an asset, including the cost to ready the asset for its intended use. Acquisition costs may include or exclude ancillary charges, such as taxes, duties, protective in-transit insurance, freight, and installation, depending on how such items are addressed in the district's regular accounting practices.

Acquisition Cost (equipment) – In addition to general acquisition costs, equipment acquisition costs are the net invoice price of the equipment, including the cost of any modifications, attachments, accessories, or auxiliary apparatus necessary to make it usable for the purpose for which it was acquired.

Acquisition Cost (software) – In addition to general acquisition costs, software acquisition costs include development costs capitalized in accordance with generally accepted accounting principles.

Equipment – Tangible personal property, including information technology systems, having a useful life of at least one year and a per-unit acquisition cost of $5,000 or more.

Sensitive Equipment – Equipment with an acquisition cost of less than $5,000 per unit but considered attractive or easily pilfered such as phones, tablets, audiovisual equipment, and power tools.

Supplies – Tangible personal property that is not equipment or sensitive equipment.

Equipment

The superintendent or designee will maintain property records of equipment as required by law, including an inventory list. Documentation will include:

1. A description of the equipment.
2. The serial or other identification number.
3. The funding source, including the federal award identification number when applicable.
4. The name of the title holder, when applicable.
5. The acquisition date.
6. The original cost of the equipment.
7. The location, use, and condition of the equipment.
8. Records describing the ultimate disposition of the equipment, including the date of disposal and sale price.
9. The percentage of federal participation in the project costs for the federal award under which the equipment was acquired, when applicable.

Equipment Purchased with Federal Funds

Equipment purchased with federal funds must be used for the program or project for which it was purchased as long as the equipment is needed and the program or project continues, even if the program or project is no longer supported by a federal award.

During the time the equipment is being used on the program or project for which it was purchased, it must also be available for use on other programs or projects currently or previously supported by federal funds, provided that such use does not interfere with its use for the program or project for which it was originally purchased.

1. First preference for other use will be given to programs or projects supported by the awarding agency that financed the equipment.

2. Second preference will be given to programs or projects funded by awards from other federal awarding agencies.

3. Third preference will be given to non-federally funded programs or projects.

Maintenance

The superintendent or designee is responsible for budgeting for and scheduling regular maintenance of the equipment when it is recommended by the manufacturer. Damaged, broken, or inoperable equipment will be repaired unless a determination is made by the administrator in charge of the department or program that the value of the equipment is less than the cost of the repair.

Preventing Loss, Damage, or Theft

All district equipment will be tagged with an identification number, if feasible, immediately after it is acquired so that it can be easily tracked.

The superintendent or designee will assign staff to take a physical inventory of all equipment at least every two years to ensure that equipment is accounted for and missing equipment is promptly investigated. Any administrator, department head, or supervisor is authorized to conduct a physical inventory of equipment used by a program or maintained in a building at any time.

Employees who receive equipment as part of their job duties will be required to acknowledge receipt of the equipment either electronically or in writing. Once received, it is that employee's responsibility to properly use and maintain the equipment, take reasonable steps to prevent damage, and immediately report lost or stolen equipment. The employee will be required to produce the equipment when the district conducts its inventory and at any time upon request. When an employee terminates employment or otherwise leaves the district, is reassigned to a position where the equipment is not needed, or is otherwise required to return the equipment, the employee will acknowledge, electronically or in writing, that the equipment was returned.

Disposition of Property

All property no longer of use to the district will be disposed of in accordance with state and federal law, board policy DN, and procedure DN-AP1.

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Version DID-AP1.1B (07/24)

Policy DIE: AUDITS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 01/10/2025

The assets of the district will be professionally and transparently managed in accordance with law and the high expectations of the board and the community. The superintendent or designee will ensure that the district's financial statements accurately reflect the district's financial position and that all applicable state and federal laws are followed.

The district will retain an independent auditor at the close of each fiscal year for the purpose of auditing and making necessary reports to the board of education, the Missouri Department of Elementary and Secondary Education (DESE) and the federal government. The board directs all district employees to cooperate with and assist the auditor so that the board may obtain a fair and accurate report.

The cost of the audit and reports shall be paid from the board of education budget (general fund) of the district.

Auditor Selection

The board will procure the services of the independent auditor by competitive bid pursuant to board policy. The independent auditor must hold a current permit to practice public accounting in the state of Missouri and meet the requirements for continuing education and peer review as defined by the Missouri State Board of Accountancy and Government Auditing Standards. The district will request a copy of the audit organization's peer review report. The independent auditor cannot be suspended or debarred from doing business with the state or federal government. All subcontractors must also meet these requirements.

Scope of Audit

All requests for audit services will clearly identify the scope of the audit.

The audit shall be made in accordance with generally accepted auditing standards, government auditing standards, federal audit standards, and DESE audit guidelines. Minimally, the audit will include the district's General, Special Revenue, Debt Service and Capital Projects funds; fiduciary funds; proprietary funds; and component units, unless a component unit issues its own audited financial statements. All financial, transportation, food service and attendance records of the district will be audited in accordance with state law. The audit will include reviews and tests of the accounting system, books and records, and other underlying data as necessary to reach an informed opinion on the financial affairs of the district.

The auditor will give an opinion on the fairness of presentation of the district's financial statements and will review the financial operations systems of internal control and compliance with law. The board may expand the scope of the audit to include an examination of a specific district program, fund or process or to require a more comprehensive audit than is required by law.

Audit of Federal Funds

The district will conduct audits of federal awards and federal funds as directed by the board and in accordance with law and the requirements of the agency awarding the funding.

Audit Report

The audit report shall meet the requirements of state and federal law. The independent auditor shall provide a copy of the audit report to each member of the board and the superintendent. Once the audit report is final, the board will vote by motion or resolution to approve the audit report, and the board secretary will sign a copy of the final approved motion or resolution verifying that the final report has been approved no later than December 20th. The board delegates to the superintendent or designee the responsibility for transmitting to DESE on behalf of the board a copy of the final audit report, the related management letter if prepared by the auditor, and a copy of the final, approved and signed board minutes or board resolution approving the audit report. These materials must be submitted electronically in the manner directed by DESE no later than December 31 each year.

Public Access and Publication

The final audit report is an open record, and any member of the public may request to inspect or copy the report.

Confidential and privileged communications between the district and its auditor, including all auditor work product, are closed to the extent permitted by law.

On behalf of the board, the superintendent or designee shall publish the approved final audit report on the district website within 30 days of approval.

Response to Audit

All recommendations of the auditor will be taken seriously and will be implemented as appropriate. The superintendent or designee is directed to resolve any questions or discrepancies disclosed by the audit and must provide a full report of the resolution to the board.

If the district receives an audit with a disclaimer of opinion, the district shall institute corrective measures immediately to ensure that subsequent audits do not contain a disclaimer. If fraud or embezzlement is discovered during the course of an audit, the superintendent or designee will notify DESE. If the superintendent or designee is implicated in the suspected fraud or embezzlement, the board president will notify DESE.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 163.021, RSMo.	State Statute
§ 163.081, RSMo.	State Statute
§ 165.111, RSMo.	State Statute
§ 165.121, RSMo.	State Statute
§ 610.021, RSMo.	State Statute
5 C.S.R. 30-4.030	State Regulation

Federal	Description
2 C.F.R. PART 200	Federal Regulation
31 U.S.C. §§ 7501-7507	Single Audit Act

Administrative Procedure DIE-AP(1): AUDITS - (Audit Process)

Status: DRAFT

Original Adopted Date: Pending

1. The district shall cause an audit examination ("audit") to be conducted annually as directed in board policy. The audit must include the district's:

    - General, Special Revenue, Debt Service and Capital Projects funds.
    - Fiduciary funds.
    - Proprietary funds.
    - Component units that do not issue their own financial statements.
    - Transportation records.
    - Attendance records.
    - Food service records.
    - Other programs, funds or processes as specified by the board or required by law.

    Component units are organizations that warrant inclusion as part of the school district's audit because of the nature and significance of their relationship with the district, including ongoing financial support. Whether an entity is a component unit of the school district is determined by the auditor based on input from the district.

2. The audit report shall contain:
    - A statement of the scope of the audit.
    - A statement as to whether the audit was conducted in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.
    - The independent auditor's opinion as to whether the financial statements included in the audit report present fairly the results of the operations during the period audited.
    - A statement as to whether the financial statements accompanying the audit report were prepared in accordance with generally accepted accounting principles or another comprehensive basis for accounting.
    - The reason or reasons an opinion is not rendered in the event the independent auditor is unable to express an opinion with respect thereto.
    - The independent auditor's opinion as to whether the district's budgetary and disbursement procedures conform to the requirements of Chapter 67, RSMo.
    - The independent auditor's opinion as to whether attendance and transportation records are so maintained by the district as to disclose accurately average daily attendance and average daily transportation of students during the period of the audit.
    - The schedule of selected statistics, as specified annually by the Department of Elementary and Secondary Education (DESE).
    - Financial statements presented in such form as to disclose the operations of each fund of the district and a statement of the operations of all funds.
3. The independent auditor shall provide a copy of the audit report to each member of the board and the superintendent.

4. As directed by board policy, the superintendent will transmit to DESE a copy of the final audit report, the related management letter if prepared by the auditor, and a copy of the final, approved and signed board

minutes or board resolution approving the audit report no later than December 31.

When a district has a single audit performed on federal funds and has federal findings or questioned costs, the district must submit the district's corrective action plan with the audit report and management letter. The corrective action plan must be in a separate document from the audit report.

5. As directed in board policy, the superintendent shall prepare a summary of the audit report within 30 days of receiving the report. The summary shall include:

    - A summary statement of fund balances and receipts and disbursements by major classifications of each fund and all funds.
    - A summary statement of the scope of the audit.
    - The auditor's opinion on the financial statements included in the audit report.
    - Any other matter the board deems appropriate.

6. Immediately upon the completion of the summary, the superintendent shall publish it once in a newspaper within the county in which all or a part of the district is located that has general circulation within the district. If no such newspaper exists, the board shall post the summary in at least five public places within the district. The publication shall state where the audit report is available for inspection and examination. The report shall be kept available in the superintendent's office for inspection.

Federal Funds Audits

Federal Awards – Federal financial assistance and federal cost-reimbursement contracts the district receives directly from federal awarding agencies or indirectly from pass-through entities.

Federal Program – All federal awards assigned a single number in the Catalog of Federal Domestic Assistance or federal awards from the same agency for the same purpose.

Program-Specific Audit – An audit of one federal program.

Single Audit – An audit that includes the district's financial statements and the federal awards.

If the district spends a total amount of federal awards equal to or in excess of the amount specified by the Office of Management and Budget (OMB) as the single audit threshold, the district shall either have a single audit or a program-specific audit made for such fiscal year in accordance with the Single Audit Act, *Government Auditing Standards* and the requirements of federal law.

If the district spends a total amount of federal awards that is less than the amount specified by the OMB, the district will be exempt from a single audit or program-specific audit under federal law, but the district will still have a general audit of district funds conducted, which may include an audit of federal funds.

Upon request, the district will make records available for review or audit by appropriate federal officials.

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State	Description
§ 163.021, RSMo.	State Statute
§ 163.081, RSMo.	State Statute
§ 165.111, RSMo.	State Statute
§ 165.121, RSMo.	State Statute

State	Description
§ 610.021, RSMo.	State Statute
5 C.S.R. 30-4.030	State Regulation

Federal	Description
2 C.F.R. PART 200	Federal Regulation
31 U.S.C. §§ 7501-7507	Single Audit Act

Policy DJB: PETTY CASH ACCOUNTS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 01/10/2025

The board authorizes a petty cash fund not to exceed $200 in each school and in the central office to facilitate minor purchases, refunds, collection of fines and fees, and to make change 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.

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Version DJB-C.1A.FER (11/06)

Administrative Procedure DJB-AP(1): PETTY CASH ACCOUNTS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 01/10/2025

1. Only the principal or trained designee may handle or distribute the building's petty cash. The bookkeeper will be notified at the beginning of the year of all persons authorized and trained by each principal to access the building's petty cash account.

2. Ultimately, the principal is responsible for providing the bookkeeper balances and appropriate documentation. All petty cash accounts must be reconciled monthly.

3. The superintendent reserves the right to end the use of petty cash in any building or to reassign responsibility for the petty cash in any building.

4. The petty cash will be securely stored in a locked container and kept in a locked storage area, preferably a safe.

5. The cash-on-hand cannot exceed $200. If the cash-on-hand ever exceeds that amount, a deposit must be made into district accounts.

6. Receipts and cash-on-hand must always total the authorized fund amount. All disbursements from such funds are to be supported by receipted bills or other evidence documenting the expenditure in a form available for audit.

7. Disbursements and deposits will be acknowledged by the signature of the individual receiving petty cash or the person paying money into the petty cash fund.

8. Each disbursement or deposit to the petty cash account will be attributed to the appropriate budget code prior to the deposit or disbursement.

9. A request to replenish the petty cash fund will be accompanied by a summary sheet, signed by the custodian responsible for the fund, with all expenditures properly accounted.

10. Employees cannot distribute petty cash to themselves. If the principal or trained employee needs petty cash for district purposes, another trained employee must disburse the funds.

11. Examples of acceptable petty cash purchases include:

    - Food purchases, including tipping delivery persons.
    - Necessary emergency supplies that could not be anticipated.
    - Postage.

12. Examples of unacceptable uses of petty cash include:

    - Purchases that exceed $50, regardless of whether the purchase is made in one or several installments.
    - Paying a vendor who is charging the district sales tax. Employees must provide all vendors copies of the district's tax exempt letter.
    - Paying consultants or paying for services rendered other than authorized tipping.
    - Purchasing furniture or equipment including, but not limited to, VCRs, cameras, televisions, computer equipment, etc.
    - Reimbursing an employee.
    - Cashing checks.
    - Loaning money to any person.

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Policy DJF-2: PURCHASING **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 01/10/2025

(Urban and Metropolitan Districts and Districts Located Totally or Partially within St. Louis County)

The purpose of this policy and any related administrative procedures is to ensure that all purchases of supplies, equipment and services are made in compliance with state and federal law and good business practices. 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 purchasing will be conducted in a manner that provides full and open competition consistent with the standards of state and federal law.

All funds deposited with the district, regardless of source, are considered district funds and are subject to this policy. No contract will be entered into or bill paid without the proper documentation and without an affirmative vote from a majority of the whole board. No unbudgeted purchase will be made without prior board approval unless this policy's emergency provisions are applicable.

The board encourages district staff to purchase products manufactured, assembled or produced in the United States.

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. Bids may also be required for purchases where, in the opinion of the superintendent or purchasing officer, the welfare of the district will be served. 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 district 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.

Competitive Purchasing

Appropriate informal purchasing methods may be used for purchases under $50,000. Formal purchasing methods are required for purchases that may exceed $50,000.

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.

The district will award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions detailed by the district. Among other factors detailed in the bid specifications, consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

When the purchasing officer determines that it is in the best interest of the district, products or services may be purchased by competitive negotiations or proposals rather than competitive bids. 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, or the district has contracted for procurement services. 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.
In addition to the requirements of this policy and the accompanying procedure, the provisions of policy DJFA and related procedures must be followed when federal funds are used.

Emergency Situations

Unless competitive bidding is required by law, the superintendent may waive the requirement for competitive bids or proposals after determining that there exists a threat to life, property, public health or public safety or when immediate expenditure is necessary to protect against further loss of or damage to property or prevent or minimize a serious disruption in services. Emergency purchases shall be made with as much competition as is practical under the circumstances and only to the extent 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. 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 executed, or all proposals are rejected.

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 purchasing 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 shall supplement, not replace, purchases made through purchase orders. The purchasing card is to be used in accordance with the established guidelines and procedures.

Authorized district employees and board members may use purchasing cards issued to the district to make purchases for the district or pay for reasonable travel expenses incurred when performing official duties. Employees and board members will not use purchasing cards to circumvent the bidding and purchasing requirements established by law and board policy. All purchases made using district purchasing 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.

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 and departments receiving district purchasing 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 or 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 superintendent will annually approve all modifications prior to implementation.

The board will approve which employee positions will be issued district 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 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 board will annually approve all modifications prior to implementation.

The board may authorize the issuance of purchasing cards to board members in the same manner that they are issued to employees. Board members who choose to use a district purchasing card are subject to the same policies and procedures as district employees. The superintendent is directed to notify the board president if any board

member fails to follow district policies and procedures regarding purchasing card usage, and the board member's usage may be temporarily suspended by the board president until the issue is presented to the full board. If the board member in question is the president, or if the president is not available, the vice president will act as president in the matter.

Any employee or board member using a district card shall sign a card usage agreement and will receive training on applicable procedures for card use. District employees and board members issued a card 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 made, an original receipt must be attached to the requisition and submitted for payment. 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 and board members issued a district 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 other than the authorized employee or board member to whom the card was issued. District employees and board members will surrender all cards upon completion of their employment or term with the district or upon demand by the district. Departments and schools will surrender all cards upon demand by the district.

Electronic Payment Plans

The district may also use electronic payment plans for purchases. The electronic payment (e-payable) plan should identify what payments are authorized to be made electronically, and any conditions related to such payments. On an annual basis, procurement cards and e-payable plans should be submitted to the board for approval.

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 purchasing or returning the items ordered before the approval period expires. Failure to do so shall make the district employee personally liable for the expenditure.

Prohibited Activity and Reporting Requirements

The district expects all staff members to comply with the letter and intent of all district policies and procedures regarding purchasing. 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. 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 purchasing cards.

The superintendent or purchasing officer will contact law enforcement and file a report or sign a complaint on behalf of the district in situations where a crime may have occurred.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.301, RSMo.	State Statute
§ 170.041, RSMo.	State Statute
§ 171.181, RSMo.	State Statute

State	Description
§ 177.073, RSMo.	State Statute
§ 285.530, RSMo.	State Statute
§ 34.375, RSMo.	State Statute
§§ 177.082-.088, RSMo.	State Statute
§§ 34.073-.080, RSMo.	State Statute
§§ 34.350-.359, RSMo.	State Statute
§§ 432.070-.080, RSMo.	State Statute
MO COURT	Mercantile Bank of Illinois v. Sch. Dist. of Osceola, 834 S.W.2d 737 (Mo. 1992)

Federal	Description
2 C.F.R. §§ 200.317-.322	Federal Regulation
40 C.F.R. Part 247	Federal Regulation
47 C.F.R. §§ 54.501-.513	E-Rate
7 C.F.R. § 210.16	Federal Regulation
7 C.F.R. § 210.21	Federal Regulation
7 C.F.R. § 220.16	Federal Regulation

Administrative Procedure DJF-2-AP(1): PURCHASING

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The district operates using funds collected from taxpayers for the benefit of the district's education program, and it is imperative that all board members and district employees strictly adhere to district policies and procedures when making purchases for the district.

Laws Regarding Federal Awards

In addition to the requirements of policy DJF and this procedure, when a purchase involves federal funds or a federal award, the rules detailed in policy DJFA and related procedures must also be followed.

Definitions

Competitive Bidding – A process of obtaining products or services where the district contacts providers or advertises, and interested providers submit quotes, offers, bids, or sealed bids from which the district chooses. Competitive bidding may include the solicitation and submission of offers electronically or through a web-based system. The requirement for providers to submit sealed bids is one type of competitive bidding.

Competitive Negotiation – A process of obtaining a contract for products or services where the district contacts providers or advertises a request for proposals (RFP) detailing the scope, specifications, terms, and conditions of the proposed contract and the criteria on which the proposals will be analyzed, then negotiates separately with each responsive provider to award the contract.

Debarred – Exclusion from state or federal government contracting and subcontracting for products or services.

Funding Agency – Typically a grant provider, such as a state or federal government agency, which may have additional rules in place for approvals, procedures, fund use, or other special conditions connected to the grant or funds.

Lowest or Best Bid or Offer – The provider with the best product or service based on district criteria that may include price, value, quality of product, history of performance, recommendations, and other qualities important to the district.

Products – All physical property other than real estate including, but not limited to, supplies, books, furniture, machinery, and equipment.

Provider – A vendor of products or an independent contractor providing services to the district.

Purchase – Obtaining or procuring products or services for the district in exchange for money or anything of value.

Purchasing Card – A credit card in the district's name on which the district has placed automatic restrictions such as the amount that can be charged per day, where the card may be used or the type of purchases that can be made with the card.

Sealed Bids – A form of competitive bidding in which providers submit offers in a sealed envelope or package that is publicly opened at an advertised place and time or submit offers using a web-based system that protects the confidentiality of each submitted bid until the date and time of the bid opening.

Services – All providers of labor or professional expertise other than that provided by district employees in the scope of their duties including, but not limited to, services such as construction, auditing, bond underwriting, consulting, legal services, janitorial services, and food services.

Purchasing Supervision

The chief financial officer will serve as the district's purchasing officer or will designate a purchasing officer. The district purchasing officer will supervise district purchasing and may authorize purchases on behalf of the district that conform to the board-adopted budget.

General Rules

1. All funds received by district staff on behalf of the district shall be deposited in district accounts. All funds deposited with the district, regardless of source, are considered district funds. Any purchases made with these funds must comply with district policies and procedures.

2. Although buildings, departments, and divisions are allocated budgets for a given period, the expenditure of those budgetary amounts is still subject to law and district policies and procedures.

3. No contract will be entered into or bill paid without the proper documentation and an affirmative vote from a majority of the whole board. Even without a contract, no unbudgeted purchase will be made without prior board approval except in accordance with the Emergency Situations subsection of this procedure.

4. Regardless of the purchase method used, the district will select the lowest or best bid or offer. 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. If the scope of the purchase changes substantially, the district will rebid the product or service unless this procedure specifically provides otherwise.

5. Purchases may be made only through a purchase order, credit or purchasing card, or through petty cash, when appropriate. In rare circumstances when one of these methods of payment is not available, the district may reimburse an employee for a purchase made with the employee's personal funds. Employees should contact the district business office prior to making a purchase outside the authorized methods to ensure reimbursement.

6. All purchases must receive approval from the principal or other appropriate supervisor responsible for the budget code from which the purchase is made. The principal or supervisor will compare requests to prevent the purchase of duplicative or unnecessary items. The following items require additional approval prior to making the purchase, regardless of the cost:

    - Computer hardware and software must be approved by the district's technology director.

    - Products, services, or anything else purchased with grant funds must be approved by the person designated as the grant administrator.

    - Construction or maintenance of district facilities must be approved by the district's facilities director.

    - The purchasing officer must approve travel expenses such as airline tickets and hotel reservations.

7. All purchases must be attributed to a budget code, and funds must be available in that code prior to making the purchase. Federal funds will be identified in accordance with the district's procedure for cash management of federal funds.

8. If the requested expenditure does not fit into a budget code or would go beyond the approved amount in that budget code, the request will be forwarded to the superintendent's office for review. If the superintendent determines that the request is reasonable but will require an amendment to the current budget, the superintendent will include the request as an agenda item at the next board meeting.

9. All purchases must be appropriately documented consistent with auditing guidelines and this procedure.

10. District staff will provide the district's tax-exempt letter to vendors before making any purchase that may be taxed.

11. Purchase orders will expire within three months of the date of issuance if not redeemed.

Informal Purchasing Methods

Micro-Purchases

Purchases under $10,000, or micro-purchases, can be made without soliciting competitive price or rate quotations when doing so does not violate state or federal law and when the purchasing officer considers the price to be reasonable based on research, experience, purchase history, or other information and documents to support its conclusion. To the maximum extent possible, purchases made using the micro-purchasing method should be

distributed equitably among qualified providers.

Simplified Acquisitions (Quotations)

If the estimated expenditure is more than $10,000 but less than $50,000, the employee authorized to make the purchase must:

1. Notify the purchasing officer of the needed purchase. The purchasing officer may send electronic notices of the proposed purchase to all providers on the district provider list. The purchasing officer may decide to directly conduct or oversee the purchase or allow the authorized employee to conduct the purchase.

2. Obtain bids, quotes, or offers from an adequate number of qualified sources, which the district establishes to be at least three providers, unless the purchasing officer determines otherwise. The employee may solicit bids, quotes, or offers directly from providers and may utilize bids, quotes, or offers received by fax, telephone, and email. In addition, the employee may use catalogs and websites to make comparisons.

3. Document instances where fewer than three providers sell or provide the service or product and consult the available provider(s).

4. Provide the purchasing officer with the proper documentation, including documentation of the chosen provider and the reasons for selecting that provider.

Formal Purchasing Source-Selection Methods (Purchases in Excess of $50,000)

Formal procurement methods are required when the value of the procurement transaction exceeds $50,000 unless noncompetitive purchasing is authorized by law, policy, or this procedure.

Sealed Bids Source-Selection Method

Sealed bid specifications 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. 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 salient requirements of procurement.

Sealed bids will be used only when:

1. A complete, adequate, and realistic purchase description (for example, bid specifications, product description, brand name, or equivalent) is available;

2. Two or more responsible bidders have been identified as willing and able to compete effectively for the business; and

3. The purchase lends itself to a firm, fixed-price contract, and the selection of the bidder can be made primarily based on price.

The purchasing officer will directly conduct or oversee the sealed bid process below:

1. If the expenditure is for construction, the district will follow the bidding requirements of the funding agency and state and federal law.

2. For nonconstruction invitations to bid, at least five business days before the bids are to be opened, the purchasing officer will advertise the proposed purchase in a newspaper or through an electronic medium available to the general public. The purchasing officer will send electronic notices of proposed purchases to all businesses on the district's provider list. In addition, the district may also directly solicit sealed bids from providers.

3. The invitation for bids must define the items or services with specific information, including any required specifications, for the bidder to properly respond.

4. It is the bidder's responsibility to ensure that bids are received by the district no later than the appointed time.

Late bids will not be considered and will be returned unopened to the bidder.

5. The purchasing officer or designee will publicly open all bids received and will maintain all documentation of the purchase, including which provider was chosen and the reasons for selecting that provider. The district must document and provide justification for all bids it rejects.

6. If the purchasing officer has received bids in accordance with this procedure and later finds the same product or service at a lower cost through a catalog or an online vendor that did not submit a bid, the purchasing officer may advise the board to reject all sealed bids and purchase through the catalog or online vendor, unless formal or sealed bidding is required by law.

Proposals and Qualifications Source-Selection Method

RFPs and requests for qualifications (RFQ) may be solicited when another method is not required by law or the funding agency and the conditions are not appropriate for using sealed bids.

Unless otherwise required by law, at least five business days before the proposals are due, the purchasing officer will advertise the proposal in a newspaper or through an electronic medium available to the general public. The purchasing officer will send electronic notices of proposed purchases to all vendors on the district's provider list for the relevant goods and/or services, if any list is kept. The district may also send the RFP or RFQ to known sources who may be interested. Proposals must be solicited from multiple qualified entities.

The district will state in the RFP or RFQ the factors or criteria that district evaluator(s) will use to evaluate the responses (for example, efficiency in meeting the district's needs, firm qualifications, personnel qualifications, references, district costs, delivery schedule, and compatibility with existing systems or capacities of the district). All evaluation factors and their relative importance must be identified. The evaluation of the proposals and the selection of the provider shall be conducted in a manner that results in a fair comparison of the proposals. To the maximum extent practicable, any proposals submitted in response to the public notice must be considered.

The district will select the lowest or best offer as determined by the evaluation criteria established in the RFP or RFQ and any subsequent negotiations. In determining the lowest or best offer, negotiations may be conducted with responsive providers for the purpose of understanding and clarifying the proposal and verifying that the proposal responds to the district's needs. All providers submitting proposals shall be accorded fair and equal treatment with respect to any opportunity for negotiation and subsequent revision of proposals. Revisions may be permitted after submission and before award for the purpose of obtaining best and final offers. The purchasing officer shall have the right to reject any or all proposals and advertise for new proposals or purchase the required products or services on the open market if they can be obtained at a better price.

Noncompetitive Purchasing

Noncompetitive purchasing may be used when, after solicitation from multiple sources, there is inadequate competition or when authorized in writing by the funding entity. In addition, the following purchasing alternatives may be used if it is in the district's best interest and fiscally prudent.

1. **Single Source or Unique Circumstance Purchases**

   The purchasing officer may waive the requirement of competitive bids or proposals after determining in writing that there is only a single feasible source for the purchase. Immediately upon discovering that other feasible sources exist, the purchasing officer shall rescind the waiver and proceed to procure the products or services through the competitive process as described in this procedure. A single feasible source exists in any of the following circumstances:

   - Products or services are proprietary and available only from the manufacturer or a single distributor.
   - Based on past procurement experience, it is determined that only one distributor services the region in which the products or services are needed.
   - Purchases are available at a discount from a single distributor for a limited time, and the discount is significant based on the current market price and/or the last price paid for the product or service.
   - Specific parts or authorized maintenance must be utilized to maintain validity of a warranty.

- The services of a particular provider are unique, such as speakers on a particular topic or authors.

2. **Approved Providers**

   In some circumstances where products and services are routinely needed, the purchasing officer may competitively bid or negotiate for the product or service for use throughout the school year, based on past usage of the product or service. Such circumstances include, but are not limited to, the purchase of food, textbooks, office supplies, or services such as bus maintenance or plumbing. The purchasing officer will use the single source purchasing process for unique products or services. Once a provider has been approved, district employees may purchase the designated products or services from the approved provider without additional competitive bidding.

   Before designating approved providers, the purchasing officer will first determine that the district will receive quality products and services from the providers at a reasonable cost to the district. The purchasing officer will review and redesignate approved providers annually to ensure that the prices of the products and services provided remain competitive. Textbook providers will be designated as approved providers only if all statutory requirements are met. Approved providers may be designated at any time.

3. **Cooperative Purchasing**

   Cooperative purchasing, including local and state intergovernmental agreements, should be utilized when it is determined to be to the financial advantage of the district. Before joining a cooperative purchasing program, the purchasing officer will conduct an analysis to determine whether the cooperative purchasing program will result in a cost savings to the district based on the district's history of expenditures. This analysis will be conducted on an annual basis to determine whether the district should continue to participate in the program.

4. **Real Estate Brokers and Other Real Estate Services**

   In situations where the district will discuss or make decisions regarding the lease, purchase, or sale of real estate in closed session as allowed by law, the district is not required to publicly advertise and seek sealed bids for the services of a licensed real estate broker or other services incident to the sale, regardless of the ultimate cost of the service provided. Instead, the purchasing officer will contact at least two service providers to obtain bids or quotes for services and make a recommendation to the board, or the district may contract with a real estate broker or other service provider that has previously provided services to the district. This exception does not apply to services required to be publicly bid by law, such as construction services, or other services for which there is a specified selection process in law or policy, such as architectural, engineering, and land surveying services.

5. **Contracted Representatives**

   The district may contract with representatives to manage the procurement of goods and services if the purchasing officer determines that use of a representative is financially prudent. In those situations, the procurement process used by the representative may deviate from the district's procedures if there is no violation of law and there is no intent to circumvent competition.

6. **Emergency Situations**

   Unless competitive bidding is required by law, the superintendent may waive the requirement of competitive bids or proposals after determining that there exists a threat to life, property, public health, or public safety or when immediate expenditure is necessary to protect against further loss of or damage to property or prevent or minimize a serious disruption in services.

   Emergency purchases shall be made with as much competition as is practical under the circumstances, which may include calling known providers to obtain a quote or emailing vendors on the provider list and requiring an immediate response. Emergency purchases will be made only to the extent necessary to alleviate the emergency.

Leasing, Renting, or Lease-Purchasing

Lease, rent, or lease-purchase arrangements are subject to competitive bidding requirements in the same manner as

other purchases. The board may purchase apparatus, equipment, and furnishings by entering into lease-purchase agreements with providers. Any agreement that results in school district ownership of the leased object must contain a provision that allows the district an option to terminate the agreement on at least an annual basis without penalty. All expenditures related to lease-purchase agreements shall be considered expenditures for capital outlay.

Legal Compliance

In addition to the bidding requirements of this procedure, the district will comply with all laws with respect to acquiring products and services including, but not limited to, the following:

1. Unless a delivery method is used that provides for a different source selection method for some or all portions of a project, all construction projects that may exceed an expenditure of $50,000 shall be advertised in a newspaper of general circulation and competitively bid, in accordance with law, and may also be advertised in business, trade, or minority newspapers or by using other modes of communication, such as the district's website. Bid specifications and contracts for construction projects will include all elements required by law including, but not limited to, a requirement to pay the prevailing wage or public works contracting minimum wage, mandatory training, mandatory affidavits regarding the employment of authorized labor, and bonding requirements when applicable. See §§ 107.170, 177.086, 285.530, 290.210 - .340, 292.675, RSMo.

2. All purchasing of architectural, engineering, or land surveying services must be solicited and selected in accordance with board policy and law. See §§ 8.285 - .291, RSMo.

3. Construction management, construction manager at risk, and design-build contractor services must be solicited and selected in accordance with board policy and law. See §§ 8.675 - .687, 67.5050, .5060, RSMo.

4. The district must competitively solicit auditing services and select an auditor who meets the qualifications set by the Department of Elementary and Secondary Education (DESE). See 5 C.S.R. § 30-4.030.

5. Health and life insurance contracts will be competitively bid at least every three years. See § 67.150, RSMo.

6. General liability and other forms of insurance contracts will be competitively bid at least every six years. See § 376.696, RSMo.

7. Depositories of district funds will be competitively bid at least every five years. See §§ 165.201 - .291, RSMo.

8. The selection of food service management companies will be made in accordance with procurement requirements in state and federal law. See 7 C.F.R. § 210.16; 5 C.S.R. § 30-680.010.

9. When purchasing services using federal E-Rate Funds, the district will comply with federal law detailing the procurement process. See 47 C.F.R. § 54.503.

10. Transactions with school board members or employees, their spouses, dependent children in their custody, and businesses they are associated with will be conducted only as allowed by law and board policy. See §§ 105.454, .458, 171.181, RSMo.

11. As a condition for the award of a contract to provide the district services in excess of $5,000, the provider must submit a sworn affidavit and documentation affirming enrollment in E-Verify and stating that the provider does not knowingly employ any person who is not authorized to work in the United States. See § 285.530, RSMo.

12. The district shall not contract with or otherwise use the services of an independent contractor for any work that regularly requires teacher or administrator certification by law. See § 161.855, RSMo.

13. The district will not enter into a contract with a company to acquire or dispose of services, supplies, information technology, or construction unless the contract includes a written certification that the company is not currently engaged in and shall not, for the duration of the contract, engage in a boycott of goods or services from the State of Israel; companies doing business in or with Israel or authorized by, licensed by, or organized under the laws of the State of Israel; or persons or entities doing business in the State of Israel. This section shall not apply to contracts with a total potential value of less than $100,000 or to contractors with fewer than ten employees. See § 34.600, RSMo.

Cooperative Purchasing

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 the cooperative bid is accepted. If the chief financial officer believes a lower cost can be obtained, the district shall take its own bids for comparative purposes. Such purchases will not require pre-approval by the board.

Purchasing Preferences

In accordance with law, the district will comply with all purchasing preference requirements in this section. Purchases made with federal funds must also comply with the requirements of policy DJFA and, in the case of conflict among the requirements, the provisions of DJFA will govern such purchases.

1. When contracting for any job or service, the district will give preference to Missouri businesses, or businesses that maintain Missouri offices or places of business, when the quality of performance promised is equal to or better than and the price quoted is the same as or less than that of the other responsive providers. See § 34.073, RSMo.

2. The district will give preference to all commodities manufactured, mined, produced, or grown within the state and to all Missouri firms, corporations, or individuals who supply commodities when quality and price are approximately the same. See § 171.181, RSMo.

3. The board encourages district staff to purchase products manufactured, assembled, or produced in the United States of America. See § 34.353, RSMo.

4. As required by U.S. Department of Agriculture (USDA) Buy American rules, the district will purchase, to the maximum extent practicable, domestic commodities or products for its nutrition program. "Domestic commodity" means an agricultural commodity that is produced in the United States of America, and "domestic product" means a food product that is processed in the United States of America substantially using agricultural commodities that are produced in the United States of America. See 7 C.F.R. §§ 210.21, 220.16.

5. When contracting for any job or service, the district will give a three-point bonus preference to service-disabled veteran businesses that are Missouri businesses or businesses that maintain Missouri offices or places of business. See § 34.074, RSMo.

6. When purchasing food or beverages to be processed or served in a building or room owned or operated by the district, the board will give preference to those that contain a higher level of calcium if they are equal or lower in price and of the same type and nutritional quality. This consideration is in addition to any requirements of the USDA under the National School Lunch Program or the School Breakfast Program. See § 34.375, RSMo.

7. When purchasing coal for fuel purposes, the district must purchase coal mined in the state of Missouri or an adjoining state if the cost is not greater than the cost of coal mined in any other state or states, including the cost of transportation. See § 34.080, RSMo.

8. Employees responsible for the purchase of cleaning products will consult DESE guidelines on environmentally friendly products prior to purchase. See § 161.365, RSMo.

9. The district may use discretionary locally sourced food preferences as permitted by USDA procurement regulations. See 7 C.F.R. § 210.21(g).

Provider Lists

The purchasing officer or designee will maintain lists of providers interested in receiving electronic notices of proposed district purchases. Any provider may request to be added to the list. It is the provider's responsibility to update contact information.

The purchasing officer will not include providers who have been suspended or debarred at the state or federal level, and the purchasing officer will remove providers when the district discovers that the provider has been suspended or debarred. The purchasing officer may remove providers from the provider list if they have not submitted a bid or

proposal in more than one year or have proven to be unreliable or unqualified. The purchasing officer will attempt to notify removed vendors using the last known email address.

Vendors shall not solicit business on school property from either students or district employees without the prior approval of the superintendent.

Debarred or Suspended Providers

The district will not do business with providers who have been suspended or debarred on a state or federal level. If the district is currently under contract with a provider who becomes suspended or debarred, the district will comply with all legal obligations to the provider but will not do business with the provider in the future until the provider is no longer suspended or debarred.

The purchasing officer will monitor the state and federal information regarding suspension and debarment and will immediately notify staff members if a provider with whom the district regularly does business is suspended or debarred. Before making purchasing decisions, district staff will consult the purchasing officer for confirmation that the desired provider is in good standing.

Purchase Documentation

Documentation related to purchases must be maintained in accordance with the Missouri Secretary of State's retention manual and maintained in a centralized location so that there is a clear audit path linking the solicitation, evaluation, award, and payment. When applicable, documentation should include:

1. A statement justifying the purchasing method used (micro, small, sealed bids, RFP, or RFQ).
2. Bid specifications or scope of work requirements for an RFP or RFQ.
3. Newspaper advertisements or posted notices.
4. List of providers contacted.
5. Original or copy of each written bid, proposal, or statement of qualifications received.
6. Bid record/tabulation summary sheets.
7. Correspondence concerning the purchase.
8. Evaluation report, including an explanation if the bid accepted was from someone other than the low bidder.
9. Description of the emergency condition that existed if bids were obtained due to an emergency.
10. Rationale for a single feasible source purchase.
11. An explanation if the bid accepted was from a non-Missouri manufacturer or service provider.

Receiving Products

All district buildings will have a designated receiving area where all products are delivered. Each building supervisor/administrator will designate two employees who will sign for products received at that building. An employee will not sign for receipt of a product that the employee requisitioned or ordered. Therefore, all employees must notify the employees designated to receive products when an item is ordered. However, if there is a question as to whether the product was ordered or there is a mistake in the order, the employee ordering the product will be consulted prior to consenting to the delivery. The designated employee will verify that sales tax was not charged before giving consent to a delivery.

As soon as possible after receipt of a product, the employee who ordered it will inspect the product to ensure that the district received the appropriate quality and quantity of the product, that the product was delivered in a timely manner and that the price and quantity on the invoice matches the receipt. If the product is acceptable and the purchase was made by purchase order, the employee who ordered it will send proof of receipt to the purchasing officer so that the purchase order can be paid. If a partial shipment is received, the employee will send the receipt to

the purchasing officer and will include notification that the entire order has not been received. If the purchase was made by credit or purchasing card, the employee issued the card will submit the receiving slip to the purchasing officer with the card statement. If the statement has already been paid prior to receipt, the employee issued the card will submit the receiving slip to the central office for documentation.

If the product is not what was ordered, the employee who ordered it will contact the provider immediately for correction. If the product cannot be replaced or the error corrected before the expiration of the purchase order, the employee will notify the purchasing officer immediately so that the first purchase order is canceled and a new purchase order is issued. If the provider refuses to correct the error, the employee will contact the purchasing officer immediately so that payment can be withheld or a protest filed with the credit or purchasing card issuer.

The building supervisor/administrator will designate one or more employees to verify all products received over the summer or in other situations where the employee who ordered a product is absent for an extended period of time. The person(s) designated will stand in place of the person ordering the product and perform the duties detailed above. The designated person(s) will attempt to notify the person who ordered the product, in addition to the purchasing officer, if there are any concerns.

All products received over the summer or in other situations where employees who ordered products are absent for an extended period of time will be stored in a secure, locked location and may be removed only by the employees who ordered the products or by other employees upon direction of the building supervisor/administrator or designee.

Receiving Services

In general, a service provider will be paid only after the employee who requested the service verifies that the service has been rendered in accordance with the specifications. Exceptions may be made for purchases such as membership dues, registration fees, and travel expenses such as airline tickets. Employees will contact the purchasing officer if there are concerns regarding the quality of the service provided or if the service is not completed in a timely manner.

Payment

Because by law the board must approve the payment of all bills, the purchasing officer will work with regular providers to arrange for a billing cycle that allows for official board approval before payment and protects the district from incurring late fees or interest payments.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.301, RSMo.	State Statute
§ 170.041, RSMo.	State Statute
§ 171.181, RSMo.	State Statute
§ 177.073, RSMo.	State Statute
§ 285.530, RSMo.	State Statute
§ 34.375, RSMo.	State Statute
§§ 177.082-.088, RSMo.	State Statute
§§ 34.073-.080, RSMo.	State Statute
§§ 34.350-.359, RSMo.	State Statute
§§ 432.070-.080, RSMo.	State Statute
MO COURT	Mercantile Bank of Illinois v. Sch. Dist. of Osceola, 834 S.W.2d 737 (Mo. 1992)

Federal	Description
2 C.F.R. §§ 200.317-.322	Federal Regulation
40 C.F.R. Part 247	Federal Regulation
47 C.F.R. §§ 54.501-.513	E-Rate
7 C.F.R. § 210.16	Federal Regulation
7 C.F.R. § 210.21	Federal Regulation
7 C.F.R. § 220.16	Federal Regulation

Administrative Procedure DJF-2-AP(2): PURCHASING - (Credit and Purchasing Cards)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 05/23/2024

In accordance with board policy, only the superintendent and purchasing officer will have access to and authority to use a district credit card. Other employees may receive a district purchasing card upon board approval.

The following rules apply to the use of district credit or purchasing cards:

1. The board will set limitations on the use of all cards. The limitations will only be revised with board approval.

2. Any employee or board member using a district card shall first sign a card usage agreement and receive training on procedures for card use.

3. Employees and board members issued credit or purchasing cards, including the purchasing officer and superintendent, must reconcile their statements every month. Documentation, including receipts and the appropriate budget code, will be produced in a timely manner for each item purchased. The purchasing officer will immediately confiscate the purchasing card of any employee who fails to provide the mandated documentation when required and will notify the superintendent.

4. The purchasing officer will examine all documentation prior to payment. If any purchase was made by an employee contrary to law, board policy or administrative procedures or was inadequately documented, the purchasing officer will immediately confiscate the card and will notify the superintendent. If a board member's card is involved, the superintendent will notify the board president immediately. If the board member in question is the president, or if the president is not available, the vice president will be notified. The president or vice president is authorized by policy to temporarily suspend a board member's card until the issue is presented to the board.

5. District cards will not be used to purchase personal items, unauthorized items or items that do not benefit the district.

6. Only the authorized employee or board member to whom the card is issued may use the district card.

7. All persons issued a district card must take all reasonable measures to protect the card against damage, loss, theft or misuse. Any damage, loss, theft or misuse of the card must be reported to the superintendent or purchasing officer immediately.

8. District employees and board members will surrender all district cards when their employment or term ends or upon demand by the district.

9. Examples of appropriate expenditures using district cards include:

    - Office supplies.
    - Computer parts and accessories.
    - Food for use in curriculum.
    - Authorized online purchases.

10. Examples of inappropriate expenditures using district cards include:

    - Personal items.
    - Cash advances.
    - Building repairs.
    - Telephone calls or cellular phone charges.

- Medical services.
- Legal services.
- Alcoholic beverages.
- Tobacco products.
- Gasoline for a privately owned vehicle.
- Leaving a gratuity that exceeds 20 percent.

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State	Description
§ 162.301, RSMo.	State Statute
§ 170.041, RSMo.	State Statute
§ 171.181, RSMo.	State Statute
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§ 285.530, RSMo.	State Statute
§ 34.375, RSMo.	State Statute
§§ 177.082-.088, RSMo.	State Statute
§§ 34.073-.080, RSMo.	State Statute
§§ 34.350-.359, RSMo.	State Statute
§§ 432.070-.080, RSMo.	State Statute
MO COURT	Mercantile Bank of Illinois v. Sch. Dist. of Osceola, 834 S.W.2d 737 (Mo. 1992)

Federal	Description
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47 C.F.R. §§ 54.501-.513	E-Rate
7 C.F.R. § 210.16	Federal Regulation
7 C.F.R. § 210.21	Federal Regulation
7 C.F.R. § 220.16	Federal Regulation

Policy DJFA: FEDERAL PROGRAMS AND PROJECTS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The purpose of this policy is to ensure that federally funded programs and projects in the district are administered in accordance with federal laws. Specifically, this policy governs all purchases of property and services using federal funds and reflects federal conflict of interest rules applicable to board members, employees, and agents involved with the selection of contractors and the approval and administration of contracts for federal programs and projects.

Definitions

Agent – A person or entity acting on behalf of the district who is not an employee of the district.

Contract – As used in this policy, a legal instrument by which the district conducts procurement transactions funded by a federal award.

Contractor – A person or entity with which the district has an executed contract to carry out a federal program or project. A contractor does not include an entity with which the district contracts that received a federal award or subaward directly from a federal or state agency.

Gratuity – A favor, gift, or anything of monetary value.

Immediate Family – A spouse or dependent child of a board member, employee or agent or any person living in the household of a board member, employee, or agent.

Labor Surplus Area (LSA) Firm – A business located in a civil jurisdiction, such as a county or city, which is designated as an LSA by the U.S. Department of Labor's Employment and Training Administration.

Federal Programs Administration

Federal programs administration must be in accordance with fiscal guidance for federal programs issued by the Missouri Department of Elementary and Secondary Education (DESE) Division of Financial and Administrative Services, guidance from the federal Office of Management and Budget (OMB), and Title 2 of the Code of Federal Regulations unless otherwise advised by the district's attorney.

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 duties to appropriate employees.

If the superintendent is not the purchasing officer for the district, the superintendent will work with the purchasing officer to ensure that goods and services purchased through federal awards comply with state and federal requirements.

District employees will not be discharged, demoted, or otherwise discriminated against as a reprisal for disclosing information that the employee reasonably believes is evidence of gross mismanagement of a federal contract or grant, a gross waste of federal funds, an abuse of authority relating to a federal contract or grant, a substantial and specific danger to public health or safety, or a violation of law, rule, or regulation related to a federal contract (including the competition for or negotiation of a contract) or grant, to:

1. A member of Congress or a representative of a committee of Congress;
2. An inspector general;
3. The Government Accountability Office;
4. A federal employee responsible for contract or grant oversight or management at the relevant agency;
5. An authorized official of the Department of Justice or other law enforcement agency;

6. A court or grand jury; or

7. A management official or other employee of the contractor, subcontractor, grantee, subgrantee, or personal services contractor who has the responsibility to investigate, discover, or address misconduct.

Employees who believe that they have been subjected to a prohibited reprisal may submit a complaint to the inspector general of the federal executive agency involved.

Procurement

In addition to following the requirements of state law, board policy, and district procedures, the purchasing officer will ensure that all property 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.

Procurement Arrangements Using Strategic Sourcing

When appropriate for the procurement or use of common or shared goods and services, the district may enter into state and local intergovernmental agreements or inter-entity agreements for procurement transactions. These or similar procurement arrangements using strategic sourcing may foster greater economy and efficiency. Documented procurement actions of this type (using strategic sourcing, shared services, and other similar procurement arrangements) will meet the federal competition requirements for procurement transactions.

Solicitation of Bids and Proposals

All notices of solicitation of bids and proposals will include notice that the district encourages bids and proposals from minority businesses, women's business enterprises, service-disabled veterans, and labor surplus area firms.

Bids and Requests for Proposals

Bid specifications and requests for proposals will include a clear and accurate description of the technical requirements for the property, equipment, or service being procured and will identify all requirements and all other factors that will be used in evaluating bids or proposals.

The description may include a statement of the qualitative nature of the property, equipment, or service to be procured. When necessary, the description must provide minimum essential characteristics and standards to which the property, equipment, or service must conform. Detailed product specifications should be avoided if possible. When it is impractical or uneconomical to clearly and accurately describe the technical requirements, a "brand name or equivalent" description of features may be used to provide procurement requirements. The specific features of the named brand must be clearly stated. The district must identify any additional requirements the offerors must fulfill and all other factors that will be used in evaluating bids or proposals.

Contractors who develop or draft specifications, requirements, statements of work, or invitations for bids for the district must be excluded from competing on those procurements.

When making purchases with federal funds, the district will:

1. When possible, ensure that small businesses, minority businesses, women's business enterprises, veteran-owned businesses, and LSA firms are considered as set forth below. Such consideration means:

    - These business types are included on solicitation lists.

    - These business types are solicited whenever they are deemed eligible as potential sources.

    - Dividing procurement transactions into separate procurements to permit maximum participation by these business types. This provision shall not be used to artificially divide purchases to avoid bidding requirements or design bid specifications to favor a particular provider.

    - Establishing delivery schedules that encourage participation by these business types.

- Utilizing organizations such as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce.

- Requiring a contractor under federal award to apply this section of this policy to subcontractors.

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. Procure solid waste management services in a manner that maximizes energy and resource recovery.

4. To the greatest extent practicable and consistent with law, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including, but not limited to, iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards, including all contracts and purchase orders for work or products under federal awards.

5. The district should, to the greatest extent practicable and consistent with law, purchase, acquire, or use products and services that can be reused, refurbished, or recycled; contain recycled content, are biobased, or are energy and water efficient; and are sustainable.

6. The district will avoid purchasing unnecessary or duplicate items and will take measures to design procurements to obtain a more economical purchase.

7. 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.

8. The district must perform a cost or price analysis for every procurement transaction, including contract modifications in excess of its simplified acquisition threshold.

Noncompetitive Purchasing

A noncompetitive procurement method may be used only if one of the following circumstances applies:

1. The aggregate cost does not exceed the micro-purchase threshold in DJF-AP1.

2. The procurement transaction can be fulfilled only by a single source.

3. A public exigency or emergency will not permit the delay that would result from providing public notice of a competitive solicitation.

4. The state or federal awarding entity expressly authorizes noncompetitive procurement in response to a written request submitted by the district.

5. After soliciting several sources, competition is determined inadequate.

Contracts

The district will award contracts only to responsible contractors that possess the ability to perform successfully under the terms and conditions of a proposed contract. The district must consider contractor integrity, public policy compliance, proper classification of employees under the Fair Labor Standards Act, past performance record, and financial and technical resources when conducting a procurement transaction.

Time and Materials Contract

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, the district includes a ceiling price that the contractor exceeds at its own risk, and the district oversees the project to ensure efficiency.

Value Engineering Clauses

The district may use value engineering clauses in contracts for construction projects of sufficient size to offer reasonable opportunities for cost reductions.

Disputes

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.

Procurement Records

The district will maintain records sufficient to detail the history of each procurement transaction. These records must include the rationale for the procurement method, contract type selection, contractor selection or rejection, and the basis for the contract price. The district will retain records as required by 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, designee, or the board secretary.

2. Board members, employees, officers, and agents will not participate in the selection, award, or administration of a contract supported by a federal award if they have a real or apparent conflict of interest. Such a conflict of interest would arise when the board member, employee, officer, agent, or any member of their immediate family, their partner, or an organization that employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from an entity being considered for a contract.

3. Board members, employees, officers, and agents will not solicit or accept gratuities, favors, or anything of monetary value from contractors 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 unless otherwise defined by federal law.

4. If the district has a parent, affiliate, or subsidiary organization that is not a governmental entity, the district will develop written standards to avoid conflicts of interest with these related organizations (organizational conflicts of interest). A conflict would exist in situations where the district is unable, or appears to be unable, to be impartial in conducting a procurement action involving the related organization because of the relationship with the organization.

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, the district will disclose to the state or federal agency that awarded the grant all violations of federal and criminal laws involving fraud, bribery, or a gratuity violation potentially affecting the federal award. The disclosure will be made in writing in a timely manner. The superintendent, designee, or board president will submit information about the violation to the state or federal awarding entity and will contact the district's attorney for assistance in making that report. See 2 C.F.R. §§ 200.113 and .318.

Unless excused by the board, 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. 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.

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State	Description
§ 162.301, RSMo.	State Statute
§ 170.041, RSMo.	State Statute
§ 171.181, RSMo.	State Statute
§ 285.530, RSMo.	State Statute
§ 292.675, RSMo.	State Statute
§ 393.310, RSMo.	State Statute
§§ 8.675-.687, RSMo.	State Statute
§§ 105.450-.458, RSMo.	State Statute
§§ 34.073-.080, .350.359, .375	State Statute
§§ 432.070-.080, RSMo.	State Statute
§§ 8.285-.291, RSMo.	State Statute
5 C.S.R. 30-4.030	State Regulation

Federal	Description
2 C.F.R. § 180.222, 200.1, .113	Federal Regulation
2 C.F.R. § 200.206, .208, .211-.212, .214	Federal Regulation
2 C.F.R. § 200.302, .305, .307, .309	Federal Regulation
2 C.F.R. § 200.311, .313-.314, .317-.327	Federal Regulation
2 C.F.R. § 200.331, .334, .338, .403-.406	Federal Regulation
2 C.F.R. § 200.413-.414, .430-.432	Federal Regulation
2 C.F.R. § 200.438-.439, .450, .475	Federal Regulation
2 C.F.R. § 200.501, .509-.511, .520	Federal Regulation
20 U.S.C. § 6321	Elementary and Secondary Education Act
20 U.S.C. §§ 1232c, 6321	Federal Statute
34 C.F.R. Part 76.500, .707	Federal Regulation
40 C.F.R. Part 247	Federal Regulation
40 U.S.C. 576A-276A-5	Federal Statute
47 C.F.R. § 54.503	Federal Regulation
7 C.F.R. § 210.16	Federal Regulation
7 C.F.R. § 210.21	Federal Regulation
7 C.F.R. § 220.16	Federal Regulation

Administrative Procedure DJFA-AP(1): FEDERAL PROGRAMS AND PROJECTS - (Managing Federal Funds—Allowable Expenses)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 04/22/2025

The purpose of this procedure is to ensure that federal funds received by the district are used in a manner consistent with underlying agreements, program objectives, the terms and conditions of federal awards, and federal law. The superintendent may delegate the responsibility for implementation of all or parts of this procedure to other appropriately trained employees. The superintendent or designee will utilize available resources from the Missouri Department of Elementary and Secondary Education (DESE) and the U.S. Department of Education to determine allowable costs and appropriate cost allocations.

Grant Development and Budget Process

During the development of any federal grant proposal and the accompanying budget, the superintendent or designee will include only those costs considered allowable as defined below. The superintendent or designee will determine the indirect cost rate and, to the extent possible, identify each item in the proposed budget as either direct or indirect, in accordance with law.

Allowable Costs

To be allowable, costs must be necessary and reasonable for successful implementation of the federal award. However, administrative closeout costs may be incurred until the due date of the final report(s). If incurred, these costs must be liquidated prior to the due date of the final report(s) and charged to the final budget period of the award unless otherwise specified by the federal agency. In addition, all costs must:

1. Be allocable to the federal award pursuant to the cost principles established by law;
2. Conform to any limitations or exclusions in law and specific to the award as to the type or amount of cost items;
3. Be consistent with state and district policies and procedures that apply uniformly to both federally financed and other district activities;
4. Be applied consistently (a cost that is applied as an indirect cost cannot be applied later as a direct cost for the same purpose under like circumstances);
5. Be determined in accordance with generally accepted accounting principles to the extent that those principles are applicable to school districts in Missouri;
6. Not be included as a cost or to meet the cost-sharing requirements of any other federally financed program in either the current or a prior period;
7. Be adequately documented; and
8. Be incurred during the approved budget period.

Costs that are not allowable include, but are not limited to, alcoholic beverages, entertainment, goods or services for personal use, and payment of interest on the use of district funds.

Reasonable Costs

A cost is reasonable if it does not exceed an amount that a prudent person would incur under the circumstances prevailing when the decision was made to incur the cost. When determining whether a cost is reasonable, the superintendent or designee will consider the following:

1. Whether the cost is generally recognized as ordinary and necessary for the operation of the district or the proper and efficient performance of the federal award;
2. The restraints and requirements imposed by such factors as sound business practices, arm's-length bargaining, applicable laws and regulations, and the terms and conditions of the federal award;

3. Market prices for comparable costs for the geographic area;

4. Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the district, its employees, the students, the public at large, and the federal government; and

5. Whether the cost represents a deviation from the district's established written policies and procedures for incurring costs.

Allocable to the Federal Award

A cost is allocable to the particular federal award if the goods or services involved are chargeable or assignable to the federal award's "other cost objectives" in accordance with the relative benefits received. This standard is met if the cost satisfies any of the following criteria:

1. Is incurred specifically for the federal award;

2. Benefits both the federal award and other district work and can be distributed in proportions that may be approximated using reasonable methods; and

3. Is necessary to the overall operation of the district and is assignable in part to the federal award in accordance with these cost principles.

If the federal award benefits from indirect costs of the district, the district will receive an appropriate allocation for those indirect costs in accordance with law.

Applicable Credits

Transactions that offset or reduce direct or indirect costs, such as purchase discounts, rebates, or allowances; recoveries or indemnities on losses; insurance refunds or rebates; and adjustments of overpayments or erroneous charges must be credited to the federal award either as a cost reduction or cash refund, as appropriate.

Multiple Federal Awards

Any cost allocable to a particular federal award may not be charged to other federal awards (for example, to overcome fund deficiencies or avoid restrictions in federal law or the terms and conditions of the award). However, the district may shift costs that are allowable under two or more federal awards in accordance with law and the terms and conditions of the federal awards.

If a cost benefits two or more projects or activities in proportions that can be determined without undue effort or cost, the cost must be allocated to the project based on the proportional benefit. If the work is so interrelated that the proportional benefit cannot be determined, the cost may be allocated on any responsible documented basis. If the contract is subject to the Cost Accounting Standards, those standards will take precedence.

Direct and Indirect Costs

Federal funds may be used to pay direct costs but may be used to pay indirect costs only to the extent that the indirect costs are within the established indirect cost rate and can be allocated to the federal award. The degree to which the cost is specifically identified with the federal award is the determining factor in distinguishing direct and indirect costs.

Costs incurred for the same purpose in like circumstances will be treated consistently as either direct or indirect. Salaries claimed as a direct cost may not also be claimed as an indirect cost.

Direct Costs

To determine whether a cost is direct, the superintendent or designee will consider the following factors:

1. Whether the cost can be identified with a specific federal award or other internally or externally funded activity;

2. Whether the cost can be directly assigned to such awards or activities relatively easily with a high degree of accuracy;

3. Whether the purchase was specifically authorized by the federal award in circumstances where the cost is for the purchase of equipment or other capital assets that may be used by the district for purposes not related to the federal award after the project or activity funded by the federal award has ended; and

4. When the cost is for the salaries of administrative or clerical staff, whether the:

    - Services of the administrative and clerical staff are integral to the federal award;
    - Services of the administrative and clerical staff can be specifically identified with the federal award; and
    - The costs are also not recovered as indirect costs.

Examples of direct costs are the compensation and fringe benefits of employees who work on the federal award or the costs of materials and supplies incurred for the federal award.

Indirect Costs

Indirect costs are those that do not meet the definition of a direct cost because they have been incurred for common or joint purposes and cannot be identified with a particular final cost objective without an effort that is disproportionate to the results achieved. Common indirect costs include general administrative costs, the cost of operating facilities, and depreciation on buildings and equipment. Federal funds may be used to pay for some indirect costs through an indirect cost allocation plan. The rate used to calculate the indirect costs depends on the type of grant.

Expenditures

All federal funds must be spent in accordance with the approved plan, budget, and expenditure report. Invoicing and approval of expenditures of federal money are governed by the district's policy and procedure for purchasing, including the requirement that all requests for payment be accompanied by documentation supporting the request.

Purchases using federal funds will not be approved without written confirmation from the superintendent or designee that the intended purchases are allowable.

Allowability of Compensation and Leave

Employee compensation will be paid using a federal award only if the compensation is reasonable for the services rendered and meets all other federal requirements for allowability. All employees who are paid with federal funds will be hired, compensated, and provided with leave and fringe benefits in accordance with the policies and procedures applicable to employees who are paid through nonfederal funds. If the services provided by the employee being compensated through a federal award are not comparable to any other position in the district, then that compensation, including benefits and leave, shall be in accordance with local market standards for the type of service performed.

The superintendent or designee will maintain accurate records of all compensation, including benefits, provided to employees who are paid with federal funds. If an employee is paid partially through a federal award, the records will specify the amounts paid through the federal award and those paid from other sources.

Certification

All proposals, reports, or requests for payment pertaining to any project or activity financed by federal funds shall be accompanied by a certification signed and dated by the superintendent or designee, in accordance with law.

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Version DJFA-AP1.1C (02/25)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.301, RSMo.	State Statute
§ 170.041, RSMo.	State Statute
§ 171.181, RSMo.	State Statute
§ 285.530, RSMo.	State Statute
§ 292.675, RSMo.	State Statute
§ 393.310, RSMo.	State Statute
§§ 8.675-.687, RSMo.	State Statute
§§ 105.450-.458, RSMo.	State Statute
§§ 34.073-.080, .350.359, .375	State Statute
§§ 432.070-.080, RSMo.	State Statute
§§ 8.285-.291, RSMo.	State Statute
5 C.S.R. 30-4.030	State Regulation

Federal	Description
2 C.F.R. § 180.222, 200.1, .113	Federal Regulation
2 C.F.R. § 200.206, .208, .211-.212, .214	Federal Regulation
2 C.F.R. § 200.302, .305, .307, .309	Federal Regulation
2 C.F.R. § 200.311, .313-.314, .317-.327	Federal Regulation
2 C.F.R. § 200.331, .334, .338, .403-.406	Federal Regulation
2 C.F.R. § 200.413-.414, .430-.432	Federal Regulation
2 C.F.R. § 200.438-.439, .450, .475	Federal Regulation
2 C.F.R. § 200.501, .509-.511, .520	Federal Regulation
20 U.S.C. § 6321	Elementary and Secondary Education Act
20 U.S.C. §§ 1232c, 6321	Federal Statute
34 C.F.R. Part 76.500, .707	Federal Regulation
40 C.F.R. Part 247	Federal Regulation
40 U.S.C. 576A-276A-5	Federal Statute
47 C.F.R. § 54.503	Federal Regulation
7 C.F.R. § 210.16	Federal Regulation
7 C.F.R. § 210.21	Federal Regulation
7 C.F.R. § 220.16	Federal Regulation

Administrative Procedure DJFA-AP(2): FEDERAL PROGRAMS AND PROJECTS - (Managing Federal Funds—Cash Management)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 04/22/2025

The purpose of this procedure is to promote proper stewardship of taxpayer dollars by using fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for federal funds. The superintendent may delegate the responsibility for implementation of all or parts of this procedure to other appropriately trained employees. The superintendent or designee will maintain a financial management system that meets the standards for fund control and accountability as required by federal law for the use of federal funds.

Requesting Federal Funds and Payment

The district will request a drawdown of federal funds using the system required by the Missouri Department of Elementary and Secondary Education (DESE) only after payment for the expenditure has been made. Authorized district personnel who submit a request for a disbursement of federal funds must identify the specific funds to be accessed, the type of expenditure, and the date on which payment was made.

If available, funds from program income will be disbursed before additional cash drawdowns are requested. In situations where the district receives federal funds that do not reimburse the district for previous expenditures, those funds must be deposited and maintained in insured, interest-bearing accounts in accordance with law. Interest earned on those funds will be remitted to the federal government, through DESE, as required by law.

Financial Management

The district's financial management system will be sufficient to permit the preparation of reports required by the terms and conditions of the federal award and for tracking expenditures to establish that funds have been used in accordance with federal statutes, regulations, and the terms and conditions of the federal award.

Identification

The superintendent or designee will identify all federal awards received and expended and the federal programs under which they were received. Revenues and expenditures will be separately identified with codes and must not be commingled with other state, federal, or local funds. Federal funds maintained in district accounts will be identified by the:

1. Catalog of Federal Domestic Assistance (CFDA) title and number;
2. Federal Award Identification Number (FAIN);
3. Fiscal year of the award;
4. Name of the federal agency;
5. Name of any pass-through entity involved; and
6. Project code used to identify grant expenditures.

Disclosure

The superintendent or designee will provide for accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with federal reporting requirements.

Source and Application of Funds

The superintendent or designee will maintain records that sufficiently identify the amount, source, and expenditure of federal funds. These records must contain information necessary to identify federal awards, authorizations, obligations, unobligated balances, as well as assets, expenditures, income, and interest. All records must be supported by source documentation.

Control and Accountability

The superintendent or designee will maintain effective control over, and accountability for, all funds, property, and assets. The district must adequately safeguard all assets and ensure that they are used solely for authorized purposes, using effective internal controls as discussed below.

Budget and Expenditure Comparison

The superintendent or designee will routinely compare expenditures with the budgeted amount for each federal award. In addition, the superintendent or designee will submit a Final Expenditure Report (FER) to DESE on or before September 30 each year. The FER will reconcile what was submitted in the approved budget with the actual expenditures and obligations incurred for the school year. Expenditures will be reported by both object and function codes. Expenditures in approved object codes will not exceed ten percent of the total amount budgeted within each of the approved programs.

Internal Controls

The superintendent or designee will establish, document, and maintain effective internal controls over federal awards received that provide reasonable assurance that the district is managing the federal award in compliance with law and the terms and conditions of the award. The superintendent or designee will consult with DESE for compliance assistance when applicable.

The superintendent or designee will evaluate and monitor the district's compliance with statutes, regulations, and the terms and conditions of federal awards. If the superintendent or designee identifies instances of noncompliance, including noncompliance identified in audit findings, they will take prompt action and take steps to rectify the situation and bring the district into compliance.

As part of its internal control system, the superintendent or designee will establish reasonable cybersecurity and other measures to safeguard information, including protected personally identifiable information (PII). This also includes information the federal agency or pass-through entity designates as sensitive or that the district considers sensitive consistent with applicable federal, state, and local laws regarding privacy and obligations of confidentiality, including the Family Educational Rights and Privacy Act (FERPA).

Budget

The approved budget for the federal award summarizes the financial aspects of the project or program as approved in the federal award process. The budget must be related to performance for program evaluation purposes whenever appropriate.

Once the budget for any federal award has been approved, the district will report deviations from the budget, project scope, or objective and request prior approvals from the federal agency or pass-through entity for revisions as listed below.

Prior written approval or a waiver of that approval from the federal agency or pass-through entity is required for the following program and budget-related reasons:

1. There is a change in the scope or the objective of the project or program, even if there is no budget revision.

2. There is a change in key personnel (including employees and contractors) that are identified by name or position in the federal award.

3. The project is suspended for more than three months or there is a 25 percent reduction in time and effort devoted to the federal award over the course of the period of performance by the approved project director or, in the case of research awards, the principal investigator.

4. Costs that require prior approval are added, unless waived by the federal agency.

5. Funds that were budgeted for participant support costs, such as stipends or travel expenses, will be transferred to other budget categories.

6. Subaward activities not proposed in the application but approved in the federal award. A change of

subrecipient requires prior approval only if the federal agency or pass-through entity includes the requirement in the terms and conditions of the federal award. This requirement does not apply to procurement transactions for goods and services.

7. There are changes to the total approved cost-sharing amount.

8. Additional federal funds are required to complete the project.

9. Transferring funds between the construction and non-construction work under a federal award.

10. There is a no-cost extension (meaning an extension of time that does not require the obligation of additional federal funds) of the period of performance, other than any one-time extension authorized by the federal agency.

Non-Construction Performance Reports

The superintendent or designee will submit performance reports at the interval required by the federal agency or pass-through entity and in the manner directed under federal law. A copy of the reports will be provided to the board of education. Unless other information collections are approved by the U.S. Office of Management and Budget (OMB), these reports, for each federal award, will contain brief information:

1. Comparing project or program accomplishments to the performance goals and objectives of the federal award established for the reporting period, including quantified cost information and trend data when requested;

2. Explaining why established goals were not met; and

3. Providing additional information, analysis, and explanation of cost overruns or higher-than-expected unit costs.

Construction Performance Reports

Construction performance reports will include on-site technical inspections, certified data showing the percentage of completion, and any other information requested by the awarding agency.

Significant Developments

When a significant development that could impact the federal award occurs between performance reporting due dates, the district must notify the federal agency or pass-through entity.

1. Significant developments include events that enable meeting milestones and objectives sooner or at less cost than anticipated, or that produce different beneficial results than originally planned.

2. Significant developments also include problems, delays, or adverse conditions that will impair the district's or its subrecipient's ability to meet milestones or the objectives of the federal award. This disclosure must include information on their plan for corrective action and any assistance needed to resolve the situation.

Records

The district must retain all federal award records in accordance with law for a minimum of three years following submission of the FER. Records to be retained include, but are not limited to, financial records, supporting documentation, and statistical records. The records must be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken if any litigation, claim, or audit is started before the expiration of the three-year period. The district may be notified in writing by the federal awarding agency or pass-through entity, cognizant agency for audit, oversight agency for audit, cognizant agency for indirect costs, or pass-through entity to extend the retention period. The district will provide DESE access to all records regarding state and federal funds and will readily make records available to parents/guardians and the public upon request as required by federal and state law.

The Federal agency or pass-through entity, Inspectors General, the Comptroller General of the United States, or any of their authorized representatives must have the right of access to any records of the recipient or subrecipient pertinent to the Federal award to perform audits, execute site visits, or for any other official use. This right also includes timely and reasonable access to district personnel for the purpose of interviewing and discussions related to

such documents or the federal award in general.

Audits

The district will conduct audits of federal funds when required by law or when an audit is required as a condition of the funds received.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.301, RSMo.	State Statute
§ 170.041, RSMo.	State Statute
§ 171.181, RSMo.	State Statute
§ 285.530, RSMo.	State Statute
§ 292.675, RSMo.	State Statute
§ 393.310, RSMo.	State Statute
§§ 8.675-.687, RSMo.	State Statute
§§ 105.450-.458, RSMo.	State Statute
§§ 34.073-.080, .350.359, .375	State Statute
§§ 432.070-.080, RSMo.	State Statute
§§ 8.285-.291, RSMo.	State Statute
5 C.S.R. 30-4.030	State Regulation

Federal	Description
2 C.F.R. § 180.222, 200.1, .113	Federal Regulation
2 C.F.R. § 200.206, .208, .211-.212, .214	Federal Regulation
2 C.F.R. § 200.302, .305, .307, .309	Federal Regulation
2 C.F.R. § 200.311, .313-.314, .317-.327	Federal Regulation
2 C.F.R. § 200.331, .334, .338, .403-.406	Federal Regulation
2 C.F.R. § 200.413-.414, .430-.432	Federal Regulation
2 C.F.R. § 200.438-.439, .450, .475	Federal Regulation
2 C.F.R. § 200.501, .509-.511, .520	Federal Regulation
20 U.S.C. § 6321	Elementary and Secondary Education Act
20 U.S.C. §§ 1232c, 6321	Federal Statute
34 C.F.R. Part 76.500, .707	Federal Regulation
40 C.F.R. Part 247	Federal Regulation
40 U.S.C. 576A-276A-5	Federal Statute
47 C.F.R. § 54.503	Federal Regulation
7 C.F.R. § 210.16	Federal Regulation
7 C.F.R. § 210.21	Federal Regulation
7 C.F.R. § 220.16	Federal Regulation

Administrative Procedure DJFA-AP(3): FEDERAL PROGRAMS AND PROJECTS - (Time and Effort) **Status:** DRAFT

Original Adopted Date: Pending

The purpose of this procedure is to create internal controls for documenting employee time spent on federal programs and projects. Such controls must provide reasonable assurance regarding the achievement of the objectives of the federal grant. The superintendent or designee will monitor and verify that compensation for personal services is made in accordance with this procedure.

"Personal services" are those activities performed by a district employee in support of one or more federal programs and projects.

Compensation for personal services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award including, but not necessarily limited to, wages and salaries.

Compensation

The total cost of compensation for personal services will be reasonable for the services provided and consistent with the policies of the district. Compensation costs will be determined and supported by appropriate documentation. Employee compensation will be charged against a federal award based on budget estimates that reasonably approximate the amount of time and effort employees will provide in support of the grant.

Employee Reporting

All employees, including teachers, paraprofessionals, administrators and other staff paid with federal funds are required to document the time and effort they spend working within a federal program. Time and effort reporting is required when any part of an individual's salary is charged to a federal program or used as a match for a federal program.

Employees working under a schoolwide pool or early learning blended funding system are not required to keep such records.

Employee reports will include only actual hours, rather than budgeted hours, of activity the employee performed for the federal program. Reports will be submitted to the employee's supervisor on the dates designated by the supervisor.

Single Award or Cost Objective

Employees who are expected to work solely on a single federal award or cost objective will complete a semiannual certification and submit it to the employee's supervisor. The certification must be signed by the employee or a supervisor having firsthand knowledge of the work performed by the employee after the services have been provided. While certification is semiannual, employees are expected to maintain ongoing records to ensure accuracy.

Multiple Awards or Cost Objectives

When employees work on multiple awards or cost objectives, they will submit monthly personnel activity reports (PARs) coinciding with a regular pay period. PARs must be signed by the employee and a supervisor having firsthand knowledge of the work performed by the employee after the services have been provided.

Substitute System

The district may develop a substitute system for reporting time and effort, but any such system must be approved by the Department of Elementary and Secondary Education prior to implementation.

Reconciliation and Payment Submission

The superintendent or designee will regularly reconcile the actual hours against the budgeted hours based on the amount the superintendent or designee determines is worth charging against the federal award. Final compensation submissions must be based on reconciled amounts, not budget estimates, and must be accurate, allowable and

properly allocated.

The superintendent or designee will submit records for payment of services only if the services have already been provided.

Record Retention

Records pertaining to time and effort will be retained for three years after submission of the final expenditure report.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.301, RSMo.	State Statute
§ 170.041, RSMo.	State Statute
§ 171.181, RSMo.	State Statute
§ 285.530, RSMo.	State Statute
§ 292.675, RSMo.	State Statute
§ 393.310, RSMo.	State Statute
§§ 8.675-.687, RSMo.	State Statute
§§ 105.450-.458, RSMo.	State Statute
§§ 34.073-.080, .350.359, .375	State Statute
§§ 432.070-.080, RSMo.	State Statute
§§ 8.285-.291, RSMo.	State Statute
5 C.S.R. 30-4.030	State Regulation

Federal	Description
2 C.F.R. § 180.222, 200.1, .113	Federal Regulation
2 C.F.R. § 200.206, .208, .211-.212, .214	Federal Regulation
2 C.F.R. § 200.302, .305, .307, .309	Federal Regulation
2 C.F.R. § 200.311, .313-.314, .317-.327	Federal Regulation
2 C.F.R. § 200.331, .334, .338, .403-.406	Federal Regulation
2 C.F.R. § 200.413-.414, .430-.432	Federal Regulation
2 C.F.R. § 200.438-.439, .450, .475	Federal Regulation
2 C.F.R. § 200.501, .509-.511, .520	Federal Regulation
20 U.S.C. § 6321	Elementary and Secondary Education Act
20 U.S.C. §§ 1232c, 6321	Federal Statute
34 C.F.R. Part 76.500, .707	Federal Regulation
40 C.F.R. Part 247	Federal Regulation
40 U.S.C. 576A-276A-5	Federal Statute
47 C.F.R. § 54.503	Federal Regulation
7 C.F.R. § 210.16	Federal Regulation
7 C.F.R. § 210.21	Federal Regulation

Federal	Description
7 C.F.R. § 220.16	Federal Regulation

Policy DK: PAYMENT PROCESS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 01/10/2025

All moneys the school district receives shall be disbursed only for the purposes for which they are levied, collected or received. No payment will be issued unless there is sufficient money in the proper fund.

The district will pay only 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.

A majority of the entire board must vote to approve a bill or issue a warrant (order for payment). 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 (such as invoices, approved purchase orders and reimbursement forms) as determined by district policy or procedure or shall be in accordance with board-approved salaries and salary schedules. The board's approval constitutes its orders to the board's treasurer, and through that treasurer to the district, for the approved payments.

In its discretion, the board may issue a prospective payment order for transactions where an important district interest would be harmed by delay until a board vote, such as for district emergencies and prompt-payment discounts for goods and services already received that are to the satisfaction of the superintendent or designee. The board will be provided a list of all payments made under such an order on a monthly basis.

Each payment shall be recorded on the books of the district in a manner that shows the legal identification of the district by name and address and will include the depository or investment account upon which the payment 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, when applicable, the number of the check. Electronic payments will have tracking numbers or otherwise be made specifically identifiable to the corresponding record on the district's books.

Checks

Paper bank checks, when used, will bear the signature of the treasurer and board president. Payments upon board orders may also be made using electronic payment systems.

Security Verification

If electronic payment systems are used, the superintendent or designee must implement adequate and effective disbursement controls to authenticate payee identity and accounts for use of wire, Automated Clearing House (ACH) network, credit card system, bank transfer or other electronic payment systems the district may use to make authorized payments.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.301, RSMo.	State Statute
§ 165.021, RSMo.	State Statute
§ 165.091, RSMo.	State Statute
§§ 105.273-.276, RSMo.	State Statute

Policy DLB: SALARY DEDUCTIONS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The district will regularly pay employees for work performed and will not make deductions from salary except as required by law or in accordance with board policy.

Voluntary 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. The employee must authorize all voluntary deductions in writing. For each voluntary deduction, the employee shall complete a deduction authorization which shall be filed with the payroll department.

The district will deduct the administrative cost of compliance in addition to the deduction amounts authorized by the employee.

The board may authorize voluntary payroll deductions from compensation earned by employees if ten or more employees so request. These deductions may be taken for, but are not limited to, credit unions, tax-sheltered annuities, individual retirement accounts (IRAs), membership dues, group insurance premiums or other voluntary contributions. The amount deducted will be remitted to the organization, company or association authorized by the employee. The board shall not be responsible for any good-faith error in the administration of this service.

Involuntary Deductions

The district will make all deductions as required by law and will make deductions when presented a garnishment, wage attachment or other legal order. The superintendent or designee may authorize an administrative fee for processing these mandatory deductions when allowed by law.

In addition, the district may make deductions from an employee's salary or wages for unauthorized absences, absences for which there is no paid leave or absences that exceed the paid leave provided to the employee. The district may also make deductions for disciplinary purposes, such as an unpaid suspension, in accordance with law and district policy.

The district may make deductions when an employee clearly owes the district money and the deduction does not otherwise violate the law.

Salary deductions for exempt employees shall be computed by dividing the salary, excluding extra-duty pay, by the number of days in the contract period. Deductions for nonexempt employees shall be based upon the hourly rate of the individual employee.

Improper Deductions

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 payroll supervisor. 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.

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Version DLB-C.1H.FER (12/12)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 105.505, RSMo.	State Statute

State	Description
§ 168.300, RSMo.	State Statute
§ 432.030, RSMo.	State Statute

Federal	Description
29 U.S.C. §§ 201-216	Fair Labor Standards Act
5 C.F.R. § 541.603	Federal Regulation

Policy DLC: EXPENSE REIMBURSEMENTS

Status: DRAFT

Original Adopted Date: Pending

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.

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Version DLC-C.1B (09/15)

Policy DLCA: TRAVEL EXPENSES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

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 district is tax exempt and will not pay Missouri sales or use tax to any vendor or reimburse an employee or board member for Missouri sales or use tax.

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.

Relocation

The district will not pay for or reimburse an employee for relocation travel expenses unless such expenses are included as part of an employee's benefit package as approved by the board.

Authorization for Travel

District employees or board members must obtain prior authorization from a supervisor or the board of education for district-related travel before the employee or board member is allowed to incur travel expenses. Travel costs that are charged to a federal grant or fund award must first be approved in writing by the superintendent or designee who oversees that particular federal program and, when required, the state or federal contact overseeing the federal funds at the Missouri Department of Elementary and Secondary Education (DESE).

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.

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 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 as set by the U.S. General Services Administration's meals and incidental expenses rate. 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 communication expenses and laundry.

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.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 C.S.R. 30-261.045	State Regulation

Federal	Description
2 C.F.R. § 200.474	Federal Regulation

Policy DN-2: SURPLUS DISTRICT PROPERTY

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

(Urban and Metropolitan Districts and Districts Located Totally or Partially within St. Louis County)

The district purchases property with public funds to further the educational mission of the district, and the board expects district employees to care for and use district property efficiently. When the district no longer needs property or the property is not suitable to the district's needs, the board, by an affirmative vote of not less than two-thirds of the whole board, may authorize and direct the sale and transfer or lease of the property in accordance with law.

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 designee. Such property may then be destroyed and discarded or sold via competitive sealed bids.

If ownership of any surplus property is to be conveyed to an individual or any non-governmental agency or organization without competitive bidding, each such transaction must be approved by the board regardless of the original purchase cost or present value.

A list of all items destroyed or discarded shall be made available to the board of education. 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.

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.

Real property may be sold or leased by listing the property with one or more real estate brokers and paying a commission upon such sale or lease. Real property not disposed of in this way may be sold or leased to the highest bidder. Personal property may be sold to the highest bidder or otherwise disposed of as allowed by law. The board reserves the right to reject all bids. Property may also be sold or leased for public uses and purposes to a community group or a city, state agency, municipal corporation or any other governmental subdivision of the state located wholly or partially within the boundaries of the district.

The superintendent or designee shall create administrative procedures to implement this policy in accordance with state law on the sale of surplus property.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 177.073, RSMo.	State Statute
§ 260.269, RSMo.	State Statute

Administrative Procedure DN-2-AP(1): SURPLUS DISTRICT PROPERTY - (Urban and Metropolitan Districts and Districts, Located Totally or Partially within St. Louis County)

Status: DRAFT

Original Adopted Date: Pending

Disposition of Equipment Purchased with Federal Funds

Prior to disposing of equipment that is purchased with federal funds, the superintendent or designee will request disposition instructions from the federal awarding agency, if required by the terms and conditions of the federal award. Equipment purchased with federal funds will only be disposed of once the conditions of federal law and the directives from the awarding federal agency, if any, have been met.

Equipment, Books and Materials (Personal Property)

The following procedures will be used for disposing of equipment, books and other materials no longer needed or useful in the district:

1. Teachers and other district employees shall report to the relevant building administrator all surplus, obsolete or otherwise unneeded items.

2. Building administrators shall prepare and submit to the superintendent or designee a list of such materials on a periodic basis.

3. The superintendent or designee will determine whether the items can be used elsewhere within the district and, if so, will provide for the transfer of the items to the appropriate location.

4. District property no longer used by the district may be leased or conveyed to a public institution of higher education to be used for the purpose of offering education beyond twelfth grade. Proceeds from the conveyance shall be placed to the credit of the incidental fund.

5. The district may sell or lease personal property for public uses and purposes at an agreed-upon sum to a community group or a city, state agency, municipal corporation or any other governmental subdivision of the state located wholly or partially within the boundaries of the district.

6. Used tires, scrap tires or tire shred may be given, sold or otherwise transferred to any in-state, private entity to be lawfully disposed of or recycled provided the tires are not disposed of in a landfill or burned as a fuel, except in a permitted facility, and the cost incurred by the district is less than the cost the district would otherwise have incurred. The private entity shall pay for the transportation of the used tires it receives.

7. If not disposed of in accordance with numbers four, five or six above, the property will be sold or leased to the highest bidder.

    - If leased by bid, potential lessees must submit written proposals for lease terms, and the lease proposal offering the most economically advantageous terms shall be considered the highest lease bid.

    - A purchase proposal may include contingencies. The purchase proposal offering the most economically advantageous terms shall be considered the highest bid.

    - If all bids are unsatisfactory, the board may reject all bids or negotiate an acceptable sale or lease with the highest bidder.

8. Items having no resale value will be disposed of as deemed appropriate by the superintendent or designee.

9. The proceeds from the sale or lease of personal property shall be credited to the incidental fund.

Real Estate Property (Real Property)

The following procedures will be used to sell or lease real estate no longer needed for public school purposes:

1. The superintendent or designee may obtain a real estate appraisal from a licensed real estate appraiser that reflects the fair market value of the property.

2. Real estate may be sold or leased by listing the property with one or more real estate brokers licensed by the state of Missouri and paying a commission upon such sale or lease.

3. The real estate may be sold or leased for public uses and purposes at an agreed-upon sum to a community group or a city, state agency, municipal corporation or any other governmental subdivision of the state located wholly or partially within the boundaries of the district. Notice of the sale must be given by publication in a newspaper once a week for two consecutive weeks, and the last publication must be at least seven days and not more than fourteen days prior to the date of sale. The newspaper must be within the county in which all or a part of the district is located and must have a general circulation within the district.

4. Real estate not sold or leased by either of the methods listed in items two and three must be sold or leased to the highest bidder.

    - The district must give public notice that it is holding real estate for sale or offering it for lease.
    - The notice must be published in a newspaper once a week for two consecutive weeks, and the last publication must be at least seven days and not more than fourteen days prior to the date of the bid opening. The newspaper must be within the county in which all or a part of the district is located and must have a general circulation within the district.
    - All bids shall be submitted formally as closed bids and will be opened in an open meeting.
    - If leased by bid, potential lessees must submit written proposals for lease terms, and the lease proposal offering the most economically advantageous terms shall be considered the highest lease bid.
    - A purchase proposal may include contingencies. The proposal offering the most economically advantageous terms shall be the highest bid.
    - If all bids are unsatisfactory, the board may reject all bids or negotiate an acceptable sale or lease with the highest bidder.

5. The lease or deed of conveyance must be executed by the board president and attested by the board secretary. If the district has a seal, it shall be affixed to the deed or lease.

6. The proceeds from the sale or lease of real estate shall be credited to the incidental fund.

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State	Description
§ 177.073, RSMo.	State Statute
§ 260.269, RSMo.	State Statute

Policy EB: SAFETY PROGRAM

Status: DRAFT

Original Adopted Date: Pending

The board recognizes the necessity for a planned safety program to create a safe environment for the students attending, and for the professional and support staff employed by the school district. The maintenance of healthful and safe conditions throughout the school district is a responsibility shared by the board, superintendent and all professional and support staff.

Every attempt will be made to meet safety and health standards established by state and federal laws and regulations. The cooperation of school, home and community in providing a safe and healthful environment is encouraged by the board.

Safe practices will be a scheduled part of instruction in the classrooms, laboratories and school shops. Proper supervision of students and other citizens using the school facilities will be required. Hazardous conditions indicated by inspectors will be reported to the board and corrected. Each building administrator will develop and implement a safety program, report hazardous conditions to the superintendent and hold employees and students responsible for the observance of all safety rules and procedures.

The district will fully utilize federal, state and local violence prevention programs and resources available to students, teachers or staff that the district determines are necessary and cost effective for the school district. By July 1, 2001, the superintendent will designate a school safety coordinator who will have a thorough knowledge of such programs.

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Version EB-C.1B (10/00)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.660, RSMo.	State Statute

Administrative Procedure EB-AP(1): SAFETY PROGRAM - (Identifying Potential Hazards)

Status: DRAFT

Original Adopted Date: Pending

It is important that schools conduct regular evaluations of facilities for potential dangers to students and staff in the case of a disaster. Administrators, maintenance personnel and local emergency response agencies may cooperate to minimize the potential hindrances to effective crisis intervention. Following is a list of basic concerns applicable to all school buildings. Each individual site should also contribute locally specific criteria.

Hazards in the Classroom

Depending on the type of crisis a school may face, the classroom can contain numerous potential hazards. Taking the time to correct potentially dangerous situations in the classroom prior to a crisis occurring will assist in preventing further injuries in the event of a disaster.

Hazards Along Evacuation Routes

Identifying potential hazards along school evacuation routes is important when developing procedures for a quick and orderly evacuation. A thorough assessment of the hazards likely to be encountered en route from the classroom and other activity rooms to safe areas can be beneficial to designing a safe and effective escape plan.

- Fire code requirements for safety glass along evacuation routes should be checked.
- Following a disaster, hallways may be cluttered with debris from ceilings, fallen light fixtures, broken glass, and toppled storage units. Students should be advised to anticipate these hazards.
- Signs should be posted near elevators prohibiting their use in the event of fire and earthquakes. If the school has students with physical impairments, there should be a plan for transporting them without the use of elevators in the event of an emergency.
- In the event the school must be evacuated, it is important not to evacuate to an area where gas, sewer and power lines may be located. Evacuation to these areas may result in added confusion for repair crews and/or students, and increase the chance of injuries.
- It is also important to identify potential hazards in the neighborhood surrounding the school. The area in which the school is located may have businesses, factories and structures that should be taken into consideration when developing a crisis response plan. Although the school cannot control what happens at another location, understanding the potential problems these places can pose for the school may affect such things as evacuation routes. Take the time now to identify potential factors that can affect the school or the response plan.
- Many potential hazards are not readily apparent. Help in identifying their location may be obtained from the fire department, city/county public works office, and building inspection department. Through early identification of potential hazards, the crisis response will be able to address possible contingencies which will help minimize panic and injury in the event of a disaster.

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State	Description
§ 160.660, RSMo.	State Statute

Policy EBAB: HAZARDOUS MATERIALS

Status: DRAFT

Original Adopted Date: Pending

To promote the health and safety of the students, staff and patrons of the district, and to ensure that hazardous materials are handled appropriately, the board of education of the Ferguson-Florissant School District directs the administration, under the guidance of the superintendent, to develop procedures that address the purchase, storage, handling, transportation and disposal of hazardous materials for all school facilities and operations of the district.

The board directs district staff to avoid using hazardous materials to the extent feasible and to minimize the quantities of such substances used by or stored in the school district. In addition, district employees shall follow the procedures developed by the administration and shall take the necessary precautions recommended by manufacturers' warnings when handling or transporting hazardous materials.

The procedures developed by the administration shall comply with all local, state and federal laws and regulations that pertain to the proper management of hazardous materials. The superintendent or designee is responsible for identifying any substances that may be hazardous and ensuring such substances are properly disposed of in a state-approved facility or landfill.

Emergency Plans

The superintendent or designee will include in district emergency plans appropriate responses and evacuation plans for situations where hazardous materials threaten the health or safety of persons on district property or when hazardous materials on district property threaten the health or safety of people in the surrounding area.

Asbestos

The district will use appropriately accredited professionals and laboratories and will follow all federal and state laws regarding the identification, management and abatement of asbestos in district buildings.

The superintendent will designate an employee to supervise the implementation of the district's asbestos management plan and federal laws regarding asbestos management in the district. As required by law, the district will ensure that designated employees receive adequate training in the performance of their duties.

Hazardous Chemicals

The superintendent or designee will provide information to district employees about the hazardous chemicals used in their workplaces by developing, implementing and maintaining a written chemical hazard communication program. Employees will be provided appropriate training and safety devices when handling these materials.

Lead

The superintendent or designee is directed to identify and develop plans to eliminate all potential sources of lead poisoning from district property. The board encourages the superintendent or designee to include in the district's lead eradication program periodic testing of drinking water. If lead levels exceed recommended standards, the district will provide notification to the school community as required by law.

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Version EBAB-C.1D (03/21)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 190.1005, RSMo.	State Statute
§ 640.120, RSMo.	State Statute
§ 643.225, RSMo.	State Statute

State	Description
§ 701.200 RSMo.	State Statute
§§ 643.225-.265, RSMo.	State Statute
10 C.S.R. 10-6.240	State Regulation
10 C.S.R. 25-16.273	State Regulation
10 C.S.R. 60-15.060	State Regulation

Federal	Description
15 U.S.C. §§ 2641-2654	Asbestos School Hazard Abatement Reauthorization Act
15 U.S.C. §§ 2641-2656	The Asbestos Hazard Emergency Response Act of 1986
29 C.F.R. § 1910.1200	FEDERAL REGULATION
40 C.F.R. Part 763	Asbestos

Administrative Procedure EBAB-AP(1): HAZARDOUS MATERIALS - (Asbestos Control) **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The district will comply with all state and federal laws regarding the identification, management and abatement of asbestos in district buildings. This procedure outlines compliance measures but is not intended to expand or conflict with applicable federal law.

Definitions

Asbestos-Containing Material (ACM) – When referring to school buildings, any material or product that contains more than one percent asbestos.

Asbestos-Containing Building Material (ACBM) – Surfacing ACM, thermal system insulation ACM or miscellaneous ACM that is found in or on interior structural members or other parts of a school building.

Friable – When referring to material in a school building, material that, when dry, may be crumbled, pulverized or reduced to powder by hand pressure, including previously nonfriable material after such previously nonfriable material becomes damaged to the extent that, when dry, it may be crumbled, pulverized or reduced to powder by hand pressure.

School Building – Any property the district leases, owns or otherwise uses in the following manner:

1. Any structure suitable for use as a classroom, including school facilities such as laboratories, libraries, eating facilities or facilities used for the preparation of food.

2. Any gymnasium or other facility that is specifically designed for athletic or recreational activities for an academic course in physical education.

3. Any other facility used for the instruction or housing of students or for the administration of educational or research programs.

4. Any maintenance, storage or utility facility, including any hallway, essential to the operation of any facility mentioned in items 1–3 above.

5. Any portico, covered exterior hallway or walkway.

6. Any exterior portion of a mechanical system used to condition interior space.

Asbestos Manager

The assistant superintendent of operations and maintenance is the district's designated asbestos manager. The asbestos manager will coordinate district efforts to comply with state and federal laws regarding the identification, management and abatement of asbestos.

The asbestos manager will receive training in:

1. The health effects of asbestos.

2. The detection, identification and assessment of ACM.

3. Options for controlling ACBM.

4. Asbestos management programs.

5. Relevant state and federal laws concerning asbestos.

Asbestos Management Plan and Recordkeeping

The district is required by law to have an asbestos management plan for each school building containing asbestos. The asbestos manager will work with an accredited professional to create, maintain and update the district's asbestos management plans to keep them current with ongoing operations and maintenance, periodic surveillance, inspection,

reinspection, and response action activities, as required by law.

Each management plan must contain a true and correct statement, signed by the asbestos manager, that certifies that the district's responsibilities under the law have been or will be met.

Copies of the management plans will be available in the superintendent's office and in the individual school building covered by the plan. If all ACBM has been removed from a building, the district will retain the records for six years.

Inspections, Reinspections and Sampling

All buildings the district owns, leases or otherwise uses must be inspected for asbestos. The asbestos manager will coordinate an inspection for any new school building prior to use, unless it is an emergency situation. In an emergency, the inspection will occur within 30 days of use.

At least once every three years after a management plan is in effect, the asbestos manager will coordinate a reinspection of all friable and nonfriable known or assumed ACBM in each school building.

All inspections and reinspections will be done by an accredited inspector and conducted as required by law. The inspections and reinspections will include the collection of samples that will be analyzed by accredited laboratories, as required by law. The inspector will provide a written report to the asbestos manager for inclusion in the district's asbestos management plan.

Response Actions

The asbestos manager will arrange for an accredited person to review the results of each inspection, reinspection and assessment and make recommendations to the superintendent on appropriate district response actions to protect students, staff and the environment from friable asbestos. The district will take immediate action to preserve the safety of students and others using the district's buildings when necessary or required by law.

At the conclusion of any action to remove, encapsulate or enclose ACBM or material assumed to be ACBM, the asbestos manager will visually inspect each area to determine whether the action has been properly completed. Unless the project is of a small scale or short duration, the asbestos manager or designee will collect air samples to be analyzed for asbestos using laboratories approved as required by law.

Surveillance

At least once every six months after a management plan is in effect, the asbestos manager or designee will conduct periodic surveillance in each school building that contains ACBM or is assumed to contain ACBM.

Each person performing periodic surveillance shall:

1. Visually inspect all areas that are identified in the management plan as ACBM or assumed to contain ACBM.

2. Record the date of the surveillance, the name of the person conducting the surveillance and any change in the condition of the materials.

3. Submit to the asbestos manager a written report, which will be included in the district's management plan.

Warning Labels

The asbestos manager or designee shall attach a warning label immediately adjacent to any friable and nonfriable ACBM and suspected ACBM assumed to be ACM located in routine maintenance areas at each school building. All labels will meet the requirements of the law, shall be prominently displayed in readily visible locations and shall remain posted until the ACBM that is labeled is removed.

Information and Notification

The district will annually provide written notification to parent/guardian, teacher and employee organizations of the availability of management plans. In the absence of any such organizations, the district will provide notice to parents/guardians, teachers and employees of the availability of management plans. The district will annually notify employees and other persons working in the building that has asbestos and parents/guardians and students about inspections, response actions and post-response action activities, including periodic reinspection and surveillance activities that are planned or in progress.

Short-term workers, such as independent contractors, who may come in contact with asbestos in a school building will be provided information regarding the locations of ACBM and suspected ACBM assumed to be ACM.

Operations, Maintenance and Repair Program

The district will implement the following program whenever any friable ACBM is present or assumed to be present in a school building so that ACBM is maintained in good condition, asbestos fibers are cleaned and the further release of asbestos fibers is prevented.

Worker Protection and Training

All members of the district's maintenance and custodial staff who may work in a building that contains ACBM will receive awareness training of at least two hours, regardless of whether they are required to work with ACBM. New custodial and maintenance employees shall be trained within 60 days after commencement of employment. Training shall include, but not be limited to:

1. Information regarding asbestos and its various uses and forms;
2. Information on the health effects associated with asbestos exposure;
3. Locations of ACBM identified throughout each school building in which the staff work;
4. Recognition of damage, deterioration and delamination of ACM; and
5. The name and telephone number of the district's asbestos manager.

Maintenance and custodial staff who conduct any activities that will result in the disturbance of ACBM will also receive an additional 14 hours of training that will include, but not be limited to:

1. Descriptions of the proper methods of handling ACBM;
2. Information on the use of respiratory protection and other personal protection measures;
3. The legal requirements for cleaning and maintaining asbestos materials; and
4. Hands-on training in the use of respiratory protection, other personal protection measures and good work practices.

Only employees who have received the additional 14 hours of training are to handle asbestos materials.

Maintenance and custodial staff who have attended asbestos training approved by the Environmental Protection Agency (EPA) or received equivalent training for operation, maintenance and periodic surveillance activities involving asbestos shall be considered trained for the purposes of this section.

No employee is to disturb or otherwise handle any asbestos material without using the approved techniques as stated by the EPA. No employee will receive disciplinary action for refusing to work in an area containing damaged or significantly damaged friable ACBM 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.

Cleaning

Unless the building has been cleaned using equivalent methods within the previous six months, all areas of a school building where friable ACBM, damaged or significantly damaged thermal system insulation ACM, or friable suspected ACBM assumed to be ACM are present shall be cleaned at least once after the completion of the inspection and before the initiation of any response action according to the following procedures:

1. HEPA vacuum or steam clean all carpets;

2. HEPA vacuum or wet clean all other floors and all other horizontal surfaces; and

3. Dispose of all debris, filters, mopheads and cloths in sealed, leak-tight containers.

The management planner used by the district shall make a written recommendation to the district on whether additional cleaning is needed and, if so, the methods and frequency of such cleaning.

Operations and Maintenance Activities Disturbing Friable Asbestos

Whenever operations and maintenance activities disturb friable ACBM, district employees will:

1. Restrict entry into the area by persons other than those necessary to perform the maintenance project, either by physically isolating the area or by scheduling;

2. Post signs to prevent entry by unauthorized persons;

3. Shut off or temporarily modify the air-handling system and restrict other sources of air movement;

4. Use work practices or other controls, such as wet methods, protective clothing, HEPA vacuums, mini-enclosures and glove bags, as necessary to inhibit the spread of any released fibers;

5. Clean all fixtures or other components in the immediate work area; and

6. Place the asbestos debris and other cleaning materials in a sealed, leak-tight container.

The response action for any maintenance activities disturbing friable ACBM, other than small-scale, short-duration maintenance activities, shall be designed by persons accredited to design response actions and conducted by persons accredited to conduct response actions.

Fiber Release Episodes

When an incident occurs where asbestos fibers are released, district employees will take the following actions.

When less than three square or linear feet of friable ACBM falls or is dislodged, district employees will:

1. Thoroughly saturate the debris using wet methods;

2. Clean the area as prescribed in the asbestos management plan or other plan developed by an accredited person;

3. Place the asbestos debris in a sealed, leak-tight container; and

4. Repair the area of damaged ACM with asbestos-free materials or implement the appropriate response action as determined in the asbestos management plan.

When friable ACBM exceeding three square or linear feet falls or is dislodged, district employees will:

1. Restrict entry into the area and post signs to prevent entry into the area by persons other than those necessary to perform the response action;

2. Shut off or temporarily modify the air-handling system to prevent the distribution of fibers to other areas in the building; and

3. Follow the response action that has been designed by a person accredited to conduct asbestos response actions.

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State	Description
§ 190.1005, RSMo.	State Statute
§ 640.120, RSMo.	State Statute
§ 643.225, RSMo.	State Statute
§ 701.200 RSMo.	State Statute
§§ 643.225-.265, RSMo.	State Statute
10 C.S.R. 10-6.240	State Regulation
10 C.S.R. 25-16.273	State Regulation
10 C.S.R. 60-15.060	State Regulation

Federal	Description
15 U.S.C. §§ 2641-2654	Asbestos School Hazard Abatement Reauthorization Act
15 U.S.C. §§ 2641-2656	The Asbestos Hazard Emergency Response Act of 1986
29 C.F.R. § 1910.1200	FEDERAL REGULATION
40 C.F.R. Part 763	Asbestos

Administrative Procedure EBAB-AP(2): HAZARDOUS MATERIALS - (Handling and Disposal of Mercury)

Status: DRAFT

Original Adopted Date: Pending

The purpose of this procedure is to reduce the risk of mercury exposure to students, staff and visitors of the district. Mercury is a neurotoxin that can damage the nervous system and kidneys as well as other systems and organs. District staff must respond to a mercury spill immediately and appropriately since mercury can be absorbed through the skin, mercury vapor is easily and rapidly absorbed through the lungs, and children with developing nervous systems are more susceptible to mercury's effects.

Procurement

No employee of the district will purchase mercury-containing products when mercury-free substitutes are available. Where mercury-free products are not available, lower-mercury products will be used.

Inventory

The superintendent or designee will conduct an audit to identify and document possible sources of elemental mercury in district facilities using the Mercury Audit Checklist from the Missouri Department of Natural Resources (DNR) or a similar document from another appropriate source. The results of the audit will be shared with building administrators.

Disposal

Unwanted mercury-containing materials will be disposed of using universal waste procedures. Unwanted laboratory chemicals, including jars of elemental mercury, must be managed as hazardous waste and packaged, labeled, transported and disposed of in accordance with state regulations. Fluorescent lamps will be recycled.

Preparation

The superintendent or designee will purchase commercial mercury spill kits and place them in every building that contains mercury. As an alternative to purchasing a commercial kit, the superintendent or designee may create a kit by assembling the following items:

1. Rubber, nitrile or vinyl gloves
2. Safety glasses
3. Eye dropper or syringe (no needle)
4. Playing cards
5. Rubber squeegee
6. Duct tape or other heavy duty tape
7. Plastic container with lid or heavy-duty plastic zip bags
8. Flashlight
9. Mercury-absorbent powder

Training

The superintendent or designee will regularly train a minimum of two district staff members who regularly work in each building that contains mercury on the:

1. Sources of mercury in the building.
2. Location of the mercury spill kits.

3. Process for appropriately cleaning mercury spills as outlined in this procedure.

Small Spill Procedures

Note: Never use a vacuum cleaner or broom to clean up a mercury spill and never dump mercury down the drain or place it in the trash.

1. Evacuate the area of the spill, avoiding the contaminated areas and leaving clothes, shoes and other articles splashed with mercury at the spill site.
2. Wash skin exposed to mercury with soap and water.
3. Turn off heating/air conditioning to prevent mercury vapors from spreading.
4. Isolate the spill site.
5. Ventilate the spill area by opening windows and using exhaust fans that ventilate to the outdoors, and continue to ventilate for 24 hours after clean up.
6. Remove jewelry from hands and wrists and put on protective gloves, safety glasses and clothing that can be easily discarded if contaminated.
7. Inspect the area with the flashlight to locate the mercury.
8. Pick up the mercury drops by following the directions in the commercial spill kit or by using the squeegee or playing cards to concentrate the spill in a small area.
9. Once concentrated, the beads can be picked up using the dropper or syringe.
10. Place the beads in the plastic container or zip bag. Do not dispose of mercury in sinks or floor drains.
11. After all visible beads have been picked up, reinspect with the flashlight and continue cleaning if necessary.
12. Double-bag all mercury and contaminated substances.
13. Call the Missouri DNR's 24-hour Environmental Emergency Response Hotline at 573-634-2436.

Large Spill Procedures

For spills of greater than one pound, follow steps one through five above and then contact the DNR.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 190.1005, RSMo.	State Statute
§ 640.120, RSMo.	State Statute
§ 643.225, RSMo.	State Statute
§ 701.200 RSMo.	State Statute
§§ 643.225-.265, RSMo.	State Statute
10 C.S.R. 10-6.240	State Regulation
10 C.S.R. 25-16.273	State Regulation

State	Description
10 C.S.R. 60-15.060	State Regulation

Federal	Description
15 U.S.C. §§ 2641-2654	Asbestos School Hazard Abatement Reauthorization Act
15 U.S.C. §§ 2641-2656	The Asbestos Hazard Emergency Response Act of 1986
29 C.F.R. § 1910.1200	FEDERAL REGULATION
40 C.F.R. Part 763	Asbestos

Administrative Procedure EBAB-AP(3): HAZARDOUS MATERIALS - (Chemical Hazard Communication Program) **Status:** DRAFT

Original Adopted Date: Pending

The chemical hazard communication program was created to ensure district employees and other persons are adequately informed about the chemicals used in their workplace. This procedure applies to any hazardous chemical that is known to be present in the workplace in such a manner that employees may be exposed under normal conditions of use or in a foreseeable emergency.

This procedure and all labels and Safety Data Sheets (SDSs) are open records and available to the public as well as any investigating state or federal agency.

Definition

Hazardous Chemical – Any substance or mixture of substances that are classified by state or federal law as a physical hazard or health hazard, simple asphyxiant, combustible dust, pyrophoric gas or other hazard.

Labels

Each container of hazardous chemicals in the workplace will be labeled, tagged or marked with either 1) the information that is required by law to identify and explain the hazards of the chemical or 2) a product identifier and words, pictures, symbols or a combination thereof that provides at least general information regarding the hazards of the chemicals, with the understanding that the employees have immediate access to additional specific information regarding the physical and health hazards of the chemical.

The district may use signs, placards, process sheets, batch tickets, operating procedures or other written materials in lieu of affixing labels to individual stationary process containers as long as the alternative method identifies the containers to which it is applicable and conveys the information required to be on a label by law. The district will make these written materials readily accessible to employees in their work areas throughout each work shift. If an employee transfers a hazardous chemical from a labeled container, a label is not required if the transfer is intended for the immediate use of that particular employee.

All labels or other forms of warning will be legible, in English and prominently displayed on the container or readily available in the work area throughout each work shift. The district may add labels in other languages as well. When the district is informed of any significant information not contained on the existing labels regarding the hazards of a chemical in the district, the district will revise the labels for the hazardous chemical within six months of receiving the information.

No employee may remove or deface labels on containers of hazardous chemicals unless the container is immediately marked with the information required above. Employees are required to notify their supervisors or the appropriate designated employee immediately if a label is missing or defaced so that the container may be relabeled.

Safety Data Sheets

The district will maintain an SDS in the workplace for each hazardous chemical the district uses. The SDS will be readily accessible during each work shift to employees when they are in their work area. The district may provide access electronically as long as each employee has immediate access. Each workplace will maintain a list of the hazardous chemicals known to be present using a product identifier that is referenced on the appropriate SDS. There can be one list for the entire workplace or lists compiled for individual work areas.

If an employee's work is carried out at more than one geographical location, the SDS may be kept in the employee's primary workplace facility as long as the employee can immediately obtain the required information in an emergency.

The district will immediately obtain an SDS any time the district receives a shipment of hazardous chemicals that does not include the SDS. If the district purchases a hazardous chemical from a retail distributor that is not required to have an SDS on file, the district will request from the retail distributor the name, address and telephone number of the chemical manufacturer, importer or distributor from which an SDS can be obtained.

Employee Information and Training

The district will provide employees with effective information and training on hazardous chemicals in their work

areas at the time of their initial assignment and whenever a new chemical hazard on which employees have not previously been trained is introduced into their work area. Information and training may be designed to cover categories of hazards or specific chemicals. Chemical-specific information will always be available to employees through labels and SDSs.

Employees will be informed of:

1. The district's chemical hazard communication program;

2. Any operations in their work area where hazardous chemicals are present; and

3. The location and availability of the written hazard communication program, including the required list(s) of hazardous chemicals and SDSs.

Employee training will minimally include:

1. Methods and observations that may be used to detect the presence or release of a hazardous chemical in the work area, such as district monitoring, monitoring devices, visual appearance or odor of hazardous chemicals when being released;

2. The physical, health, simple asphyxiation, combustible dust and pyrophoric gas hazards, as well as hazards not otherwise classified, of the chemicals in the work area;

3. The measures employees can take to protect themselves from these hazards, including specific procedures the district has implemented to protect employees from exposure to hazardous chemicals, such as appropriate work practices, emergency procedures and personal protective equipment to be used;

4. The details of the chemical hazard communication program, including an explanation of the labels received on shipped containers and the workplace labeling system used by the district; and

5. The SDS, including the order of information and how employees can obtain and use the appropriate hazard information.

Independent Contractors

When independent contractors or individuals employed by someone other than the district are working in the district and may be exposed to hazardous chemicals in the district, the superintendent or designee will inform the contractor or employer of how the SDSs may be accessed, the chemical labeling system the district uses, and any precautionary measures that need to be taken to protect employees during the district's normal operating conditions and in foreseeable emergencies. All communications regarding hazardous chemicals and all safety equipment will be maintained so that they are available to all persons working in the district, regardless of whether the person is employed by the district.

Consequences

The district takes employee and student safety seriously and considers this procedure an important part of the district's safety program. Any employee who violates this procedure may be disciplined or terminated.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 190.1005, RSMo.	State Statute
§ 640.120, RSMo.	State Statute
§ 643.225, RSMo.	State Statute
§ 701.200 RSMo.	State Statute

State	Description
§§ 643.225-.265, RSMo.	State Statute
10 C.S.R. 10-6.240	State Regulation
10 C.S.R. 25-16.273	State Regulation
10 C.S.R. 60-15.060	State Regulation

Federal	Description
15 U.S.C. §§ 2641-2654	Asbestos School Hazard Abatement Reauthorization Act
15 U.S.C. §§ 2641-2656	The Asbestos Hazard Emergency Response Act of 1986
29 C.F.R. § 1910.1200	FEDERAL REGULATION
40 C.F.R. Part 763	Asbestos

Policy EBAC: INTEGRATED PEST MANAGEMENT

Status: DRAFT

Original Adopted Date: Pending

Recognizing the potential impact of both chemicals and pests on health and the environment, the board of education of the district requires that all district property and facilities utilize a system of integrated pest management (IPM) for controlling insects, rodents, weeds and other pests. Integrated pest management is the use of a variety of methods for effective pest control while minimizing or eliminating chemical pesticide use.

The superintendent or designee will work with representatives of school food service, facilities management, maintenance services, building administrators and a school nurse to develop an integrated pest management plan and procedures for implementation of this policy with the ultimate goal of minimizing or eliminating the use of chemical pesticides.

Application of Pesticides and Notice of Treatment

Pesticides will not be used on a routine or regularly scheduled basis in the district. However, the district may apply chemical pesticides when reasonable nonchemical approaches do not provide adequate control or in situations where pests pose an immediate threat to persons or property. In those situations, the superintendent or designee will select products that pose the least risk to people and the environment and will only authorize the use of pesticides when and where pests are present or expected to be present.

Only certified pesticide applicators, licensed under Missouri law and trained in integrated pest management, will apply pesticides on district properties. No individual may disperse any type of pest control device without authority from the superintendent or designee.

Unless an emergency exists, chemical pesticides will only be applied at a time when buildings are unoccupied, other than the individuals conducting the treatment. Notice of chemical treatment must be posted in buildings where the treatment is scheduled.

Exclusions

For the purposes of this policy, chemical pesticides do not include the application of antimicrobial pesticides, disinfectants, sanitizing agents, water purifiers, swimming pool chemicals or self-applied personal insect repellants. Insecticide or rodenticide baits in premanufactured, tamper-resistant containers and insecticide baits in gel or paste form are also not considered pesticides as long as they are placed in areas inaccessible to children and the containers are clearly labeled.

Complaint Resolution

Complaints and concerns about the district's pest management program should be directed to the superintendent.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§§ 281.040-.115, RSMo.	State Statute
2 C.S.R. 70-25.010-.020	State Regulation

Federal	Description
29 C.F.R. § 1910.1200	FEDERAL REGULATION

Administrative Procedure EBAC-AP(1): INTEGRATED PEST MANAGEMENT **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

In accordance with board policy, the district will utilize a system of integrated pest management (IPM) for controlling insects, rodents, weeds and other pests. Integrated pest management is the use of a variety of methods for effective pest control while minimizing or eliminating pesticide use.

Definitions

Chemical Pesticides – Pheromones; insect growth regulators; repellants; dusts, soaps and oils; synthetic or botanical insecticides, fungicides and other similar substances. For the purposes of this procedure, chemical pesticides do not include the application of antimicrobial pesticides, disinfectants, sanitizing agents, water purifiers, swimming pool chemicals or self-applied personal insect repellants. Insecticide or rodenticide baits in premanufactured, tamper-resistant containers and insecticide baits in gel or paste form are not considered pesticides as long as they are placed in areas inaccessible to children and their containers are clearly labeled.

Pest – Includes, but is not limited to: weeds, insects, arachnids, rodents, reptiles, birds and other animals other than those used in classroom instruction.

Pest Tolerance Level – The level of pests deemed tolerable before action will be taken.

IPM Program Coordinator

The assistant superintendent of operations and maintenance is designated as the IPM program coordinator. The IPM program coordinator will be appropriately trained in IPM, pesticide safety and recordkeeping and will implement the district's IPM program.

Integrated Pest Management Plan

The IPM program coordinator will work with representatives of school food service, facilities management, maintenance services, building administrators and a school nurse to develop an integrated pest management plan that will be submitted to the superintendent for approval. When developing the plan, the IPM coordinator will consider the type and frequency of pests common to the district. The plan will include pest tolerance levels for the types of pests common to the area. The IPM plan will be reviewed regularly.

Application of Pest Control Tactics

1. The IPM program coordinator will identify and correct or cause to be corrected any current practices that contribute to pest problems. To prevent pest problems, district staff and students will:
    - Use plastic and glass storage. Cardboard boxes and paper bags will not be used for storage.
    - Store all food products off the ground.
    - Remove food waste from the building in a timely manner.
    - Refrain from keeping food in desks and lockers.
    - Keep indoor plants healthy and remove them at the first sign of an infestation.
    - Report any pest sightings or any conditions that might contribute to a pest problem, such as standing water or accumulated trash.
2. The IPM program coordinator will direct the erection of physical barriers to prevent pests. Physical barriers include:
    - Closing doors when not in use.
    - Closing food storage containers when not in use.

- Caulking, sealing or repairing cracks.
- Using plastic liners and keeping lids on trash cans.
- Installing or repairing screens.
- Installing or repairing weather stripping.
- Fixing water leaks and drips.
- Keeping trash receptacles in working order.
- Moving trash receptacles away from buildings.

3. Action will not be taken to eradicate a pest using chemical pesticides until the pest tolerance level has been exceeded.

The least toxic form of appropriate chemical control will be applied first. Increasingly toxic chemicals will only be used if the problem continues to exceed established tolerance levels. Treatment will be confined to the smallest area possible to achieve intended results.

Only certified pesticide applicators, licensed under Missouri law and trained in integrated pest management, will apply pesticides on district properties.

Notice

Notice of chemical application will be posted prior to application in buildings where the treatment is scheduled, unless an emergency exists. Each notice will include the date of the application, targeted pest, pesticide to be used, applicator name, certification number of applicator, phone number of applicator/company, and the date and time re-entry is authorized. For emergency situations, postings must be placed as soon as practical.

Assessment of Control Methods

The IPM program coordinator will determine the effectiveness of each pest control tactic used before moving to the next tactic. No further action will be taken until pest numbers again exceed established tolerance levels.

Training

The IPM program coordinator will prepare informational materials on the district's IPM program and prevention of pests in schools, which will be posted on the district's website, included in student and staff handbooks or otherwise communicated to staff and students. Pest prevention information will also be integrated into the curriculum as appropriate and included in staff training.

Recordkeeping

The IPM program coordinator will maintain records of all monitoring and mitigation efforts, including records of all chemical pesticide treatments. Records will include the name of the pesticide applicator, copies of pesticide applicator certifications, the product name, the product's Environmental Protection Agency (EPA) registration number, quantity used, date and time of application, location, application method, and the targeted pest. The district will maintain the Safety Data Sheet (SDS) for each pesticide used.

The IPM program coordinator will also maintain records of staff training. All records will be kept for a minimum of three years.

Pesticide Storage

The district will purchase pesticides in limited amounts calculated to meet the district's needs for no more than one year. Pesticides and other chemicals used pursuant to this procedure will be stored in the original container and will have complete label instructions. All pesticides and chemicals used pursuant to this procedure will be stored in a location that is inaccessible to students and unauthorized staff. Disposal of unused chemicals will be in accordance with applicable state and federal laws and label directions.

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State	Description
§§ 281.040-.115, RSMo.	State Statute
2 C.S.R. 70-25.010-.020	State Regulation

Federal	Description
29 C.F.R. § 1910.1200	FEDERAL REGULATION

Policy EBB: COMMUNICABLE DISEASES **Status:** DRAFT

Original Adopted Date: Pending

The district school board recognizes its responsibility to protect the health of students and employees from the risks posed by communicable diseases. The board also has a responsibility to protect individual privacy, educate all students regardless of medical condition and treat students and employees in a nondiscriminatory manner.

Immunization

In accordance with law, students cannot attend school without providing satisfactory evidence of immunization, unless they are exempted from immunization.

Universal Precautions

The district requires all staff to routinely employ universal precautions to prevent exposure to disease-causing organisms. The district will provide the necessary equipment and supplies to implement universal precautions.

Categories of Potential Risk

Students or employees with communicable diseases that pose a risk of transmission in school or at school activities (such as, but not limited to, chicken pox, influenza and conjunctivitis) will be managed as required by law and in accordance with guidelines provided by the Department of Health and Senior Services (DHSS) and local county or city health departments. Such management may include, but is not limited to, exclusion from school or reassignment as needed for the health and safety of students and staff.

Students or employees infected with chronic communicable diseases that do not pose a risk of transmission in school or at school activities (such as, but not limited to, hepatitis B virus or HIV) shall be allowed to attend school or continue to work without any restrictions based solely on the infection. The district will not require any medical evaluations or tests for such diseases.

Exceptional Situations

There are certain specific types of conditions, such as frequent bleeding episodes or uncoverable, oozing, skin lesions that could potentially be associated with transmission of both bloodborne and nonbloodborne pathogens. In the case of students, certain types of behaviors, such as biting or scratching, may also be associated with transmission of pathogens.

Students who exhibit such behaviors or conditions may be educated in an alternative educational setting or, if appropriate, disciplined in accordance with the discipline code. In the case of a student with a disability, the Individualized Education Program (IEP) team or 504 team will make any change of placement decisions.

Employees who exhibit such conditions will not be allowed to work until the condition is resolved or appropriately controlled in a way that minimizes exposure.

Confidentiality

The superintendent or designee shall ensure that confidential student and employee information is protected in accordance with law. Medical information about an individual, including an individual with HIV, will only be shared with district employees who have a reasonable need to know the identity of the individual in order to provide proper health care or educational services. Examples of people who may need to know a student's medical information are the school nurse and the IEP or 504 team if applicable. An example of an individual who may need to know an employee's medical information is the employee's immediate supervisor, if accommodations are necessary.

All medical records will be maintained in accordance with law and board policy. Breach of confidentiality may result in disciplinary action, including termination.

Reporting and Disease Outbreak Control

Reporting and disease outbreak control measures will be implemented in accordance with state and local law, DHSS rules governing the control of communicable diseases and other diseases dangerous to public health, and any

applicable rules distributed by the appropriate county or city health department.

Notification

Missouri state law provides that superintendents who supply a copy of this policy, adopted by the district board of education, to DHSS shall be entitled to confidential notice of the identity of any district student reported to DHSS as HIV-infected and known to be enrolled in the district. Missouri law also requires the parent or guardian to provide such notice to the superintendent.

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Version EBB-C.1A (01/06)

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State	Description
§ 167.181, RSMo.	State Statute
§ 167.183, RSMo.	State Statute
§ 167.191, RSMo.	State Statute
§ 210.003, RSMo.	State Statute
§§ 191.650-.695, RSMo.	State Statute
19 C.S.R. 20-20.010 - .060	State Regulation
19 C.S.R. 20-28.010	State Regulation

Federal	Description
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act

Administrative Procedure EBB-AP(1): COMMUNICABLE DISEASES - (Infection Control) **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Procedures for Cleaning Blood and/or Body Fluids

Many communicable agents can be found in the blood or body fluids of humans, including in individuals with no outward signs or symptoms of infection. Employees should wear gowns or aprons during procedures that are likely to generate splashes of blood or other body fluids. The district requires all district personnel to adopt routine procedures for handling the clean-up of all body fluid spills. The procedures, as outlined by the Center for Disease Control, are as follows:

1. If available, absorbent floor-sweeping material should be used to cover fluids to keep them from spreading.

2. Vinyl or latex gloves should be worn, and all spills should be cleaned up with absorbent towels or tissues, using soap and water. Gloves should be changed after each use or if they tear. Disposable gloves should not be re-used.

3. If the person doing the cleaning has any open skin lesions, precautions should be taken to avoid direct exposure of the lesions to the body fluids.

4. All surfaces that have been in contact with the fluids should then be wiped with a disinfectant approved by the Environmental Protection Agency (EPA). A 1:10 dilution of household bleach can also be used, but this solution should not be mixed in advance. After the disinfectant is applied, the surface should either be allowed to air dry or to remain wet for ten minutes before being dried with a disposable towel or tissue.

   CAUTION: The diluted bleach solution should not be used for any other purpose than the cleaning process described above. Mixing this solution with certain other chemicals can produce a toxic gas. Any EPA-approved disinfectant used should be diluted according to the manufacturer's instructions. Adding more disinfectant than the directions indicate is not necessary and will make the disinfectant more toxic, potentially resulting in skin or lung damage.

5. If the gloves worn to clean up the spill are reusable, they should be washed with soap and running water prior to removal. Disposable gloves should be removed without soiling the hands and should be disposed of in an impermeable plastic bag. The hands should always be thoroughly washed with soap and water after the gloves are removed regardless of whether any contamination has occurred.

6. After exposure to body fluids, good handwashing should consist of thorough use of soap and water for at least 15 seconds.

7. It is necessary to keep one or more clean-up kits on hand for such spills. The clean-up kit should consist of the following items:

   - Absorbent floor-sweeping material
   - Liquid soap
   - Disinfectant
   - Small buckets
   - Vinyl or latex gloves
   - Disposable towels or tissues
   - Impermeable plastic bags

All of these materials should be kept together in one or more central locations.

Toys used by a student who is still mouthing should not be shared and should be washed daily in the recommended solution. Clothing soiled at school should be double-bagged and sent home for cleaning.

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State	Description
§ 167.181, RSMo.	State Statute
§ 167.183, RSMo.	State Statute
§ 167.191, RSMo.	State Statute
§ 210.003, RSMo.	State Statute
§§ 191.650-.695, RSMo.	State Statute
19 C.S.R. 20-20.010 - .060	State Regulation
19 C.S.R. 20-28.010	State Regulation

Federal	Description
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act

Policy EBBA: ILLNESS AND INJURY RESPONSE AND PREVENTION

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board expects district staff to appropriately assist any individual who is injured or becomes ill while on district property, on district transportation or attending a district activity. Such assistance may include providing first aid or emergency treatment if the staff member is trained to do so or contacting emergency medical services when appropriate.

Further medical attention, including the cost of emergency medical services provided, 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, emergency personnel will be called to assess or transport the person to the hospital. This process does not require either a supervisor's approval or permission. Staff will follow building and district procedures immediately after making a call to the 911 emergency number.

Liability

In accordance with law, any qualified employee will be held harmless and immune from civil liability for administering emergency 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 board encourages the superintendent or designee to provide employees training in first aid and emergency treatment, particularly in buildings where there are medically fragile students.

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. The district will provide instruction on CPR and the proper use of automated external defibrillators to students in grades 9–12 as required by and in accordance with law. The instruction will be based on a program established by the American Heart Association, the American Red Cross, or a similar nationally recognized program.

Incident Reports

Employees must report all work-related injuries and illnesses to their supervisor immediately and will be required to provide the details of the injury or illness in writing. Staff 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 witnessing 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 when board action on the matter is required.

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.

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policy.

State	Description
§ 167.621, RSMo.	State Statute
§ 167.624, RSMo.	State Statute
§ 167.630, RSMo.	State Statute
§ 167.635, RSMo.	State Statute
§ 170.005, RSMo.	State Statute
§ 170.310, RSMo.	State Statute

Administrative Procedure EBBA-AP(1): ILLNESS AND INJURY RESPONSE AND PREVENTION - (First Aid Guidelines)

Status: DRAFT

Original Adopted Date: Pending

General Directives for Illness and Injury

Students should notify any available staff member of illness or injury. Staff members will promptly address the situation or seek assistance from the nurse or designee. Employees or others who become ill or injured while on district property should report to the nurse's or principal's office for assistance. Employees may also report to their supervisors.

Minor Student Illnesses or Injuries

1. If the illness or injury is minor, the school nurse or designee will administer first aid care to the student. If the nurse or designee determines it is appropriate for the student to remain in school for the remainder of the day, the principal, nurse or other designee will contact the parents/guardians to inform them of the situation. If a parent/guardian cannot be reached, the principal, nurse or other designee will use the alternate contacts provided on the emergency form.

2. If a student requires nonemergency medical attention that cannot be provided at school, the principal, nurse or other designee will notify the parents/guardians, who will be responsible for securing the required medical attention.

Serious Student Illnesses or Injuries

1. If an illness or injury is serious enough to require emergency care, any district employee aware of the situation will contact emergency medical services (EMS) and notify the nurse and building principal. The cost of EMS will be the responsibility of the parent/guardian.

2. The principal, nurse or other designee should be prepared to give rescue officials the student's emergency information form.

3. The principal, nurse or other designee will ascertain the destination or hospital to which the student is taken.

4. The principal, nurse or other designee will contact the parents/guardians or other appropriate parties.

Transportation

No sick or injured student will be transported home by another student without parental consent. In addition, no sick or injured student will be knowingly left alone at home without parental consent. When it is deemed to be in the best interest of the student, district personnel may refrain from leaving the student alone despite parental consent to do so.

Providing for transportation and adult supervision is the responsibility of parents/guardians except as otherwise provided in this procedure.

Emergency Forms

The district will annually request that students and their parents/guardians provide the district with current information on any medical conditions that may impact the student's education or require medical care during the school day or during district activities. In addition, the district will request emergency contact information for the parents/guardians and other persons authorized by the parents/guardians to respond in an emergency. Information will be requested at the beginning of each school year and retained in a location readily accessible to the appropriate district personnel. Parents/Guardians are encouraged to provide additional medical information throughout the year as they deem necessary for district staff to assist the student.

The district will also request that each employee provide information on any medical conditions of which the district needs to be aware for accommodation purposes or to adequately assist the employee in an emergency. Employees will be asked to designate persons the district may contact in an emergency.

Medical Emergencies

1. Cardiopulmonary Resuscitation (CPR) – The school nurse may maintain a list of staff members who have submitted certification that they are trained in CPR and provide the list to appropriate personnel.

2. Automated External Defibrillators (AEDs) – If the district is equipped with AEDs, the superintendent or designee will:

    - Provide for training on use of the device;
    - Ensure that the locations of all AEDs comply with any applicable regulations governing placement;
    - Ensure that the equipment is maintained and tested according to the manufacturer's instructions and tested at least every two years and after each use; and
    - Ensure an inspection is made of all AEDs on the premises every 90 days. The inspection will focus on potential operational issues including a blinking light or other obvious defects that may indicate a loss of functionality.

3. Pre-Filled Epinephrine Auto Syringes – The school nurse or another employee trained and supervised by the school nurse may administer pre-filled epinephrine auto syringes, when available, to students in accordance with written protocols provided by the authorized prescriber.

4. Asthma-Related Rescue Medications – When available, asthma-related rescue medications may be administered by the school nurse or another employee trained and supervised by the nurse when the nurse or trained employee believes, based on training in recognizing an acute asthma episode, that a student is having a life-threatening asthma episode.

5. Opioid Antagonists – Naloxone (brand name Narcan) will be administered, when available, by nurses and others trained in the administration of naloxone to individuals suspected of having an opioid-related drug overdose.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 167.621, RSMo.	State Statute
§ 167.624, RSMo.	State Statute
§ 167.630, RSMo.	State Statute
§ 167.635, RSMo.	State Statute
§ 170.005, RSMo.	State Statute
§ 170.310, RSMo.	State Statute

Policy EBBC: LACTATION SUPPORT

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 09/11/2024

For the convenience of district staff, students, and the public, and to support the care of children, the district will provide accommodations as required by law for lactation activities. For the purposes of this policy, "lactation activities" include expressing breast milk, breastfeeding a child, or addressing other needs related to lactation. The district will provide employees and students a minimum of three opportunities during a school day, at intervals agreed upon by the district and the individual, to express breast milk or breastfeed a child for at least one year following the child's birth.

Lactation Rooms

In accordance with state law, the district allows breastfeeding or expressing breast milk, with discretion, in any public or private location where the person is otherwise authorized to be. To further accommodate lactation activities, the superintendent or designee will identify at least one room that is not a restroom in each school building to be used exclusively for lactation activities. The room will meet the requirements of state and federal law.

The district-provided location will be near a sink with running water and a refrigerator to store expressed milk. The 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.

Employees

Employees are encouraged to notify their supervisors in advance if they need reasonable accommodations for lactation activities. Accommodations will be provided as required by law after an interactive process with the employee. Supervisors will work with employees to address arrangements and scheduling to minimize disruptions to the school day and ensure that duties are covered.

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

Providing breaks to classroom teachers and other employees who directly supervise students throughout the day is particularly challenging because students cannot be left unsupervised and student learning cannot be disrupted. The district asks these employees to be particularly flexible and, when possible, to use planning periods, lunch breaks, routine breaks in their class schedule, or other free time to meet their lactation-related needs.

Employees experiencing limitations related to pregnancy, childbirth, or related medical conditions may also seek other reasonable accommodations in accordance with law.

The district will not deny employment opportunities or take adverse employment action against an employee who has requested reasonable accommodations.

This policy does not entitle an employee to bring or keep an infant at work during times when the employee is required to be working.

Students

Lactating students should contact the counselor or Title IX coordinator, who will make arrangements with the student to create a schedule that results in the least amount of missed class time. Students will be allowed to make up work missed due to lactation activities. If it is not possible to make up the missed work, the student will be provided an alternative assignment.

This policy does not entitle a student to bring an infant to school during the school day when the student is required to be in class.

Public

Members of the public are allowed to engage in lactation activities while on district property and may use the district's designated lactation rooms to do so.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§§ 160.995	State Statute
§§ 191.918, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1681	Title IX of the Education Amendments of 1972
29 U.S.C. § 218(d)	PUMP Act
29 U.S.C. §§ 201 – 262	Fair Labor Standards Act
29 U.S.C. 207	Federal Statute
42 U.S.C. §§ 2000e-1-2000e-17	Pregnancy Discrimination Act
42 U.S.C. §§ 2000e-1-2000e-17	Title VII of the Civil Rights Act of 1964
42 U.S.C. §§ 2000gg-1 – 2000gg-6	Pregnant Workers Fairness Act

Policy EBC-2: EMERGENCY DRILLS **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

(Districts Required to Hold Earthquake Drills)

As part of the implementation of the district's adopted crisis intervention plan, the superintendent or designee has the responsibility for developing and maintaining the district's emergency preparedness plans and emergency drill schedules.

Students and staff members will be retained at the building site during actual emergency conditions for safety reasons. Emergency procedures to be followed will be posted in each building and communicated to parents, students, and staff.

Emergency Drills

The superintendent or designee, in cooperation with the building principals, will develop emergency drills for fires, tornados, bus emergencies, earthquakes, bomb threats and armed intruder/active shooter situations. Additional emergency drills may be developed and practiced at the discretion of the superintendent. Instruction on all emergency drills shall be given early in the school year, and emergency drills shall be held regularly throughout the year. The district will conduct emergency drills as required by law and policy and will ensure that the number of emergency drills conducted is sufficient to give instruction and practice in proper actions by staff and students during lockdown, shelter-in-place and evacuation. Emergency exiting procedures will be posted near the door in each building.

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.

The superintendent or building principal will schedule and execute emergency drills. Principals who schedule emergency drills will provide the superintendent advance notice of the drills. The district will cooperate and coordinate emergency drills with other community agencies such as the fire department, law enforcement officials, emergency medical services and local emergency planning committees.

Pursuant to law, armed intruder/active shooter drills will be conducted and led by law enforcement professionals. 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.

Emergency evacuation drills on school buses will be conducted for all students in grades kindergarten through six at least once per semester with the first drill completed prior to October 31 annually.

Earthquake Preparedness Disaster Plans and Drills

In accordance with law, the superintendent or designee, cooperating with building principals, shall develop and implement a districtwide school building disaster plan to protect students and staff before, during and after an earthquake. The plan will be designed specifically to minimize the danger to students, staff and district property as a result of an earthquake and will be ready for implementation at any time. The superintendent or designee will request assistance with developing and establishing the earthquake emergency procedure system from the State Emergency Management Agency (SEMA) and any local emergency management agency located within district boundaries.

An emergency exercise will be held at least twice each school year that will require students and staff to simulate earthquake emergency conditions and practice the procedures that are to be implemented under such conditions.

The superintendent shall develop a program that ensures that all students and staff of the district are aware of and properly trained in the earthquake emergency procedure system. This emergency procedure system shall be available for public inspection at the district office during normal business hours.

At the beginning of each school year, the district shall distribute to all students information from the Federal Emergency Management Agency (FEMA), SEMA and other sources in order to help students understand the causes

and effects of earthquakes and the best and latest safety measures available to them in an earthquake situation.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 170.315, RSMo.	State Statute
§ 320.010, RSMo.	State Statute
§§ 160.451-.457, RSMo.	State Statute
5 C.S.R. 30-261.010	State Regulation

Administrative Procedure EBC-2-AP(1): EMERGENCY DRILLS - (Emergency Closings)

Status: DRAFT

Original Adopted Date: Pending

Students will be informed of the appropriate action to take in an emergency. Emergency drills for fire, weather, and other disasters shall be conducted each school year in accordance with the requirements of counties, municipalities, or fire protection districts in which district buildings are located. In any case, a minimum of two fire, two earthquake, two tornado and two bus evacuation drills each shall be conducted regularly during the academic school year.

Each attendance center shall develop and maintain a written plan containing emergency and disaster procedures. The plan will be communicated and reviewed with employees. The emergency plan shall include:

1. Assignment of employees to specific tasks and responsibilities.
2. Instructions relating to the use of alarm systems and signals.
3. Specific provisions for warning and evacuation of individuals with specialized needs.
4. Information concerning methods of fire containment.
5. Systems for notification of appropriate persons and agencies.
6. Information concerning the location and use of firefighting equipment.
7. Specification of evacuation routes and procedures.
8. Posting of plans and procedures at suitable locations throughout the facility.
9. Evacuation drills which include the actual evacuation of individuals to safe areas.
10. An evaluation for each evacuation drill.

Notification of school closings due to inclement weather will be announced on local radio, television stations and on the district's website.

Similar announcements will also be made if the opening of any or all schools will be delayed or if any schools will be dismissed due to weather conditions and/or other emergencies.

On days when school is not in session because of inclement weather or other emergency closings, there will be no student-related activities in the school buildings, unless approved by the superintendent.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 170.315, RSMo.	State Statute
§ 320.010, RSMo.	State Statute
§§ 160.451-.457, RSMo.	State Statute
5 C.S.R. 30-261.010	State Regulation

Administrative Procedure EBC-2-AP(2): EMERGENCY DRILLS - Emergency Dismissal of School

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The superintendent is authorized to close, cancel, or modify school schedules if 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. If the superintendent decides to dismiss school, the board 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 procedures define the expectations for various employee groups of the Ferguson-Florissant School District when emergency dismissal occurs.

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 lose compensation but will be expected to be present on days when school has been rescheduled 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.

Custodians and Facilities Personnel

Custodial and facilities personnel are expected to report to work if needed on days of dismissal for inclement weather, emergency dismissal days, and days with delayed starts when it is deemed safe by the superintendent. The head/lead custodians or their designees 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 or 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 the snow is cleared. Once snow is cleared to the satisfaction of the head or lead custodian or their designee, they will notify the facilities department and release the employees.

For any hours when school is 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 worked beyond 40 hours for a particular week are subject to the Fair Labor Standards Act and related regulations (1.5 the regular rate).

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 at work on days when school is dismissed for inclement weather. Support personnel will not lose compensation for days when school is dismissed for inclement weather-up to the number of days built into the calendar for such purposes. Support staff will be expected to work on days when school has been rescheduled 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.

Administrators

Principals will not be required to be at work 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.

All other 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.

If an administrator is required at the work site, notification will be made through the respective immediate supervisor.

Version EBC-AP2.1A.FER

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 170.315, RSMo.	State Statute
§ 320.010, RSMo.	State Statute
§§ 160.451-.457, RSMo.	State Statute
5 C.S.R. 30-261.010	State Regulation

Policy EBCA: CRISIS INTERVENTION PLAN

Status: DRAFT

Original Adopted Date: Pending

The district has a crisis intervention plan to help school district administrators and faculty deal effectively with crises that could interfere with the normal daily operation of school. This plan outlines and describes the district's guidelines for responding to most crises. All staff members with a need to know will be provided in-service training concerning these guidelines. Specific information regarding the crisis intervention plan is available in the central and building offices upon request, unless it is considered a closed record pursuant to the Missouri Sunshine Law.

The superintendent or designee shall develop a comprehensive all-hazards emergency response plan. The plan must identify potential emergency situations that may impact the district, include procedures for responding to those emergency situations and address the transition back to pre-emergency status. The plan will be developed based on recommendations from the Missouri Center for Education Safety, the State Emergency Management Agency (SEMA) or other appropriate entities that provide expertise in emergency planning. In addition, the plan will be developed with cooperation from local public-safety first responders and, to the extent possible, will be compatible with city and county plans. The emergency plan will include provisions addressing the needs of special populations of students and will assume a potential shelter-in-place period of up to 72 hours.

Reporting

All district staff are required to report potentially dangerous situations immediately. Each building in the district will foster an environment in which students feel comfortable sharing with a responsible adult any information regarding potentially threatening or dangerous situations.

Community Emergency Plan

The board directs the superintendent or designee to recommend an emergency preparedness plan, subject to board adoption, to address the use of school resources (including school facilities, commodity foods, school transportation and equipment) if a natural disaster or other community emergency occurs. The plan will authorize the superintendent or other designated school official to approve the use of school resources to provide relief to the community if an emergency occurs. The use of school resources under this section shall be subject to review by the board within 30 days of authorization or as soon as reasonably possible.

Crisis and Emergency Plan Records

In accordance with law and district policy, the district will close records pertaining to school security guidelines, policies and response plans; structural plans of real property; security systems; and access and authorization codes for security systems.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.480, RSMo.	State Statute
§ 610.021, RSMo.	State Statute

Policy ECA-1: BUILDING AND GROUNDS SECURITY

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

It is the goal of the district to provide a safe learning environment for students and a safe working environment for employees. The board directs the superintendent or designee to routinely inspect the district's property and bring proposals for improving security to the board.

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 security advisory committee will meet once per semester or more often if necessary.

The committee shall be composed of the following:

1. Security Supervisor
2. Director of Safety and Security, Chair
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 Ferguson-Florissant National Education Association representatives (one per level)
9. School district bus driver

Property Access

In general, district buildings and property are not open to the public unless the district has specifically opened a building or property for public use or for an event to which the public is invited. The superintendent or designee will establish regular business hours and locations where members of the general public may contact the district and interact with district employees.

The superintendent or designee will set hours when parents/guardians may drop off and pick up their students. The district is not responsible for the supervision of students except during regular school hours or other times designated by the district.

The superintendent or designee will determine which district employees need access to district buildings or grounds outside regular building hours and provide those employees with keys or electronic access. The district will maintain a list of employees with access and will routinely monitor this list to ensure that only current employees continue to have access. An employee's access may be revoked at any time. Allowing unauthorized persons access to district keys is prohibited and is cause for disciplinary action and/or termination.

All district employees and volunteers are required to maintain security in district buildings, enforce building access rules and take action when doors are left unsecured or district security is otherwise compromised.

Security Personnel

The district may employ or contract for trained and appropriately licensed personnel or independent contractors to provide security during the regular school day, after regular business hours or during events or activities where additional security is determined necessary.

Surveillance Cameras

The district utilizes surveillance equipment on district property and in district facilities for security purposes.

Firearms and Other Weapons

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” includes school buildings, campuses, any school vehicle, or school bus.

School activities include activities on campuses and school-sponsored events attended by district students whether on or away from district premises.

The possession of weapons by any person is prohibited, 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 security officer authorized by 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. Possession of weapons by students is governed by policy JFCJ and regulation JG-R1.

The prohibition against possessing weapons on school property applies to weapons present in any vehicle parked on school property, regardless of whether the weapon is concealed or openly displayed, and regardless of whether the vehicle is owned and/or operated by a student, parent, patron, vendor, or any other person or entity, except as otherwise explicitly provided in this policy.

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 in accordance with policy KK 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 a period deemed appropriate by the superintendent and/or the board of education. Failure to comply with this policy may also result in referral to law enforcement authorities.

Loss, Damage and Theft

The superintendent or designee will establish controls to prevent the loss, damage and theft of district property. The administrators, department heads and supervisors of programs, buildings and departments are responsible for creating and enforcing practices and protocols to secure equipment and supplies and for budgeting for the locks, safes or storage facilities necessary to prevent loss and theft and to protect district property.

All district employees must report missing or damaged property to their supervisor as soon as they become aware that property is missing or damaged. District patrons and students are encouraged to report incidents of damage to or theft of district property. All reports of missing or damaged property will be investigated.

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.

The board shall seek all legal redress against persons found to have committed acts of willful or malicious abuse, destruction, damage or theft of district property. The superintendent or designee is authorized to file charges on behalf of the district for theft, vandalism or other criminal activity involving district property.

Students found guilty of theft or willful damage to any district property will be disciplined in accordance with board policies and regulations. Any employee whose actions or inactions cause the loss, damage or theft of district property may be disciplined or terminated. The district will seek restitution for willful damage to district property under the laws of this state. In the case of minors, restitution will be sought from their parents/guardians.

Security Records

In accordance with law and district policy, the district has closed records pertaining to district security guidelines, policies and response plans; structural plans of real property; security systems; and access and authorization codes for security systems. Other security-related records will only be provided to members of the public upon request when required by law.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 537.045, RSMo.	State Statute
§ 571.030, RSMo.	State Statute
§ 571.107, RSMo.	State Statute
§ 574.085, RSMo.	State Statute
§ 610.021, RSMo.	State Statute
11 C.S.R. 75-17.10-040	State Regulation

Federal	Description
2 C.F.R. § 200.313	Federal Regulation

Administrative Procedure ECA-1-AP(1): BUILDING AND GROUNDS SECURITY **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Building Security

The superintendent or designee will ensure that all district buildings are secured at all times. The principal or designee of each school building will ensure that all doors other than the main entrance are secured during the school day.

All doors will be secured after regular business hours unless there is an activity scheduled. During a scheduled activity, the portions of the building not used for the activity will be secured to the extent possible.

The building administrator will designate employees responsible for locking, unlocking and regularly monitoring the doors. Teachers will be responsible for securing windows and doors in their classrooms. It is essential that all district employees and volunteers maintain security in district buildings, enforce building access rules, and take action when doors are left unsecured or district security is otherwise compromised.

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 to building security personnel. 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 identification 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.

Property Access

Employees

Employees may be provided keys or electronic access in accordance with board policy. The superintendent or designee will immediately take action to retrieve keys or terminate the electronic access of any employee who resigns or is otherwise terminated from employment. Employees who resign or are otherwise terminated will be required to immediately return all keys and access cards to their supervisors or the district's designated security office. If an employee fails to return all keys or access cards, the superintendent or designee will take action to secure district property including, but not limited to, changing access codes, changing locks and contacting local law enforcement.

Outside Entities

In general, outside entities using district property should not be given keys or electronic access, and district employees will be designated to provide access to outside entities. The superintendent may provide outside entities with keys or electronic access when, in the opinion of the superintendent, doing so will not result in misuse or damage to property or pose a threat to students, staff or visitors. The superintendent will keep a current list of all outside entities who have keys or electronic access, including a record of the key number, access code or card number. The superintendent or designee will retrieve keys or terminate electronic access as soon as the outside entity no longer needs access.

No officer or employee of the district other than the superintendent is authorized to provide keys or electronic access to outside entities.

Security of School Grounds

District administrators and maintenance personnel will be responsible for conducting regular security inspections of school facilities and grounds for conditions that could potentially compromise school security. Regular inspections will minimally include the following:

1. All locks and latches on doors, windows and other means of entry will be checked for functionality.

2. All building features that could aid in unauthorized building or roof access, such as downspouts, window ledges, fire escapes and maintenance access areas will be noted. Features that cannot be changed will be given attention in regular school security procedures.

3. All school grounds that could aid in unauthorized access or provide blind spots or hiding places such as landscaping, fences and design of parking areas will be noted. Features that cannot be changed will be given attention in regular school security procedures.

Buildings and property that pose security concerns but are not covered by the above will be identified, and specific plans will be developed for those buildings and property. The district will seek the assistance of law enforcement representatives in identifying potential hindrances to school security and will amend the security inspection list as necessary.

Whenever possible, the district will take measures to correct any areas that compromise school security.

Firearms

The school will provide a secured area for storage of firearms permitted on campus under Missouri law. All firearms will be unloaded before storage and stored separately from ammunition. Participants in "school-sanctioned firearm events," as allowable under the law and board policy, will not be permitted to check out their firearms prior to the start of the event and must be under direct supervision of a district staff member at all times while in possession of a firearm. Under no circumstances will unsecured firearms be left unattended on school grounds.

Reporting Vandalism, Damages and Theft

The building administrator will prepare a full and complete report of any theft of items on school property or vandalism or damage to school buildings, facilities, furniture, equipment or other school property. Copies of the report will be forwarded to the superintendent and the appropriate law enforcement agency.

The superintendent or building administrator may sign a complaint against the person or persons involved in the act of theft, vandalism or damage to school property when deemed necessary. The superintendent.

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State	Description
§ 537.045, RSMo.	State Statute
§ 571.030, RSMo.	State Statute
§ 571.107, RSMo.	State Statute
§ 574.085, RSMo.	State Statute
§ 610.021, RSMo.	State Statute
11 C.S.R. 75-17.10-040	State Regulation

Federal	Description
2 C.F.R. § 200.313	Federal Regulation

Policy ECB: BUILDING AND GROUNDS MAINTENANCE

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board of education is charged with the care and keeping of all property provided to the district by the public. Research shows that the condition of the district's facilities has an impact on both teaching and learning. Well-maintained facilities improve student achievement, and inadequately maintained facilities have a negative impact on student achievement and staff and student morale. Based on its recognition that student achievement is the top priority in the district, the board directs the superintendent or designee to implement a program of preventive maintenance to protect and improve the district's facilities. The program will include:

1. Regularly scheduled inspections. The director of facilities will inspect each building in the district annually. An inspection report will be filed at the building and in the office of the assistant superintendent of business services.

2. Procedures for reporting dangerous conditions.

3. Procedures for receiving and responding to requests for repairs. These procedures will include methods for tracking the completion of requested repairs and documenting reasons any repairs are not made.

4. Annual evaluation of maintenance staffing needs.

5. A cleaning/disinfecting checklist based on best practices for minimizing the spread of disease.

6. The use of cleaning products and procedures in accordance with recommendations by the Missouri Department of Elementary and Secondary Education (DESE). A list of recommended products and procedures will be provided to each school in the district.

The superintendent and the administrative staff will ensure that all professional and support staff know and follow the proper procedures for the maintenance of school property. Failure of any employee to implement procedures as directed will result in discipline.

Pursuant to state law, the superintendent will direct those responsible for the maintenance of the district's grounds to implement procedures to prevent any noxious weeds located on district property from going to seed. All control methods used will be consistent with any integrated pest management procedures used by the district.

Annual budget recommendations by the superintendent shall include adequate allocations for maintenance of district facilities.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§§ 177.011-.031, RSMo.	State Statute

MSIP	Description
L-10	MSIP STANDARDS

Policy ECD: TRAFFIC AND PARKING CONTROLS

Status: DRAFT

Original Adopted Date: Pending

The district allows driving on district property and parking in designated spaces on district property for the convenience of students, employees and visitors to district facilities.

Driving and parking on district property are privileges, not rights. District administrators have the authority to prohibit any person from driving or parking on district property and may direct any person to move his or her vehicle. District buses and other vehicles the district owns or uses will be given preference over other vehicles. A person who does not yield to district vehicles, refuses to move a vehicle as directed by district employees, operates a vehicle in a manner that is not safe, or otherwise refuses to follow district rules or employee directives will be prohibited from driving or parking on district property and may be excluded from district property. District employees and students may also receive additional discipline.

Any behavior or item prohibited in school (including, but not limited to, weapons, alcohol and tobacco products) is also prohibited in district parking lots and in vehicles on district property.

Vehicles parked on district property may be searched in accordance with law.

The superintendent or designee, with the aid of local traffic authorities, will develop a plan for accommodating the flow of traffic on school driveways, particularly at the beginning and end of the school day and before and after school events. The superintendent or designee is directed to appropriately designate crosswalks and loading zones for the safety of students and others. When necessary, the district will request assistance with traffic control from local law enforcement.

The superintendent or designee is directed to clearly mark and maintain parking spaces and will designate parking areas for students and employees. The district will also designate parking spaces for individuals with disabilities and appropriately mark them in accordance with law. Students who drive to school and wish to park on school property during the school day must obtain and display a parking permit to do so. If the number of permit requests exceeds the number of available spaces, the superintendent or designee will develop a system of processing requests, such as giving priority to seniors, students who have mobility issues or students who participate in activities that occur before or after school. The superintendent or designee may assign other conditions for receiving parking permits including, but not limited to, maintaining adequate grades and good conduct.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 171.011, RSMo.	State Statute
§ 177.011, RSMo.	State Statute
§ 301.143, RSMo.	State Statute
§§ 8.610-.655, RSMo.	State Statute

Federal	Description
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act

Policy ECG: ANIMALS ON DISTRICT PROPERTY

Status: DRAFT

Original Adopted Date: Pending

Animals are not allowed on district property, including district transportation, except in accordance with law and policy.

Definitions

The following definitions shall be used for the purpose of applying this policy.

Animal – Any nonhuman creature.

Handler – The individual responsible for the care and control of an animal. The handler for a service animal will generally be the individual with a disability served by the animal; however, under some circumstances, the handler may be someone other than the individual with the disability.

Mental Health or Psychiatric Service Dog – A dog individually trained for its owner to perform tasks that mitigate or assist with difficulties directly related to the owner's diagnosed psychiatric disability, medical condition or developmental disability as recognized in the most recently published Diagnostic and Statistical Manual of Mental Disorders.

Service Animal – Any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical or sensory disability or a psychiatric, intellectual or other mental disability. The work or tasks performed by a service animal must be directly related to the disability of the individual being served. Examples of work or tasks include, but are not limited to: assisting individuals who are blind or have low vision with navigation and other tasks; alerting individuals who are deaf or hard of hearing to the presence of people or sounds; providing nonviolent protection or rescue work; pulling a wheelchair; assisting an individual during a seizure; alerting individuals to the presence of allergens; retrieving items such as medicine or a telephone; providing physical support and assistance with balance and stability to individuals with mobility disabilities; and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The term "service animal" includes a mental health or psychiatric service dog as defined in Missouri law.For the purposes of this policy and subject to the limitations herein, a miniature horse will also be considered a service animal.

Tether – A harness, leash or other similar restraint.

Therapy Animal – Any animal that is not a service animal and whose primary purpose is to provide emotional support, well-being, comfort or companionship.

Service Animals

Service animals are permitted on district property, including district transportation, in accordance with law. The district will make modifications as necessary to allow for the presence of service animals; however, if the service animal is a miniature horse, the district will first determine if such modifications are reasonable by considering the size and weight of the miniature horse and whether the horse's presence in the facility compromises legitimate safety requirements.

All service animals must be under the control of their handlers. Service animals must have a tether unless the handler is unable to use one or unless the use of a tether would interfere with the service animal's safe, effective performance. Animals that are not tethered must be under the control of the handler through some other means, such as voice commands or hand signals.

The district will not allow service animals to remain on district property if they are not housebroken or are out of control. If a service animal is properly excluded from district property, the individual with a disability served by the animal will be given the opportunity to participate in the program, service or activity without having the service animal on district property.

District officials may verify that an animal qualifies as a service animal by asking whether the animal is required because of a disability and what work or tasks the animal has been trained to perform, if it is not readily apparent. Except as otherwise specified in this policy, district officials will not inquire about the nature or extent of the individual's disability or require the individual to provide documentation that the animal is a service animal.

It is a crime to misrepresent a dog as a service dog when requesting to use the dog as an accommodation under the Americans with Disabilities Act.

Animals as Accommodations for Employees and Students

Employees and students may use service animals pursuant to the "Service Animals" section of this policy; however, the district may make additional inquiries about the nature and extent of the employee's or student's disability as permitted by law.

Employee requests for use of an animal other than a service animal as an accommodation must be made in accordance with board policy. If the employee's request for an animal other than a service animal is granted, the rules for use of the animal will be specified at the time the accommodation is granted.

A student with a disability will be allowed to have an animal other than a service animal as an accommodation only in accordance with the student's individualized education program (IEP) or Section 504 plan. If a student's IEP or Section 504 plan allows the use of an animal other than a service animal, the special education director, compliance officer or designee will work with the student and the parents/guardians of the student to create a plan for the animal's care. The student will be primarily responsible for the care and control of any animal used as an accommodation unless otherwise provided in the IEP or Section 504 plan.

Animals Used in Instruction

General

1. Animals with venom that is harmful to humans will not be allowed on district property.

2. An animal will not be allowed on district property without proof of current vaccinations to prevent the spread of diseases, such as rabies, to humans unless vaccinations are not required in the opinion of a veterinarian.

3. Animals are prohibited from being on district property if anyone has been ticketed or charged for the behavior of the animal.

4. Animals will never be maintained in or near an area where outside air is brought into district buildings.

5. Live animals may not be transported on district transportation that is used primarily for student transportation and must be kept in a pen, cage or tank while on district property unless the building administrator specifically permits an exception.

6. If students will be handling live animals, the employee responsible for the animal must instruct the students in proper handling techniques designed to minimize the danger of injury to the students and the animal. Protective clothing or equipment must be used when warranted.

Therapy Animals

Staff members may use therapy animals in the course of their regular duties only after receiving permission from the administrator of the building where the animal will be used. Before permission to use therapy animals is granted, staff members must provide:

1. Proof that the animal is certified to be a therapy animal.

2. An explanation of how the animal will be used, including research supporting the use of therapy animals.

3. A plan for how the staff member will provide for the care and control of the animal.

4. A plan for how the staff member will accommodate students with allergies to the animal.

Animals Used as Part of the Curriculum

Staff members who wish to use live animals to implement the curriculum must obtain permission from the administrator of the building where the animal will be used prior to introducing an animal into the curriculum. Before

permission to use live animals to implement the curriculum is granted, staff members must provide their building administrator with:

1. A statement that the animal does not present a danger to students or staff members.
2. A statement of the instructional purpose, tied to the district's curriculum, that the animal will serve.
3. A plan for how the staff member will provide for the care and control of the animal.
4. A plan for how the staff member will accommodate students with allergies to the animal.

The requirements of this subsection will be waived for courses that routinely use live animals, such as courses in the district's agriculture instruction program, when the course curriculum has been approved by a supervisor.

Animal Habitats

As part of the instructional program, students and staff members may be granted permission to develop habitats that attract various forms of wildlife. Any plan to develop a habitat must be presented to the appropriate building administrator in advance of the project. The building administrator will consult with the central office administrator responsible for facilities and grounds prior to giving approval for the project.

Animals Used by Law Enforcement

The district allows the use of animals by law enforcement personnel in conjunction with the performance of their official duties. The district will work with law enforcement to avoid frightening students or unduly disrupting instruction when using animals.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§§ 209.150-.162, .200-.204 RSMo.	State Statute

Federal	Description
28 C.F.R. Part 35	Nondiscrimination Based on Disability
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act

Policy EEA: STUDENT TRANSPORTATION SERVICES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board, in accordance with state law, may provide free transportation for eligible students attending the district's schools. The superintendent shall ensure that the transportation services of the district meet all of the requirements established by the Missouri Department of Elementary and Secondary Education as well as the policies that pertain directly to the qualifications of transportation operators and operational procedures adopted by the board of education.

Only those students who meet eligibility requirements by means of residence will be permitted to use district transportation for the purpose of travel to and from school. Students living one mile or more from school will be entitled to free transportation to and from school at the beginning and end of the school day. The board may also provide transportation to resident students who live less than one mile from school following the current transportation procedures and guidelines.

Transportation for a student with a disability will be provided if the IEP team determines that such transportation is necessary as a related service due to the student's disability. Transportation for special education students or students classified as homeless will be provided in accordance with law.

The superintendent shall ensure that the transportation services of the district meet all state and federal laws as well as other requirements of the board of education. Students may be transported in leased vehicles, private vehicles, common carriers or other contracted transportation as allowed by law and permitted by the board. All district employees or other persons who drive district-owned or district-leased transportation or who transport students in private vehicles as an agent for the district must meet applicable state and federal laws as well as district policies and procedures.

The superintendent will present to the board a plan for student transportation services for the district no later than the end of October of each year for initial approval and no later than the end of June for the final approval of modifications made during the school year. The plan should follow the procedures set by the State Board of Education.

Transportation Records and Reports

The superintendent or designee shall provide for the proper accounting of student transportation records and reports in the school district and shall be responsible for preparing and submitting to the State Board of Education the necessary reports for apportioning state transportation aid, in addition to reports for statistical purposes and for the proper maintenance and administration of the district’s transportation services.

District Transportation Safety

School officials must provide safe transportation of district students to and from school. Drivers, students and district personnel will follow all laws and district policies and procedures.

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. 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. Drivers will be given safety instruction in school bus operations and student management.

District vehicles carrying students will be considered extensions of the school environment. Any student whose conduct on district transportation is improper or jeopardizes the safety of other students may be suspended from district transportation services and may be disciplined in accordance with district policy. Uniform rules of conduct and the District Student Discipline Code will be enforced. Students with disabilities will be disciplined according to law.

Access to all district transportation is limited to authorized riders and staff. All district staff and drivers shall report any instance of trespass to appropriate administrators and law enforcement agencies.

Special Use of District Transportation

District vehicles will be used solely for district-sponsored activities, including district extracurricular activities and

organizations, community school and adult education activities, and for community residents in extreme emergencies requiring movement of large groups.

NOTE: For further information, see the School Transportation Administrator's Handbook.

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 students.

Staff and Administrators Transporting Students

While it is the responsibility of the school district to transport students, on rare occasions, employees, administrators, or their designee may need to transport students in a personal vehicle for school purposes. 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 ten days. Any employee driving a district vehicle shall have a pre-employment and post-accident drug and alcohol test as provided in policy GBEBB and accompanying procedures.

District insurance plans require the personal automobile policy of the employee 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 employee's personal insurance coverage. Administrators or designees will not be in violation of board policy if they decline to transport a student.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 161.670, RSMo.	State Statute
§ 163.161, RSMo.	State Statute
§ 178.510, RSMo.	State Statute
§ 301.010, RSMo.	State Statute
§ 302.272, RSMo.	State Statute
§ 304.050, RSMo.	State Statute
§ 304.060, RSMo.	State Statute
§ 569.155, RSMo.	State Statute
§§ 162.670-.955, RSMo.	State Statute
§§ 167.231-.251, RSMo.	State Statute
5 C.S.R. 30-261.010	State Regulation
5 C.S.R. 30-261.045	State Regulation
MO COURT	McVey v. Hawkins, 258 S.W. 2d 927 (Mo. banc 1953)

Federal	Description
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
42 U.S.C. §§ 11431-11435	McKinney - Vento Homeless Children's Assistance Act

Federal	Description
FEDERAL COURT	Luetkemeyer v. Kaufman, 364 F. Supp. 376 (W.D. Mo. 1973)

Administrative Procedure EEA-AP(1): STUDENT TRANSPORTATION SERVICES - (Student Transportation in Private Vehicles and Common Carriers) **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/26/2024

Section 304.060, RSMo., authorizes vehicles other than approved school buses to be used for transportation of students subject to regulations adopted by the State Board of Education. The district, its officers and employees, volunteers, and every person employed under contract by a school district shall be subject to these regulations. All contracts executed for transporting children in school buses on behalf of the district shall include a reference to these regulations.

This procedure does not apply to private carpooling arrangements or persons transporting their own children unless parents/guardians are transporting students in accordance with an agreement with the district to provide student transportation on the district's behalf.

Requirements for Transportation of Students in Vehicles Designed for Transporting More Than Ten Passengers Including the Driver

Vehicles designed to carry more than ten passengers, including the driver, that are used to transport students to or from school or to transport students to or from any place for educational purposes or school purposes shall meet state and federal specification and safety standards applicable to school buses. Contract common carriers meeting federal Department of Transportation standards may be used for field trips as outlined later in this procedure.

Requirements for Transportation of Students in Vehicles Designed for Transporting Ten Passengers or Fewer, Including the Driver

1. The number of passengers, including students and driver, that may be transported at any one time shall be limited to the number the manufacturer suggests as appropriate for that vehicle in accordance with § 304.060, RSMo., or if not posted in the vehicle, then limited to the number of seat belts in the vehicle.

2. The driver and each passenger shall be properly secured with the appropriate seat restraint at all times while the vehicle is in motion.

3. Motor vehicles designed for enclosed passenger transportation may be used subject to board approval.

4. Motor vehicles shall be licensed according to law and shall display a current state safety inspection sticker.

5. The driver of a district-owned or district-contracted vehicle shall have a valid Missouri operator's license for the motor vehicle operated.

6. The driver of a privately owned vehicle transporting students to and from school or school-related events on the school district's behalf shall have a valid Missouri operator's license for the vehicle operated.

7. Motor vehicles shall have liability insurance coverage in accordance with law. The transportation contracts with private firms or individuals may establish the minimum policy limits the private firm or individual must have in force.

Requirements for Transportation of Students in Authorized Common Carriers

1. Authorized common carriers shall be used only to transport students to and from field trips or other special trips for educational purposes and shall not be used to transport students to and from school. Authorized common carriers, as used in this procedure, are over-the-road, intercity-type coaches equipped with reclining seats and air conditioning. Authorized common carriers must also hold authority from the Missouri Department of Transportation Motor Carrier Services or the Federal Motor Carrier Safety Administration.

2. There shall be a written contract between the district and the individual or firm providing the vehicle.

3. All contracts with authorized common carriers shall include:

    - Proof of liability insurance in the amount of five million dollars per accident.

- Proof of safety inspections and compliance with applicable Federal Motor Carrier Safety Regulations.

4. The driver of an authorized common carrier shall hold a valid Missouri commercial driver's license or a similar license valid in any other state and shall comply with all applicable driver qualifications of the Federal Motor Carrier Safety Regulations.

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State	Description
§ 161.670, RSMo.	State Statute
§ 163.161, RSMo.	State Statute
§ 178.510, RSMo.	State Statute
§ 301.010, RSMo.	State Statute
§ 302.272, RSMo.	State Statute
§ 304.050, RSMo.	State Statute
§ 304.060, RSMo.	State Statute
§ 569.155, RSMo.	State Statute
§§ 162.670-.955, RSMo.	State Statute
§§ 167.231-.251, RSMo.	State Statute
5 C.S.R. 30-261.010	State Regulation
5 C.S.R. 30-261.045	State Regulation
MO COURT	McVey v. Hawkins, 258 S.W. 2d 927 (Mo. banc 1953)

Federal	Description
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
42 U.S.C. §§ 11431-11435	McKinney - Vento Homeless Children's Assistance Act
FEDERAL COURT	Luetkemeyer v. Kaufman, 364 F. Supp. 376 (W.D. Mo. 1973)

Administrative Procedure EEA-AP(2): STUDENT TRANSPORTATION SERVICES - (Employee Use of District Vehicles)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 09/03/2024

Employees may at times be assigned a district vehicle to fulfill their assigned job responsibilities. Employees may be allowed to drive vehicles home if they are on call to respond to emergency situations outside of normal working hours. Employee use of the vehicle is limited to business purposes only. Employees must follow all laws and district policies and procedures regarding transportation.

Prior to driving a district vehicle or obtaining a rental vehicle in the district's name, employees will sign a statement confirming that they received a copy of these procedures.

Accidents Involving District Vehicles

In the event of an accident involving a district vehicle or a vehicle rented in the district's name, the employee operating the vehicle must report the accident using the following guidelines:

1. The employee will not admit to fault or sign any statements at the accident site.
2. If the accident involves another vehicle, person, or personal property, the employee should contact police immediately to file an accident report.
3. Alcohol and drug tests shall be conducted on the employee after any accident where there is a loss of life, an individual is transported by emergency vehicle for medical treatment, or if the employee 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 employee involved in any accident.
4. The employee will be released from regular duties and will be taken by the supervisor or designee to submit to a drug and alcohol test at the district-approved medical facility within two 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.
5. If the accident does not involve another vehicle, person, or personal property, the employee will notify the immediate supervisor as soon as possible to determine if a police report should be completed.
6. The employee will obtain a District Vehicle Accident Report from the immediate supervisor. The employee will complete and submit the form to the immediate supervisor as soon as possible, but no later than 48 hours after the accident.
7. The immediate supervisor will notify the appropriate administrator as soon as possible.
8. If necessary, the immediate supervisor should obtain damage/repair estimates.
9. The immediate supervisor must notify the finance department for insurance purposes.
10. The finance department will contact the district's insurance company to inform them of the accident.
11. No repairs will be made until all the relevant information has been submitted and the department director and administration give their approval.

Disciplinary Action

The superintendent or designee may take disciplinary action against an employee based upon the circumstances of the accident. Discipline may range from a verbal warning/reprimand to suspension without pay, and/or termination. No disciplinary action will be taken if the employee is deemed not at fault for the accident.

Any employee operating a district vehicle, or a vehicle rented in the district's name, who is convicted of a moving violation will pay the ticket and may receive a one-day suspension without pay. The second offense in a 12-month period may result in a five-day suspension without pay. The third offense in a 12-month period may result in termination.

Confidentiality of Records

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, employees shall receive copies of any records pertaining to their use of alcohol or drugs, including any records pertaining to their tests.

Test records shall be made available to a subsequent employer, or other identified persons, only as expressly requested in writing by the employee.

Version EEA-AP2.1A.FER

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 161.670, RSMo.	State Statute
§ 163.161, RSMo.	State Statute
§ 178.510, RSMo.	State Statute
§ 301.010, RSMo.	State Statute
§ 302.272, RSMo.	State Statute
§ 304.050, RSMo.	State Statute
§ 304.060, RSMo.	State Statute
§ 569.155, RSMo.	State Statute
§§ 162.670-.955, RSMo.	State Statute
§§ 167.231-.251, RSMo.	State Statute
5 C.S.R. 30-261.010	State Regulation
5 C.S.R. 30-261.045	State Regulation
MO COURT	McVey v. Hawkins, 258 S.W. 2d 927 (Mo. banc 1953)

Federal	Description
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
42 U.S.C. §§ 11431-11435	McKinney - Vento Homeless Children's Assistance Act
FEDERAL COURT	Luetkemeyer v. Kaufman, 364 F. Supp. 376 (W.D. Mo. 1973)

Policy EEAB: SCHOOL BUS SCHEDULING AND ROUTING

Status: DRAFT

Original Adopted Date: Pending

Bus routes, schedules and stops will be developed under the direction of the superintendent following procedures set by the State Board of Education. The purpose of bus scheduling and routing will be to achieve maximum service with a minimum fleet of buses and to render reasonable and equal service to all eligible students.

School bus routes will be approved by the board no later than October for initial approval, and no later than June for the final modifications made during the school year.

Bus routes will follow the most direct roads practicable for bus travel to serve those students entitled to transportation service. Where an alternate route may be selected without sacrifice of efficiency or economy, preference will be given to that route serving the largest number of students more directly.

Routes will be designed to eliminate as many turn-around points as possible and to employ as nearly as practicable the full carrying capacity for each bus trip. No bus will be overloaded. New routes will be established only when capacity of the existing routes has been reached or is imminent.

Authorized bus stops will be located at convenient intervals for students and in places where students may board and get off, cross highways and await arrival of buses with the utmost safety permitted by highway conditions. The location of the students' residences, the age and grade of the students, the road conditions and the funds available will be considered when determining bus routes.

Students will ride their assigned buses, getting on and getting off at their regularly assigned stops, unless a note from their parent or guardian authorizes students to depart at other than their regular stop or to ride a bus other than their assigned bus. Notes will be subject to approval by the superintendent or designee. In unusual or emergency situations, parents/guardians may request to have their child picked up or dropped off at a different spot by directly communicating to the superintendent or designee.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 163.161, RSMo.	State Statute
§ 167.251, RSMo.	State Statute
5 C.S.R. 30-261.010	State Regulation
School Bus Standards	School Bus Standards
Transportation Administrator's Handbook	Transportation Administrator's Handbook

Policy EF: FOOD SERVICE MANAGEMENT

Status: DRAFT

Original Adopted Date: Pending

The food service program provided by the school district is designed to provide nutritious school meals, snacks and milk to district students in accordance with law. The food service program operates as an integral part of the total school program and contributes to the district's efforts to improve student achievement.

The superintendent, in cooperation with the food service director, is charged with implementing board policy as it pertains to the school food service program and making recommendations to the board about the program and food service personnel. Food service personnel in the schools will be directly responsible to the food service director.

The school food service program will comply with all applicable laws, ordinances, rules and procedures pertaining to health, sanitation, storage and the service of foods. The district will meet all state and federal requirements necessary for participation in school meal programs. The superintendent or designee is authorized to work with the necessary parties to ensure district compliance and, when necessary, submit appeals on behalf of the district.

Building principals shall administer the food service program in their respective schools. Each building principal is responsible for ensuring a safe dining environment and coordinating the food service program with instructional activities and other school and district programs as appropriate.

The food service director is responsible for ensuring that all foods and beverages sold to students during the school day on any property under the jurisdiction of the district meet the nutrition standards established by the U.S. Department of Agriculture (USDA). The food service director will maintain records verifying that all foods meet required nutrition standards or will document any applicable exemption.

Meal Prices and Charges

Meal prices shall be established annually by the board of education in accordance with law.

Unless meals are provided at no charge, the district expects students and employees to pay for meals prior to or at the time of receipt. The ability to charge meals is a privilege, not a right, and is subject to the limitations established in administrative procedures.

Contracted Food Services

The district will contract with a third party to administer its meal services if the board, after consultation with the superintendent, determines it is in the best interest of the district and its students to do so. Contracted food services will be bid in accordance with state and federal law and board policy.

Nondiscrimination Statement and Complaint Process

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the district is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by the USDA. These programs include the National School Lunch Program, the Special Milk Program, the School Breakfast Program and the Summer Food Service Program.

All information the district uses to inform parents/guardians, students and the public about the district's food service program will include a nondiscrimination statement and information on how a complaint may be filed with the USDA.

Any person or representative alleging discrimination based on a prohibited basis has the right to file a complaint within 180 days of the alleged discriminatory action with the USDA Office of the Assistant Secretary for Civil Rights or the district's compliance officer listed in policy AC. Only the U.S. Secretary of Agriculture may extend the time for filing a complaint. Any person who files a complaint will be advised of the application of confidentiality laws, such as the Privacy Act of 1974.

District staff who receive a complaint alleging illegal discrimination in the district's nutrition program will forward the complaint to the district's compliance officer immediately. The compliance officer will note whether the allegation was made verbally or in person and will transcribe the complaint if it is not provided in writing. As required by the USDA, the compliance officer will forward the complaint to the USDA Office of the Assistant Secretary for Civil Rights immediately and will not first attempt to resolve the complaint prior to contacting the USDA.

Community Use of Food Service Facilities

Outside organizations that use food service facilities may be charged a fee in accordance with board policy. The food service director will ensure that supplies provided for the regular food service program, including USDA commodities, are not used by outside organizations.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 167.201, RSMo.	State Statute
§ 167.211, RSMo.	State Statute

Federal	Description
42 U.S.C. §§ 1751-1760	Richard B. Russell National School Lunch Act
42 U.S.C. §§ 1777-1785	Child Nutrition Act

Administrative Procedure EF-AP(1): FOOD SERVICE MANAGEMENT - (Meal Charges) **Status:** DRAFT

Original Adopted Date: Pending

Unless meals are provided at no charge, the district expects students and employees to pay for meals prior to or at the time of receipt. The ability to charge meals is a privilege, not a right, and is subject to the limitations established in this procedure.

Notice

At the beginning of each school year, a copy of this procedure will be provided to every parent/guardian in the district as required by law. In addition, a copy of this procedure, along with information about free and reduced-price school meals, will be provided to the parents/guardians of all students who enroll after the beginning of the school year.

A copy of this procedure will also be provided to all building administrators, staff responsible for collecting payment for meals at the point of service, staff involved with notifying parents/guardians about account balances, school social workers, nurses, counselors, the district liaison for homeless children and youths, and any other staff who regularly assist students in need.

A copy of this procedure will also be posted on the district's website, and information about charging meals will be included in the student handbook.

Employees

Employees may charge meals only after completing the form provided by the district authorizing the district to withhold the amount of any unpaid charges from the employee's pay. The district will withhold amounts due from meal charges in the pay period immediately after the charges are made. Employees may appeal a deduction for meal charges using the process outlined in policy DLB.

Students

1. A student may not accumulate more than ten unpaid meal charges.

2. Students may not charge à la carte items.

3. A student with money in hand will not be denied a meal even if the student has past due charges.

4. Students will not be identified, singled out, shamed or punished by the district for the failure of their parents/guardians to pay for or provide meals, and the district will not withhold student records in violation of law.

Alternative Meals

If the district's meal service line is designed to collect payment prior to students receiving food, a student who has accumulated ten unpaid meal charges and is still unable to pay for meals may be provided an alternative meal. Alternative meals will be on the regular serving line and will be available to all students as an alternative to the regular meal. If a student has been provided a regular meal, that meal will not be taken away from the student even if the student should have been provided an alternative meal due to unpaid meal charges.

Interventions

After a student accumulates five unpaid meal charges, the district will encourage the parents/guardians to submit an application for free and reduced-price meals if an application has not been recently submitted, and the student will be referred to a counselor for intervention. The counselor will:

1. Meet with the student to assess to the extent possible whether the student or the student's family is experiencing hardships, barriers or other circumstances with which the counselor could assist.

2. Make repeated attempts to contact the parents/guardians to notify them of the lunch charges, discuss the situation and any other concerns the counselor may have after meeting with the student, and resolve the

situation.

3. Encourage the parents/guardians to submit the free and reduced-price meals application and inquire about any assistance that might be needed to complete the application.

4. Provide other resources as applicable.

District employees are mandated by the state of Missouri to report any instances of suspected abuse or neglect to the Children's Division (CD) of the Department of Social Services. District personnel will report to the CD any instance where a student's arrival at school with no provision for food leads to a reasonable cause to suspect neglect.

Working with Parents/Guardians

To ensure that parents/guardians have ample opportunity to resolve situations involving unpaid meal charges, the district will:

1. Provide timely notification to parents/guardians when account balances run low (when applicable) and each time their student charges a meal.

2. Invoice parents/guardians for unpaid meal charges during the district's monthly billing cycle, in addition to providing notification of outstanding balances by other means.

3. Work with parents/guardians to create a payment plan that allows for the payment of accumulated balances over time.

Debt Collection

Delinquent Debt

Unpaid meal charges will be considered a delinquent debt 90 days after notice that charges are due when no payment or payment plan agreement has been made. Unpaid charges will be considered delinquent as long as the district determines the debt is collectible and efforts to collect the debt are ongoing. The district will make reasonable efforts to collect delinquent debt, including turning over unpaid meal charge balances to a collection agency when the superintendent or designee determines such action is in the best interest of the district. The district's Nonprofit School Food Services Account (NSFSA) funds may be used to cover the costs of reasonable efforts to collect delinquent debt, including costs associated with using a collection agency.

Bad Debt

When the district determines that collection of delinquent debt is impossible or too costly, the debt will be reclassified as bad debt. Bad debt is debt that will be written off as an operating cost. These costs must be restored using nonfederal funds. NSFSA resources may not be used to cover any costs related to bad debt. Instead, local funds will be used to cover the costs. Local funds include:

1. State revenue matching funds in excess of state revenue matching-fund requirements.

2. State and local funds provided to cover the cost of student meals.

3. Local contributions from organizations or individuals.

4. Revenue from adult meals prepared using resources outside the district's food service and not funded by the NSFSA.

5. Revenue from the sale of à la carte items and profits from foods not purchased with NSFSA funds and funded by an account separate from the NSFSA.

6. Revenues from catering or contracting services that operate from an account separate from the NSFSA.

Records

The district will maintain detailed records pertaining to delinquent and bad debt, including:

1. Evidence of efforts to collect unpaid meal charges.
2. Evidence that collection efforts fell within the time frame and methods established by this procedure.
3. Financial records showing when delinquent debt became bad debt.
4. Evidence that funds written off as bad debt were restored to the NSFSA from nonfederal sources.

Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the district is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by the USDA.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact the USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992 (TDD: (800) 877-8339; Spanish: (800) 845-6136), or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

Mail
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, DC 20250-9410;

Fax
(833) 256-1665 or (202) 690-7442; or

Email
program.intake@usda.gov.

This institution is an equal opportunity provider.

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Version EF-AP1.1D (07/23)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 167.201, RSMo.	State Statute
§ 167.211, RSMo.	State Statute

Federal	Description
42 U.S.C. §§ 1751-1760	Richard B. Russell National School Lunch Act
42 U.S.C. §§ 1777-1785	Child Nutrition Act

Policy EFB: FREE AND REDUCED-PRICE FOOD SERVICE

Status: DRAFT

Original Adopted Date: Pending

School officials will determine student eligibility for free and reduced-price meals, snacks and milk in accordance with state and federal law. Eligible students will be provided meals, snacks and milk either free or at a reduced price if state and federal resources for school food programs are available. The superintendent or designee may establish rules and procedures as needed to accomplish this goal.

The criteria for determining a student's need and the procedures for securing free and reduced-price meals, snacks and milk for the student will be outlined and publicized each year by the district in accordance with law. The criteria and procedures are established at the state and federal level.

The district will establish a school breakfast program or will adopt a resolution requesting a waiver excusing the district from this requirement, in accordance with law. The resolution, if adopted, will be filed with the Missouri Department of Elementary and Secondary Education.

The students who participate in the free or reduced-price meals, snacks or milk program will not be overtly identified, distinguished or served differently than other students and will have the same choice of meals, snacks or milk as other students. The district may charge all students for à la carte menu items. No person other than employees and contracted food service personnel responsible for the administration of the free and reduced-price meals program will have access to information:

1. Obtained from an application for free or reduced-price meals.
2. Received for the purpose of direct verification.
3. Pertaining to eligibility status for free or reduced-price meals, snacks or milk, unless specifically authorized by law.

The superintendent or designee will investigate whether the district can continue to provide meals to students receiving free and reduced-price meals when schools are closed for an extended period due to an emergency or health crisis. The superintendent or designee will determine whether such a program is practically and financially feasible by consulting with:

1. Food service personnel regarding purchasing and supplies.
2. Facilities staff to determine storage options.
3. Local emergency planners to develop a preparation and delivery system.

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Version EFB-C.1E (05/14)

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State	Description
§ 167.201, RSMo.	State Statute
§ 167.211, RSMo.	State Statute
8 C.S.R. 30-3.010-.070	State Regulation

Federal	Description
42 U.S.C. §§ 1751-1760	Richard B. Russell National School Lunch Act
7 C.F.R. Part 210 et seq.	National School Lunch Program
7 C.F.R. Part 215	Special Milk Program

Federal	Description
7 C.F.R. Part 220	School Breakfast Program
7 C.F.R. Part 225	Summer Food Service Program
7 C.F.R. Parts 240, 245, 247, 250	Child Nutrition Programs

Policy EGAA: COPYRIGHT COMPLIANCE

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/03/2025

The Ferguson-Florissant School District will abide by the provisions of current copyright and intellectual property laws.

Copyrighted materials will not be duplicated, reproduced, distributed, or displayed for district-sponsored activities or by using district equipment except in accordance with law.

The superintendent or designee will monitor district compliance. The district will provide all employees with details about "fair use" for instructional use for in-person and virtual education settings and other relevant information regarding copyright law. The district will post a summary of these standards or otherwise make them easily available at each machine used for making copies and in conjunction with instructional technology resources provided to staff and students.

The board does not sanction or condone illegal duplication, reproduction, or distribution of copyrighted material in any form. All district staff are required to notify the superintendent or designee of any potential violation of law or policy. Once notified of a violation, the superintendent or designee will take reasonable steps to remedy the violation. Employees who violate this policy may be disciplined or terminated. Students who violate this policy may be disciplined. All persons who use district resources in violation of law may be prohibited from using district resources in the future and will assume liability for their actions. The district may also seek other legal remedies.

Copyright Infringement Using District Technology

All persons are prohibited from using district technology in violation of any law, including copyright law. Only appropriately licensed programs or software, or material otherwise permitted by limited instructional use authorizations under copyright law, may be used with district technology. Further, no person will use the district's technology to post, publicize, or duplicate information in violation of copyright law. The board directs the superintendent or designee to take all reasonable measures to prevent district technology misuse that violates law. All persons using district technology in violation of law may lose their user privileges in addition to other sanctions.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal	Description
17 U.S.C. §§ 101-117	Copyright

Administrative Procedure EGAA-AP(1): COPYRIGHT COMPLIANCE - (Guidelines)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/03/2025

The superintendent or designee is responsible for establishing practices that will ensure compliance with the provisions of the U.S. copyright law as they affect the district and its employees.

General Responsibilities

Administrators

The building principal or designee is responsible for disseminating and interpreting copyright regulations at the building level. In addition, the principal or designee will:

1. Provide employee training as needed; review district policies and procedures with employees; control the approval process; and maintain written records regarding permissions, responses to requests, and license agreements as necessary.

2. Ensure that budget recommendations include appropriate funds for purchasing the appropriate number of materials or licenses for needed software.

3. Ensure that appropriate warning notices are posted to educate and warn individuals using district equipment of the applicable provisions of the copyright law. Warning notices must be posted:

    - On or near copiers.
    - On forms used to request copying services.
    - At the library and other places where interlibrary loan orders for copies of materials are accepted.
    - In association with information technology provided by the district.

Employees

In the absence of clearly granted rights, employees must contact the copyright holder in writing for permission to manipulate or use information technology provided by the district in alternative ways.

Electronic Instructional Distribution of Copyrighted Work

Permissible Works

1. A nondramatic literary work;

2. A musical work;

3. Reasonable and limited portions of any other work;

4. Display of a work in an amount comparable to that which is typically displayed during a live classroom session.

The permissible works listed above may be shared electronically with students for instructional purposes when the following sharing limitations are observed. These sharing permissions do not apply to copying the main "textbook" for a subject as a means to avoid licensing fees.

1. The performance or display is made by, at the direction of, or under the actual supervision of an instructor as an integral part of the class session.

2. The performance or display is directly related and of material assistance to the teaching content of the course being delivered.

3. Receipt of the content is limited, to the extent feasible, to district employees as part of their official duties and students officially enrolled in the course.

4. Students using copyrighted materials in a remote instructional context are forbidden from sharing the work outside the context of the course.

5. Copyrighted materials shared for these instructional purposes will be removed or otherwise inaccessible to students after they are no longer needed for instruction in the course for which the materials were shared.

6. Instructors must give notice of these requirements, limitations, and the students' limited-use access to covered work within the course in courses where copyrighted materials are used via electronic sharing.

7. Administrators and instructors involved in the coursework content affected by this procedure are charged with:

    - Preventing retention of the copyrighted work in accessible form by recipients for longer than needed for the applicable course;

    - Preventing unauthorized further dissemination of the copyrighted work to others; and

    - Requiring that users refrain from conduct that could reasonably be expected to interfere with copyright owners' own anti-piracy measures (if any).

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Federal	Description
17 U.S.C. §§ 101-117	Copyright

Policy EGAAA: REPRODUCTION OF COPYRIGHTED MATERIALS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

It is the intent of the board to abide by the provisions of current copyright and intellectual property laws as they affect the school district and its employees. The superintendent or designee will create procedures to train employees on the law and monitor district compliance.

Copyrighted materials, whether they are print or nonprint, will not be duplicated, reproduced, distributed or displayed for district-sponsored activities or by using district equipment except in accordance with law.

Details about "fair use" and other relevant information regarding copyright law will be made available to all employees. A summary of these standards will be posted or otherwise made easily available at each machine used for making copies.

The board does not sanction or condone illegal duplication, reproduction or distribution in any form. It is the responsibility of all district staff to notify the superintendent or designee of any potential violation of law or policy. Once notified of a violation, the superintendent or designee will take reasonable steps to remedy the violation. Employees who violate this policy may be disciplined or terminated. Students who violate this policy may be disciplined. All persons who use district resources in violation of law may be prohibited from using district resources in the future and will assume liability for their actions. The district may also seek other legal remedies.

Copyright Infringement Using District Technology

All persons are prohibited from using district technology in violation of any law including copyright law. Only appropriately licensed programs or software may be used with district technology. Further, no person will use the district's technology to post, publicize or duplicate information in violation of copyright law. The board directs the superintendent and/or designee to take all reasonable measures to prevent the use of district technology in violation of the law. All persons using district technology in violation of law may lose their user privileges in addition to other sanctions.

If a content owner reasonably believes that the district's technology has been used to infringe upon a copyright, the owner is encouraged to notify the following designated agent immediately:

Chief of Staff
Address: 8855 Dunn Road, Hazelwood, MO 63042
Phone: 314-687-1920 / Fax 314-310-5990

The district will notify the U.S. Copyright Office of the designated agent's identity. Further, the district's website will include information on how to contact the district's designated agent and a copy of the district's copyright policy. Upon notification, the district's designated agent will take all actions necessary to remedy any violation. The district will provide the designated agent appropriate training and resources necessary to protect the district.

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Version EGAAA-C.1C.FER (10/02)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal	Description
17 U.S.C. §§ 101-117	Copyright

Administrative Procedure EGAAA-AP(1): REPRODUCTION OF COPYRIGHTED MATERIALS - (Usage Guidelines)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The superintendent or designee is responsible for the establishment of practices that will ensure compliance with the provisions of the U.S. copyright law as they affect the district and its employees.

General Responsibilities

1. The building principal or designee will be responsible for disseminating and interpreting copyright regulations at the building level. He or she will provide employee training as needed, distribute and review district policy and administrative procedures with employees, control the approval process and maintain written records regarding permission, responses to requests and license agreements as may be necessary.

   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 procedures document as the basis for the training.

2. The building principal or designee will ensure that budget recommendations include appropriate funds for the purchase of the appropriate number of materials or licenses for needed software.

3. The building principal or designee will ensure that appropriate warning notices are posted to educate and warn individuals using district equipment of the applicable provisions of the copyright law. Warning notices must be posted:

   - On or near copiers.
   - On forms used to request copying services.
   - On video recorders.
   - On computers.
   - At the library and other places where interlibrary loan orders for copies of materials are accepted.

4. The building principal or designee will ensure that building computers and computer labs are used only with proper supervision to help protect against unauthorized copying.

5. The building principal or designee will annually inspect any video collections to ensure all copies are acquired and maintained in accordance with applicable provisions of the copyright law.

6. The district technology coordinator will maintain all computer software license agreements.

   In the absence of clearly granted rights, employees must contact the copyright holder in writing for permission to manipulate or use these technologies in alternative ways.

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Version EGAAA-AP1.1C.FER (10/02)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal	Description
17 U.S.C. §§ 101-117	Copyright

Policy EHB: TECHNOLOGY USAGE

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The district's technology exists for the purpose of enhancing the educational opportunities and achievement of district students. Research shows that students who have access to technology improve achievement. In addition, technology assists with the professional enrichment of the staff and increases engagement of students' families and other patrons of the district, all of which positively impact student achievement. The district will periodically conduct a technology census to ensure that instructional resources and equipment that support and extend the curriculum are readily available to teachers and students.

The purpose of this policy is to facilitate access to district technology and to create a safe environment in which to use that technology. Because technology changes rapidly and employees and students need immediate guidance, the superintendent or designee is directed to create procedures to implement this policy and to regularly review those procedures to ensure that 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 (email); 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, parents, citizens, and others.

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, email 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, email 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 email 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 with approval of the superintendent, assistant superintendent of human resource services, or deputy superintendent of operational services. 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.

The superintendent or designee will create a procedure that allows students, employees or other users to request that the district review or adjust the content filter to allow access to a website or specific content.

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 email, 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.

Inventory and Disposal

The district will regularly inventory all district technology resources in accordance with the district's policies on inventory management. Technology resources that are no longer needed will be disposed of in accordance with law and district policies and procedures related to disposal of surplus property.

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.

Violations of Employment Policies and Other Disciplinary Rules

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 employees in their use of district computer technology and other electronic resources, including use of the email system and internet access. 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 district computer equipment and electronic resources.

Staff should keep knowledge of policy violations confidential and report them to the building or district-level administrators. As with other policy violations, individuals always have the option of reporting them directly to the office of the assistant superintendent for human resources.

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State	Description
§ 170.051, RSMo.	State Statute
§ 182.817, RSMo.	State Statute
§ 431.055, RSMo.	State Statute
§ 537.525, RSMo.	State Statute
§ 542.402, RSMo.	State Statute
§§ 569.095-.099, RSMo.	State Statute
§§ 610.010-.030, RSMo.	State Statute
Ch. 109, RSMo.	State Statute
Ch. 573, RSMo.	State Statute
MO COURT	Parents, Families, and Friends of Lesbians and Gays, Inc V Camdenton R-III Sch Dist. 85 3F.Supp. 2d 888 (W.D. Mo. 2012)

Federal	Description
18 U.S.C. §§ 2510-2520	Electronic Communications Privacy Act
18 U.S.C. §§ 2701-2711	Stored Communications Act
20 U.S.C. § 1232g	Family Educational Rights and Privacy Act
20 U.S.C. § 6312	Elementary and Secondary Education Act
47 C.F.R. § 54.520	Federal Regulation
47 C.F.R. §§ 54.501-.513	E-Rate
47 U.S.C. § 254(h)	Child Internet Protection Act
Fed. Rules Civ. Proc. Rule 34	E-Discovery
FEDERAL COURT	Bethel Sch. Dist. No. 403 v. Fraser, 478 U.S. 675 (1986)
FEDERAL COURT	Beussink v. Woodland R-IV Sch. Dist., 30 F. Supp. 2d 1175 (E.D. Mo 1998)
FEDERAL COURT	Biby v. Bd. of Regents of the Univ. of Nebraska, 419 F.3d 845 (8th Cir. 2005)
FEDERAL COURT	Bystrom v. Fridley High Sch. Ind. Sch. Dist., 822 F.2d 747 (8th Cir. 1987)
FEDERAL COURT	City of Ontario v. Quon, 560 U.S. 746 (2010)
FEDERAL COURT	FCC v. Pacifica Foundation, 438 U.S. 726 (1978)
FEDERAL COURT	Reno v. ACLU, 521 U.S. 844 (1997)
FEDERAL COURT	Ginsberg v. New York, 390 U.S. 629 (1968)
FEDERAL COURT	Sony Corp. of America v. Universal City Studios, Inc., 464 U.S. 417 (1984)
FEDERAL COURT	Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988)
FEDERAL COURT	Henerey v. City of St. Charles Sch. Dist., 200 F.3d 1128 (8th Cir. 1999)

MSIP	Description
TL-11	MSIP STANDARDS
TL-9	MSIP STANDARDS

Administrative Procedure EHB-AP(1): TECHNOLOGY USAGE - (Technology Safety) **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Student Users

All student users and their parents/guardians must sign or electronically consent to the district's User Agreement prior to accessing or using district technology resources, unless otherwise excused by this policy or the superintendent or designee. Students who are 18 or who are otherwise able to enter into an enforceable contract may sign or consent to the User Agreement without additional signatures. Students who do not have a User Agreement on file with the district may be granted permission to use the district's technology resources by the superintendent or designee.

Employee Users

No employee will be given access to the district's technology resources unless the employee agrees to follow the district's User Agreement prior to accessing or using the district's technology resources. On normal workdays, support staff who are assigned a computer and certified staff members are expected to check their district email. The Ferguson-Florissant National Education Association may also use electronic mail for distribution of information, 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.

Authorized employees may use the district's technology resources for reasonable, incidental personal purposes as long as the use does not violate any provision of district policies or procedures, hinder the use of the district's technology resources for the benefit of its students or waste district resources. Any use that jeopardizes the safety, security or usefulness of the district's technology resources or interferes with the effective and professional performance of the employee's job is considered unreasonable. Additionally, personal use is best confined to before and after work hours and during lunch breaks. All personal use based on extenuating circumstances should be approved by a supervisor and authorized by the technology department.

Unless authorized by the employee's supervisor in advance, employees may not access, view, display, store, print or disseminate information using district technology resources that students or other users could not access, view, display, store, print or disseminate.

External Users

Consultants, legal counsel, independent contractors and other persons having business with the district may be granted user privileges at the discretion of the superintendent or designee after consenting to the district's User Agreement and for the sole, limited purpose of conducting business with the school. External users must abide by all laws, district policies and procedures.

General Rules and Responsibilities

The following rules and responsibilities will apply to all users of the district's technology resources:

1. Applying for a user ID under false pretenses or using another person's ID or password is prohibited.

2. Sharing user IDs or passwords with others is prohibited except when shared with the district's technology department for the purpose of support. Individuals who share IDs or passwords may be disciplined and will be held responsible for any actions taken by those using the ID or password. A user will not be responsible for theft of passwords and IDs, but may be responsible if the theft was the result of user negligence.

3. Deleting, examining, copying or modifying district files or data without authorization is prohibited.

4. Deleting, examining, copying or modifying files or data belonging to other users without their prior consent is prohibited.

5. Mass consumption of technology resources that inhibits use by others is prohibited.

6. Use of district technology for soliciting, advertising, fundraising, commercial purposes or financial gain is prohibited, unless authorized by the district or in accordance with policy KI. Use of district technology

resources to advocate, support or oppose any ballot measure or candidate for public office is prohibited.

7. Accessing fee services without permission from an administrator is prohibited. A user who accesses such services without permission is solely responsible for all charges incurred.

8. Users are required to obey all laws, including criminal, copyright, privacy, defamation and obscenity laws. The district will render all reasonable assistance to local, state or federal officials for the investigation and prosecution of persons using district technology in violation of any law.

9. The district prohibits the use of district technology resources to access, view or disseminate information that is pornographic, obscene, child pornography, harmful to minors, obscene to minors, libelous, or pervasively indecent or vulgar.

10. Accessing, viewing or disseminating information on any product or service not permitted to minors is prohibited unless under the direction and supervision of district staff for curriculum-related purposes.

11. The district prohibits the use of district technology resources to access, view or disseminate information that constitutes 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); presents a clear and present likelihood that, because of their content or their manner of distribution, they 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 district policies and procedures.

12. The district prohibits any use that violates any person's rights under applicable laws, and specifically prohibits any use that has the purpose or effect of discriminating against or harassing any person on the basis of race, color, religion, sex, national origin, ancestry, disability, age, genetic information, pregnancy or use of leave protected by the Family and Medical Leave Act (FMLA).

13. The district prohibits any unauthorized intentional or negligent action that damages or disrupts technology, alters its normal performance or causes it to malfunction. The district will hold users responsible for such damage and will seek both criminal and civil remedies, as necessary.

14. Users may install and use only properly licensed software and audio or video media purchased by the district or approved for use by the district. All users will adhere to the limitations of the district's technology licenses. Copying for home use is prohibited unless permitted by the district's license and approved by the district.

15. At no time will district technology or software be removed from district premises, unless authorized by the district.

16. All users will use the district's property as it was intended. Technology resources will not be moved or relocated without permission from a building administrator. All users will be held accountable for any damage they cause to district technology resources.

17. The intentional downloading and installing of software programs, screen savers, music or video files, and games is prohibited because they consume district resources and often result in costly side effects.

Technology Security and Unauthorized Access

1. All users shall immediately report any security problems or misuse of the district's technology resources to a teacher or administrator.

2. Use of district technology resources in attempting to gain or gaining unauthorized access to any technology system or the files of another is prohibited.

3. Use of district technology to connect to other systems, in evasion of the physical limitations of the remote system, is prohibited.

4. The unauthorized copying of system files is prohibited.

5. Intentional or negligent attempts, whether successful or unsuccessful, to interfere with the ability of others to utilize any district technology are prohibited.

6. Users will be granted access privileges to district technology resources as determined appropriate by the superintendent or designee. Any attempt to secure a higher level of privilege without authorization is prohibited.

7. The introduction of computer viruses, hacking tools or other disruptive or destructive programs into a district computer, network or any external networks is prohibited.

Online Safety and Confidentiality

Curricular or noncurricular publications distributed using district technology will comply with the law and board policies on confidentiality.

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.

All district employees will abide by state and federal law, board policies and district rules when using district technology resources to communicate information about personally identifiable students. Employees will take precautions to prevent negligent disclosure of student information or student records.

All students will be instructed on the dangers of sharing personal information about themselves or others over the Internet and are prohibited from sharing such information unless authorized by the district. Student users shall not agree to meet with someone they have met online without parental approval and must promptly disclose to a teacher or another district employee any message the user receives that is inappropriate or makes the user feel uncomfortable.

Electronic Mail and Messaging

A user is generally responsible for all email and other electronic messages originating from the user's accounts; however, users will not be held responsible when the messages originating from their accounts are the result of the account being hacked.

1. Forgery or attempted forgery of electronic messages is illegal and prohibited.

2. Unauthorized attempts to read, delete, copy or modify electronic messages of other users are prohibited.

3. Users are prohibited from sending unsolicited mass email or other electronic messages. The district considers more than ten addresses per message, per day a violation, unless the communication is a necessary, employment-related function or an authorized publication.

4. When communicating electronically, all users must comply with district policies, regulations and procedures and adhere to the same standards expected in the classroom.

5. Users must obtain permission from the superintendent or designee before sending any districtwide electronic messages.

Communication Devices

Employees and others to whom the district provides mobile phones or other electronic communication devices must use them professionally and in accordance with district policies, regulations and procedures. These devices shall not be used in a manner that would distract the employee or other user from adequate supervision of students or other job duties.

Exceptions

Exceptions to district rules will be made for district employees or agents conducting an investigation of a use that potentially violates the law, district policies or procedures. Exceptions will also be made for technology administrators who need access to district technology resources to maintain the district's resources or examine and delete data stored on district computers as allowed by the district's retention policy.

Waiver

Any user who believes he or she has a legitimate educational purpose for using the district's technology in a manner that may violate any of the district's policies, regulations or procedures may request a waiver from the building principal, superintendent or their designees. In making the decision to grant a waiver to a student, the administrator shall consider the student's purpose, age, maturity and level of supervision.

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Version EHB-AP1.1C.FER (09/17)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 170.051, RSMo.	State Statute
§ 182.817, RSMo.	State Statute
§ 431.055, RSMo.	State Statute
§ 537.525, RSMo.	State Statute
§ 542.402, RSMo.	State Statute
§§ 569.095-.099, RSMo.	State Statute
§§ 610.010-.030, RSMo.	State Statute
Ch. 109, RSMo.	State Statute
Ch. 573, RSMo.	State Statute
MO COURT	Parents, Families, and Friends of Lesbians and Gays, Inc V Camdenton R-III Sch Dist. 85 3F.Supp. 2d 888 (W.D. Mo. 2012)

Federal	Description
18 U.S.C. §§ 2510-2520	Electronic Communications Privacy Act
18 U.S.C. §§ 2701-2711	Stored Communications Act
20 U.S.C. § 1232g	Family Educational Rights and Privacy Act
20 U.S.C. § 6312	Elementary and Secondary Education Act
47 C.F.R. § 54.520	Federal Regulation
47 C.F.R. §§ 54.501-.513	E-Rate
47 U.S.C. § 254(h)	Child Internet Protection Act
Fed. Rules Civ. Proc. Rule 34	E-Discovery
FEDERAL COURT	Bethel Sch. Dist. No. 403 v. Fraser, 478 U.S. 675 (1986)
FEDERAL COURT	Beussink v. Woodland R-IV Sch. Dist., 30 F. Supp. 2d 1175 (E.D. Mo 1998)
FEDERAL COURT	Biby v. Bd. of Regents of the Univ. of Nebraska, 419 F.3d 845 (8th Cir. 2005)
FEDERAL COURT	Bystrom v. Fridley High Sch. Ind. Sch. Dist., 822 F.2d 747 (8th Cir. 1987)
FEDERAL COURT	City of Ontario v. Quon, 560 U.S. 746 (2010)
FEDERAL COURT	FCC v. Pacifica Foundation, 438 U.S. 726 (1978)
FEDERAL COURT	Reno v. ACLU, 521 U.S. 844 (1997)
FEDERAL COURT	Ginsberg v. New York, 390 U.S. 629 (1968)
FEDERAL COURT	Sony Corp. of America v. Universal City Studios, Inc., 464 U.S. 417 (1984)
FEDERAL COURT	Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988)
FEDERAL COURT	Henerey v. City of St. Charles Sch. Dist., 200 F.3d 1128 (8th Cir. 1999)

MSIP	Description
TL-11	MSIP STANDARDS
TL-9	MSIP STANDARDS

Administrative Procedure EHB-AP(2): TECHNOLOGY USAGE - (Access to Blocked or Filtered Content)

Status: DRAFT

Original Adopted Date: Pending

This procedure allows students, employees or other users to request that the district review or adjust the content filter to allow access to a website or specific Internet content.

Unblocking Content

District technology users who believe that a website or web content has been inappropriately blocked by the district's content filter must use the following process to request access to the blocked Internet content:

1. Users must submit a request, by email or anonymously in writing, to the superintendent or designee for access. The request should include reasoning in support of the request.

2. Requests will be acted on within ten business days of the superintendent or designee receiving the request. The superintendent or designee will unblock access to the content unless there is an articulated and legal reason not to do so. The superintendent or designee may consult the district's attorney prior to making a decision. Unless the request was made anonymously, the user requesting access will be notified of the decision.

3. If access is denied, the user may request to be put on the agenda for the next board meeting to discuss the issue. The board has the discretion to grant or deny the agenda request. The requested material will remain blocked until the board makes a decision, if any.

Disabling Content Filters

The superintendent or designee may fully or partially disable the district's content filter to enable access for an adult who is authorized to use district Internet resources to access content for bona fide research or other lawful purposes. Adult users must use the following process to request that a content filter be disabled:

1. Adult users must submit a written request to the superintendent or designee to have the content filter disabled. The request should include reasoning in support of the request.

2. Requests will be acted on within ten business days of the superintendent or designee receiving the request. The filter will be disabled only if the superintendent or designee determines that it will serve a legitimate educational purpose or otherwise benefit the district. The adult user will be notified of the decision.

3. If the request is denied, the adult user may request to be put on the agenda for the next board meeting to discuss the issue. The board has the discretion to grant or deny the agenda request. The requested material will remain blocked until the board makes a decision, if any.

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State	Description
§ 170.051, RSMo.	State Statute
§ 182.817, RSMo.	State Statute
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§ 537.525, RSMo.	State Statute
§ 542.402, RSMo.	State Statute
§§ 569.095-.099, RSMo.	State Statute

State	Description
§§ 610.010-.030, RSMo.	State Statute
Ch. 109, RSMo.	State Statute
Ch. 573, RSMo.	State Statute
MO COURT	Parents, Families, and Friends of Lesbians and Gays, Inc V Camdenton R-III Sch Dist. 85 3F.Supp. 2d 888 (W.D. Mo. 2012)

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20 U.S.C. § 1232g	Family Educational Rights and Privacy Act
20 U.S.C. § 6312	Elementary and Secondary Education Act
47 C.F.R. § 54.520	Federal Regulation
47 C.F.R. §§ 54.501-.513	E-Rate
47 U.S.C. § 254(h)	Child Internet Protection Act
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FEDERAL COURT	Bethel Sch. Dist. No. 403 v. Fraser, 478 U.S. 675 (1986)
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FEDERAL COURT	Biby v. Bd. of Regents of the Univ. of Nebraska, 419 F.3d 845 (8th Cir. 2005)
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FEDERAL COURT	City of Ontario v. Quon, 560 U.S. 746 (2010)
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FEDERAL COURT	Ginsberg v. New York, 390 U.S. 629 (1968)
FEDERAL COURT	Sony Corp. of America v. Universal City Studios, Inc., 464 U.S. 417 (1984)
FEDERAL COURT	Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988)
FEDERAL COURT	Henerey v. City of St. Charles Sch. Dist., 200 F.3d 1128 (8th Cir. 1999)

MSIP	Description
TL-11	MSIP STANDARDS
TL-9	MSIP STANDARDS

Policy EHBA: STUDENT USE OF PERSONAL ELECTRONIC DEVICES FOR INSTRUCTIONAL PURPOSES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 05/29/2024

The district recognizes that students increasingly have access to and are using personal electronic devices for many purposes, including educational purposes. The board authorizes the superintendent and building principals to designate classes, grade levels and/or buildings where teachers are encouraged to utilize and incorporate personal electronic devices into their instruction and lesson plans in accordance with this policy. Teachers who incorporate such technology into their classrooms shall, with the assistance of the principal or designee, make accommodations for those students who do not have access to personal electronic devices. No student shall be penalized in any fashion for failure to own or have access to personal electronic devices.

Definitions

District Networks – Include both wired and wireless networks maintained by the district.

Personal Electronic Devices – Include, but are not limited to, electronic communication equipment such as laptops, portable media players, mobile phones, smart phones, tablet computers and video game devices owned by a student or a student's parent/guardian.

Acceptable Use

Possession or use of any personal electronic device on district property is a privilege, and students who fail to abide by this policy may forfeit this privilege.

When approved by the building principal, students will be allowed to bring personal electronic devices to school for use during the school day in the designated classrooms. Each building administrator, under the direction of the superintendent or designee, shall determine the appropriate areas of the school where students may use personal electronic devices and the extent to which such devices will be incorporated into the classroom curriculum.

Students may use personal electronic devices during the school day only if the student and parents/guardians sign and agree to the terms of the district's personal electronic devices agreement and the district's technology usage agreements unless excused by the superintendent or designee. Students shall only access the Internet through district-provided networks during the school day. Student devices with a data plan through the student's or parent's/guardian's mobile provider must have the external network turned off when on school premises during the school day. The district will utilize a technology protection measure, such as a filter, on all district networks. Students shall not bypass or attempt to bypass the district's networks through any means.

Possession or use of personal electronic devices must not in any way disrupt the educational process in the school district, endanger the health or safety of the student or any other person in the district, invade the rights of others at school or involve illegal or prohibited conduct.

All use of personal electronic devices during the school day shall be for appropriate educational purposes only, not for personal use, and shall be consistent with the educational objectives of the district. Students using personal electronic devices must follow the same rules that apply to the use of district-provided technology. The district may examine the student's device to the extent allowed by law. The district administration may involve law enforcement if the district has reasonable suspicion that the device has been used for an illegal purpose or for a purpose that causes harm to others.

Failure to abide by this policy shall subject the student to disciplinary action as outlined elsewhere in board policy.

District's Wireless Network

The district does not guarantee that the district's wireless network is completely secure or that the district can protect the privacy of those using the district's wireless network. The district does not guarantee that all areas of the district shall have wireless coverage or that the wireless service level will be consistent from day to day. The district is not responsible for any loss of information that may arise from the use of the district's wireless network or for any loss, injury or damages resulting from the use of the wireless connection.

District Responsibility

The district will not be responsible for technological support of students' personal electronic devices, and students are required to ensure that all devices are free from viruses before bringing them to school.

Students who bring personal electronic devices to school do so at their own risk. The district assumes no responsibility for lost, stolen, damaged or misplaced devices, including those that have been confiscated by district personnel.

Version EHBA-S.1A (12/12)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal	Description
47 C.F.R. § 54.520	Federal Regulation

Policy EHBC: DATA GOVERNANCE AND SECURITY **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

To accomplish the district's mission and comply with the law, the district must collect, create and store information. Accurately maintaining and protecting this data is important for efficient district operations, compliance with laws mandating confidentiality, and maintaining the trust of the district's stakeholders. All persons who have access to district data are required to follow state and federal law, district policies and procedures, and other rules created to protect the information.

Definitions

Confidential Data/Information – Information that the district is prohibited by law, policy or contract from disclosing or that the district may disclose only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information regarding students and employees.

Critical Data/Information – Information that is determined to be essential to district operations and that must be accurately and securely maintained to avoid disruption to district operations. Critical data is not necessarily confidential.

Responsibility and Data Stewardship

All district employees, volunteers and agents are responsible for accurately collecting, maintaining and securing district data including, but not limited to, information that is confidential or is critical to district operations.

Information Security Officer

The director of technology services is the district's information security officer (ISO) and reports directly to the superintendent or designee. The district's information security officer is directed to create and review district procedures on collecting and protecting district data including, but not limited to, securely maintaining confidential and critical information. The ISO is responsible for implementing and enforcing the district's security policies and procedures applicable to electronic data and suggesting changes to these policies and procedures to better protect the confidentiality and security of district data. The ISO will work with the district's technology department to advocate for resources and implement best practices to secure the district's data.

The network manager is the district's alternate ISO and will assume the responsibilities of the ISO when the ISO is not available.

Data Managers

All district administrators are data managers for all data collected, maintained, used and disseminated under their supervision as well as data they have been assigned to manage in the district's data inventory. Data managers will monitor employee access to the information to ensure that confidential information is accessed only by employees who need the information to provide services to the district and that confidential and critical information is modified only by authorized employees. Data managers will assist the ISO in enforcing district policies and procedures regarding data management.

Confidential and Critical Information

The district will collect, create or store confidential information only when the superintendent or designee determines it is necessary. The district will provide access to confidential information to appropriately trained district employees and volunteers only when the district determines that such access is necessary for the performance of their duties. The district will disclose confidential information only to authorized district contractors or agents who need access to the information to provide services to the district and who agree not to disclose the information to any other party except as allowed by law and authorized by the district.

District employees, contractors and agents will notify the ISO or designee immediately if there is reason to believe confidential information has been disclosed to an unauthorized person or any information has been compromised, whether intentionally or otherwise. The ISO or designee will investigate immediately and take any action necessary to secure the information, issue all required legal notices and prevent future incidents. When necessary, the district's superintendent, ISO or designee is authorized to secure resources to assist the district in promptly and appropriately

addressing a security breach.

Likewise, the district will take steps to ensure that critical information is secure and is not inappropriately altered, deleted, destroyed or rendered inaccessible. Access to critical information will only be provided to authorized individuals in a manner that keeps the information secure.

All district staff, volunteers, contractors and agents who are granted access to critical and confidential information are required to keep the information secure and are prohibited from disclosing or assisting in the unauthorized disclosure of confidential information. All individuals using confidential and critical information will strictly observe protections put into place by the district including, but not limited to, maintaining information in locked rooms or drawers, limiting access to electronic files, updating and maintaining the confidentiality of password protections, encrypting and redacting information, and disposing of information in a confidential and secure manner.

Using Online Services and Applications

District staff members are encouraged to research and utilize online services or applications to engage students and further the district's education mission. However, before any online service or application is purchased or used to collect or store confidential or critical information, including confidential information regarding students or employees, the ISO or designee must approve the use of the service or application and verify that it meets the requirements of the law and board policy and appropriately protects confidential and critical information. This prior approval is also required when the services are obtained without charge.

Training

The ISO will provide appropriate training to employees who have access to confidential or critical information to prevent unauthorized disclosures or breaches in security. In accordance with law, all school employees will receive annual training in the confidentiality of student records.

Data Retention and Deletion

The ISO or designee shall establish a retention schedule for the regular archiving and 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.

Litigation Hold

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. Email 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 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.

Consequences

Employees who fail to follow the law or district policies or procedures regarding data governance and security may be disciplined or terminated. Volunteers may be excluded from providing services to the district. The district will end business relationships with any contractor who fails to follow the law, district policies or procedures, or the confidentiality provisions of any contract. In addition, the district reserves the right to seek all other legal remedies, including criminal and civil action and seeking discipline of an employee's teaching certificate.

The district may suspend all access to data or use of district technology resources pending an investigation. Violations may result in temporary, long-term or permanent suspension of user privileges. The district will cooperate with law enforcement in investigating any unlawful actions. The superintendent or designee has the authority to sign any criminal complaint on behalf of the district.

Any attempted violation of district policies, procedures or other rules will result in the same consequences, regardless of the success of the attempt.

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Version EHBC-C.1B.FER (09/17)

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State	Description
§ 109.260, RSMo.	State Statute
§ 160.261, RSMo.	State Statute
§ 210.150, RSMo.	State Statute
§ 210.865, RSMo.	State Statute
§ 407.1500, RSMo.	State Statute
§ 43.540, RSMo.	State Statute
§ 576.050, RSMo.	State Statute

Federal	Description
15 U.S.C. § 7001-7006	Electronic Signatures In Global And National Commerce Act
15 U.S.C. §§ 6501-6506	The Children's Online Privacy Protection Act
20 U.S.C. § 1232g	Family Educational Rights and Privacy Act
20 U.S.C. § 1232h	Protection of Pupil Rights Amendment
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
20 U.S.C. § 7926	Elementary and Secondary Education Act
29 C.F.R. § 1630.14	Federal Regulation

Administrative Procedure EHBC-AP(1): DATA GOVERNANCE AND SECURITY - (Incident and Data Breach Response Plan) **Status:** DRAFT

Original Adopted Date: Pending

The goal of the district is to eliminate security incidents and avoid any breach of district data. For that reason, all district employees and agents are required to immediately report to the information security officer (ISO) or designee when they know or suspect that a security incident or data breach has occurred. The superintendent, the ISO and their designees are authorized to contact the district's attorney or other necessary resources to quickly and appropriately address a security incident.

Definitions

Data Breach, Breach of Security or Breach – A security incident in which there was unauthorized access to and unauthorized acquisition of personal information maintained in computerized form that compromises the security, confidentiality or integrity of the information. A breach includes, but is not limited to, incidents in which confidential or critical data has potentially been accessed without authorization or stolen; confidential or critical data has been compromised; or a network hack or intrusion has occurred. Good-faith acquisition of personal information by a district employee or agent for a legitimate district purpose is not a breach of security provided that the personal information is not used in violation of applicable law or in a manner that harms or poses an actual threat to the security, confidentiality or integrity of the personal information.

Personal Information – An individual's first and last name or first initial and last name in combination with any one or more of the following:

1. Social Security number.

2. Missouri Student Identification System (MOSIS) number, driver's license number or other unique identification number created or collected by the district or any other government body.

3. Financial account number, credit card number or debit card number in combination with any required security code, access code or password that would permit access to an individual's financial account.

4. Unique electronic identifier or routing code, in combination with any required security code, access code or password that would permit access to an individual's financial account.

5. Any information regarding an individual's medical history, mental or physical condition or medical treatment or diagnosis by a healthcare professional.

6. An individual's health insurance policy number, subscriber identification number or any unique identifier used by a health insurer to identify an individual.

Personal information does not include information that is encrypted, redacted or altered in such a manner that the name or data elements are unreadable or unusable. It also does not include information that is lawfully obtained from publicly available sources or from government records made available to the general public.

Security Incident – An event that 1) actually or potentially jeopardizes the confidentiality, integrity or availability of an information system or the information the system processes, stores or transmits, or 2) constitutes a violation or imminent threat of violation of security policies, security procedures or acceptable-use policies.

Incident Response

Once notified of an event, the ISO or designee will identify and remedy the weakness that allowed the security incident to occur, repair any damage that has been done, minimize risk associated with the event, and determine who caused the incident. If the incident was intentional or occurred because a user violated district policies, procedures or training, the individual will be referred to the superintendent or designee for discipline and/or other consequences.

Data Breach

The district's primary goal when a data breach occurs is to recover as much data as possible, provide appropriate notifications of the data breach and prevent further disclosure and harm to district students, employees and business

operations.

The ISO or designee will investigate the incident immediately and make a determination as to whether a breach did occur. If a breach did occur, the following steps will be taken as quickly as possible:

1. The superintendent and other appropriate administrative staff will be notified immediately. The superintendent or designee will contact the district's legal counsel, law enforcement and the district's insurance carrier when appropriate.

2. The ISO will determine the status of the breach and will take all appropriate measures to prevent additional loss of data and future breaches.

3. If possible, the ISO will preserve any and all evidence of the breach for future investigation, prosecution, insurance claims and other legal action.

4. The ISO will determine the scope of the breach and will work with law enforcement (when appropriate), the superintendent and the district's legal counsel to determine whether district staff, impacted parents/guardians and students, or the public need to be notified and whether additional government agencies need to be involved.

5. Once the district's data has been secured, the ISO, the superintendent and other relevant staff will meet to evaluate the incident, determine the probable causes of the incident and determine what action should be taken to prevent future incidents.

Notice of Breach of Personal Information

Breaches of confidential personal information are particularly problematic, and the district will take additional steps to prevent theft or fraud. The superintendent and the ISO will ensure that victims of security breaches are appropriately notified as required by law.

If the superintendent or designee, after an appropriate investigation or consultation with the relevant federal, state or local agencies responsible for law enforcement, determines that identity theft or other fraud is not reasonably likely to occur as a result of the breach, such a determination shall be documented in writing and will be maintained for five years. If the superintendent or designee determines that identity theft is reasonably likely, the district will notify, without unreasonable delay, any person whose information may have been accessed.

This notice may be delayed if a law enforcement agency informs the superintendent or designee that notification may impede a criminal investigation or jeopardize national or homeland security, provided that such request by law enforcement is made in writing or the superintendent or designee documents such request contemporaneously in writing, including the name of the law enforcement officer making the request and the officer's law enforcement agency engaged in the investigation. Once the law enforcement agency communicates that notice may be provided, the notice will be provided without unreasonable delay.

If the district must provide notice to more than 1,000 individuals, the district will also notify the Attorney General's Office and all consumer reporting agencies that compile and maintain files on consumers on a nationwide basis. The district will report to these entities the timing, distribution and content of the notice sent to the persons whose information may have been compromised.

Student Personal Information

In addition to the requirements above, if there is a breach of data maintained in electronic form that includes personal information about a student, the district shall send written notification to the student's parent/guardian, the Department of Elementary and Secondary Education, and the state auditor.

Notice Content

The notice provided to persons whose information was breached shall minimally include:

1. A description of the incident in general terms.

2. A description of the type of personal information that was obtained as a result of the breach of security.

3. A telephone number that affected consumers may call for further information and assistance, if one exists.

4. Contact information for consumer reporting agencies as defined by law.

5. Advice that directs affected consumers to remain vigilant by reviewing account statements and monitoring free credit reports.

The notice may be made in writing or by email if the person has agreed to receive communications from the district electronically in accordance with federal law. Telephone notice may be used if contact is made directly with the affected person.

Substitute notice may be used if the cost of providing notice would exceed $100,000 or if the district needs to notify more than 150,000 individuals. The district may also use substitute notice for individuals the district is unable to identify or for whom the district does not have sufficient contact information, but the district will use the regular notice for all other affected individuals.

Substitute notice shall include:

1. Email notice when the district has an email address.

2. Conspicuous posting of the notice or a link to the notice on the district's website.

3. Notification to major statewide media.

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State	Description
§ 109.260, RSMo.	State Statute
§ 160.261, RSMo.	State Statute
§ 210.150, RSMo.	State Statute
§ 210.865, RSMo.	State Statute
§ 407.1500, RSMo.	State Statute
§ 43.540, RSMo.	State Statute
§ 576.050, RSMo.	State Statute

Federal	Description
15 U.S.C. § 7001-7006	Electronic Signatures In Global And National Commerce Act
15 U.S.C. §§ 6501-6506	The Children's Online Privacy Protection Act
20 U.S.C. § 1232g	Family Educational Rights and Privacy Act
20 U.S.C. § 1232h	Protection of Pupil Rights Amendment
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
20 U.S.C. § 7926	Elementary and Secondary Education Act
29 C.F.R. § 1630.14	Federal Regulation

Administrative Procedure EHBC-AP(2): DATA GOVERNANCE AND SECURITY - (Data Management) **Status:** DRAFT

Original Adopted Date: Pending

The effective education of students and management of district personnel often require the district to collect information, some of which is considered confidential by law and district policy. In addition, the district maintains information that is critical to district operations and that must be accurately and securely maintained to avoid disruption to district operations. Because it is important that the district, district employees and all users of district data are good stewards of this information, the district has created a program to ensure that all data, including confidential and critical information, is accessed and maintained appropriately.

Definitions

Confidential Data/Information – Information that the district is prohibited by law, policy or contract from disclosing or that the district may disclose only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information (PII) regarding students and employees.

Critical Data/Information – Information that is determined to be essential to district operations and that must be accurately and securely maintained to avoid disruption to district operations. Critical data is not necessarily confidential.

Data Inventory and Classification

The information security officer (ISO) or designee will identify all systems containing district data, such as student information systems, financial systems, payroll systems, transportation systems, food-service systems, email systems, instructional software applications and others. The ISO or designee will identify the data files and data elements maintained in those files within the systems and identify confidential and critical information the district possesses or collects. All district employees are directed to assist the ISO or designee in identifying confidential and critical information and explain the sources of the data and the purposes for which the data is collected and used so that file classification is accurate.

Once the data files and data elements are identified, the ISO will classify the data as confidential or critical so that those files and the information they contain can be more closely monitored. Additional classifications may be added as necessary to assist in monitoring and data governance.

Once the data is classified, the ISO or designee will create a data inventory. The data inventory will include documentation of the location of the files, the persons assigned to manage the files, and the employees or employee categories that have access to the files. The ISO will maintain the district's data inventory in both electronic and printed form and will update it annually.

Creating, Accessing and Using Data

Data will be collected, maintained and used by the district only when it is needed for the district to fulfill its education mission. Authorized district employees, volunteers, district agents and vendors may create, access and use district data when necessary to provide services to the district, but they must do so in a manner that ensures that the data is accurate, complete, timely and relevant. Authorized users must obtain permission from the district to use the data for other purposes, including personal purposes.

The security of confidential information, including confidential PII and critical information, is particularly important, and authorized users of this information may access the information only when necessary to perform their duties for the district. The district's security administrator will work with the superintendent and relevant supervisors to determine which persons are authorized to create, access and use confidential or critical information. Confidential and critical information can only be used in accordance with state and federal confidentiality laws and district policies and procedures regarding confidential information. Confidentiality laws include, but are not limited to, the Family Educational Rights and Privacy Act, the Protection of Pupil Rights Amendment, the Children's Online Privacy Protection Act, the Missouri Safe Schools Act, the Missouri Sunshine Law, and various criminal statutes. Relevant policies include, but are not limited to, the policies cross-referenced in policy EHBC.

Unless permission has been granted by the security administrator, no employee, vendor or other person may remove confidential or critical data from the district's premises or the district's network, remove a device containing confidential or critical data from the district's premises, or modify or copy confidential or critical data for use outside

the district. If permission is given, the data may be accessed only on a district-provided device with appropriate security controls or through a secure virtual private network (VPN). When users access confidential or critical data from a remote location, the user must take precautions to ensure that the confidential or critical data is not downloaded, copied or otherwise used in a manner that would compromise the security and confidentiality of the information.

Maintaining Data

Confidential and critical information will be saved and maintained in a secure manner using encryption or other password-protected security measures. Likewise, when data is transmitted, the district will use encryption or password-protected security measures.

Dissemination and Disclosure of Data

District data is collected and maintained to further the district's education mission. A district employee or other authorized user of the district's data may use and disseminate it in furtherance of his or her job duties with the district as long as confidentiality laws and district policies and procedures are followed. Authorized users must obtain permission from the district before disseminating data for other purposes, including personal purposes. All requests for district information by the media or members of the public under the Missouri Sunshine Law will be directed to the district's custodian of records, who will respond to those requests as required by law.

Authorized users of confidential information are prohibited from disseminating the information to unauthorized persons unless the user is required by law to share the information, is authorized in board policy or procedure to do so, or is directed by his or her supervisor to do so. Confidential and critical information that is disseminated electronically must be encrypted or password-protected.

In some circumstances confidential information can be shared when it has been redacted or altered so that the information is not personally identifiable and is no longer considered harmful or an invasion of privacy. An authorized user has the responsibility of verifying with his or her supervisor or the district security administrator whether the information has been sufficiently altered or redacted prior to releasing the information.

Authorized users of critical information that is not confidential may disseminate the information in accordance with their duties or when required by law, but such dissemination must be done in a manner that protects the security and integrity of the information.

Retaining, Archiving and Destroying Data

Retaining and Archiving Information

The ISO, in consultation with the district's custodian of records, data managers and other qualified staff, shall establish a retention schedule for the regular archiving and deletion of data stored on district technology resources. The retention schedule must comply with the *Public School Records Retention Schedule* and the *General Records Retention Schedule* published by the Missouri Secretary of State.

Permanent records may be maintained by storing such records in a digital or electronic format for the manufacturer-suggested or recommended period of time. If the ISO chooses to store permanent records electronically, the district will follow all guidelines, suggestions or recommendations set forth by the manufacturer.

Litigation Hold

If the district's attorney notifies the district that, due to litigation, certain records cannot be deleted, the directive will be communicated to the ISO and the relevant staff. Once notified, no employee, volunteer, agent or vendor is allowed to alter, delete or destroy any information that might be relevant to the pending litigation, regardless of how the information is maintained.

Destruction of Information

Once data is no longer needed, the ISO will work with the data managers to ensure that it is appropriately destroyed. Special care will be taken to ensure that confidential information is destroyed appropriately and in accordance with law. Confidential paper records will be destroyed using methods that render them unreadable, such as shredding. Confidential digital records will be destroyed using methods that render the record unretrievable. The ISO is

authorized to use the district's procurement process to contract with an independent contractor with expertise in the area for records disposal.

Removal of Information from Devices

Before a computer, tablet or other device is sold as surplus property, transferred to another person or used for a different purpose than originally intended, the ISO or designee will remove all confidential and critical information from the device.

Monitoring Release of Confidential Information

The ISO will work with data managers to monitor how confidential data is used and released and to verify that district policies and procedures governing access to the information are being followed.

Monitoring Service Providers

The district uses attorneys and other specialized service providers as independent contractors. When necessary, these service providers are given access to confidential and critical information electronically or in other forms. The ISO will periodically audit the agreements and working relationships with these contractors to determine whether access to confidential or critical information is necessary and ensure that the data is appropriately used and protected.

Monitoring Vendors of Electronic Services

District employees are prohibited from installing software or using any online system that stores, collects or shares confidential or critical data until the ISO approves the vendor and the software or service used. This applies even if the software or system is free. All users must comply with copyright and licensing requirements and are prohibited from copying or using district licenses at home or for personal use unless authorized by the ISO.

The ISO will establish a process for ensuring that software and systems the district purchases or uses comply with the district's data security principles. The ISO will maintain a copy of all contracts with vendors that impact the district's data or data security. All contracts with vendors will conform with the requirements of state and federal law and will require the vendor to appropriately secure district data.

Before authorizing the use of a vendor, software or service in which confidential or critical data will be stored, collected or shared, the ISO will ensure that the vendor, software or service will adequately protect the district's data and act in the district's interests. All vendors, software or services used must conform to the following unless otherwise authorized by the superintendent or board:

1. The district continues to own the data shared with the vendor, and all data must be available to the district upon request.

2. The vendor's access to and use of district data is limited; the data cannot be used for marketing, advertising or data mining; and the data cannot be shared with third parties unless allowed by law and authorized by the district.

3. If metadata is collected, it will be protected to the same extent as the district's confidential or critical information.

4. District data will be stored only on servers in the United States.

5. District data will be maintained in a secure manner by applying appropriate technical, physical and administrative safeguards to protect the data.

6. The vendor, software or service will detail how and when district data will be destroyed.

7. In the event of a data breach, the vendor will immediately notify the ISO. Further, the vendor will assume liability for any breach of data when such data is being collected or manipulated by the vendor or is in the possession or control of the vendor.

8. There must be consequences and penalties if the vendor or online system discloses or uses district data

inappropriately, without authorization or in violation of the law.

9. The district is entitled to monitor and audit the vendor or online system to ensure compliance with the agreement.

10. Products and services provided by the vendor will be provided in a manner that accommodates persons with disabilities in accordance with the requirements of the Americans with Disabilities Act and other applicable state and federal laws.

The ISO or designee will periodically review the overall performance of vendors and determine whether the:

1. Vendor is in compliance with the contract.

2. District is receiving value.

3. District's data is maintained securely.

4. Vendor has addressed any concerns raised by the district.

Free Electronic Services

District employees are prohibited from sharing confidential information or requiring students or other employees to share their confidential information using free online services unless the ISO has verified that the service complies with the same expectations as those listed in this procedure for paid vendor services and that the service is operated in compliance with confidentiality laws and district policies.

Security Awareness Program

The ISO will work with data managers to develop and implement a security and privacy awareness program for all staff who have access to the district's confidential and critical data as part of their employment. The goals of the security awareness program are to:

1. Enhance district data security by improving awareness of the need to protect system resources.

2. Develop skills and knowledge so computer users can perform their jobs more securely.

3. Build in-depth knowledge, as needed, to design, implement or operate security programs.

The program will include training on a recurring basis, communication of privacy policies, and communication of the process for reporting privacy incidents and submitting complaints.

Electronic Access Banners

The security and privacy awareness program will include the use of electronic messages (electronic access banners) that appear when users access district data electronically and that regularly remind users of privacy and security information, including the following notices:

1. The user is accessing a district-provided information system.

2. Usage of the system may be monitored, recorded and subject to auditing.

3. Unauthorized use of the system is prohibited and may be subject to criminal and civil penalties.

4. Use of the system constitutes agreement with the terms listed on the banner.

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State	Description
§ 109.260, RSMo.	State Statute
§ 160.261, RSMo.	State Statute
§ 210.150, RSMo.	State Statute
§ 210.865, RSMo.	State Statute
§ 407.1500, RSMo.	State Statute
§ 43.540, RSMo.	State Statute
§ 576.050, RSMo.	State Statute

Federal	Description
15 U.S.C. § 7001-7006	Electronic Signatures In Global And National Commerce Act
15 U.S.C. §§ 6501-6506	The Children's Online Privacy Protection Act
20 U.S.C. § 1232g	Family Educational Rights and Privacy Act
20 U.S.C. § 1232h	Protection of Pupil Rights Amendment
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
20 U.S.C. § 7926	Elementary and Secondary Education Act
29 C.F.R. § 1630.14	Federal Regulation

Administrative Procedure EHBC-AP(3): DATA GOVERNANCE AND SECURITY - (Account Management) **Status:** DRAFT

Original Adopted Date: Pending

The information security officer (ISO) will implement the following procedures for granting, modifying and terminating access to the district's network or confidential or critical district information. Such access is a privilege, not a right, and access may be terminated by the ISO at any time for any legal reason.

Granting User Access

User access will be based solely on whether the individual needs access to the information and will not be based on the person's position in the district or title. For example, even the superintendent will not necessarily have access to all information in the district at all times if such access is not necessary to perform his or her job responsibilities.

The human resources department will notify the ISO when an employee is assigned to a new position or given additional duties and will work with the ISO or designee to determine the appropriate level of employee access to confidential or critical information.

Departments that engage independent contractors, vendors or volunteers who need to access the district's network or secure files must contact the ISO. Contractors, vendors and volunteers will be granted access to the district's network or secure files only after agreeing in writing to maintain the confidentiality and security of the information and follow the district's policies, procedures and security rules. Access will be limited to the information the contractor, vendor or volunteer needs and will be terminated after a specific period of time.

Students may be granted access to limited portions of the district's network. The ISO will work with building principals to determine the extent of the access.

Requests for Greater Access

A user who desires greater access than has been granted must contact the ISO to request a change of credentials. Access will not be granted unless the user demonstrates a need to know the information, as determined by the ISO in consultation with the employee's supervisor.

The ISO will keep records of level of access by role or position and records of any exceptions made when additional access is needed by a user. These records will be updated regularly.

Alternate or Emergency Access

District employees who work with critical business functions or confidential information are encouraged to designate one or more alternate employees who will perform those functions in their absence or in an emergency situation. The ISO will document these designations so that the alternate is given the necessary access immediately upon notification that access is needed.

User Identification and Password Requirements

The district will require all users to have a unique user identification and a secure password before accessing confidential or sensitive district information. The district will require strong password controls of appropriate length and complexity and will prevent users from relying on previously used passwords. The district will utilize the district's network management system to enforce those requirements.

Passwords necessary to access district confidential or critical data will be changed at least every 90 days. Passwords to access other district data will be changed at least every six months. Users are prohibited from sharing their user identifications and passwords with others or using another person's user identification and password.

Resetting Lost or Compromised Passwords

Users and employees who have reason to believe a password is lost or compromised must notify the ISO or designee as soon as possible. The technology department will verify the identity of the person requesting the change before resetting the password.

Terminating User Access

When short-term users (such as substitute employees, vendors and independent contractors) are provided access to the district's network, the ISO or designee will document a date when access will end, if possible, or document a date when the ISO or designee will inquire about continued access.

The human resources department will notify the ISO or designee when an employee resigns or is terminated, put on administrative leave or deemed to be a security risk. Once notified, the ISO or designee will terminate the employee's access on the appropriate effective date.

Students will generally be given continued, limited access to the district network until they graduate from the district. District principals or their designees will notify the ISO or designee when a student withdraws, transfers, graduates, is put on a long-term suspension, has lost technology privileges, or is deemed to be a security risk. The ISO or designee will terminate the student's access on the appropriate effective date.

Monitoring and Reviewing Access

At least annually, the ISO or designee will audit user access to verify that the information a user has access to is appropriate given the user's position. Based on the review, access rights may be added, changed or removed.

Monitoring Inactive Accounts

The ISO or designee will routinely review account access logs for unusual activity or inactivity. If an employee has been given access to an area but has not accessed information from that area for more than a year, the ISO will consult with the employee's supervisor to determine whether access is still needed.

Concurrent Access

The ISO or designee will ensure that the district uses software controls, when available, to restrict concurrent access to district systems so that a single user can access the district's information system at only one location at any given time.

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State	Description
§ 109.260, RSMo.	State Statute
§ 160.261, RSMo.	State Statute
§ 210.150, RSMo.	State Statute
§ 210.865, RSMo.	State Statute
§ 407.1500, RSMo.	State Statute
§ 43.540, RSMo.	State Statute
§ 576.050, RSMo.	State Statute

Federal	Description
15 U.S.C. § 7001-7006	Electronic Signatures In Global And National Commerce Act
15 U.S.C. §§ 6501-6506	The Children's Online Privacy Protection Act
20 U.S.C. § 1232g	Family Educational Rights and Privacy Act
20 U.S.C. § 1232h	Protection of Pupil Rights Amendment
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
20 U.S.C. § 7926	Elementary and Secondary Education Act

Federal	Description
29 C.F.R. § 1630.14	Federal Regulation

Administrative Procedure EHBC-AP(4): DATA GOVERNANCE AND SECURITY - (Security Controls) **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Logical Security Controls

The district will use logical security controls, such as user identification and password access, user authentication, access rights and authority-level protocols, to maintain the security of the district's confidential and critical information. The district will use defenses to protect against viruses, malware, spyware, phishing and spam. Users are prohibited from turning off or disabling district protection systems.

Physical Security Controls

The district will use physical security controls to maintain the security of the district's confidential and critical information. The information security officer (ISO) will create and maintain physical security controls that protect district servers, network routers and essential network equipment from unauthorized access or theft and damage from fire, water, extreme temperature changes and power outages. The ISO will create locked, physical barriers to this equipment, such as locked doors or cages.

The ISO will determine who will be allowed access to essential district equipment. Those with authorized access will be provided keys or access codes to the physical barriers. The keys and access codes cannot be shared without the ISO's permission, and the ISO must be notified immediately if the keys or access codes have been compromised. The district will record who accesses essential district equipment, electronically or otherwise, using appropriate security devices, such as keys, electronic key logs, security cameras or other appropriate measures.

The ISO may temporarily grant access to a vendor or other person when determined necessary. The name of the person, the reason for the access and the date and time of the access will be documented, and the ISO will determine whether the person needs to be accompanied by district staff before access is granted.

Physical records that include critical and confidential information will be stored in locked cabinets or in rooms with limited access. The superintendent or designee will determine who will have access to these records and will distribute keys or access codes.

Security Logs

The ISO will identify the types of security events the district will log and monitor and will ensure that the district's network management system's logging settings are appropriately used. The district's incident logs will include appropriate information so that the district can monitor significant system events. At a minimum, the district will log access to sensitive or critical system resources or information, data breaches and compromised account credentials.

Security Audit

The ISO or designee will regularly audit the district's security controls and make adjustments as necessary. All audits will be documented.

Business Continuity and Data Recovery Plan

Backing Up Data

The ISO will create a process by which critical district data will be backed up and stored in more than one location, and one such location must be off district property or in a different building. The ISO will ensure that the backup data is tested and validated to ensure that the backup is occurring and information can be restored. The ISO has identified the following information as critical:

Financials, student information, time records, inventory, checkout information, and district data.

Alternative Data-Processing Site

Some events, such as a tornado or flood, prevent the district from using its own equipment to restore or process backed-up data. For that reason, the district has designated the FFSD Administration Building, 8855 Dunn Road,

Hazelwood, MO 63042 and the Ferguson Annex, 655 January Avenue, Saint Louis, MO 63135 as its alternative data-processing sites.

The ISO and designated employees will be trained in how to restore data using the alternative data processing site.

Restoring Critical Systems and Data

If an event occurs that prevents district staff from accessing critical information, the ISO or designee will access and restore the backup data. Because it will take time to restore massive amounts of data, unless the ISO determines otherwise, data will be restored in the following order:

Financials, student information, time records, inventory, checkout information, and district data.

Testing Continuity Plan

The ISO and designated staff will routinely test the district's continuity plans to ensure that they are effective, to identify weaknesses in the plan, and to ensure that designated staff have received adequate training.

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29 C.F.R. § 1630.14	Federal Regulation

Policy EHBD: ARTIFICIAL INTELLIGENCE USE

Status: DRAFT

Original Adopted Date: Pending

This policy and other district policies and procedures addressing artificial intelligence (AI) apply to student and employee AI use of district technology resources (as defined in policy EHB and including district-provided login credentials) regardless of whether the use occurs on district property, at district activities, or off campus when a nexus can be drawn to the educational environment.

This policy and other district AI policies and procedures also apply to free AI resources.

Students and employees may be disciplined, and employees may be terminated, for AI use that violates this policy or any related policy or procedure.

Definitions

The following definitions will apply to all district policies and procedures that relate to artificial intelligence:

Artificial Intelligence (AI) – Any hardware or software capable of adapting its output or performance by applying probabilistic algorithms to input. For the purposes of this policy, any product or service that contains or uses AI, is marketed as AI, or is marketed as using or containing any kind of AI will also be defined as AI when the AI component is used.

Confidential Data/Information – Information that the district is prohibited by law, policy, or contract from disclosing or that the district may disclose only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information (PII) about students and employees, student and employee medical information, student education records, and information about any student's individualized education program (IEP) or Section 504 plan.

Critical Data/Information – Information that is essential to district operations and that must be securely maintained to avoid disruption to district operations.

Generative AI – A type of AI whose primary purpose is to accept input, process the input through probabilistic algorithms, and use the result to generate new output that resembles human-made intellectual or creative work, such as writing or art. Large language models (chatbots) are an example of generative AI.

AI Coordinator and AI Use Plan

The superintendent will designate a district AI coordinator who will have chief responsibility for regulating, monitoring, and adjusting AI use in the district and developing the district's AI Use Plan. The AI coordinator may consult with experts or others outside the district but may share critical or confidential data only under appropriate confidentiality or nondisclosure agreements. The board encourages employees, students, parents/guardians, and community members to provide input to the AI coordinator on the district's AI Use Plan.

The AI Use Plan will provide a detailed set of rules for acceptable AI use in the district that may be regularly updated as new issues emerge. The purpose of the AI Use Plan is to protect the safety and security of students, employees, and the district while allowing for appropriate educational and productive enhancements enabled by AI. AI may be used by employees and students only in accordance with the AI Use Plan.

The AI Use Plan and any actions or decisions that affect AI use must prioritize the security of student, employee, and district data.

The AI coordinator must be knowledgeable of the contents of the privacy policies of all AI products used in the district, including any relevant changes to the policies. Any AI product used must comply with legal privacy requirements.

If the district has an information security officer (ISO) who is not also the AI coordinator, the AI coordinator will coordinate with the ISO to maintain the integrity, privacy, and safety of the district's network(s), technology, and data.

Annual Review of AI Use

At least once per school year, the AI coordinator will review the district's AI use for safety, data privacy, appropriateness, and effectiveness and make appropriate changes. Employees and students may submit requests for new AI uses to the AI coordinator according to the procedures outlined in the AI Use Plan.

Notice to Parents/Guardians

The district will update parents/guardians at least annually with a summary of AI use in the district, including any significant changes to the AI Use Plan.

Training

The district will train all employees and students on the requirements of this policy, other district policies regarding data management and privacy, acceptable uses of AI, and AI prohibitions.

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Version EHBD-C.1A (04/24)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal	Description
18 U.S.C. §§ 2510-2520	Electronic Communications Privacy Act
18 U.S.C. §§ 2701-2711	Stored Communications Act
20 U.S.C. § 1232g	Family Educational Rights and Privacy Act
20 U.S.C. § 1232h	Protection of Pupil Rights Amendment
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act

Administrative Procedure EHBD-AP(1): ARTIFICIAL INTELLIGENCE USE - (AI Use Plan)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

This procedure and other district policies and procedures addressing artificial intelligence (AI) apply to student and employee AI use of district technology resources (as defined in policy EHB and including district-provided login credentials) regardless of whether the use occurs on district property, at district activities, or off campus when a nexus can be drawn to the educational environment.

This procedure and other district AI policies and procedures also apply to free AI resources.

The superintendent designates the director of technology services as the district AI coordinator.

AI Use and Prohibitions

District students and employees must use AI responsibly and in accordance with this AI Use Plan. AI users are responsible for any harm caused by their AI use. District instructional staff will oversee student AI use in the classroom to monitor whether the use is safe, educational, and effective.

District students and employees are strictly prohibited from engaging in the following uses of AI:

1. Using AI in a way that violates any district policy or applicable law;
2. Inputting into any AI any confidential or critical data, as defined in policy EHBD, or any other confidential information unless the AI coordinator has approved the use as safe, appropriate, and legal;
3. Using AI to violate the instructions or requirements of any assignment;
4. Representing AI-generated content as their own work;
5. Using AI to create or disseminate false information on matters or events of public importance;
6. Using AI to create any altered image or voice of any person without obtaining that person's permission;
7. Using AI to generate any material that is obscene or harmful to minors;
8. Using AI to harass, embarrass, defame, misinform, or otherwise harm any person;
9. Using AI to cause disruption to district operations, including instruction;
10. Using an AI product that is not permitted by the AI Use Plan; or
11. Using AI to negatively affect the district or in a way that causes harm.

The AI coordinator may intervene in or prohibit additional AI use that, in the AI coordinator's determination, poses unacceptable risk to the privacy or safety of any person.

Students may be disciplined and employees may be disciplined or terminated for violating these prohibitions, including violations that occur off campus and create a nexus to the educational environment. When AI is involved in other misconduct, the principal or designee may view the use of AI as an aggravating factor that justifies stronger disciplinary consequences.

Reporting AI Concerns and Misuse

Individuals who have a concern about the safety or effectiveness of approved AI products should report the concern to the AI coordinator, who will investigate the matter and take steps to resolve the concern.

Individuals who suspect AI misuse or are aware of AI use that is potentially harmful or otherwise violates the law or district policies or procedures must report the matter to the AI coordinator. The AI coordinator will notify the building administrator of the allegations and work with the administrator to investigate the alleged misuse or harm.

Approved AI Products

The AI coordinator will identify AI products and uses that align with the philosophy and strategy set by the board and that meet the criteria for AI use in the district as set out in this AI Use Plan. The AI coordinator will maintain a list of approved AI products and make the list available to employees and students.

New AI Products or Uses

District employees and students who wish to use an approved AI product for an unapproved use or who wish to use an unapproved AI product may submit a request to the AI coordinator. The request must:

1. Clearly identify the AI product and use being requested;
2. Articulate an educational or productive purpose for the new product or use;
3. Include a copy of the product's data privacy policy and terms of use; and
4. Explain why the requester believes the requested use of the product would be safe.

The AI coordinator will decide whether the request meets these requirements and whether the requested use is safe, appropriate, and legally compliant. The AI coordinator will promptly approve or deny all requests. If a request is denied, the AI coordinator will provide an explanation for the denial to the person who made the request.

AI Training

The AI coordinator will be responsible for providing appropriate training to employees and students on the nature of AI; safe, appropriate use of AI; and compliance with district policies and procedures governing AI use.

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Federal	Description
18 U.S.C. §§ 2510-2520	Electronic Communications Privacy Act
18 U.S.C. §§ 2701-2711	Stored Communications Act
20 U.S.C. § 1232g	Family Educational Rights and Privacy Act
20 U.S.C. § 1232h	Protection of Pupil Rights Amendment
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act

Policy EIA: PROPERTY AND LIABILITY INSURANCE

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board of education shall maintain adequate insurance programs, within the requirements and limits of the law, to cover district property, legal liability and the liability of employees and board members acting on behalf of the district and within the scope of their duties. The administration will recommend to the board the type and amount of insurance needed and will administer insurance authorized by the board, unless directed otherwise.

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 not covered elsewhere.
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.

The district will maintain liability coverage of up to the statutory caps set by state law for individual claims and single occurrences. Every effort shall be made to obtain insurance at the most economical cost consistent with the district's needs. The contract for insurance will be submitted to competitive bidding at least every six years.

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.

The superintendent or designee 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 value at the time of loss.

Records and Reports

The superintendent or designee shall maintain current records of: properties owned and their value; leases pertaining to properties and features of the leases affecting the insurance program; claims filed with insurance companies for collection and claims paid by insurance companies; and all other records deemed necessary.
The superintendent or designee shall review the district's insurance program annually in consultation with the district's insurance agent and report on it to the board. 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.

Immunity from Liability

This policy does not waive any immunity including, but not limited to, sovereign immunity available to the district or its employees. This policy does not obligate the district to provide insurance coverage for all employee acts, and employees are encouraged to obtain personal insurance coverage.

District employees are required to immediately notify the superintendent or designee of any event that might result in legal liability for the district or its employees. The superintendent or designee will promptly notify the district's insurance carrier(s) in situations where coverage might be applicable.

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Version EIA-C.1F.FER (01/12)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.013, RSMo.	State Statute
§ 162.063, RSMo.	State Statute
§ 376.696, RSMo.	State Statute
§ 67.150, RSMo.	State Statute
§§ 537.610-.620, RSMo.	State Statute

Policy FB: FACILITIES PLANNING

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board of education will make the necessary provisions to carry out the goals and objectives of the school district through careful facilities planning.

The board shall periodically review the long-range school facilities plan. This review will provide guidance for capital outlay expenditures and will ensure that the school district has well-planned school buildings at proper locations when needed and at reasonable costs. The superintendent shall report to the board annually the status of facilities needed, based on enrollment projections and other factors. Enrollment projections shall cover five years and include current registration figures, community population trends, local birth rates and a review of proposed land development in the community, including residential construction rates.

The board or superintendent will generally initiate facility planning; however, the board and superintendent will consider suggestions from staff or patrons. Principals, staff and patrons shall be consulted during the planning stage through final layout. The superintendent will present a detailed summary of this consultation to the board prior to the approval of any building plan. The summary will include recommendations based on activities that will take place in the building; organization of instruction and curriculum to be housed in the building; specific architectural characteristics desired; equipment required; the spatial relationship to other district facilities; and other pertinent factors. Building plans for new construction or major structural renovation will be designed in accordance with local and state building codes as required by law and will comply with access requirements for persons with disabilities as required by law.

The district may acquire real property necessary for facility improvement or expansion through eminent domain only in accordance with law. The district will provide for the relocation of any persons displaced by the acquisition of property through eminent domain as required by and in accordance with law.

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Version FB-C.1F.FER (11/06)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 310.200, RSMo.	State Statute
§ 523.205, RSMo.	State Statute
§§ 8.610-.655, RSMo.	State Statute
Ch. 177, RSMo.	State Statute
Ch. 523, RSMo.	State Statute

Federal	Description
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act

Administrative Procedure FB-AP(1): FACILITIES PLANNING - (Relocation Assistance) **Status:** DRAFT

Original Adopted Date: Pending

In accordance with law and board policy, the superintendent will utilize the following procedures to assist persons displaced by the district's use of eminent domain to acquire real property.

Definitions

Business Relocation/Re-establishment Costs – Actual costs of moving including costs for packing, crating, disconnecting, dismantling, reassembling and installing all personal equipment; costs for relettering similar signs; stationary replacement; and up to an additional $10,000 for re-establishment. Re-establishment expenses are limited to the costs of physical improvements to accommodate the business.

Decent, Safe and Sanitary Dwelling – A dwelling that meets applicable housing and occupancy codes and is structurally sound, has a safe electrical wiring system and adequate heating system.

Displaced Person – Any person who moves from real property or moves his or her personal property from the real property permanently and voluntarily as a direct result of the acquisition, rehabilitation or demolition of real property, or the written notice of intent to acquire such real property, in whole or in part by eminent domain. A person is any individual, family, partnership, corporation or association that has a legal right to occupy the property including, but not limited to, month-to-month tenants.

Residential Relocation Costs – Actual moving costs, utility deposits, key deposits, storage of personal property up to one month, utility transfer and connection fees and initial rehousing deposits including first and last month's rent and security deposit. Relocation costs do not include the cost of replacement property or any capital improvements thereto.

Notice

Immediately after the board authorizes acquisition by eminent domain, the superintendent will provide potentially displaced persons notice that the property may be condemned for public purposes. A notice of relocation eligibility that informs the occupants of their eligibility for relocation assistance and the nature of that assistance will be provided as soon as is feasible.

Displaced persons will be notified at least 90 days in advance of the date they must vacate the property.

Eligibility

Displaced persons are ineligible for payments in accordance with this procedure unless they occupied the property at least 90 days prior to the initiation of negotiations between the district and the property owner.

Identification

Each person displaced by the acquisition of property through eminent domain must provide the superintendent with the following information in writing:

1. Name
2. Current address
3. Length of time at current address and, if less than one year, the previous address
4. Phone number or other appropriate contact information
5. Monthly net income
6. Number of persons living in the property, their ages and relationships
7. Special needs of any occupants
8. Place of employment and available transportation

9. If a business, the nature of the business

Given this information, the superintendent or designee will ascertain the availability of suitable replacement facilities and the vacancy rates of affordable facilities. The superintendent will then provide referrals to at least three decent, safe and sanitary housing options for residential persons and three suitable referral sites for displaced businesses at least 90 days prior to the date the property must be vacated. The superintendent or designee will arrange for transportation of displaced persons to referral sites, if necessary.

Payments

Eligible displaced persons will be provided either a fixed amount or an amount reflecting the actual reasonable cost of relocation, at the option of the displaced person. Tenants must file claims for relocation costs in writing to the superintendent within six months after the date of displacement, and property owners must file claims in writing to the superintendent by the later of the date of displacement or the date of the last payment for acquisition of the property. The claimant will provide required documentation in support of relocation costs. All payments will be made within 30 days following receipt of sufficient documentation.

The superintendent or designee will request advance relocation payments from the board if the displaced person can demonstrate a need. Whenever possible, advance payments will be made to the individual or company who will be the ultimate recipient, such as the landlord or utility, rather than the displaced person.

Owners can waive relocation payments as part of the negotiation for acquisition of the property. Any such waiver must be provided to the superintendent in writing and include the owner's statement that he or she is entitled to payment but has knowingly chosen to waive it.

No relocation benefits will be provided to any person who purposely resides in or chooses a business location solely for the purpose of receiving relocation benefits.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 310.200, RSMo.	State Statute
§ 523.205, RSMo.	State Statute
§§ 8.610-.655, RSMo.	State Statute
Ch. 177, RSMo.	State Statute
Ch. 523, RSMo.	State Statute

Federal	Description
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act

Policy FC: SCHOOL CLOSINGS, CONSOLIDATIONS AND REORGANIZATIONS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

When considering the matter of permanently closing, consolidating, or reorganizing schools within the district, it is the intent and desire of the board of education to provide students with high quality academic opportunities in a supportive educational atmosphere, ensure maintenance and enhancement of program options, and accommodate demographic demands and financial constraints.

The board may permanently or temporarily close, consolidate or reorganize a school for any reason including, but not limited to:

1. Efficiency – Enrollment has declined or the space available at a school or schools in close proximity is not being used in the most efficient and cost-effective manner.

2. Physical condition of building – The physical condition of the school building makes continued operation of the site cost-prohibitive or continued occupancy of the site unsafe or impractical.

3. Alternative use of school facilities – The board may close a school to use its facilities for other programmatic/educational purposes, for support services, to open a new school or to expand an existing school.

4. Change in educational focus – The board may determine that a school closure, consolidation, or reorganization is necessary to address the educational needs of students such as by implementing new curricula or instructional programs.

Process for School Closings, Consolidations and Reorganizations

Before any facility is permanently closed, the board will convene a hearing, or a series of hearings if appropriate, to elicit public comment regarding the proposed action. The superintendent or designee will develop procedures for the conduct of the public hearings. Before any school closing, consolidation or reorganization is proposed, the superintendent's staff shall prepare an impact analysis setting forth:

1. Possible alternatives to the proposed action, including maintenance of the status quo.

2. The projected impact that each alternative would have on each school affected by such action.

3. Enrollment data for the current school year and at a minimum three-year enrollment projections for all schools affected by the proposed action.

After approval by the board, the superintendent shall be responsible for the orderly closing, consolidation or reorganization of the school.

Reassignment of Students from Closed, Consolidated or Reorganized Schools

When a school is permanently closed, the students will be reassigned to a school or schools with available space that can meet their educational needs. If a school closing requires that the attendance boundaries of any school receiving students be redrawn, they shall be redrawn in a manner that facilitates equitable and appropriate reassignment. Physical proximity to the school will also be considered. Students may apply for enrollment at a school or schools other than the school to which they are reassigned in accordance with board policy and subject to space availability, transportation limitations, and the admissions criteria of such school(s).

Reassignment of Employees Assigned to Closed, Consolidated or Reorganized Schools

Teachers, administrators, and other employees at schools permanently closed, consolidated, or reorganized pursuant to this policy shall be reassigned by the superintendent in accordance with board policy and law. If the closing, consolidation, or reorganization requires the district to eliminate positions, those positions will be eliminated in accordance with board policy and law.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 168.124, RSMo.	State Statute
§ 177.073, RSMo.	State Statute
§ 177.091, RSMo.	State Statute
§§ 89.300-.491, RSMo.	State Statute
MO COURT	Sch. Dist. of Springfield R-12 v. City of Springfield, 174 S.W.3d 653 (Mo. Ct. App. 2005)

MSIP	Description
L-7	MSIP STANDARDS

Policy FEB: SELECTION OF ARCHITECTURAL, ENGINEERING AND LAND SURVEYING SERVICES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The superintendent or designee will select qualified firms and negotiate contracts for architectural, engineering and land surveying services for the various building projects in the school district when such services are required. Selection shall be made on the basis of demonstrated competence and qualifications for the types of services specified by the district at fair and reasonable prices.

The district will solicit statements of quality and performance data from architectural, engineering or land surveying firms when a project requiring such services is proposed.

The data submitted will be evaluated against the following criteria:

1. The specialized experience and technical competence, including that of partners and associates, demonstrated either with the district or elsewhere, with respect to the type of services desired by the board.

2. The capacity and capability of the firm to perform the tasks requested, as well as any specialized services, within the time limitations established for the completion of the project.

3. The firm's past record of performance with respect to control of costs, quality of work, design, appearance, utility and the ability to meet time schedules.

4. The firm's proximity to and familiarity with the geographical area in which the project shall be located.

The superintendent or designee shall prepare a written description of the services desired by the district. Interested firms will submit statements of their qualifications and performance data with respect to the above criteria. In addition, each interested firm will identify the individuals or subcontractors performing each service required by the architectural, engineering or surveying project and their degrees, certifications and years of experience performing the service. The superintendent or designee shall analyze the data received and list the top three qualified firms. The superintendent or designee shall select the firm considered best qualified and capable of performing the desired services and shall negotiate a contract. Should the district be unable to negotiate a contract acceptable to the district with the firm first selected, the district may negotiate a contract with another firm from the list or may direct the superintendent or designee to seek additional statements of qualifications from other firms and then submit a new list of qualified firms. Once an agreement is negotiated for the best qualified and capable firm, the recommendation will be presented to the board for approval.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.301, RSMo.	State Statute
§ 327.091, RSMo.	State Statute
§ 327.181, RSMo.	State Statute
§ 327.272, RSMo.	State Statute
§§ 8.285-.291, RSMo.	State Statute

Policy FEC: SELECTION OF CONSTRUCTION MANAGEMENT SERVICES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The superintendent may, using discretion and in accordance with law, contract for construction management services when planning, designing, constructing, improving, altering or repairing a building or structure.

Construction management services are those as defined in state law. A “construction manager” is defined as any person providing construction management services.

Selection

The superintendent or designee will advertise and solicit proposals in the following manner:

1. Construction management services for projects expected to cost no more than $500,000 will be selected in the same manner in which architects are selected, except the board will consider all submitted proposals even if the submission was not solicited.

2. If the total anticipated cost of the project exceeds $500,000, the board will request and solicit proposals by advertising for ten days in one newspaper of general circulation in the county where the work is located.

3. If the anticipated project cost exceeds $1,500,000, proposals will be solicited by advertising for ten days in two daily newspapers in the state that have a daily circulation of not less than 50,000, in addition to the advertisement in the newspaper in the county where the work will be done.

4. The board will not prequalify construction managers nor limit the number of proposals accepted but will accept all proposals that are in accordance with the advertised terms.

Selection of a construction manager will be based on:

1. Fees for overhead and profit.

2. Reimbursable costs.

3. Qualifications.

4. Demonstration of ability to perform comparable projects.

5. Demonstration of good-faith efforts to comply with federal, state and local affirmative action requirements.

6. References from prior clients.

7. Financial strength.

8. Qualifications of the in-house personnel who will manage the project.

9. Demonstration of successful management systems used for estimating, scheduling and cost controls.

The superintendent or designee may negotiate a contract for services with any construction manager selected. If the superintendent or designee is unable to negotiate a contract at a fair and reasonable price, as determined by the superintendent or designee, the superintendent or designee may revise the proposal and advertise again.

The board will not award the contract for construction management services if the construction manager or a firm that controls, is controlled by, or shares common ownership or control with the construction manager:

1. Guarantees, warrants or otherwise assumes financial responsibility for the work of others on the project.

2. Provides the public owner with a maximum price for the work of others on the project.

3. Furnishes or guarantees a performance or payment bond for other contractors on the project.

Upon being awarded a construction management contract, the construction manager will:

1. Furnish his or her skill and judgment in cooperation with and reliance on the project architect or engineer.

2. Furnish business administration, management of the construction process and other specified services in an expeditious and economical manner consistent with the best interests of the school district.

3. Perform basic services for reimbursement as provided in the construction services management contract.

Bids

Actual construction work on the project will be awarded by competitive bids submitted to the school district in accordance with law. Successful bidders must satisfy the same legal requirements as a contractor, including the obligation to provide payment and performance bonds to the district and meet the obligations pertaining to prevailing wage. In addition, all nonresident employers must meet the bonding and registration requirements of law.

The construction manager will not bid on or perform any of the actual construction on a project where he or she is serving as the construction manager nor will any company that controls, is controlled by or shares common ownership with the construction manager.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 177.086, RSMo.	State Statute
§§ 8.675-.687, RSMo.	State Statute

Policy FED: SELECTION OF A CONSTRUCTION MANAGER AT RISK

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 02/03/2025

The board may, at its discretion and in accordance with law, use the construction manager at risk method for construction of civil works projects in excess of $2,000,000 and noncivil works projects in excess of $3,000,000.

Definitions

Civil Works Projects – Construction projects such as roads, streets, bridges, utilities, storm drainage and flood control projects that are in excess of $2,000,000 and commonly designed by professional engineers.

Construction Manager at Risk (CMAR) – For the purposes of this policy, a construction manager at risk is a sole proprietorship, partnership, corporation or other legal entity that assumes the risk for the construction, rehabilitation, alteration or repair of a project at the contracted price as a general contractor and provides consultation to a political subdivision regarding construction during and after the design of the project.

Noncivil Works Projects – Construction projects, such as buildings, site improvements and other structures, in excess of $3,000,000 and commonly designed by architects.

Process

In accordance with law, a CMAR will be selected using the following process:

1. Unless the district employs an engineer or architect, the district will select an engineer or architect using the process outlined in policy FEB to prepare the construction documents for the project. The engineer or architect for a project may not serve as the CMAR alone or in combination with others.

2. At least one week prior to publishing the request for qualifications, the board will publicly disclose at a regular meeting its intent to use the construction management at risk method and the criteria it will use to select a CMAR.

3. The superintendent or designee will prepare a request for proposals or qualifications for a CMAR that includes:

    - General information on the project site, scope and schedule.

    - Selection criteria. The selection criteria may include the CMAR's experience, past performance, safety record, proposed personnel and methodology, and other appropriate factors that demonstrate the capability of the construction manager at risk.

    - The time and place for receipt of proposals or qualifications.

    - Other information that may assist the district in its selection of a CMAR.

The district will not request fees or prices in the initial request for proposals or qualifications.

4. Prior to opening the proposals or qualifications, the district will publish the request for proposals or qualifications in a newspaper of general circulation published in a county where the district is located. Alternatively, the district will publish the request for proposals or qualifications by a virtual notice procedure. In accordance with law, the district will use the virtual notice procedure only if the district uses virtual notice for at least 20 various purchases, design contracts, construction contracts or other contracts each year.

5. The superintendent or designee will publicly open and read aloud the names of the CMARs from whom the district received a response.

6. Within 45 days of opening the proposals or qualification submissions, the superintendent or designee will evaluate and rank each proposal or qualification submitted. The superintendent or designee will select, based solely on qualifications, five or fewer CMARs to submit additional information, including the proposed fee and price for fulfilling the general conditions.

7. The superintendent or designee will publicly open the submissions from the CMARs regarding fees. A CMAR's qualifications will account for a minimum of 40 percent of the evaluation, and cost will account for a maximum

of 60 percent of the evaluation. The board shall interview, in open session, at least two of the top-qualified offerors as part of the final selection.

8. The board will select the CMAR that submits the proposal offering the best value for the district based on the published selection criteria and on its ranking evaluation.

9. The superintendent or designee will negotiate a contract with the selected CMAR. If the superintendent or designee is unable to negotiate a satisfactory contract, the superintendent or designee shall end negotiations by sending a written notice to the CMAR. The superintendent or designee will then proceed to negotiate with the next CMAR in order of ranking. The board must approve the final contract with a vote of the majority of the whole board.

10. The CMAR must furnish a performance bond if the project is estimated to exceed $50,000.

Bidding and Selecting Contractors and Subcontractors

The district's CMAR will publicly advertise and receive bids or proposals from contractors or subcontractors for the performance of all major elements of the work, other than the minor work that may be included in the general conditions.

CMARs may seek to perform portions of the work themselves if they submit sealed bids or sealed proposals for those portions of the work in the same manner as other contractors or subcontractors. However, the district has the authority to restrict CMARs from submitting bids. A CMAR will be selected only if the CMAR's bid or proposal offers the best value for the district.

All sealed bids or proposals shall be submitted at the time and location specified in the advertisement for bids or proposals and shall be opened publicly. The identity of each bidder and the bid amount will be read aloud.

The CMAR, superintendent, or designee will review all bids or proposals received in a manner that discloses the bid or proposal contents only to persons employed by the district, CMAR, engineer or architect. After all proposals have been evaluated and clarified, the award of all subcontracts shall be made public.

If a contractor or subcontractor materially defaults in the performance of its work or fails to execute a contract, the CMAR may fulfill the contract requirements or select a replacement contractor or subcontractor without advertising.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 107.170, RSMo.	State Statute
§ 67.5050, RSMo.	State Statute
§§ 8.675-.687, RSMo.	State Statute

Policy FEE: SELECTION OF A DESIGN-BUILD CONTRACTOR

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board may, at its discretion and in accordance with law, use the design-build construction method for civil works projects regardless of cost or noncivil works projects in excess of $7,000,000.

Definitions

Civil Works Projects – Roads, streets, bridges, utilities, storm drainage and flood control projects.

Design-Builder – Any individual, partnership, joint venture or corporation subject to a qualification-based selection that offers to provide or provides design services and general contracting services through a design-build contract in which services within the scope of the practice of professional architecture or engineering are performed respectively by a licensed architect or licensed engineer and in which services within the scope of general contracting are performed by a general contractor or other legal entity that furnishes architecture or engineering services and construction services either directly or through subcontracts or joint ventures.

Design Criteria Consultant – A person, corporation, partnership or other legal entity duly licensed and authorized to practice architecture or professional engineering in Missouri that is employed by or contracted by the district to assist the district in the development of project design criteria, requests for proposals, evaluation of proposals, the evaluation of the construction under a design-build contract to determine adherence to the design criteria, and any additional services requested by the district to represent its interest in relation to a project. The design criteria consultant may not submit a proposal or furnish design or construction services for the design-build contract for which its services were sought.

Design Criteria Package – The scope and specifications for the design-build project sufficient to permit a design-builder to prepare a response to the district's request for proposals for a design-build project. The package may include capacity; durability; standards; ingress and egress requirements; performance requirements; description of the site; surveys; soil and environmental information concerning the site; interior space requirements; material quality standards; design and construction schedules; site development requirements; provisions for utilities, storm water retention and disposal; parking requirements; applicable governmental code requirements; preliminary designs for the project or portions thereof; and other criteria for the intended use of the project.

Noncivil Works Projects – Buildings, site improvements and other structures in excess of $7,000,000 commonly designed by architects.

Process

In accordance with law, the district will use the following process when selecting a design-builder:

1. Unless the district employs a design criteria consultant, the district will select and negotiate for the services of a design criteria consultant using the same selection process detailed in policy FEB.

2. At least one week prior to publishing the request for proposals (RFP) for a design-builder, the board will publicly disclose at a regular meeting its intent to utilize the design-build method and the project design criteria that will be used to select the design-builder.

3. The district will solicit proposals in a three-stage process. Phase I shall be the solicitation of the design-build team. Phase II shall be the solicitation of a technical proposal, including conceptual design for the project. Phase III shall be the proposal of the construction cost. The district will assign points to each proposal in accordance with law and as set out in the instructions of the RFP.

4. Prior to opening the proposals, the district will publish notice of the RFP in a newspaper of general circulation published in the county where the district is located and on the district's website. Alternatively, the district will publish the RFP by a virtual notice procedure. In accordance with law, the district will use the virtual notice procedure only if the district uses virtual notice for at least 20 various purchases, design contracts, construction contracts or other contracts each year. The notice will include a description of the project, the procedures for submission and the selection criteria to be used. The RFP will include a time, place and other specific instructions for the receipt of proposals. Proposals not submitted in strict accordance with the instructions will be subject to rejection.

The RFP must minimally include the following information about the project and the process:

- The procedures to be followed for submitting proposals, the criteria for evaluating proposals and their relative weight, and the procedures for making awards;
- The proposed terms and conditions for the design-build contract, if available;
- The design criteria package;
- A description of the drawings, specifications or other information to be submitted with the proposal, with guidance as to the form and level of completeness of the drawings, specifications or other information that will be acceptable;
- A schedule for planned commencement and completion of the design-build contract, if any;
- Budget limits for the design-build contract, if any;
- Requirements, including any available ratings, for performance bonds, payment bonds and insurance, if any;
- The amount of the stipend that will be available (at least one-half of one percent of the total project budget); and
- Any other information that the district in its discretion chooses to supply including, but not limited to, surveys, soil reports, drawings of existing structures, environmental studies, photographs, references to public records, or affirmative action and minority business enterprise requirements consistent with state and federal law.

5. In Phase I of the RFP, the district will require design-builders to submit a statement of qualification that will include, but is not limited to:
   - Demonstrated ability to perform projects comparable in design, scope and complexity;
   - References of owners for whom design-build projects, construction projects or design projects have been performed;
   - Qualifications of personnel who will manage the design and construction aspects of the project; and
   - Names and qualifications of the primary design consultants and the primary trade contacts with whom the design-builder proposes to subcontract or form a joint venture. The design-builder may not replace an identified contractor, subcontractor, design consultant or subconsultant without the written approval of the district.
6. In Phase I, the superintendent or designee will evaluate the qualifications of all the design-builders who submitted proposals in accordance with the instructions in the RFP. Architectural and engineering services will be evaluated in accordance with policy FEB. The district will have the discretion to disqualify any design-builder that lacks the minimum qualifications, based on the opinion of the district.

   Upon recommendation of the superintendent or designee, the board will select not more than five and not fewer than two design-builders with the appropriate qualifications to proceed to the next step in the process. The district will not consider price or fees when making this decision. The points assigned in Phase I of the evaluation process will not carry forward. The final decision on a design-builder will be made based on points given in Phases II and III.
7. The design-builders selected in Phase I will be invited to participate in Phase II and Phase III. The Phase II and III proposals will be submitted to the district concurrently in separate envelopes or separately submitted using other methods designated by the district. The district will reject any proposal that is not submitted on time.
   - Phase II requires the design-builder to submit its design for the project to the level of detail required in the RFP. The design-builder also needs to indicate whether the builder is able to deliver the project on time and within the district's budget. However, the Phase II proposal will not contain any reference to

the cost of the design-builder's proposal.

- Phase III requires the design-builder to submit a firm, fixed cost of design and construction. The Phase III proposal will include bid security and any other information required in the request for proposal.

8. The designs submitted in Phase II will be evaluated, assigned points and ranked in order by the superintendent or designee and the design criteria consultant. Phase II will account for at least 40 percent of the total point score. Up to 20 percent of the points awarded in Phase II may be based on the design-builder's qualifications and ability to design, contract and deliver the project on time and within the budget.

9. Once the Phase II rankings have been posted, the Phase III cost proposals will be opened and read aloud at the time and place specified in the RFP. Phase III will account for not less than 40 percent of the total point score as specified in the RFP.

10. The lowest and most responsive bidder will be awarded the total number of points for Phase III. For all other bidders, cost points will be calculated by reducing the maximum points available in Phase III by at least one percent for each percentage point by which the bidder exceeds the lowest bid.

11. The points assigned in Phase III will be added to the points given in Phase II to each design-builder. The responsive bidder with the highest number of points will be awarded the contract.

12. If the board, superintendent, or designee determines that it is not in the best interest of the district to proceed, the district may solicit new proposals using different design criteria, budget constraints, or qualifications.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 67.5060, RSMo.	State Statute

Policy FEF-2: CONSTRUCTION CONTRACTS BIDDING AND AWARDS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

(Urban and Metropolitan Districts and Districts Located Totally or Partially within St. Louis County)

By an affirmative vote of not less than two-thirds of all the members, the board may authorize the construction of libraries, schools, school offices, art galleries and museums and the necessary janitors' houses, repair buildings, supply houses and parking facilities to be used in the operation and maintenance of the school.

The district seeks to provide and maintain safe facilities capable of supporting the education mission of the district, while at the same time utilizing public funds prudently.

Definitions

For the purposes of this policy, the following definitions apply:

Construction – Building a new facility or improving, enlarging, altering, painting, decorating, excavating, demolishing or performing major repairs on an existing facility.

Facility – A building, structure, stadium, field or parking lot, or part thereof, such as a roof or heating or air conditioning system.

Major Repair – Replacement or repair of existing facilities when the size, type or extent of the facility is changed or increased.

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 for interracial exchange.

Project Planning

Construction projects will be planned to cause the least disruption to the district's education program and ensure the safest possible environment for students, staff and the public. District staff will rely on the district's long-term facilities plan when making decisions regarding construction and major repair of district facilities. The district is committed to providing accessible facilities. All projects will comply with laws regarding accommodations for individuals with disabilities, and the district will consider other recommended accommodations as well.

Before bidding a project, the district will determine whether engineering, architectural or land surveying services are required and whether the district will use a construction manager, a construction manager at risk, a general contractor or a design-build contractor. These professional services will be selected in accordance with law and board policy. The superintendent or designee is authorized to contact legal counsel for assistance in complying with the applicable laws and drafting or reviewing proposed contract language.

Purchasing Materials

All materials purchased either directly by the district or indirectly by the contractor or subcontractors must comply with legal requirements, including the purchasing preferences required by law. In addition, materials purchased for use in projects funded by federal awards must comply with federal requirements.

Bidding

All construction projects that may exceed an expenditure of $50,000 shall be advertised in a newspaper of general circulation in accordance with law, and should also be advertised in places likely to get responses from contractors. Those places should include business, trade or minority newspapers or other modes of communication, such as the district's website or other websites. Projects will not be split or artificially divided for the purpose of avoiding these competitive bidding requirements.

Prior to advertising for bids, the superintendent or designee and the architect or construction manager, if applicable, will draft detailed bid specifications for the construction project. Bid specifications will include all legal mandates

including, but not limited to, requiring:

1. Payment of the prevailing wage or the public works contracting minimum wage (PWCMW) when required by state law.

2. Laborers to receive mandatory safety training.

3. Contractors bidding on a contract for services in excess of $10,000 to provide a sworn affidavit and supporting documentation that affirms the contractor's participation in a federal work authorization program, such as E-Verify, and that the bidder will not employ unauthorized workers for the project. A contractor is only required to provide this affidavit to the district annually.

4. A performance bond if the project is estimated to exceed $50,000.

The district may also require a bidder's bond in an amount determined by the estimated cost of the project.

In accordance with the Sunshine Law and board policy, the board may discuss bid specifications in closed session, and the content of those bid specifications will remain confidential until they are officially approved by the board or published for bidding. Likewise, sealed bids and related documents will be closed until the bids are opened.

Sealed bids may be opened publicly or by administrative personnel at a time and date noted in the bid specification. In either case, all bids shall be publicly opened, and the date, time and place of the bid opening shall be included in the bid notice.

The district will not entertain bids that are not made in accordance with the specifications furnished by the district. The district reserves the right to waive minor technical defects in a bid, reject any or all bids, reject any part of a bid and advertise for new bids. If the scope of the project changes substantially, the district will rebid the project.

The superintendent or designee will determine which responsible bidder has the lowest bid to negotiate a satisfactory contract prior to final approval of the bid by the board.

Contracting

The superintendent or designee 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 or designee is authorized to consult legal counsel regarding contract language. Any contract the district enters into must include all legally required provisions.

Payment and Retainage

Unless contrary to any federal funding requirement or unless funds from a state grant are not received in a timely manner, the district's personal representative will ensure that prompt payment is made to the contractor and any professional engineer, architect, landscape architect or land surveyor in accordance with law and the contract governing the construction project.

The board must approve the payment of all bills by an affirmative vote of a majority of the whole board.

The personal representative shall pay any professional engineer, architect, landscape architect or land surveyor the amount due within 30 days following the receipt of an invoice prepared and submitted in accordance with the contract terms. In addition to the payment due, the contracting agency shall pay interest at the rate of one and one-half percent per month calculated from the expiration of the 30-day period until fully paid.

Contractors

In accordance with law, the district's personal representative may retain a portion of the payment to a contractor, not to exceed five percent of the value of the contract or subcontract, until after the entire project has been completed. If the contractor is not required by law to obtain a bond because the cost of the project is not estimated to exceed $50,000, the district's personal representative may retain an amount not to exceed ten percent of the value of the contract or subcontract.

When applicable, the architect or construction manager shall approve all payment requests prior to submission to

the board of education for payment. The superintendent or designee will examine all work performed on projects where no architects or construction managers are used.

If the prevailing wage or the PWCMW is required by law, the contractor must file an Affidavit of Compliance with the district before final payment will be approved or paid. The district will withhold and retain any amounts due prior to making final payment to any contractor who fails to pay the appropriate wage as required by law.

Change Orders

All requests to modify plans for a building or addition after a contract for construction has been signed by the board shall be presented to the superintendent or designee by the architect concerned.

The superintendent or designee 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 of more than $20,000.

All change orders approved by the superintendent or designee shall be reported to the board within a reasonable time after approval is granted.

Change orders in excess of $20,000 will not be approved without board action except as outlined in this policy. The district's personal representative may authorize change orders of less than $20,000 but must submit written documentation of the change order to the board as soon as possible. The personal representative may not restructure a change order in an attempt to circumvent the requirement for board approval.

The personal representative may also approve change orders that exceed $20,000 if the time it would take to obtain board approval would negatively affect the construction timeline or project budget and if the change order does not include work outside the scope of the original project that would be considered a new, separate project. This exception should be used rarely, if ever. When used, the personal representative must submit documentation of the change order to the board immediately with an explanation as to why it was approved prior to board action, and the change order will be placed on the board's next meeting agenda for ratification.

If a change order increases the cost of a project to over $75,000, the district will require the contractor to pay either the prevailing wage or the PWCMW for the portion of the project that exceeds $75,000 and provide an Affidavit of Compliance to the district prior to payment.

All change orders approved by the board or the personal representative shall be documented and retained with other documents related to the construction project. If a submitted change order includes work outside the scope of the original project that results in a substantial change, the board will rebid the work contained in the change order.

Expedited Construction

The board directs the superintendent or designee 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.

Construction Projects Conducted on Behalf of the District

The district appreciates business and community support of its education mission and welcomes both financial and physical contributions to the district. It is important for taxpayers and patrons to understand that various laws apply to projects conducted on behalf of the district even when those projects are not directly funded by the district. Further, it is essential that all construction projects adhere to the highest level of quality and safety. The district and the donor must ensure compliance with all applicable laws before a construction project is conducted on school grounds regardless of the labor source or payment method.

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State	Description
§ 107.170, RSMo.	State Statute
§ 177.073, RSMo.	State Statute
§ 177.086, RSMo.	State Statute
§ 285.530, RSMo.	State Statute
§ 292.675, RSMo.	State Statute
§ 34.057, RSMo.	State Statute
§ 34.059, RSMo.	State Statute
§ 34.209, RSMo.	State Statute
§ 610.021, RSMo.	State Statute
§ 67.5060, RSMo.	State Statute
§§ 290.210-.340, RSMo.	State Statute
§§ 432.070-.080, RSMo.	State Statute
§§ 493.010-.140, RSMo.	State Statute
8 C.S.R. 30-3.010-.070	State Regulation

Administrative Procedure FEF-2-AP(1): CONSTRUCTION CONTRACTS BIDDING AND AWARDS - (Soliciting Bids) **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Definitions

Newspaper of General Circulation – A newspaper that has a diverse group of subscribers and contains news of a general character and interest to the community.

Qualified Newspaper – A newspaper that is published daily, triweekly, semiweekly or weekly; has been admitted to the post office as Periodicals Class matter in the city of publication; has been published regularly and consecutively for a period of three years; or is a successor newspaper. In first-class counties, a qualified newspaper also includes any newspaper deemed qualified in accordance with law.

Procedures

The superintendent or designee will publish notice of construction projects in excess of $50,000 in a qualified newspaper of general circulation in the county where the district is located. In addition to the newspaper notification required by law, the superintendent or designee may publish notice of the project in other locations likely to generate bids from contractors, including websites, public notice boards, and other publications.

The published notice will contain:

1. The district's legal name.
2. Contact information of the individual authorized to respond to questions.
3. A statement that bids are being solicited.
4. The title of the project or services for which bids are being solicited.
5. Directions regarding how to obtain bid specifications.
6. The date, time and place for receipt of bids.

Bid specifications will include:

1. Any bid deposit, performance bond or security requirement.
2. Notice that the contractor must follow all provisions of prevailing wage and public works contracting minimum wage law when applicable and pay at least the hourly wage rate set out in the wage order(s) to all workers performing work under the contract. Contractors who do not comply with the law will forfeit a penalty to the district of $100 per calendar day (or portion of a day) for each worker who is paid less than the applicable hourly wage for any work done under the contract by the contractor or by any subcontractor. Contractors and subcontractors will be required to complete an affidavit of compliance prior to final payment.
3. Any pre-qualification requirements.
4. The date, time and place of any pre-bidding meeting and whether attendance is required.
5. A statement of the district's position on nonconforming bids.
6. The date, time and place for opening of bids.
7. A statement that all bids must be submitted in writing and sealed.
8. A statement that the board has the right to reject any and all bids.
9. Notice that all contractors and subcontractors must provide on-site workers a ten-hour program in construction safety and health approved by the Occupational Safety and Health Administration (OSHA) or a

similar program approved by the Missouri Department of Labor and Industrial Relations that is at least as stringent as the OSHA program or have documentation that the workers have previously completed the required program. Bid specifications will also include notice that failure to comply with the law will result in a penalty in the amount of $2,500 plus $100 per employee for each calendar day (or portion of a day) the employee is employed without the required training.

10. Notice that all bidders for contracts that may exceed $10,000 must provide a sworn affidavit and supporting documentation that affirms the bidder's participation in a federal work authorization program as well as an affidavit that the bidder does not knowingly employ any person who is an unauthorized alien who will be working on the project being bid. A contractor is not required to provide the affidavit to the district more than once a year.

11. Notice that "transient employers" as defined in § 285.230, RSMo., must file a financial assurance instrument with the director of revenue and provide proof of compliance to the district before work begins, or otherwise provide financial security to the district as required by law. Once work begins, a transient employer must post in a prominent and easily accessible place at the worksite a clearly legible copy of:

    - The notice of registration for employer withholding issued to the transient employer by the director of revenue.
    - Proof of coverage for workers' compensation insurance or self-insurance signed by the transient employer and verified by the Department of Revenue through the records of the Division of Workers' Compensation.
    - The notice of registration for unemployment security.

Bid specifications will also state that any transient employer failing to comply with these requirements will be liable for a penalty of $500 per day until the notices required by this section are posted as required by statute. Contractors utilizing transient employers as subcontractors are required to ensure that the subcontractors are complying with state statute.

Contractors and subcontractors are required to report to the district the date and amount of any wage subsidy, bid supplement or rebate for employment on a public works project received within 30 calendar days of receipt of payment, as required by state law. Such subsidies, supplements or rebates are prohibited if they reduce the wage rate below the prevailing wage rate. Contractors and subcontractors who do not comply will owe the district a penalty as required by law.

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§ 107.170, RSMo.	State Statute
§ 177.073, RSMo.	State Statute
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§ 285.530, RSMo.	State Statute
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§ 34.209, RSMo.	State Statute
§ 610.021, RSMo.	State Statute
§ 67.5060, RSMo.	State Statute
§§ 290.210-.340, RSMo.	State Statute

State	Description
§§ 432.070-.080, RSMo.	State Statute
§§ 493.010-.140, RSMo.	State Statute
8 C.S.R. 30-3.010-.070	State Regulation

Policy FF: FACILITY NAMES **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

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.

New Facilities

When any new facility is acquired or constructed, the board may appoint a committee consisting of community members, students, and staff to recommend appropriate names for the new facility. If possible, staff members who serve on the committee will include those slated to work in the new facility. The committee will recommend two or three possible names to the board for consideration, and the names will be included in the minutes. The board may also recommend a separate name to be considered. Activities of the committee are governed by the Missouri Sunshine Law. The board of education will make the final decision on the name of any district facility.

The committee will give preference to names of geographic location, local individuals, and individuals who are associated with the intended use of the new facility. Special consideration will be given to those names that have special significance to students, staff, or the community.

Facilities Within a Building

A portior of a building, site, or facility may be named to honor a business or someone who made a significant financial or 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 superintendent or designee on a standard district form, which can be obtained at the Administration Center. The form will include the name, reason the person should be honored, and the relationship between the person and the school or facility.

Within a year of receiving the request, the superintendent or designee will identify a committee of staff, parents, and students to review the proposal and submit a 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.

Existing Facilities and Additions

Once a building or facility has been named, that name will remain with the building or facility unless changed by the board. Names will be changed using the same process outlined above. Names may be changed when a specific program or theme the facility was named for changes, when the current name no longer supports the objectives of the facility, or due to additions or renovations to an existing facility.

Naming Rights

The board of education may, when it is in the best interest of the district to do so, contract to sell or lease naming

rights to any district-owned property to an entity or organization whose stated purpose is consistent with the educational mission of the district and whose activities are not contrary to that mission.

Plaques

The board may have a dedication plaque installed on new construction projects or renovations to existing facilities reflecting the name of the facility; the names of the board members in office at the time the project was approved; the name of the superintendent serving at the time the project was approved; and the names of the architect, general contractor and others as determined by the board. The plaque will also include the date the project was completed.

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Policy GB-1: PART-TIME AND SUBSTITUTE EMPLOYMENT

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The district may employ part-time employees and employees who will work on a substitute basis in the district. These employees must meet the same qualifications as full-time staff, must be appropriately certified or licensed when necessary, and are subject to the same policies, procedures, and other rules as full-time employees. Part-time and substitute employees must satisfactorily complete the same background checks and screenings required of full-time employees.

Substitute Employees

Substitutes are employed and paid by the board. In accordance with law, a majority of the whole board must approve the employment of all employees, which includes substitute employees. The superintendent will present an initial list of substitute employees to the board for approval. If substitute employees are added to or removed from the list, the superintendent will submit the revised list or the individual changes to the board for approval.

A fully certificated substitute teacher may be employed to assume all the duties of the teacher. The superintendent may make salary and fringe benefit adjustments 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 plan early to have a substitute replace any staff member who officially and routinely needs to be absent from the classroom because of sports, music, or other planned and approved events. Substitutes will be provided for staff when they are on approved field trips. Only in an emergency shall the principal assign a regular staff member as a substitute. This kind of emergency assignment shall be of short duration and rotated as much as possible among staff members. 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 receive additional pay according to the rate set by the board. 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.

The district may require certificated individuals to complete a substitute orientation program. The substitute orientation program must include instruction on the district's best practices for classroom management.

The district will provide all substitute teachers access to a state survey that they are required to complete, in accordance with law. Substitute teachers under the age of 20 will not teach in grades 9 through 12.

Part-Time Employees

The superintendent or designee may create part-time employment positions in situations where the district will benefit from employing part-time staff or where full-time staff are not necessary to accomplish the district's goals. The district will employ persons in part-time positions in accordance with the district's regular hiring practices and board policy.

Part-time staff 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 fringe benefits and prerequisites of full-time employees prorated to the extent of the part-time contract.

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.

Part-time employees shall be compensated based on the actual number of hours worked, in accordance with the appropriate hourly rate as determined by the employee's placement on the applicable step and salary scale. Compensation will be prorated based on the daily portion of a full-time teaching contract or other relevant role, as appropriate.

Part-time employees shall be eligible for fringe benefits and other employment-related prerequisites offered to full-

time employees; however, such benefits will be prorated in proportion to the hours worked and the portion of their hourly contract.

All compensation and benefits will comply with applicable federal, state, and local employment laws and regulations.

Job Sharing

The district may employ classroom teachers through a job-sharing arrangement in accordance with law. Classroom teachers in a job-sharing position shall receive paid legal holidays and paid leave applicable to all classroom teachers on a pro rata basis.

A job-sharing position shall mean any position that is shared with one other employee, requires employment of at least 17 and no more than 20 hours per week on a regular basis, and requires at least 70 percent of all time spent in classroom instruction. Instructional support or school services positions (such as school counselors, media coordinators, psychologists, social workers, audiologists, speech-language pathologists, and nursing positions) are not eligible for job sharing under state law but may still be employed on a part-time basis.

Employing Retirees

The district may employ persons retired and currently receiving a retirement allowance from a public retirement system, but the district shall consult with that public retirement system before hiring one of their beneficiaries.

Employing Temporary Staff

Temporary employees may be hired to fill vacancies for regular employees on leave of absence and to fill authorized vacant positions temporarily until posting, interviewing, and hiring takes place. Temporary employees may not fill an authorized vacant position for longer than 60 working days.

When a substitute is needed to perform additional or unexpected work, the administrator/supervisor shall contact the office professionals manager to determine if it is possible to hire temporary staff.

Contracts

The contracts of all teachers employed on a regular, part-time basis must explicitly state the percentage of full-time equivalent (FTE) work for which they are contracted so that the district may accurately calculate the accumulation of tenure.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.301, RSMo.	State Statute
§ 162.322, RSMo.	State Statute
§ 162.324, RSMo.	State Statute
§ 162.331, RSMo.	State Statute
§ 162.475, RSMo.	State Statute
§ 162.561, RSMo.	State Statute
§ 168.037, RSMo.	State Statute
§ 168.101, RSMo.	State Statute
§ 168.130, RSMo.	State Statute
§ 168.303, RSMo.	State Statute

State	Description
§ 169.560, RSMo.	State Statute
§ 169.596, RSMo	State Statute
§168.036, RSMo.	State Statute
16 C.S.R. 10-5.010	State Regulation
16 C.S.R. 10-6.060	State Regulation
5 C.S.R. 20-400.110	State Regulation
5 C.S.R. 20-400.220	State Regulation

Policy GBA: EXEMPT AND NONEXEMPT EMPLOYEES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Positions within the district are classified as being either exempt or nonexempt. Federal law 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 federal law. Teachers generally are considered exempt as professional employees, and school administrators are generally exempt as administrative employees.

Overtime Pay/Compensatory Time Off

Exempt and nonexempt employees will be compensated in accordance with the applicable board policy. Unless otherwise permitted by law, exempt employees will be compensated on a salary basis. Nonexempt employees who work more than 40 hours in any given workweek will be compensated through either overtime pay or compensatory time off. 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. 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 nonexempt employees must record their actual time worked daily, 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 termination.

Prior Authorization

Nonexempt employees are not permitted to work overtime without the prior approval of their supervisor. Any employee who violates this policy will be subject to disciplinary action, up to and including termination, 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 for overtime performed by nonexempt employees through either overtime pay or compensatory time off in lieu of overtime pay. 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.

If the district chooses to pay for 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 40 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: At the district's option, 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.

If 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.

Nonexempt office professionals may accrue no more than 80 hours of overtime/compensatory time. All other nonexempt 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 federal law.

Use of Compensatory Time

Nonexempt 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.

Required Breaks

In accordance with law, the district will provide a reasonable break time for an employee to express milk for her nursing child each time the employee has a need to express for one year after the child's birth. The district will provide a 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.

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

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal	Description
FEDERAL COURT	Garcia v. San Antonio Metro. Transit Aut., 469 U.S. 528(1985)

Policy GBAA: STAFF EXTRA-DUTY ASSIGNMENTS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 10/07/2024

All staff members are expected to perform reasonable duties over and above their regular responsibilities when the district determines that such additional work is necessary to supervise students, monitor an event, assist in an emergency situation or otherwise further the district's education mission. For example, employees may be assigned to sell tickets for extracurricular events or supervise students at district activities as part of their regular job duties.

The board directs the district administrative staff to carefully plan for staffing needs in advance, equitably distribute duties among qualified staff members when possible, and avoid situations where the district is obligated to pay overtime compensation when possible.

The district expects all employees to act professionally in all of their duties, regardless of whether it is the employee's regular position or an extra duty and regardless of whether the employee is compensated an additional amount for the duty. An employee's actions while performing an extra-duty position will be included in the employee's regular performance evaluation and may be used to determine the employee's suitability for continued employment in the district in any capacity.

Compensated Extra-Duty Positions

If the board determines that a particular assignment would make a major demand on an employee's time, the board may decide to create a compensated extra-duty position. An affirmative vote of a majority of the board is necessary to assign an employee to a compensated extra-duty position. The board will approve regular extra-duty assignments and compensation for those assignments on an annual basis.

Extra-duty positions may be at-will positions, or the board may enter into an employment contract for them. Employees will be compensated as directed in policies GCBA and GDBA. The district will avoid assigning extra duties to an employee if such assignment would result in payment of overtime compensation, unless the superintendent or designee determines the assignment is necessary and the additional amount is included in the budget for extra duties. Extra-duty positions are not subject to the provisions of the Teacher Tenure Act.

Occasional or Sporadic Extra Duties

If the board decides to compensate employees for occasional or sporadic extra duties, such as taking tickets at events, the superintendent or designee will annually recruit current employees who are interested in earning additional compensation for these duties. The board will approve the list of interested employees and will set compensation for the duties. After approval, the superintendent or designee has the responsibility for equitably assigning approved employees to those extra duties throughout the year.

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Federal	Description
FEDERAL COURT	Garcia v. San Antonio Metro. Transit Aut., 469 U.S. 528(1985)

Policy GBAC: STAFFING WITH AND EMPLOYING RETIREES

Status: DRAFT

Original Adopted Date: Pending

For the purposes of this policy, a "retiree" is defined as a person who is receiving retirement benefits from the Missouri Public School Retirement System, the Public Education Employee Retirement System, the Kansas City Public School Retirement System or the Public School Retirement System of the City of St. Louis.

The district encourages the superintendent or designee to consider past public school experience when making staffing decisions. When the district will benefit, the district may employ a retiree or contract with a retiree as an independent contractor. The district may also utilize the services of a retiree employed by a third party including, but not limited to, a staffing agency. The district will not create a position solely to benefit a retiree, but the district encourages retirees to apply for positions with the district.

However, given the strict regulation of retirees, the district will staff with a retiree only in situations where the applicable retirement laws will not be violated and the retiree's retirement benefits will not be jeopardized. To avoid compromising a retiree's benefits, the district will not reach a written or unwritten agreement for future employment with a person who has retired or is going to retire until the person has received his or her first retirement benefit payment.

The superintendent or designee may seek legal advice on compliance with the applicable laws and regulations.

Records

Retirees required by law to limit the number of hours they work for the district will maintain accurate records of the dates and hours they have worked as directed by the district and will provide those records to the district. Such records will be maintained by the district.

Staffing Using Independent Contractors

The district may staff positions using retirees serving as independent contractors, but the superintendent or designee will consult the district's legal counsel or auditor when necessary to ensure that the retiree is appropriately categorized for tax and withholding purposes. In accordance with law, any person performing work for the district for which teacher or administrator certification is required must be an employee of the district, not an independent contractor.

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Version GBAC-C.1A (12/18)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 161.855, RSMo.	State Statute
§ 162.475, RSMo.	State Statute
§ 169.322, RSMo.	State Statute
§ 169.331, RSMo.	State Statute
§ 169.660, RSMo.	State Statute
§§ 169.560-.596, RSMo.	State Statute
16 C.S.R. 10-5.010	State Regulation

Policy GBAD: TELEWORK

Status: DRAFT

Original Adopted Date: Pending

For the purposes of this policy, telework is defined as a flexible work arrangement where employees perform some or all of their job duties from home or another approved worksite. Employees who are approved to telework are considered present for attendance purposes.

In general, the district prefers that employees perform their duties at their assigned district buildings or offices to build relationships with students and families, ensure appropriate supervision and enable collaboration with coworkers. However, there are some positions that require employees to occasionally work remotely. There are other occasions where telework might increase district and student access to qualified employees, decrease absenteeism, be an appropriate accommodation for a disability or be a necessary alternative to closing district operations completely during an emergency.

Telework is not an entitlement and, unless there is a district emergency or disruption of operations, will be approved only when the district benefits from the arrangement and employees can effectively complete their job duties remotely. Teleworking employees will be held to the same performance expectations as other employees and are expected to follow all district policies, procedures and supervisor directives. The superintendent or designee may revise or withdraw permission to telework.

The board directs the superintendent or designee to create procedures to implement this policy.

District Emergency or Disruption of Operations

The district may include telework in its emergency operations plan. If the district determines that a school building must close due to inclement weather, an epidemic or another emergency or disruption in district operations, an employee may be required to telework. While these situations are not common, telework is an essential function of an employee's position if the district determines that such work is necessary to maintain district operations. The superintendent or designee will include telework requirements in employee job descriptions.

When telework is necessary, the district will provide employees with equipment and reasonable supports to assist with the transition. When telework is considered an essential function of an employee's position, an employee may be disciplined or terminated for refusing to work remotely or may be required to use paid leave days when available.

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Administrative Procedure GBAD-AP(1): TELEWORK

Status: DRAFT

Original Adopted Date: Pending

For the purposes of this procedure, telework is defined as a flexible work arrangement where employees perform some or all of their job duties from home or another approved worksite.

Telework Approval

Telework is not an entitlement and, unless there is a district emergency or disruption of operations, will be approved only when the district benefits from the arrangement and the employees can effectively complete their job duties remotely. Employees must have their supervisor's permission to telework before working remotely. The immediate supervisor may revise or withdraw permission to telework.

Regular Telework

The employee's immediate supervisor will grant approval for regular telework only if the employee is able to fully meet work expectations remotely.

Sporadic Telework

Telework may be approved by an employee's immediate supervisor for temporary or sporadic situations where it would be beneficial to the district to have an employee telework rather than take leave, such as when inclement weather renders an employee unable to reach the workplace.

Telework Accommodations Requests

Telework may be a reasonable accommodation for an employee with a disability, as defined by law, in some circumstances. Employees with disabilities may request such accommodations from their immediate supervisor. The request will be documented by the supervisor and approved by the superintendent or designee to ensure that the district's legal obligations are met. Telework is not a reasonable accommodation of a disability if the employee cannot complete the essential functions of the job through the telework arrangement, if the position is not suited to telework, or if for reasons other than the disability the employee would not have been considered for telework.

Hours and Time Worked

Employees must be available by phone and email during expected work hours. Nonexempt employees are required to accurately record the hours worked and obtain permission prior to working overtime.

Telework employees are required to request leave and provide notice of absences to supervisors to the same extent as other employees. Telework employees are required to attend applicable district meetings and activities unless excused by their supervisor and may be required to attend in person.

Work Location

The work location must be free of distractions and hazards. An employee may be required to consent to physical inspection of the workspace by a supervisor during business hours. Work-related injuries that occur in alternative work settings while performing work on behalf of the district must be reported to the district in the same manner as if they occurred on district property.

Equipment and Supplies

The district will work with teleworking employees to determine what equipment and supplies are needed. Teleworking employees must take measures to protect district property and are responsible for property lost or stolen due to the negligence of the employee. District supplies and equipment must be immediately returned to the district upon demand.

District policies regarding technology usage and the district's authorized user agreements apply when using district equipment for telework. This includes, but is not limited to, complying with all software license agreements.

The district is not responsible for maintaining or servicing an employee's personal equipment and accepts no responsibility for damage or repairs to employee-owned equipment if the employee chooses to use it for district purposes.

Data Security

Employees are responsible for following all laws and rules regarding the confidentiality of district data and protecting the integrity of the district's critical information. Teleworking employees must take precautions to ensure that this data is protected including, but not limited to, maintaining files in locked cabinets or desks, using a secure internet connection, using unique passwords to access district files, avoiding commingling of district data with personal information, and prohibiting unauthorized persons from viewing or accessing critical or confidential information. A data breach must be reported to the district immediately.

An employee is required to immediately return all district files and data upon request. Records created while teleworking may be subject to the Missouri Sunshine Law.

Student Contact

Teleworking employees are required to maintain professional boundaries with students and follow the limitations on electronic communications with students in policy GBH.

District Emergency or Disruption of Operations

If telework is required as part of the district's emergency operations plan, an employee's supervisor will provide the employee the necessary equipment and provide reasonable supports to assist employees transitioning to telework.

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Policy GBB: STAFF INVOLVEMENT IN DECISION MAKING

Status: DRAFT

Original Adopted Date: Pending

The board of education encourages employees to contribute their ideas for the betterment of the school district. Members of both professional and support staff may be asked to assist in developing policies, rules and procedures and establishing the district goals and objectives, budget, and curriculum. The superintendent is authorized to establish any committees viewed as appropriate to recommend policies, rules and procedures for the proper functioning of the district. Staff members should be advised, however, that the final decision on matters on which their advice is requested or received will rest with the board or with the administrator(s) to whom the board has delegated responsibility.

The superintendent will establish channels for the intercommunication of ideas among the professional and support staff, the administration and the board regarding the operation of the schools. In addition, the superintendent shall also weigh with due consideration the counsel given by employees, and especially that given by groups designated to represent large segments of the professional and support staff. The superintendent shall inform the board of such counsel when presenting reports of administrative action and recommendations for board action. The superintendent's recommendations may vary from the advice of such counsel when, in his or her judgment, other considerations prevail.

Each building administrator will maintain channels for conferring with both the professional and support staff in establishing building rules and procedures. In addition, professional staff employees will be given opportunity and encouragement to contribute in the development of the curriculum and other policies, rules and procedures pertaining to the instructional program.

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Policy GBBDA: FAMILY AND MEDICAL LEAVE **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

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:

Armed Forces – Army, Navy, Air Force, Marine Corps and Coast Guard, including the National Guard and Reserves.

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 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.

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

Covered Servicemember (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 years preceding the date the eligible employee takes FMLA leave to care for the veteran.

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 servicemember 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, parental care, 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 healthcare provider.

Serious Illness or Injury (for military caregiver leave) – 1) In the case of a current member of the Armed Forces, 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 servicemember's active duty and was aggravated by service in the line of

duty, that may render the servicemember medically unfit to perform the duties of the servicemember's office, grade, rank or rating; and 2) in the case of a veteran, an injury or illness that meets one or more of the standards listed in 29 C.F.R. § 825.127 and that was incurred in the line of duty on active duty in the Armed Forces, or that existed before the beginning of the servicemember's active duty and was aggravated by service in the line of duty, and that manifested itself before or after the servicemember became a veteran.

Spouse – Husband or wife. In accordance with law and for the purposes of this policy, this includes the other person with whom an individual entered into marriage as defined or recognized under state law in the state in which the marriage was entered into. If the marriage was entered into outside of any state, the marriage will be recognized if it is valid in the place where it was entered into and could have been entered into in at least one state. This definition includes an individual in a same-sex or common law marriage.

Veteran – An individual who was a member of the Armed Forces (including a member of the National Guard or Reserves) and was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the veteran. For veterans discharged or released prior to March 8, 2013, the period between October 28, 2009, and March 8, 2013, does not count toward the determination of the five-year period mentioned in the previous sentence.

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 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 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 servicemember (including some veterans) 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 will distribute 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 business 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 provide written notice to the employee within five business days, absent extenuating circumstances, regarding whether the leave will be counted as FMLA leave. The district will notify the employee if 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

An employee 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 leave may be delayed or denied if the employee fails to give such notice.

In all cases of foreseeable leave, the employee must provide notice, in the same manner that is required under the district's leave policies, to the superintendent or designee of the reasons for the leave, the anticipated duration of the leave and the anticipated start of the leave. 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 not practicable, the employee must provide notice as soon as practicable and must explain upon request why 30 days' 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.

1. All eligible employees are entitled to leave for a period not to exceed 12 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 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.

2. 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 servicemember. Twenty-six weeks of leave are available per covered servicemember, per injury/illness; however, no more than 26 weeks of leave may be used during each single 12-month period.

3. An eligible employee is entitled to a combined total of 26 workweeks of leave for any FMLA-qualifying reason during a single 12-month period, provided that the employee is entitled to no more than 12 workweeks of leave for one or more of the following: the birth of the employee's child or to care for such child; the placement of a child with the employee for adoption or foster care; in order to care for the employee's spouse, son, daughter or parent with a serious health condition; for the employee's own serious health condition; or because of a qualifying exigency. For example, an employee could take 16 weeks of military caregiver leave and still have ten weeks available for the birth of a child. However, an employee who used ten weeks of military caregiver leave could not take 14 weeks for the birth of a child because that exceeds the 12 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.

4. When both spouses are employed by the district and eligible for FMLA leave, the leave will be limited to an aggregate total of 12 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 both spouses use a portion of the total 12-week FMLA leave entitlement for the same qualifying event, the spouses would each be entitled to the difference between the amount he or she has taken individually and 12 weeks for another qualifying purpose. When both spouses are employed by the district and 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.

5. 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.

6. 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.

7. FMLA leave may be taken intermittently as required for the health of the employee or family member or as reduced-schedule leave in increments no greater than the shortest period of time that the district uses to account for use of other forms of leave, provided that it is not greater than one 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.

8. 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. 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 prolong the employee's leave until the beginning of the next school term, thus extending the leave beyond the period where an FMLA-qualifying reason exists. In such an instance, the prolonged leave time is unpaid and is not charged against the employee's annual FMLA entitlement. In cases where the special rules for instructional employees apply, the superintendent may apply those special rules or the general FMLA rules as best serves the interest of the district.

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 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.

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. However, the district has the discretion to assign employees taking intermittent leave or returning from FMLA leave to a different position or a position in a different building, grade level or classroom as long as the employee has the appropriate certification or license for the position. Depending on the circumstances, instructional employees may be assigned to substitute teacher positions, positions as in-school suspension supervisors or other district positions for which they are certificated if the district determines that such placement is necessary to ensure consistency of instruction.

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.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal	Description
10 U.S.C. § 101(a)(13)	Federal Statute
29 C.F.R. §§ 825.100-702	Family Medical Leave Act
29 U.S.C. §§ 2611-2619	Family and Medical Leave Act

Policy GBBDAA: STAFF SICK LEAVE POOL

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 05/09/2025

The district recognizes that employees may have a medical emergency requiring additional time off in excess of their available sick/personal leave time. To address this need, all eligible employees will be allowed to donate accrued paid sick leave hours from their unused balance to their co-workers in need of additional paid time off, in accordance with this policy.

Participation in the sick leave pool is strictly voluntary.

Eligibility for Sick Leave Pool Days

Employees requesting donated sick leave time from their co-workers must have a medical emergency. An emergency is defined as a major medical condition or illness of the employee or an immediate family member that will require the extended absence of the employee from duty and will result in a substantial loss of income to the employee due to exhaustion of all available paid leave. An immediate family member is defined as a spouse, child, or parent.

Donated sick leave time will go into a leave bank for use by eligible employees. The identity of the recipient of the sick leave will not be disclosed to donating employees. The donation of sick time is on an hourly basis, without regard to the dollar value of the donated or used leave. The minimum number of sick leave hours that an eligible employee may donate is four hours per calendar year. The maximum donation is 40 hours or no more than 50 percent of the employee's current leave balance. Employees cannot borrow against future sick leave time to donate to the pool.

Employees eligible to donate sick time leave may do so at any time during the calendar year. The donated time will be transferred from the donor to the leave pool as soon as administratively feasible after approval of the donation paperwork.

Employees who are currently on approved leave of absence cannot donate sick leave time. A donation of sick leave time is considered a permanent use of that time for all purposes. If an employee donates sick leave time, that time will not be considered in the possession of the donating employee when calculating accrued sick leave time at retirement.

Employees must be employed with the district for a minimum of one year to be eligible to donate and/or receive donated sick leave time. Employees who want to request donated sick leave time are required to complete a Donation of Sick Time Request Form and submit it to human resources. Requests for donations of sick leave time must be approved by human resources, the employee's immediate supervisor, and the superintendent.

If the recipient employee has available sick/personal leave time in his or her balance, that time must be used prior to any donated sick/personal leave time. Donated sick/personal leave time may be used for time off related only to the approved request. Employees who request donated sick leave time may receive no more than 480 hours (12 weeks) within a rolling 12-month period.

Nothing in this policy will be construed to limit or extend the maximum allowable absence under the Family and Medical Leave Act.

Version GBBDAA-S.1A.FER

Policy GBCA: STAFF CONFLICT OF INTEREST **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

All employees of the district shall adhere to the laws regarding conflict of interest and avoid situations where their decisions or actions in their employment capacities violate the provisions of this policy or conflict with the mission of the district.

Purchases Involving Federal Funds

In addition to the requirements of this policy, the provisions of policy DJFA and related procedures must be followed when federal funds are used.

Definitions

Business with Which an Employee Is Associated – For the purposes of this policy, a business with which an employee is associated means:

1. A sole proprietorship owned by the employee, his or her spouse or any dependent children in the person's custody.

2. A partnership or joint venture in which the employee or spouse is a partner, other than as a limited partner of a limited partnership, and any corporation or limited partnership in which the employee is an officer or director or of which the employee or his or her spouse or dependent children in the employee's custody, whether singularly or collectively, own more than ten percent of the outstanding shares of any class of stock or partnership units.

3. Any trust in which the employee is the settlor or trustee, or in which the employee, spouse, or dependent children, singularly or collectively, are beneficiaries or holders of a reversionary interest of ten percent or more of the corpus of the trust.

Special Monetary Benefit – 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.

Sale, Rental or Lease of Personal Property (Property other than Real Estate)

No employee of the district shall sell, rent or lease any personal property to the school district for consideration in excess of five hundred dollars' value per transaction or five thousand dollars' value per year to him or her, to his or her spouse, to a dependent child in his or her custody or to any business with which he or she is associated unless the transaction is made pursuant to an award on a contract let or sale made after public notice and competitive bidding, provided that the bid or offer accepted is the lowest received.

Sale, Rental or Lease of Real Property (Real Estate)

No employee of the district shall sell, rent or lease any real property to the school district for consideration in excess of five hundred dollars' value per transaction or five thousand dollars' value per year to him or her, to his or her spouse, to a dependent child in his or her custody or to any business with which he or she is associated unless the transaction is made pursuant to an award on a contract let or sale made after public notice.

Independent Contractor Services

No employee of the district shall perform service as an independent contractor for consideration in excess of five hundred dollars' value per transaction or five thousand dollars' value per year to him or her, to his or her spouse, to a dependent child in his or her custody or to any business with which he or she is associated unless the transaction is made pursuant to an award on a contract let or sale made after public notice and competitive bidding, provided that the bid or offer accepted is the lowest received.

Additional Prohibitions

1. Employees may not act or refrain from acting by reason of any payment, offer to pay, promise to pay, or

receipt of anything of actual pecuniary value paid or payable, or received or receivable, to themselves or any third person. This includes a gift or contribution made or received in relationship to or as a condition of the performance of an official act.

2. Employees shall not favorably act on any matter that is specifically designed to provide a special monetary benefit to them, their spouse, or any dependent children in their custody. The district will not purchase products distributed directly or indirectly by employees.

3. Employees will not use their decision-making authority for the purpose of obtaining a financial gain that materially enriches them, their spouse, or any dependent children in their custody by acting or refraining from acting for the purpose of coercing or extorting anything of actual pecuniary value.

4. Employees shall not offer, promote, or advocate for a political appointment in exchange for anything of value to any political subdivision.

5. An employee will not attempt to directly or indirectly influence any district decision when the employee knows the result of the decision may be the district's acceptance of a service or the sale, rental, or lease of any property to the district and the employee, his or her spouse, dependent children in his or her custody or any business with which the employee is associated will benefit financially.

6. An employee will not use his or her position with the district to influence purchases made by students or parents/guardians that result in the financial gain of the employee, the employee's spouse, the employee's dependent children or businesses with which they are associated, unless authorized by the board of education.

7. An employee will not trademark, patent, copyright or claim ownership interest in any inventions, publications, ideas, processes, compositions, programs, images or other intellectual property created by the employee in his or her capacity as an employee of the district, unless authorized by the board of education. The district will not pay royalties, licensing fees or other fees to employees or businesses with which they are associated for the use of intellectual property created by employees in their employment capacities, unless authorized by the board of education. Employees who have patented or copyrighted any device, publication, or other item will not receive royalties for their use in district schools.

8. An employee will not receive compensation, other than the compensation received from the district, for tutoring students currently enrolled in a class the employee teaches unless authorized by the board of education. Any private tutoring of students for a fee on district property is subject to facility usage policies and procedures. Upon request of a parent and approval by the principal, an employee may provide instruction to students for a fee outside of school hours and off district property.

9. Teachers will not make recommendations to parents for tutoring or refer students to agencies for special services without discussing the matter with the principal. The school counselor may be consulted as an additional resource.

10. Employees will not accept gifts from an individual student, parent/guardian, vendor, vendor's representative, or any person who does or is attempting to do business with the district unless authorized by the board or the employee's immediate supervisor. Gifts include, but are not limited to, money, personal property, free meals, tickets to events, travel expenditures and games of golf valued in excess of the amount set by the board. Door prizes and other randomly awarded prizes, such as those awarded from raffles or other fundraising events, are not considered a gift or gratuity.

Use of Confidential Information

Employees shall not use or disclose confidential information obtained in the course of or by reason of their employment in any manner with intent to result in financial gain for themselves, their spouses, dependent children in their custody, any business with which they are associated or any other person. Even when there is no financial gain involved, misuse of confidential information or failure to keep information confidential violates board policy and could also violate state and federal law.

Administrative and Executive Employees

In addition to the above-listed requirements, the following restrictions apply to all administrative and executive employees in the school district, in accordance with law. Administrative and executive employees of the district may

not:

1. Receive compensation or payment for services from any person, firm, or corporation, other than the compensation provided by the district for the performance of their official duties, to attempt to influence a decision by the district.

2. Perform any service for compensation by which they attempt to influence a decision of the district for one year after the termination of their employment with the district.

Financial Disclosure

The superintendent, chief purchasing officer and general counsel, if employed full-time by the district, will file an annual disclosure statement with the Missouri Ethics Commission in accordance with law and board policy BBFA.

Employees shall notify the superintendent's office in writing of any direct financial interest that the employee or an immediate family member has in a vendor that is about to sell goods or services to the district.

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 their district job. No outside employment may be accepted or continued, which interferes with the hours, duties, or responsibilities required of the employee.

If an employee is offered remuneration for providing services during regular working hours, upon the superintendent's approval, the employee may accept the remuneration and take vacation or unpaid leave, return the remuneration to the district, or provide the services without remuneration.

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

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 168.114,RSMo.	State Statute

Federal	Description
2 C.F.R. § 200, .112, .113, .317, .318, .338	Federal Regulation
2 C.F.R. § 200,.22,.23,.38.,92,.112,.113,.317,.318	Federal Regulation

MSIP	Description
L-2	MSIP STANDARDS
L-5	MSIP STANDARDS

Policy GBCB: STAFF CONDUCT

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board of education expects every employee to act professionally, ethically, and responsibly; use good judgment on and off duty;; and do what is necessary to maintain a safe learning environment and positive relations with students, parents/guardians, coworkers, and the public. In addition to expectations in other board policies and directives from supervisors, district expectations for employees include, but are not limited to, the following:

1. Become familiar with, enforce, and follow all applicable board policies and regulations, administrative procedures, other directions given by district administrators and supervisors, and state and federal laws. All employees will receive in-service training yearly on the policies and procedures of the district.

2. Maintain courteous and professional relationships with students, parents/guardians, other district employees and the public. Employees shall avoid personal relationships with students or other staff members which decrease in any way the individual's ability to carry out their professional responsibilities.

3. Transmit constructive criticism to the particular school administrator or supervisor who has the administrative responsibility to address the concern. Making non-constructive or derogatory remarks about the personal behavior or professional performance of other staff members is a violation of professional ethics. Employees will not be disciplined for speech that is protected by law and are encouraged to share concerns with their supervisors. Threats of violence (physical, verbal, or written), and violence against another staff member are prohibited and will lead to disciplinary action up to and including termination.

4. Actively participate in professional development and obtain information necessary to effectively perform the employee's job duties. Each year, employees will be given time within their workday, but excused from their duties, to view the training videos mandated by the district.

5. Conduct all official business in a professional and timely manner. Meet deadlines set by the district, administrative staff, and supervisors. Conduct business with the appropriate designated person or department.

6. Care for, properly use and protect school property. Immediately report all dangerous building conditions to the building supervisor and take action to rectify the situation in order to protect the safety of students and others. Take appropriate action to prevent loss or theft of district property, and immediately report loss or theft of district property.

7. Attend all meetings called by supervisors or the district administration unless excused. Arrive at work and leave work at the time specified by the district or as directed by a supervisor, and follow district policies, procedures, and directives regarding absences. All nonexempt employees must receive permission from a supervisor prior to working overtime.

8. Maintain records as required by law, board policy and procedure, and do not destroy records unless authorized to do so. Keep all student records, medical information, and other legally protected information confidential. Submit all required documents, information, data, or reports at the time requested. Employees must not falsify records, create misleading records, or compromise the accuracy and security of district data.

9. Properly supervise all students. The board expects all students to be under assigned adult supervision at all times during school, while traveling on school buses, and during any school activity. Employees must not leave students unsupervised except as necessary to handle an emergency situation. Should an employee need to leave an assigned group, another staff member will be designated to supervise. Any staff member shall assume responsibility for unattended students when necessary and assist in any way possible to prevent injury to persons or property damage. The parent/guardian of a high school student may waive the district's supervision requirement by signing the district's document granting their child permission to participate in a school-related activity or sport, and the parent/guardian may consent to allow their child to drive to school, transport other students, or ride with a driver other than a district employee, where such adult supervision is impracticable.

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

10. Obey all safety rules, including rules protecting the safety and welfare of students.

11. Communicate clearly and professionally. Employees will not use profanity and will not raise their voices unless necessary. Written communication must be grammatically correct. Employees will not be disciplined for speech that is protected by law and are encouraged to share concerns with their supervisors.

12. Dress in a professional manner that does not interfere with the educational environment and as directed by administrators or supervisors.

13. Other than commissioned law enforcement officers, school employees shall not perform strip searches, as defined in state law, of students except in situations where an employee reasonably believes that the student possesses a weapon, explosive or substance that poses an imminent threat of physical harm to the student or others and a commissioned law enforcement officer is not immediately available.

14. 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.

15. School employees shall not direct a student to remove an emblem, insignia, or garment, including a religious emblem, insignia, or garment, as long as such emblem, insignia or garment is worn in a manner that does not promote disruptive behavior.

16. State law prohibits teachers from participating in the management of a campaign for the election or defeat of a member of the board of education that employs such teacher.

17. Unless otherwise allowed by law, employees may not engage in political campaigning during the working day or during times when they are performing their official duties. The board of education recognizes and encourages the right of its employees as citizens to engage in political, civic, and other community service activities. “Political activity” is not to be construed as that which pertains to essential school matters such as school legislation, bond issues, and tax levies.

18. Employees will not represent their personal opinions as the opinions of the district and, to avoid confusion, are required to clearly indicate when they are speaking or writing as an individual and not a representative of the district.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 105.055, RSMo.	State Statute
§ 115.646, RSMo.	State Statute
§ 167.166, RSMo.	State Statute
§ 168.114, RSMo.	State Statute
§ 168.130, RSMo.	State Statute
§ 304.820, RSMo.	State Statute

Policy GBCBA: EMPLOYEE WALKOUTS, STRIKES AND OTHER DISRUPTIONS

Status: DRAFT

Original Adopted Date: Pending

The board is committed to peacefully resolving labor issues, but the board will not hesitate to act if district operations or the student learning environment are disrupted. No employee shall engage in any strike, walkout, work slowdown, stoppage or interruption of work, work-to-rule, boycott, refusal to cross any picket line, sit-down, sit-in, walk-out, sick-out, concerted refusal to work or any other practice that disrupts the school environment or interferes with district operations. This prohibition includes sympathy strikes or other disruptive actions taken in support of a different bargaining unit in the district or elsewhere.

In the event of a disruption, the superintendent or designee is authorized to contact an attorney to seek court intervention, compensation or any other recourse in accordance with law. Any employee participating in disruptive acts will be deemed to have engaged in a serious violation of board policy, will be considered excessively and unreasonably absent from duties, and may be terminated or otherwise disciplined. The board may also seek revocation of an employee's license(s). Employees will not be disciplined for actions protected by law.

During a strike, work stoppage or other disruption of the district, all employees are prohibited from using paid or unpaid leave unless the leave is required by law or unless the employee provides evidence satisfactory to the district of the need for the leave. The board also reserves the right to revoke previously approved vacation leave, personal leave or other optional leaves.

The superintendent or designee is directed to develop an emergency plan to be used in the event of a strike, work stoppage or other disruption to the educational environment. The superintendent or designee may reassign employees as necessary to keep schools operating and may hire replacement employees in accordance with law. If necessary, the superintendent may close schools with the understanding that all education facilities will be reopened as soon as practical.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 168.114, RSMo.	State Statute
§ 168.116, RSMo.	State Statute
§§ 105.500-.598, RSMo.	State Statute
MO COURT	Karney V. Mo. Dept of Labor and Indus. REl. S.W.3d (2020)
MO COURT	Independence - Nat'l Educ. Ass'n v. Independence Sch. Dist., 223 S.W.3d 131 (Mo. banc 2007)
MO COURT	Willis v. Sch. Dist. of Kansas City, 606 S.W.2d 189 (Mo. Ct. App. 1980)
Mo. Const. art.I § 29	State Constitution

Federal	Description
U.S. Const. amend. I	U.S. Constitution

Policy GBCBB: PROTECTED STAFF COMMUNICATIONS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 04/22/2025

The district respects the opinions of district employees and will not take action against district employees solely for speech that is protected by state or federal law. The superintendent or designee may contact the district's attorney prior to taking disciplinary action to ensure compliance with these laws.

While there are numerous statutes, constitutional provisions, and court cases on this subject, this policy is intended to address only the requirements of § 105.055, RSMo.

Definitions

Disciplinary Action – Any dismissal, demotion, transfer, reassignment, suspension, reprimand, warning of possible dismissal, or withholding of work, regardless of whether the withholding of work has affected or will affect a district employee's compensation.

District Employee – Any employee, volunteer, intern, or other individual performing work or services for the district.

Employee Responsibilities

The district encourages district employees to be mindful of the impact their communication may have on the school district community and expects employees to take responsibility for their own communications regardless of whether the communication occurs while off duty or working. District employees are prohibited from representing their opinions as those of the district and are required to clarify, when necessary, when they are speaking as an individual and not as a representative of the district. All communications made by an employee while working for or representing the district must be professional.

Protected Communications

District administrators or supervisors will not prohibit an employee from discussing the operations of the district, either specifically or generally, with any member of the legislature, the state auditor, the attorney general, a prosecuting or circuit attorney, a law enforcement agency, the news media, members of the public, or any state official or body charged with the investigation of misconduct listed in this policy unless allowed by law.

Unless a disclosure is prohibited by law, neither the district nor its administrators and supervisors will prohibit a district employee from, or take disciplinary action against a district employee for, disclosing an alleged prohibited activity under investigation, any related activity, or any information the district employee reasonably believes to be evidence of:

1. A violation of any law, rule, or regulation;
2. Mismanagement;
3. A gross waste of district funds;
4. An abuse of authority;
5. Any violation of district policy;
6. A waste of public resources;
7. Any alteration of technical findings or communication of scientific opinion;
8. A breach of professional ethical canons; or
9. A substantial and specific danger to public health or safety.

All district employees and volunteers who have reasonable cause to suspect fraud must immediately report that suspicion to an administrator or supervisor pursuant to policy DA.

No administrator or supervisor shall require a district employee to provide notice prior to disclosing any activity listed above or prevent a district employee from testifying before a court or an administrative or legislative body regarding any alleged prohibited activity or disclosure of information.

Protected Communications Regarding Federal Programs

District employees will not be discharged, demoted, or otherwise discriminated against as a reprisal for disclosing information that the employee reasonably believes is evidence of gross mismanagement of a federal contract or grant, a gross waste of federal funds, an abuse of authority relating to a federal contract or grant, a substantial and specific danger to public health or safety, or a violation of law, rule, or regulation related to a federal contract (including the competition for or negotiation of a contract) or grant, to:

1. A member of Congress or a representative of a committee of Congress;
2. An inspector general;
3. The Government Accountability Office;
4. A federal employee responsible for contract or grant oversight or management at the relevant agency;
5. An authorized official of the Department of Justice or other law enforcement agency;
6. A court or grand jury; or
7. A management official or other employee of the contractor, subcontractor, grantee, subgrantee, or personal services contractor who has the responsibility to investigate, discover, or address misconduct.

Employees who believe that they have been subjected to a prohibited reprisal may submit a complaint to the inspector general of the federal executive agency involved.

Requests for Information and Testimony

In general, and in accordance with law, the district will comply with legislative requests for information as well as any requests for information by a court or other legislative body. Likewise, the district will cooperate in situations where a court or legislative body seeks district employee testimony regarding any alleged prohibited activity.

District employees who receive a legislative request for information are required to inform district administrators or supervisors. District employees are also required to provide district administrators or supervisors information regarding the substance of any testimony the district employee makes to legislators on behalf of the district.

Leaving Work Areas

District employees are required to follow all applicable rules and supervisor instructions regarding attendance. A district employee may not leave assigned work areas during normal work hours to discuss district operations or to make protected disclosures under this policy, particularly in situations where students would be left unsupervised, unless the employee:

1. Is reporting suspected child abuse or neglect;
2. Is asked by a legislator or legislative committee to appear before a legislative committee;
3. Is otherwise entitled by law or as part of their duties to leave the assigned work area; or
4. Has requested and received permission from an administrator or supervisor to be relieved of their job duties for the purpose of reporting misconduct to the appropriate district authority. Such requests will be granted as soon as practical given the nature of the employee's job duties.

Unprotected Communications

Regardless of any protections afforded in this policy, a district employee may be disciplined for communicating information if the employee knew the information was false; if the information was disclosed in violation of the

Missouri Sunshine Law or any other law; or if the disclosure was related to the employee's own violations, mismanagement, gross waste of funds, abuse of authority, or endangerment of public health or safety.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 105.055, RSMo.	State Statute
§ 210.115, RSMo.	State Statute
§ 285.575, RSMo.	State Statute
§ 610.010, RSMo.	State Statute

Federal	Description
2 C.F.R. § 200.217	Federal Programs Whistleblower Protections
20 U.S.C. § 1232g	Family Educational Rights and Privacy Act
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
29 U.S.C. §§ 2611-2619	Family and Medical Leave Act
41 U.S.C. § 4712	Protection from Reprisal for Disclosure of Certain Information
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act
7 C.F.R. Part 210 et seq.	National School Lunch Program
FEDERAL COURT	Pickering v. Board of Education, 391 U.S. 563 (1968)
FEDERAL COURT	Connick V. Meyers, 461 U.S. 138 (1983)
FEDERAL COURT	Garcetti v. Ceballos, 547 U.S. 410 (2006)

Policy GBCBC: STAFF ABSENCES AND TARDINESS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Consistent contact with students and coworkers is necessary for an optimal learning environment and an effective working environment. Therefore, consistent attendance is an essential duty of any employee's position. While some absences are unavoidable, when an employee is routinely tardy, frequently absent or is absent for an extended period of time, the learning environment and district operations are negatively impacted.

Teachers are 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.

Employees may be disciplined or terminated for excessive absences or tardiness, which includes situations where employees come to work late, leave early, or abandon their duties without permission from a supervisor.

An employee is considered tardy when not at an assigned location at the designated time or when they take an unreasonable amount of time for a break or lunch. When tardiness is unpreventable, the employee should notify 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.

Unless authorized by the board or the superintendent or otherwise authorized by law, an employee’s absence will be considered excessive or unreasonable in any of the following circumstances:

1. The absence is for a reason not granted as paid or protected leave under board policy or law.

2. The absence results in the employee exceeding the amount of leave granted by the board.

3. The employee has not otherwise exhausted applicable leave days, but the absence exceeds 5 days a month, 20 days in a semester or 40 days per school year or is otherwise disruptive to district operations, as determined by the district.

4. The employee fails to appropriately notify the district of an absence as soon as possible after the employee knows he or she will be absent (commonly called No-Call, No-Show). The notice should include the reason for the absence.

   Maintenance, custodial, and security employees must give specific notice 30 minutes at the absolute minimum in advance of any 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.

5. The employee does not provide the district complete and accurate information about the absence, does not respond to requests for information, or does not provide documentation related to the absence as requested or required.

6. The employee does not first obtain permission to be absent from the appropriate supervisor when required to do so.

7. The absence is for any reason other than the one given for the absence.

Even if the absence or tardiness is authorized by the board or the superintendent, if the absence or tardiness occurs for a reason not granted as paid leave under board policy or if it exceeds the number of days the employee has been granted under a designated leave, the employee’s salary will be docked. Violation of this policy constitutes misconduct and may result in the loss of unemployment benefits if a claim is filed.

Employees will not be disciplined or terminated for absences qualifying for protection under the Family and Medical Leave Act (FMLA), the Uniformed Services Employment and Reemployment Rights Act (USERRA) or other applicable law.

Failure to Contact the District

If an employee without an employment contract is absent from work, does not contact his or her supervisor, and does not respond to attempts by the district to contact the employee and the employee's emergency contact, the district will assume the employee has resigned his or her employment with the district and will consider the position vacant.

If an employee with an employment contract is absent from work, does not contact his or her supervisor, and does not respond to attempts by the district to contact the employee and the employee's emergency contact, the district will send a letter and any other appropriate communication to the employee stating that if the employee does not contact the district, the district will assume that the employee has voluntarily resigned from his or her position with the district. If the employee still does not contact the district, the district will assume that the employee has resigned and will consider the position vacant.

The district may share with potential employers seeking information about a former employee the fact that the employee failed to contact the district or resign.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 168.116,RSMo.	State Statute
288.030	State Statute
38 U.S.C. 4301-4333	Uniformed Services Employment and Reemployment Rights Act
MO COURT	Aubuchon v. Gasconade County R-1 Sch. Dist., 541 S.W.2d 322 (Mo. Ct. App. 1976)
MO COURT	Willis v. Sch. Dist. of Kansas City, 606 S.W.2d 189 (Mo. Ct. App. 1980)

Policy GBCC: STAFF USE OF COMMUNICATION DEVICES

Status: DRAFT

Original Adopted Date: Pending

The 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. 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 possessing or 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 mobile telephone, personal digital assistant, pager, tablet, laptop or other portable device that sends, receives or retrieves calls, text messages, email, other electronic communications or data, or provides access to the Internet.

Use/Using – Dialing, answering or talking on the phone; sending, reading or responding to a text, email or other communication; opening and viewing pictures or digital recordings; opening and listening to music or audio communications; continuously checking a communication device; or any activity with a communication device that interferes with the employee's job duties or appropriate supervision of students. An employee is considered to be using a device even when the use is hands-free.

General Use

The district prohibits employees from using any communication device that interrupts or disrupts the performance of duties by the employee or otherwise interferes with district operations, as determined by the employee's supervisor. This prohibition applies regardless of whether the communication device used is owned by the employee or provided by the district.

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

Supervision of students is a priority in the district, and employees who are responsible for supervising students must concentrate on that task at all times. Employees shall not use communication devices when they are responsible for supervising students unless any of the following conditions occur:

1. The device is being used to instruct the students being supervised at the time.
2. The use is necessary to the performance of an employment-related duty.
3. The employee has received specific and direct permission from a supervisor.
4. There is an emergency.

Even when these conditions exist, the employee is responsible for obtaining assistance in adequately supervising students during the approved use so that students are supervised at all times.

Use in Vehicles

Regardless of other provisions of this policy and in accordance with law, employees shall not use communication devices when:

1. Driving district-provided vehicles, regardless of whether the vehicle is owned, leased or otherwise obtained for district use in a district activity.
2. Operating any vehicle in which a student is being transported when the transportation is provided as part of the employee's job.
3. Supervising students who are entering or exiting a vehicle, crossing thoroughfares or otherwise safely reaching their destinations when such supervision is part of the employee's job.

The district will make an exception to the rules in this section when the communication device is used to:

1. Report illegal activity.
2. Summon medical or other emergency help.
3. Prevent injury to a person or property.
4. Relay necessary, time-sensitive information to a dispatcher with a device permanently affixed to the vehicle, in the manner allowed by law.
5. Play music, as long as the employee operating the vehicle does not turn on, select or otherwise manipulate the device while operating the vehicle or supervising students as described above.
6. Obtain directions from a global positioning or navigational system, as long as the system is being used in association with the employee's job and adequate safety precautions are taken.

Even in these situations, employees should first take all possible safety precautions before using communication devices.

Use of District-Provided Communication Devices

The district may provide communication devices and service to some employees to assist them in carrying out their employment-related duties on and off district property. Use of a district-provided communication device is a privilege. 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 communication 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. The amount of personal use of a communication device or service paid for under E-Rate can be no greater than the cost allocation submitted in the request for the E-Rate discount.

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Version GBCC-C.1C (01/14)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal	Description
47 C.F.R. §§ 54.501-.513	E-Rate
U.S. Const. amend. IV	U.S. Constitution

Policy GBE: STAFF HEALTH AND SAFETY

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/03/2025

Staff health and safety are of vital importance to the school district. The board will seek to provide safe working conditions for all staff members and will give prompt consideration to conditions that may present a threat to staff health and safety. The district will respond to employee requests for reasonable accommodations under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act (ADA) and for known limitations related to pregnancy, childbirth, or related medical conditions under the Pregnant Workers Fairness Act.

The district will make medical inquiries, require physical exams, and keep medical information on employees only in accordance with law. Medical records must be maintained on separate forms in separate medical files and shall be kept confidential.

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

Each new employee shall complete a physical examination including a PPD tuberculin skin test by the Mantoux method before employment is approved by the board. Any employee who has tested positive for a PPD test shall, for three succeeding years, provide the human resources office documentation of a medical evaluation, including an X-ray, prior to the first day of class. Employees who test positive and provide documentation that they have successfully completed Isoniazid (INH) treatment will not be required to provide further documentation.

Individuals employed by the district or through a contracted service to drive district transportation must annually provide the district with a statement from a medical examiner that indicates that they are physically qualified to operate district transportation for the purpose of transporting students. New drivers must file this statement prior to their initial operation of district transportation.

Chronic Communicable Disease

The district will permit employees with a communicable disease to continue in their positions if 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, and are able to meet 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.

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

Mandatory HIV screening programs or tests for employees shall not be performed. Mandatory screening programs or tests for other diseases shall be evaluated periodically on an individual basis.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.064, RSMo.	State Statute
§ 302.272, RSMo.	State Statute

Federal	Description
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act

Federal	Description
42 U.S.C. §§ 2000gg-1 – 2000gg-6	Pregnant Workers Fairness Act

Policy GBEA: WORKERS' COMPENSATION

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Pursuant to state law, an employee of the 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 by completing the district's incident report form. If the nature of the injury or illness is such that the employee cannot immediately submit the completed incident form, the employee's 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.

Upon receiving a report of an injury or illness, the supervisor will immediately forward the report to the superintendent or designee. The superintendent or designee will promptly forward a copy of the report 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

The district does not permit the use of paid leave for absences during the period when the employee receives workers' compensation wage benefits. Because 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.

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. However, the employee will not continue to accumulate paid leave during the absence.

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 may be granted unpaid leave.

Medical Providers

The district may 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 provided by the district or obey rules 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, procedure or rule relating to the use of alcohol or nonprescribed controlled substances will result in a reduction or loss of benefits payable under this policy and pursuant to law if the injury was sustained in conjunction with the use of alcohol or nonprescribed controlled substances.

The board authorizes post-injury testing for nonprescribed 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 with 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 percent 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. While on light or modified duty, employees will maintain the pay grade assigned to their regular full-time duty. Additionally, an employee on restricted duty is not eligible for overtime.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ch. 287, RSMo.	State Statute

Policy GBEBA: DRUG-FREE WORKPLACE

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board of education recognizes drug dependency as an illness and a major health problem. The board also recognizes drug abuse as a potential health, safety, and security problem. Employees who need help dealing with drug dependency 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.

Definitions

Controlled Substances – Substances listed in schedules I, II, III, IV, and V of the federal Controlled Substances Act, 21 U.S.C. § 812. For the purposes of this policy, a controlled substance shall also include any controlled substance, counterfeit substance, or imitation controlled substance as defined in § 195.010, RSMo., and any chemical substances structurally similar to and treated as controlled substances under state law.

District Activity – Any activity, event, or function where students are under district supervision, such as field trips or athletic events.

District Property – Any property owned or leased by the district, including any vehicle owned, leased, or used for district purposes, and any location where a district-sponsored or approved activity takes place.

Prohibited Substances – For the purposes of this policy, a prohibited substance shall include:

1. Alcohol.
2. Controlled substances for which the employee does not have a valid prescription.
3. Unauthorized inhalants.
4. Counterfeit or imitation controlled substances.
5. Marijuana or marijuana-infused products.
6. Any other illegal drug.
7. Any drug or medicine prohibited on district property by law or policy.
8. Substances intended to create a false negative on a drug test.

Prohibited Substances

Student and employee safety is of paramount concern to the board of education. In recognition of the threat to safety posed by employee use or possession of prohibited substances, the board commits itself to a continuing good-faith effort to maintain a drug-free workplace. Therefore, the board prohibits employees from manufacturing, using, selling, transferring, distributing, possessing, or being under the influence of prohibited substances on district property; in any district-owned vehicle or any vehicle used to transport students; at district activities; or during any time employees are supervising students on behalf of the district or are otherwise engaged in district business. The board also prohibits the manufacture, use, sale, transfer, or possession of drug-related paraphernalia. When it is evident that an employee has consumed prohibited substances off district property before or during a district activity that the employee is required to attend, the employee will not be allowed on district property or to participate in the activity and will be subject to the same disciplinary measures as for possession or consumption of prohibited substances on district property.

This policy shall be communicated in writing to all present and new employees. Compliance with this policy is mandatory.

Marijuana and Marijuana-Infused Products

Marijuana is illegal under federal law and is considered a prohibited drug under this policy. This policy's prohibitions apply even if an employee has been authorized under state law to use marijuana or marijuana-infused products for medicinal or recreational purposes.

Testing

Employees may be tested for prohibited substances if the district has reasonable suspicion that the staff member has violated this policy. In addition, staff members who operate district vehicles must submit to alcohol and drug testing as required by law. Additional drug testing may occur as allowed by law. All testing will be conducted in accordance with board policy, administrative procedures, and law.

Consequences

Employees who violate this policy will be subject to disciplinary action, which may include, but is not limited to, suspension, termination, referral for prosecution, and referral for discipline of the employee's certification or license. Employees may be required to satisfactorily participate in substance use assistance or rehabilitation programs.

As required by federal law, if an employee is convicted of a criminal drug offense for a violation occurring in the workplace, the district will take appropriate personnel action, which may include discipline, termination, or requiring employee participation in a substance use or rehabilitation program. The district will take action within 30 days of notification of the conviction.

District Notifications

Each district employee is hereby notified that, as a condition of employment, the employee must abide by the terms of this policy and notify the superintendent or designee of any criminal drug statute conviction for a violation occurring in or on the premises of this district or while engaged in regular employment. Such notification must be made by the employee to the superintendent or designee in writing no later than five calendar days after conviction. In accordance with policy GBEBC, employees are required to notify the district if they are charged with any misdemeanor or felony.

Notification to Federal Agency

If an employee is convicted of any criminal drug offense for a violation occurring in the workplace, the superintendent or designee will provide notice in writing of such violation to the U.S. Department of Education or other appropriate federal agency within ten calendar days after the superintendent or designee receives such notification. Notification will be made only if the district receives any federal grants directly from such agency, as opposed to federal grants received through the Department of Elementary and Secondary Education (DESE).

Awareness Program

The superintendent or designee will institute a drug-free awareness program to inform employees of the dangers of drug and alcohol use and misuse in the workplace; of this policy of maintaining a drug-free workplace; of available counseling, employee assistance, and rehabilitation programs; and of the penalties that may be imposed upon employees for substance use violations occurring in the workplace.

Professional Assistance

The board encourages employees who have a substance abuse problem to seek professional assistance. The district will provide referrals to treatment resources upon employee request, but the district will not assume any financial responsibility.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§§ 287.120, 302.275, RSMo.	State Statute
Mo. Const. art. XIV §§ 1-2	State Statute

Federal	Description
21 C.F.R. §§ 1300.01-.04	Controlled Substances
21 C.F.R. §§ 1308.11-.15	Controlled Substances
21 U.S.C. § 812(c)	Federal Statute
21 U.S.C. §§ 841, 844, 860	Federal Statute
41 U.S.C. §§ 8101 - 8105	Drug Free Workplace Act

Policy GBEBB-4: EMPLOYEE ALCOHOL AND DRUG TESTING **Status:** DRAFT

Original Adopted Date: Pending

(District Both Provides and Contracts for Transportation Services)

Provisions Applicable to All Employees

Alcohol and Drug Prohibitions

Employees may not manufacture, use, possess, sell, distribute, or be under the influence of prohibited substances ("alcohol or drugs") in violation of district policy GBEBA, Drug-Free Workplace. Employees may be tested for alcohol and drugs if the district has reasonable suspicion that they have consumed alcohol or drugs in violation of board policy.

Marijuana and Marijuana-Infused Products

Marijuana is illegal under federal law and is considered a prohibited drug under this policy. This policy's prohibitions apply even if an employee has been authorized under state law to use marijuana or marijuana-infused products for medicinal or recreational purposes.

Program Coordinator

The superintendent or designee will serve as the program coordinator and will implement the district's alcohol and drug testing program within the guidelines of this policy.

Training

The superintendent or designee will secure training on identifying the signs that an individual is under the influence of alcohol or drugs and will select employees to receive the training. The training will include requirements under federal law for employees who operate district vehicles.

Testing Program

The district will use alcohol and drug testing facilities with appropriately trained personnel. The district's alcohol and drug testing program shall provide individual privacy in the collection of specimen samples to the maximum extent possible. The sample collection procedures and chain of custody shall ensure that the security, proper identification, and integrity of the samples are not compromised.

Consequences

Employees who test positive for prohibited substances will be subject to discipline, including termination, in accordance with board policy and law. Employees who obstruct the district's alcohol or drug testing process may be disciplined as if they submitted a sample that returned a positive test result and may also be subject to discipline for the act of obstruction itself. Employees obstruct the drug testing process when they:

1. Refuse to submit to a drug test under this policy;

2. Intentionally submit a falsified sample for testing (such as submitting someone else's sample as their own, providing a sample for another person to submit as theirs, submitting an old sample as if new, or submitting a sample containing a substance intended to cause a negative result on the test); or

3. Otherwise intentionally interfere or attempt to interfere in any way with the integrity of the sample collection and testing process under this policy.

Employees who have not been asked to submit a sample but obstruct the testing of another person's sample may be disciplined for the obstruction.

Treatment

In addition to any disciplinary action taken, the district will provide employees a list of names, addresses, and telephone numbers of substance use treatment professionals and programs when employees have a positive alcohol or drug test result, refuse to take a test, or otherwise request information about substance use treatment.

District Records and Reports

Alcohol and drug test results and records shall be maintained under strict confidentiality and released only in accordance with law. Upon written request, employees shall receive copies of any records pertaining to their use of alcohol or drugs, including any records pertaining to tests. Test records shall be maintained with each employee's separate medical files. The district shall maintain records and reports of its alcohol and drug prevention program as required by law.

Records of alcohol and drug tests and other related records shall be made available to a subsequent employer only as expressly requested in writing by the employee.

Notification to Employees

The program coordinator shall ensure that all employees receive appropriate notice of the district's prohibitions on alcohol and drug use.

Provisions Applicable to Drivers

In addition to the alcohol and drug testing provisions applicable to all employees, the district, which employs operators of commercial motor vehicles ("drivers"), is required to implement an alcohol and drug testing program that fulfills federal requirements. The district will use laboratories certified by the U.S. Department of Health and Human Services to conduct drug specimen analysis. This comprehensive program shall include conducting pre-employment drug testing and reasonable suspicion, random, and post-accident testing for use of alcohol or drugs by drivers; notifying drivers of the requirements and consequences of the program; maintaining appropriate records; participating in the Commercial Driver's License Drug and Alcohol Clearinghouse; and complying with the Missouri Department of Revenue's reporting requirements.

As required by law, drivers shall not report for duty within four hours of using alcohol. Drivers required to take a post-accident test shall not use alcohol for eight hours following the accident or until they undergo a post-accident alcohol test, whichever comes first.

Provisions Applicable to Contracted Services Drivers

In addition to the alcohol and drug testing provisions applicable to all employees, the district, which contracts with an outside vendor for some student transportation services of the district, will contract only with a vendor that follows the guidelines of the Omnibus Transportation Employee Testing Act and complies with state reporting requirements. In meeting these guidelines, the vendor must provide a comprehensive program that includes conducting pre-employment drug testing and reasonable suspicion, random, and post-accident testing for use of alcohol or drugs by operators of commercial motor vehicles; notifying such operators of the requirements and consequences of the program; maintaining appropriate records; participating in the Commercial Driver's License Drug and Alcohol Clearinghouse; and complying with the Missouri Department of Revenue's reporting requirements. The contract between the vendor and the district will specify this condition.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§§ 287.120, 302.275, RSMo.	State Statute
Mo. Const. art. XIV §§ 1-2	State Statute

Federal	Description
21 U.S.C. § 802(6)	Federal Statute
21 U.S.C. §§ 841, 844, 860	Federal Statute
49 C.F.R. Parts 40, 382, 383	Procedures for Transportation Workplace Drug and Alcohol Testing Program; Controlled Substances and Alcohol Use and Testing; Commercial Driver's License
49 U.S.C. § 31306	Omnibus Transportation Employee Testing Act of 1991

Administrative Procedure GBEBB-4-AP(1): EMPLOYEE ALCOHOL AND DRUG TESTING - (Testing Procedures for Employees Other Than Drivers)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

In accordance with board policy, the following procedures apply to drug and alcohol testing of employees.

Definitions

Alcohol – Intoxicating agent in beverage alcohol, ethyl alcohol, or other low molecular weight alcohols, including methyl and isopropyl alcohol.

Drug – Any controlled substance listed under § 102(6) of the Controlled Substances Act, including medical marijuana.

Reasonable Suspicion – Specific, contemporaneous, articulable observations concerning the appearance, behavior, speech, or body odor of an individual.

Program Coordinator

The assistant superintendent of human resource services shall serve as the program coordinator and implement the district's alcohol and drug testing program.

Reasonable Suspicion Tests

Any supervisor who has reasonable suspicion to believe that an employee has violated the district's alcohol or drug prohibitions shall immediately report those findings in writing to the building principal. The report will include all physical symptoms and background information that created the reasonable suspicion. The building principal and supervisor will determine whether a drug or alcohol test is appropriate. If the building principal is the suspected employee's supervisor, the principal may determine whether a drug test is appropriate.

Consequences

Employees who test positive for alcohol or drugs in violation of board policy will be subject to disciplinary actions up to and including termination. The district will administer all disciplinary actions in accordance with board policy and law.

Testing

The district will use only those collection facilities that have appropriately trained personnel for alcohol and drug testing. Employees will be drug-tested for marijuana metabolites, cocaine metabolites, amphetamines, opiate metabolites, phencyclidine (PCP), and other substances that may impair the employee's performance.

Notification

The program coordinator shall ensure that all employees receive appropriate notice of the district's prohibitions on drug and alcohol use, including via employee handbooks and staff training.

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State	Description
§§ 287.120, 302.275, RSMo.	State Statute
Mo. Const. art. XIV §§ 1-2	State Statute

Federal	Description
21 U.S.C. § 802(6)	Federal Statute
21 U.S.C. §§ 841, 844, 860	Federal Statute
49 C.F.R. Parts 40, 382, 383	Procedures for Transportation Workplace Drug and Alcohol Testing Program; Controlled Substances and Alcohol Use and Testing; Commercial Driver's License
49 U.S.C. § 31306	Omnibus Transportation Employee Testing Act of 1991

Administrative Procedure GBEBB-4-AP(2): EMPLOYEE ALCOHOL AND DRUG TESTING - (Testing Procedures for Drivers) **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

In accordance with board policy, the following procedures apply to drug and alcohol testing of drivers.

Definitions

For the purposes of this procedure, the following terms are defined:

Alcohol – Intoxicating agent in beverage alcohol, ethyl alcohol, or other low molecular weight alcohols including methyl and isopropyl alcohol.

Driver – Any person who operates a commercial motor vehicle. This includes full-time, regularly employed drivers; casual, intermittent, or occasional drivers; leased drivers; and independent, owner-operated contractors.

Drug – Any controlled substance listed under section 102(6) of the Controlled Substances Act as specified by the administrator of the federal department of transportation.

Qualified Supervisor – An employee or driver supervisor who has completed at least 60 minutes of training on alcohol misuse and at least 60 minutes of additional training on controlled substance use.

Reasonable Suspicion – Specific, contemporaneous, articulable observations concerning the appearance, behavior, speech, body odor, or conduct of the employee. The observations may include indications of chronic and withdrawal effects of drugs.

Safety-Sensitive Function – Includes responsibilities such as time on duty waiting to be dispatched; driving time; assisting or supervising loading or unloading; and repairing, obtaining assistance for or remaining in attendance upon a disabled vehicle. All time spent providing drug and alcohol samples, including travel time to and from the collection or testing site as needed to comply with random, reasonable suspicion, post-accident or follow-up testing will also be considered safety-sensitive functions.

Substance Use 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.

Program Coordinator

The director of transportation shall serve as the program coordinator and implement the district's alcohol and drug testing program.

Pre-Employment Tests

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.

The district will not allow a driver to perform a safety-sensitive function for the district unless the district has a verified negative test result for the driver. The drug test shall be conducted in accordance with federal regulations. Testing for newly hired employees shall be conducted after the employment offer but before employment commences. Any employee transferring into the transportation department is required to take the pre-employment drug test. The district will not consider for employment any applicant who has a positive test, refuses to submit to drug testing, and/or refuses to release information as required by the district.

The district may choose not to require a new pre-employment test if:

1. No previous employers of the driver have records of drug violations; and

2. The driver has participated within the previous 30 days in a drug testing program required for commercial vehicle operations; and

3. The district has appropriate documentation that while participating in that program, the driver was either:

    - Tested for controlled substances within the past six months from the date of application with the district, or

    - Participated in a random selection program for the previous 12 months from the application with the district.

Post-Accident Tests

Alcohol and drug tests shall be conducted on a driver as soon as practical after any accident involving a district vehicle if such driver:

1. Was performing safety-sensitive functions with respect to the vehicle, and the accident involved loss of human life.

2. Received a citation under state or local law for a moving traffic violation arising from the accident if the accident involved bodily injury to any person who, as a result of the injury, immediately received medical treatment away from the scene of the accident.

3. Received a citation under state or local law for a moving traffic violation arising from the accident if one or more motor vehicles incurred disabling damage as a result of the accident that required the motor vehicle(s) to be transported away from the scene by a tow truck or other motor vehicle.

The district reserves the right to test any district transportation 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 24 hours, and the transportation manager shall prepare and maintain a file documenting the reasons the test was not administered within two hours.

All post-accident alcohol and drug testing shall be conducted in accordance with federal requirements.

A properly administered post-accident test conducted by federal, state, and/or local law enforcement officials meets post-accident testing requirements as long as the test 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 who is required to take a post-accident test 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 test results have been received. If the results are positive, the employee will not be compensated beyond any compensation the district may still owe the employee for prior work, and the employee will be subject to the guidelines contained in the “Consequences” section of this policy.

Random Testing

Alcohol and drug testing shall be conducted on a random basis at unannounced times throughout the year in accordance with federal regulations. Tests for alcohol and/or drugs will be conducted just before, during, or just after the performance of safety-sensitive functions. 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 of all transportation employees will be tested for drugs yearly, and 25 percent of all transportation employees will be tested for alcohol.

An employee may continue to drive while awaiting the results of a random test.

Reasonable Suspicion Tests

Any transportation manager/supervisor, or district administrator who has reasonable suspicion to believe that a transportation employee has violated the district's alcohol or drug prohibitions shall require the employee to submit to the appropriate testing. Reasonable suspicion drug tests must be performed within 24 hours of the observed behavior. Within 24 hours of the observed behavior or before the test results are released, whichever is earlier, the supervisor shall make and sign a written record of the observations that led to the reasonable suspicion test. The person who determines reasonable suspicion exists to conduct the test will not administer the actual test.

Any employee tested under 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. If the results are positive, the employee will not be compensated beyond any compensation the district may still owe the employee for prior work, and the employee will be subject to the guidelines contained in the “Consequences” section of this policy.

Special Rules for Alcohol Testing

Alcohol testing is authorized for reasonable suspicion only if the required observations are made just before, during, or just after the period of the work day when the driver must comply with alcohol prohibitions. 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 test was not conducted within two hours. 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 and alcohol testing shall include signed documentation by the transportation manager/supervisor, or district administrator who makes a finding of reasonable suspicion. Within 24 hours of the observed behavior or before the test results are released, whichever is earlier, the supervisor shall create and sign a written record of the supervisor's observations that led to a reasonable suspicion test.

Consequences

In accordance with board policy and law, any transportation employee who tests positive for drugs (a prohibited/controlled substance) 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 0.04 or greater 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 result shows an alcohol concentration of 0.02 or greater, the employee 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 result is returned from the test of the split sample, the employee will 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.

As directed by the federal government, the district will record a driver as having tested positive for a controlled substance if the driver tests positive for marijuana, even if the driver has a valid, Missouri-issued medical marijuana card.

The program coordinator shall notify the director of the Missouri Department of Revenue (DOR) of any driver who has failed to pass any drug, alcohol, or chemical test administered pursuant to board policy and these procedures. Notification shall consist of the driver's name and any other relevant information required by the director of the Missouri DOR. Such notification shall be made within ten days of discovering that the driver failed to pass such tests.

Return-to-Duty Tests

Any driver who is not terminated as a result of a positive test must receive an evaluation from a substance use professional at the employee's expense and successfully pass an alcohol or drug test before the driver will be permitted to perform safety-sensitive duties. The substance use evaluation must be conducted in accordance with federal law and by a properly credentialed substance use professional.

Follow-up Tests

A driver who violates the district's alcohol or drug prohibition and is subsequently identified by a substance use professional as needing assistance in resolving an alcohol or drug problem shall be subject to unannounced follow-up testing as directed by the substance use professional in accordance with law. Follow-up alcohol testing shall be conducted just before, during, or just after the time when the driver is performing safety-sensitive functions.

Testing

All testing will be conducted in accordance with federal law. The district will use only qualified collectors and testing facilities certified or approved by the U.S. Department of Health and Human Services. Drivers will be drug-tested for marijuana metabolites, cocaine metabolites, amphetamines, opiate metabolites, and phencyclidine (PCP). Alcohol testing will be conducted by qualified collectors at facilities that meet federal standards.

Notification

The program coordinator shall ensure that all transportation employees receive appropriate notice of the district's prohibitions on drug and alcohol use, including via employee handbooks and staff training.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§§ 287.120, 302.275, RSMo.	State Statute
Mo. Const. art. XIV §§ 1-2	State Statute

Federal	Description
21 U.S.C. § 802(6)	Federal Statute
21 U.S.C. §§ 841, 844, 860	Federal Statute
49 C.F.R. Parts 40, 382, 383	Procedures for Transportation Workplace Drug and Alcohol Testing Program; Controlled Substances and Alcohol Use and Testing; Commercial Driver's License
49 U.S.C. § 31306	Omnibus Transportation Employee Testing Act of 1991

Administrative Procedure GBEBB-4-AP(3): EMPLOYEE ALCOHOL AND DRUG TESTING - (Driver Testing—Drug and Alcohol Clearinghouse) **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 05/31/2024

The district will register for and participate in the Federal Motor Carrier Safety Administration Commercial Driver's License Drug and Alcohol Clearinghouse (Clearinghouse) as required by law.

Clearinghouse Queries

Pre-Employment Queries

The district will conduct a pre-employment full query of the Clearinghouse prior to allowing any driver to perform safety-sensitive functions. A full query provides access to information in the Clearinghouse pertinent to the driver being queried. The driver must submit electronic consent through the Clearinghouse to allow the superintendent or designee to obtain the following information about the driver:

1. Any verified positive, adulterated or substituted controlled substances test
2. Any alcohol confirmation test with a concentration of 0.04 or higher
3. Any refusal to submit to a test in violation of law
4. Pre-duty or on-duty alcohol use in violation of law
5. Alcohol or controlled substance use following an accident in violation of law
6. Whether an employer reported actual knowledge that the driver used alcohol on duty

Limited Queries

In addition to the pre-employment query, the district will annually conduct a limited query of all drivers. A limited query indicates that information is available but does not reveal the information. Drivers must give written or electronic consent at the time of hiring for the annual limited query.

Full Queries

If the limited query indicates that additional information is available for any driver, the superintendent or designee will conduct a full query of that driver within 24 hours. If the full query is not conducted within 24 hours, the driver will not be permitted to perform safety-sensitive functions until the full query is conducted. Drivers must provide consent electronically through the Clearinghouse for the superintendent or designee to conduct the full query.

Limitations on Safety-Sensitive Functions

Drivers who refuse to provide the consent necessary to conduct required queries will not be permitted to perform safety-sensitive functions. Drivers who are unable to perform the essential functions of their position as a result of being prohibited from performing safety-sensitive functions may be suspended or terminated. This does not preclude suspension or termination for other reasons.

The superintendent or designee will not permit any driver to perform safety-sensitive functions unless a query of the Clearinghouse demonstrates that the driver has completed any education and treatment process required by law or the district agrees to assist the driver with completion.

Clearinghouse Submissions

The superintendent or designee will report the following to the Clearinghouse by the close of the third business day following the date on which the information was received:

1. An alcohol confirmation test with a concentration of 0.04 or higher

2. A negative return-to-duty test result
3. A refusal to submit to a test as required by law
4. A report that the driver has completed all required follow-up tests

The superintendent or designee will report the following violations to the Clearinghouse by the close of the third business day after the district obtained actual knowledge:

1. Pre-duty or on-duty alcohol use
2. Pre-duty or on-duty use of a controlled substance
3. Alcohol use following an accident

Records

Records of Clearinghouse queries and the information received will be retained for three years.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§§ 287.120, 302.275, RSMo.	State Statute
Mo. Const. art. XIV §§ 1-2	State Statute

Federal	Description
21 U.S.C. § 802(6)	Federal Statute
21 U.S.C. §§ 841, 844, 860	Federal Statute
49 C.F.R. Parts 40, 382, 383	Procedures for Transportation Workplace Drug and Alcohol Testing Program; Controlled Substances and Alcohol Use and Testing; Commercial Driver's License
49 U.S.C. § 31306	Omnibus Transportation Employee Testing Act of 1991

Policy GBEBC: CRIMINAL BACKGROUND CHECKS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The district is committed to providing a safe learning environment for students. As part of this effort, in accordance with this policy, the district will require criminal background checks of employees as well as certain volunteers and others present on district property. The board directs the superintendent or designee to develop procedures and practices consistent with this policy.

Definitions

Criminal Background Check – A search of all of the following:

1. The Federal Bureau of Investigation's (FBI) criminal history files;
2. The Missouri State Highway Patrol's (MSHP) criminal history database and sexual offender registry;
3. The Family Care Safety Registry (FCSR) or the central registry of child abuse and neglect of the Children's Division (CD) of the Department of Social Services;
4. Missouri Case.net; and
5. Other databases required by law or by the district.

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

Rap Back – A program designed to provide school districts automatic criminal history updates about individuals who have been previously fingerprinted. "Rap" is an acronym for "record of arrest and prosecution." Rap Back is available on the state and federal level.

Employees

Generally, the district will conduct criminal background checks in accordance with law on all new employees authorized to have contact with students prior to the employees working with students; however, the district may forgo a criminal background check when:

1. A teacher is employed to work on a part-time or substitute basis within one year of having retired from the Ferguson-Florissant School District.
2. An employee or potential employee has had a background check conducted by another Missouri public school within the past year and the district receives a copy of the background check directly from the other district or obtains electronic access to the previous background check.
3. An employee or potential employee has successfully completed a criminal background check, including a check of the FCSR, as part of the professional license application process within one year prior to employment.

In order to participate in Rap Back, the district must conduct its own background checks and may not use any of the above exceptions. Any employment offer is contingent upon the satisfactory outcome of any district-required criminal background checks. 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 the district employs. 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 the transportation company to conduct background checks on the company's employees who will have contact with district students. The contract will require the company to exclude persons who have exhibited behavior that is violent or harmful to children or adults.

Volunteers

The district will conduct a criminal background check on all individuals volunteering in positions where they may be periodically left alone with students or have access to student records. Volunteers who chaperone students on overnight trips or are sponsors, advisors, or coaches of district-sponsored activities must satisfactorily complete a criminal background check.

The district is not required to conduct a background check on volunteers who have 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 or obtains electronic access to the previous background check.

In addition to the volunteers who are required by law to receive a full background check, the superintendent or designee may require other volunteers to undergo a background check or the district may conduct a search of the MSHP's criminal history database and the FCSR or the CD's central registry of child abuse and neglect.

Contracted Services

If the district contracts with another person or entity to provide services to students, the district may include in the contract a requirement that a criminal background check be conducted on any person who will have regular contact with students. Staff members of an early childhood education program that is under contract with the district will undergo criminal background checks as required by law.

Payment

In general, 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. However, when an applicant has had a background check conducted by another Missouri public school within the past year and the district receives a copy of the background check directly from the other district or obtains electronic access to the previous background check, the district will not require an additional background check as a condition of employment unless the district pays the cost, in accordance with law.

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 employee or volunteer to submit to additional criminal background checks at the district's expense or to rerun background checks at any time. The district will provide the Department of Elementary and Secondary Education (DESE) the relevant personnel information necessary to conduct postemployment background checks as allowed by law.

The district may update all criminal background checks required under this policy at least every five years if the person is still volunteering or working for the district or working on district property. The district may check the driving records of all drivers of district transportation every six 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.

Ongoing Background Checks

The district may participate in the state and federal Rap Back programs, which automatically notify the district when a district employee is arrested for a reportable offense after the district has conducted an initial background check under the program. Once notified, the superintendent or designee will discuss the incident with the employee. The superintendent or designee is authorized to take appropriate action as allowed by law and district policy and to contact the district's attorney to discuss any legal concerns.

District Notification

As a condition of continuing to work within the district, all employees and other persons required to submit to a criminal background check pursuant to this policy must notify the chief human resources officer within three

business days if they are arrested, charged, convicted, plead guilty to, or are otherwise found guilty of any felony or misdemeanor, excluding minor traffic violations, regardless of the imposition of sentence. Every employee must notify the chief human resources officer within three workdays of notice of a child abuse complaint against them. Traffic violations related to driving under the influence (DUI) will be treated as a criminal arrest.

In addition to the preceding, transportation employees must notify their supervisors of any moving traffic violations even when not committed on work time. This notification must be made as soon as possible, but no later than three business days after the event and is in addition to any reporting requirement established by law.

Reporting Requirements

The superintendent or designee shall immediately provide written notice to the State Board of Education and the attorney general upon learning that a certificated employee has pled guilty to or was found guilty of any offense that would authorize the State Board to seek discipline of or revoke a teaching certificate.

In accordance with law, the district will notify the Public School Retirement System (PSRS), the Public Education Employee Retirement System (PEERS), or any other relevant state retirement system when an employee or former employee is charged with or convicted of any of the following crimes committed in direct connection with or directly related to the employee's or former employee's duties as an employee with the district when the charge or conviction is a felony:

1. Stealing under § 570.030, RSMo., when the offense involved money, property, or services valued at $5,000 or more;

2. Receiving stolen property under § 570.080, RSMo., as it existed before January 1, 2017, when such offense involved money, property, or services valued at $5,000 or more;

3. Forgery under § 570.090, RSMo.;

4. Counterfeiting under § 570.103, RSMo.;

5. Bribery of a public servant under § 576.010, RSMo.;

6. Acceding to corruption under § 576.020, RSMo.; or

7. Any substantially similar offense under federal law.

Confidentiality

Information received by the district pursuant to a criminal background check is confidential. Except as allowed by law, the district will use this information only 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 accessible only 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 during the time period the district has access to the information.

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 year of receiving the background check.

Pursuant to state and federal law, information submitted to the MSHP for background checks will be shared with state and national Rap Back criminal background check programs if the district opts to use these programs. The information, including fingerprints, shall be retained by the state central repository and the FBI and shall be searched against other fingerprints on file, including latent fingerprints. Applicant fingerprints, while retained, may continue to be compared against other fingerprints submitted to or retained by the FBI, including latent fingerprints.

Consequences

The superintendent or designee is directed to exclude from employment or to take action to terminate individuals whose criminal background checks reveal that they have exhibited behavior that is violent or harmful to children or adults and may terminate employees or exclude applicants if the background check reveals behavior that would make them unsuitable for the position in the discretion of the superintendent or designee. Individuals whose

background checks reveal behavior that would make them unsuitable to volunteer in the district will not be allowed to volunteer. Employees who fail to keep background check results confidential as required by law or this policy or who violate any portion of this policy or district procedure will be subject to disciplinary action up to and including termination.

Admissions for Adult Learners

Adults taking courses on district property during the school day may be required to undergo a background check in accordance with law and policy JEC.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 105.669, RSMo.	State Statute
§ 163.018, RSMo.	State Statute
§ 168.071, RSMo.	State Statute
§ 168.133, RSMo.	State Statute
§ 171.097, RSMo.	State Statute
§ 43.539, RSMo.	State Statute
§ 43.540, RSMo.	State Statute
§ 43.543, RSMo.	State Statute
§ 576.050, RSMo.	State Statute

Administrative Procedure GBEBC-AP(1): CRIMINAL BACKGROUND CHECKS - (Security) **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/03/2025

In accordance with law and to protect the district's students, the district will conduct criminal background checks on persons who are employed, volunteer, or otherwise work in the district, using the Missouri Automated Criminal History Site (MACHS). The district and district employees will comply with state and federal law, rules, procedures, and policies regarding the receipt, use, and dissemination of criminal history record information of any individual.

Definitions

Authorized Persons – Individuals determined by the superintendent or designee to need access to or need to view criminal history record information in their official capacity with the district.

Criminal History Record Information (CHRI) – A criminal history of an individual obtained through the Missouri State Highway Patrol (MSHP) and/or the Federal Bureau of Investigation (FBI) using the individual's fingerprints. CHRI includes information on the arrest, detention, complaint, indictment, or former criminal charge of an individual as well as the disposition of any charges.

Rap Back – A program designed to provide school districts automatic criminal history updates about individuals who have been previously fingerprinted. "Rap" is an acronym for "record of arrest and prosecution." Rap Back is available on the state and federal level.

Security Incident – An act of violating an explicit or implied security policy regarding CHRI including, but not limited to:

1. Attempts (either failed or successful) to gain unauthorized access to a system or its data.
2. Unwanted disruption or denial of service.
3. The unauthorized use of a system for the processing or storage of data.
4. Changes to system hardware, firmware, or software characteristics without the district's knowledge, instruction, or consent.

Privacy Rights

Before requesting CHRI on any individuals, the district will give them written notification that their fingerprints will be used to obtain their CHRI, and the district will provide them a copy of the statement "Noncriminal Justice Applicant's Privacy Rights" and the FBI's "Privacy Act Statement." All employees must agree in writing to allow the district to share their information with state and federal Rap Back criminal background check programs according to the terms of those programs.

Use

The district and its employees, officers, and agents will obtain CHRI only when authorized by law and will use CHRI or the personally identifiable information first obtained by the district in CHRI only for the purposes of determining whether a person should be employed by or volunteer with the district or be employed by a contractor doing business with the district, as allowed by law.

Opportunity to Correct

Before releasing information about individuals to another district or taking adverse action against them because of CHRI, the district will notify the individuals who are the subject of the CHRI and give them a reasonable opportunity to dispute and correct the record unless they have declined to do so. If they are applicants for employment with the district or contractors doing business with the district and the position needs to be filled quickly, the district will not delay the employment decision solely because the individuals seek to correct their CHRI.

Access and Retention

Only authorized persons within the district may access, view, or use CHRI. Authorized persons may not share or

otherwise disclose information contained in CHRI to unauthorized persons unless explicitly allowed for in this procedure. The district will immediately, or within 24 hours, disable the accounts of authorized users who are no longer employed by the district or whose job duties change to no longer include the use of and access to fingerprint-based criminal history. The district will retain documentation of the dates authorized persons have access to CHRI, including termination dates.

In general, the district will not print or electronically store CHRI within the district and instead will leave the information on the MSHP's secure website. The district will note in employee, volunteer, or applicant personnel files that the background check was completed and whether the person was determined to be cleared for employment or assignment. In rare situations, the district may print or electronically share records when necessary to determine authorization to work in or with the district. In those situations, the physical or electronic copy will be destroyed immediately after the decision is made.

The district will release CHRI to the Department of Elementary and Secondary Education (DESE) or to other Missouri public school districts seeking to employ the subject of the CHRI upon request by the individual if the district still has access to the information on the MSHP's secure website. The information will be sent by U.S. Mail or encrypted email.

The district may run a background check on employees of or applicants for employment with a contractor that does business with the district, but the district will not provide CHRI to the contractor. Instead, the district will provide a clearance letter notifying the contractor whether the employee is cleared to provide services in the district. The district will not disseminate CHRI across state lines.

Upon request, the district will provide a copy of the CHRI to persons who are the subject of the background check. The CHRI will be released only to the individual and not to relatives, spouses, or friends. The district will note in the dissemination log that a copy was provided to the individual.

Removal

The district will take action to remove employee or volunteer access to the Rap Back program within five business days of their separation from the district, including when an individual's employment terminates or ends or a volunteer no longer provides services for the district. The district will retain documentation of the removal for audit purposes.

Dissemination and Recordkeeping

Authorized district employees will document when CHRI is disseminated to the subject of the CHRI or any authorized persons other than DESE or other Missouri public schools. Dissemination logs will minimally include the name of the subject of record, the person or agency requesting the information, a description of the record that was shared, the purpose for the request, how the record was sent or received, the date the information was released, and the name of the person who disseminated the information. This log will be retained for a minimum of three years or until the district is audited, unless the log is needed for other purposes.

Security

The district will provide for the security of any CHRI received, including the appropriate administrative, technical, and physical safeguards to provide for the security and confidentiality of the information. This includes, but is not limited to, the following:

1. The district will not routinely maintain physical copies of CHRI; however, in the rare instance where the district has physical copies of CHRI, the district will restrict access to authorized persons only. Physical copies of CHRI, if any, will be maintained in a controlled, secure environment, such as a locked cabinet in a room that is free from public or unauthorized access. The room or the locked cabinet will include an "Authorized Personnel Only" sign.

2. The district will not routinely maintain electronic copies of CHRI; however, in the rare instance where the district has electronic copies of CHRI, the district will restrict access to authorized persons only. Electronic data will be protected with encryption as designed by the state or federal government or will be accessible only by individual password. Computers, printers, and monitors used to access CHRI must be situated to prevent unauthorized viewing of the information. CHRI cannot be accessed using computers available to the general public or personal devices. CHRI will not be stored on a server that is unprotected or accessible by an

unauthorized entity.

3. CHRI will not be relocated, transmitted, or transported outside a secure location unless encrypted according to FBI standards or transported in a locked container or in folders where the information is not visible to the public. A log must be kept if electronic information systems, such as a laptop, flash drive, or CD with CHRI information on it, leave a secured area.

4. The district will dispose of records securely. Physical records will be cross-shredded or incinerated. If the district contracts out for record destruction, the destruction must be supervised. Electronic records will be deleted and overwritten as required by the state.

5. The district will not provide auditors access to CHRI unless the auditor is authorized by the MSHP or the FBI.

Security Incident Response Plan

All district employees will immediately report information security incidents—such as the theft or loss of physical records or the hacking or failure of electronic systems—or suspicions that an incident has or will take place to the designated security officer. The security officer will document receipt of all reports, investigate incidents, and report incidents to the MSHP.

CHRI Security Officer

The district designates the following individual to act as the district's CHRI security officer, also referred to as the local agency security officer (LASO) by the MSHP:

Assistant Superintendent of Human Resource Services
Address: 8855 Dunn Road, Hazelwood, MO 63042
Phone: 314-687-1931
Email: jhansen@fergflor.org

In the event the CHRI security officer is unavailable or is the subject of a report that would otherwise be made to the security officer, reports of security incidents should instead be directed to the acting CHRI security officer:

Director of Human Resource Services
Address: 8855 Dunn Road, Hazelwood, MO 63042
Phone: 314-687-1936
Email: jpipkins@fergflor.org

The security officer shall:

1. Retain electronic access to CHRI to ensure proper management of users.

2. Maintain a list of users who have access to CHRI.

3. Identify and maintain a list of persons who are authorized to use the approved hardware, software, and firmware to access CHRI from the MSHP and ensure no unauthorized individuals have access to this technology.

4. Identify and document how the equipment is connected to the state system.

5. Ensure that personnel security screening procedures are being followed.

6. Ensure that approved and appropriate security measures are in place and working as expected.

7. Promptly notify the MSHP of any security incidents.

8. Support any district security audits.

Training

The district will train all employees who have access to CHRI on the rules and responsibilities for the receipt, use,

and dissemination of the information.

Consequences

Failure to follow this procedure or any laws or rules regarding the access, receipt, use, or dissemination of CHRI for any individual will result in appropriate discipline and may result in termination and criminal charges.

Applicability

Applicants and employees fingerprinted before the district's Rap Back activation date or before July 1, 2015, must be fingerprinted to be included in the state and national Rap Back programs. All current district employees who fall into this category shall be fingerprinted in a timely manner.

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Version GBEBC-AP1.1C.FER (05/25)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 105.669, RSMo.	State Statute
§ 163.018, RSMo.	State Statute
§ 168.071, RSMo.	State Statute
§ 168.133, RSMo.	State Statute
§ 171.097, RSMo.	State Statute
§ 43.539, RSMo.	State Statute
§ 43.540, RSMo.	State Statute
§ 43.543, RSMo.	State Statute
§ 576.050, RSMo.	State Statute

Policy GBH: STAFF/STUDENT RELATIONS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Definitions

Educational Purpose – A reason associated with the staff member's duties in the district including, but not limited to: counseling, the treatment of a student's physical injury, or coordination of an extracurricular activity, depending on the staff member's job description.

Staff Member – For the purposes of this policy, a staff member is any individual employed by the district, including part-time and substitute employees, student teachers, and special school district employees.

Student – Individuals currently enrolled in the district.

General

Staff members are expected to maintain courteous and professional relationships with students. All staff members have a responsibility to provide an atmosphere conducive to learning through consistently and fairly applied discipline and the maintenance of physical and emotional boundaries with students. These boundaries must be maintained regardless of the student's age, the location of the activity, whether the student allegedly consents to the relationship or whether the staff member directly supervises the student. Maintaining these boundaries is an essential requirement for employment in the district.

Although this policy applies to the relationships between staff members and district students, staff members who inappropriately interact with any child may be disciplined or terminated when the district determines such action is necessary to protect students.

Absolute Prohibitions

There are some interactions between staff members and students that are never acceptable and are absolutely prohibited including, but not limited to:

1. Touching, caressing, fondling or kissing students in a sexual or sexually intimate manner.

2. Dating a student or discussing or planning a future romantic or sexual relationship with a student. The district may presume that this provision has been violated if a staff member begins a dating or sexual relationship with a student immediately after graduation or immediately after a student has left the district.

3. Making sexual advances toward a student or engaging in a sexual relationship with a student. 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 initiates the behavior and whether the student welcomes or reciprocates the attention.

4. Engaging in any conduct that constitutes illegal harassment or discrimination as defined in policy AC or that could constitute a violation of that policy if pervasive.

5. Engaging in any conduct that violates board policies, regulations or procedures or constitutes criminal behavior.

Exceptions to This Policy

The goal of this policy is to protect students from harm and staff members from allegations of misconduct by requiring staff members to maintain professional boundaries with students. The district does not intend to interfere with or impede appropriate interactions between staff members and students.

An emergency situation or an educational purpose might justify deviation from some of the professional boundaries set out in this policy. Likewise, staff members might be related to students or have contact with students outside the school environment through friends, neighborhood or community activities, or participation in civic, religious or other organizations. These contacts might justify deviation from some of the standards set in this policy, but under no

circumstance will an educational or other purpose justify deviating from the "Absolute Prohibitions" section of this policy.

The staff member must be prepared to articulate the reason for any deviation from the requirements of this policy and must demonstrate that he or she has maintained an appropriate relationship with the student. To avoid confusion, the district encourages staff members to consult with their supervisors prior to engaging in behaviors or activities that might violate professional boundaries as defined in this policy.

Failure to Maintain Boundaries

Unless an educational purpose exists or an exception as defined in this policy applies, examples of situations where professional physical and emotional boundaries are violated include, but are not limited to:

1. Being alone with a student in a room with a closed or locked door or with the lights off. Counselors or others who need to work with students confidentially must discuss with their supervisors the appropriate manner of meeting with students.

2. Meeting students in nonwork settings without the parent/guardian being present, even if the parent/guardian grants permission.

3. Associating with students in any setting where students are provided, are consuming or are encouraged to use or consume alcohol, tobacco, drugs or any other product or service prohibited to minors.

4. Communicating with students about sexual topics verbally or by any form of written, pictorial or electronic communication.

5. Discussing the staff member's personal problems with or in the presence of students.

6. Sponsoring parties for students outside of school unless as part of an extracurricular activity that is appropriately supervised by additional staff members.

7. Inviting students to the staff member's home.

8. Being present when students are fully or partially nude.

9. Sending students on personal errands.

10. Allowing a student to drive the staff member's vehicle.

11. Providing a student (other than the staff member's children, stepchildren or other children living in the staff member's home) transportation in the staff member's personal vehicle without a supervisor's approval, unless another staff member or the student's parent/guardian is also present in the vehicle.

12. Allowing any student to engage in behavior that would not be tolerated if done by other similarly situated students.

13. Giving gifts to individual students.

14. Frequently pulling a student from another class or activity to be with the staff member.

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, webpages 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 between the hours of 6:00 a.m. and 10:00 p.m. 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, email addresses and district-sponsored webpages 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, webpages 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 parents/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. The district discourages staff members from communicating with students electronically for reasons other than educational purposes. When an electronic communication is not for educational purposes, the section of this policy titled "Exceptions to This Policy" applies, and if concerns are raised, the staff member must be prepared to demonstrate that the communications are appropriate. This policy does not limit staff members from communicating with their children, stepchildren or other persons living within the staff member’s home who happen to be students of the district.

Consequences

Staff members who violate this policy will be disciplined, up to and including termination of employment. Depending on the circumstances, the district may report staff members to law enforcement and the Children's Division (CD) of the Department of Social Services for further investigation, and the district may seek revocation of a staff member's license(s) with the Department of Elementary and Secondary Education (DESE).

Reporting

Any person, including a student, who has concerns about or is uncomfortable with a relationship or activities between a staff member and a student should bring this concern immediately to the attention of the principal, counselor or staff member's supervisor. If illegal discrimination or harassment is suspected, the process in policy AC will be followed.

Any staff member who possesses knowledge or evidence of possible violations of this policy must immediately make a report to the district's administration. All staff members who know or have reasonable cause to suspect child abuse shall immediately report the suspected abuse in accordance with board policy. Staff members must also immediately report a violation or perceived violation of the district's discrimination and harassment policy (AC) to the district's nondiscrimination compliance officer. Staff members may be disciplined for failing to make such reports.

The district will not discipline, terminate or otherwise discriminate or retaliate against a staff member for reporting in good faith any action that may be a violation of this policy.

Training

The district will provide training to district staff that includes current and reliable information on identifying signs of sexual abuse in children and potentially abusive relationships between children and adults. The training will emphasize legal reporting requirements and cover how to establish an atmosphere where students feel comfortable discussing matters related to abuse.

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Version GBH-C.1D.FER (12/11)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.069, RSMo.	State Statute
§ 168.114, RSMo.	State Statute
§ 210.115, RSMo.	State Statute
MO COURT	Ross v. Robb, 662 S.W.2d 257 (Mo. 1983)

Federal	Description
20 U.S.C. § 1681	Title IX of the Education Amendments of 1972
FEDERAL COURT	Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)
FEDERAL COURT	Gebser v. Lago Vista Ind. Sch. Dist., 524 U.S. 274 (1998)

Policy GBL: PERSONNEL RECORDS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/20/2024

It is the intent of the board of education to maintain complete and current personnel files for all district employees. Principals may keep files for each employee working under their supervision. Personnel records will include, but are not limited to: documentation of necessary certifications and licenses; compensation records; documentation of benefits received or offered and overtime or compensatory time earned; performance evaluations; professional growth plans; developmental data forms from observations; unplanned and unobserved data; records of disciplinary actions; and other records the district determines are necessary to effectively manage the employment relationship and verify compliance with relevant state and federal laws. Personnel records will be retained in accordance with the Missouri Secretary of State's applicable retention manuals. Files containing employment eligibility verification records will be kept separate from personnel files.

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 an employee refuses to answer these questions, the district will answer on the employee's behalf to the best of the district's knowledge and belief. The reported data may be used:

To enforce laws prohibiting discrimination based on ancestry, national origin, or race.

1. To satisfy the reporting requirements of the Individuals with Disabilities Education Act (IDEA). As part of the accountability requirements of the Every Student Succeeds Act (ESSA). To inform decisions about local programs and services.

2. To help with parent/community involvement efforts.

Confidentiality

The district creates and maintains personnel records for district purposes, and in general personnel records will only be available to district employees or independent contractors who are authorized by the district to access the information. In accordance with law, individually identifiable personnel records, performance ratings and records pertaining to employees, former employees or applicants for employment are closed and not accessible to the public. However, the names, positions, salaries, and lengths of service of employees must be available to the public upon request. In addition, the district will provide access to personnel records to the district's legal counsel, to state and federal agencies with appropriate authority, and in situations where the record is used to defend the district in a legal or administrative action.

Storage

Personnel records will be stored in accordance with good data management practices and in such a manner that only authorized personnel who need to know the information as part of their duties with the district have access to the records. Files containing immigration records and medical information regarding an employee will be kept separate from other personnel files.

Parent/Guardian Access

In accordance with federal law, at the beginning of each school year the district will notify the parents/guardians of each student attending any school receiving Title I funds that they may request information regarding whether the:

1. Student's teacher is certified to teach in the grade levels and subject areas in which the teacher provides instruction.

2. Student's teacher is teaching under emergency or other provisional certification status.

3. Student is provided services by a paraprofessional and, if so, the qualifications of the paraprofessional.

Employee Access

Upon request to and in the presence of the appropriate administrative official, any employee may inspect his or her own personnel file during regular working hours, with the exception of the ratings, reports, and records created or obtained prior to the employment of the individual, including confidential placement papers and letters of reference. After one calendar year, employees may request that their supervisor remove any derogatory information about deficiencies that have been corrected or found irrelevant to present behavior or performance. Employees may appeal their supervisor's decision to the assistant superintendent of human resources.

Board Member Access

An individual board member has no greater access to confidential personnel records than any member of the public unless the board member has been granted access by action of the board or is serving in a capacity that requires such access.

If an individual board member wants to view an employee evaluation or other confidential personnel information, the board member may ask for the item to be put on the agenda for the next closed board meeting. At the meeting, the board member must explain why he or she has requested access to the record. If access is granted by the board, the record will be available for all board members to view at the meeting.

Employment contracts are not considered confidential personnel records, and individual board members may inspect or copy these contracts upon request.

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Version GBL-C.1F.FER (03/17)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 168.128, RSMo.	State Statute
§ 610.021, RSMo.	State Statute

Federal	Description
20 U.S.C. § 6312	Elementary and Secondary Education Act
29 C.F.R Part 516	Fair Labor Standards Act
29 C.F.R. § 1630.14	Federal Regulation
29 U.S.C. § 216(c)	Fair Labor Standards Act
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act
8 U.S.C. § 1324	Immigration Reform and Control Act
FEDERAL COURT	Garcia v. San Antonio Metro. Transit Aut., 469 U.S. 528(1985)

Administrative Procedure GBL-AP(1): PERSONNEL RECORDS **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Master Employee Personnel File

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 resource services office and one personnel file maintained in the building by the unit administrator.

A master employee personnel file may contain, but is not limited to:

1. Applications.
2. Evaluations and other performance documentation.
3. Salary records, including wage and tax statements (W-2 forms).
4. Payroll withholding records, including withholding allowance certificates (W-4 forms).
5. Leave requests, summary records of leaves taken, and leave balance reports.
6. Personal information including, but not limited to: name, address, telephone number, emergency numbers and spouse.
7. Individual employment contract.
8. Employee benefit records.
9. Time and attendance records.
10. Equal Employment Opportunity (EEO) records.
11. Training records.
12. Unemployment insurance case file.
13. Workers' Compensation case file.

All personnel records will be retained in accordance with the most current versions of the *Public School Records Retention Schedule* and the *General Records Retention Schedule*, both of which are published by the Missouri Secretary of State.

Immigration Records File

Each employee must complete an Eligibility Verification (I-9) Form and produce documents that establish his or her identity and eligibility to work. Form I-9 contains a list of documents that will fulfill this requirement. The district will retain I-9 forms for three years or the length of employment plus one year, whichever is greater, and shall maintain them in a separate file from the employee's other personnel records.

The district will also participate in a federal work authorization program to further verify the employment eligibility of every employee. This verification only applies to employees hired after the district's enrollment in the program. The district will retain a copy of the dated verification report in the same file and for the same length of time as the employee's I-9 form.

The district will also retain documentation associated with a Social Security Administration no-match letter.

Employee Health and Medical File

Employee health and medical records shall be kept in a file separate from the employee's other personnel records.

The employee health and medical file may contain, but is not limited to:

1. Medical examination records and related documentation.
2. Records pertaining to an employee's disability, including documentation of employer accommodations.
3. Documentation of work-related illnesses or injuries.
4. Records of exposure to hazardous conditions or materials.
5. Drug-testing records.
6. Physician statements.
7. First aid incident reports.
8. FMLA-related records.

Attendance Records

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 daily.

An absence shall be entered and coded whenever an employee has been away from their regular duties, for whatever reason. Employees shall report their absence using the procedures provided by their unit administrator and/or the human resource services office. Each paycheck stub will report compensable leave balances and vacation balances for 12-month employees. Pay will be deducted for employees exceeding leave balances.

Employees should send requests for corrections to leave balances in writing to the human resource services office along with justifying documentation. Corrections must be requested within 90 days of the alleged error.

Record Access

Personnel records are closed, as authorized by law. Only authorized school officials shall have access to an employee's personnel records without the written consent of the employee. Medical records and I-9 forms will be available only to school officials who need to know the information contained in those records. Board members will have access to an employee's personnel file only in accordance with board policy GBL. Employees can request to view their personnel file via TalentED Records under the available forms tab.

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Version GBL-AP1.1E.FER (09/17)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 168.128, RSMo.	State Statute
§ 610.021, RSMo.	State Statute

Federal	Description
20 U.S.C. § 6312	Elementary and Secondary Education Act
29 C.F.R Part 516	Fair Labor Standards Act
29 C.F.R. § 1630.14	Federal Regulation
29 U.S.C. § 216(c)	Fair Labor Standards Act

Federal	Description
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act
8 U.S.C. § 1324	Immigration Reform and Control Act
FEDERAL COURT	Garcia v. San Antonio Metro. Transit Aut., 469 U.S. 528(1985)

Policy GBLB: REFERENCES **Status:** DRAFT

Original Adopted Date: Pending

Definitions

Employee – Any staff member, student teacher or intern of the district.

Former Employee – Any person who was previously employed by or was a student teacher or intern in the district or who is currently employed but will no longer be an employee, student teacher or intern in the district in the near future.

Potential Employer – Another school district, charter school, business or person seeking to hire a current or former employee or screening the current or former employee for a volunteer position, internship or other activity.

Reference – Information regarding the employment of, or services provided by, a current or former employee including, but not limited to, specific information regarding dates of employment or service, salary, job duties, performance or character.

Sexual Misconduct – Engaging in any conduct with a student, on or off district property, that constitutes the crime of sexual misconduct involving a child under § 566.083, RSMo.; sexual contact with a student under § 566.086, RSMo.; illegal sexual harassment as defined in policy AC, as determined by the district; or child abuse involving sexual behavior, as determined by the Children's Division (CD) of the Department of Social Services.

Obtaining References for Applicants to the District

The board directs the superintendent or designee to verify the background of all applicants for district employment, including requesting references from persons or entities that previously employed the applicant.

As required by law, before offering employment to any teacher who is or was employed by a Missouri school district or charter school, the superintendent or designee will contact the Department of Elementary and Secondary Education to determine the school districts or charter schools that previously employed the applicant. Minimally, the superintendent or designee shall request information about the applicant's previous job performance from the most recent school district or charter school.

District Response to a Request for a Reference

The district will maintain information about current and former employees as confidential within the limits of the law. Only the superintendent or individuals specifically designated by the superintendent may respond on behalf of the district to a reference request for a current or former employee. District employees must direct reference requests to the superintendent or designee. Upon request, employees will assist the superintendent or designee with the preparation of accurate reference information.

Employees other than the superintendent or designee may provide personal references, but by doing so, they are acting in their individual capacities and not as employees of the district. Employees providing personal references may not use district letterhead or otherwise indicate that the reference is sponsored by the district, but they may identify the working relationship they have or had with the current or former employee. The district will not endorse any reference provided outside the directives of this policy and is not responsible for providing legal advice or protection for unauthorized employees who provide references. In accordance with federal law, district employees, contractors and agents are prohibited from writing personal references or otherwise providing assistance in obtaining a new job to any other school employee, contractor or agent who has been accused of sexual misconduct regarding a minor or student, as discussed later in this policy.

Content of Reference Disclosure

Information Provided as Required by Law

In accordance with law, the following information about employees or former employees will be provided to any entity or person upon request:

1. Names
2. Positions
3. Salaries
4. Lengths of service

In addition, information on allegations of sexual misconduct will be disclosed to public schools or charter schools as detailed below.

Information Provided with Consent from the Employee or Former Employee

Unless otherwise required under this policy or by law, before providing a reference for a current or former employee, the superintendent or designee will verify that the employee consents to the release of further information. The district may obtain a blanket consent from the employee when the employee leaves the district, contact the employee when a request is made or rely on written consent provided through the application process.

Even with consent, unless otherwise authorized by the board or the district's attorney or unless the disclosure is otherwise required by law, the superintendent or designee may provide only the following factual information when requested, without offering opinions or commentary on job performance:

1. A description of the employee's job duties when employed.
2. Additional district-sponsored committees, activities or duties the employee volunteered for or was designated to perform.
3. Honors and awards received by the employee.
4. Factual information on work performance.
5. Whether the employee resigned or was nonrenewed or terminated. Based on documentation in the personnel file, potential employers will be notified if the employment was ended due to the financial condition of the district, a decrease in enrollment or reorganization of the department, school or district.
6. When requested, a "yes" or "no" answer to a question about whether the district would re-employ the current or former employee if an appropriate position existed or whether the superintendent would recommend re-employment.
7. Allegations and findings of sexual misconduct with a student as required or allowed below.

Disclosing Allegations of Sexual Misconduct

In accordance with state law, when another school district or charter school requests a reference or information regarding a former employee of the district, the district must provide information regarding allegations of sexual misconduct with a student or child as detailed in numbers one through three of this section. The former employee is not required to consent to the release of information prior to the superintendent or designee releasing the information in numbers one through four of this section. The superintendent or designee is authorized to contact the district's attorney for advice on implementing this policy.

Information on allegations of sexual misconduct will be shared in the following situations:

1. *Allegations of Criminal Sexual Misconduct* – If a potential public or charter school employer requests a reference regarding a former employee whose job involved contact with children, the district will, in accordance with state law, notify the potential public or charter school employer if the employee was terminated, nonrenewed or allowed to resign in lieu of termination as a result of allegations of criminal sexual misconduct involving a child as defined by § 566.083, RSMo., or as a result of such allegations being substantiated by the State of Missouri's Child Abuse and Neglect Review Board. The district will provide due process to the former employee prior to disclosing the information when required by law.
2. *Allegations of Sexual Misconduct Substantiated by the Children's Division* – If a potential public or charter school employer contacts the district for a reference for any former employee about whom the CD has investigated

allegations of sexual misconduct with a student and reached a finding of substantiated, the district will provide the results of the CD investigation to the potential public or charter school employer regardless of whether the employee's job involved contact with children.

3. *Violation of Board Policy Related to Sexual Misconduct* – If any public or charter school contacts the district about a former employee, the district will provide the public or charter school information about any violation of board policy if the violation related to sexual misconduct with a student where the board, after a contested case due process hearing, determined that the former employee actually violated the policy.

4. *Other Situations* – The superintendent or designee is required to consult the district's attorney when considering whether to release information regarding allegations of sexual misconduct against a former employee when the district is not required by law to do so.

Prohibition against Assisting Employees, Contractors or Agents Accused of Sexual Misconduct

In accordance with law, district employees, contractors and agents who know or have probable cause to believe that an individual who has served as a district employee, contractor or agent has engaged in sexual misconduct with a minor or student in violation of law are prohibited from writing personal references for or otherwise providing assistance to those individuals in obtaining a new job.

This prohibition does not apply to the routine transmission of administrative and personnel files when that is part of the current employee's, contractor's or agent's duties. In addition, this prohibition does not apply if the information was properly reported to law enforcement and other relevant state, federal and local authorities, and:

1. The investigation was officially closed without action; or

2. The prosecutor or law enforcement entity determined there was insufficient information to establish probable cause; or

3. The individual was charged and acquitted or otherwise exonerated of the alleged misconduct; or

4. The case or investigation remains open and no charges have been filed and no indictment has been issued within four years of the date on which the alleged misconduct was reported to law enforcement.

Recordkeeping

When the district is contacted for a reference for a current or former employee, the superintendent or designee will document the date, the name of the person and entity requesting the information, the person responding to the request, the method of disclosure, the information provided and, when applicable, the consent received.

In accordance with law, if the district responds to any requests in writing, the district will forward a copy of the written reference to the current or former employee at the employee's last known address.

Notice

The district will notify all current employees of this policy. The superintendent or designee will provide notification of the existence of this policy to all potential employers who contact the district for a reference. The notification must also include a statement that the district's responses are limited to the scope of this policy. The district will provide copies of the policy to former employees upon request.

Immunity

Any district employee who is permitted under this policy to respond to requests for references regarding former employees and who communicates only the information authorized by this policy in good faith and without malice is entitled by law to immunity against any civil action for damages brought by the former employee arising out of the communication of such information. District employees responding to requests for references in accordance with this policy may request the attorney general to defend them if sued.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.068, RSMo.	State Statute
§ 290.152, RSMo.	State Statute
§ 566.083, RSMo.	State Statute
§ 566.086, RSMo.	State Statute
§ 610.021, RSMo.	State Statute
MO COURT	Jamison v. State Dept. of Soc. Serv., 218 S.W.3d 399 (Mo. 2007)

Federal	Description
20 U.S.C. § 7926	Elementary and Secondary Education Act

Policy GBM: STAFF GRIEVANCES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The district is interested in employee concerns and ideas for improving the district. District employees are encouraged to discuss concerns with supervisors and the administrative staff so that issues may be addressed in a timely fashion. If the language of this policy conflicts with the language contained in a collective bargaining agreement currently in effect, the language in the agreement governs the issue.

Grievance

Because violations of board policies, regulations and collective bargaining agreements are particularly problematic, the board has developed this formal process for addressing these grievances.

Grievance processing should be viewed as a positive and constructive effort to establish the facts upon which the grievance is based and to accurately implement board policies, regulations or collective bargaining agreements. The board strictly prohibits discrimination or retaliation against an employee for filing a grievance and directs all district employees to cooperate in the grievance process.

If more than one district grievance process might apply to a particular concern, the superintendent or designee will decide which process will govern. If any part of a grievance includes allegations of illegal discrimination or harassment, or if the grievance is factually similar to a complaint filed by the same employee regarding illegal discrimination or harassment, the entire grievance will be resolved in accordance with policy AC.

Definitions

Days – Calendar days, whether occurring during the regular school year or during the summer, but excluding: weekends; district-designated holidays (whether on the original school calendar or designated thereafter); winter and spring breaks and other board-designated breaks; and closings due to inclement weather, illness, natural disaster, or other emergencies.

Grievance – An allegation by an individual employee that a collective bargaining agreement or a specific, written, board-adopted policy or regulation has been violated or misinterpreted. A grievance does not include concerns regarding performance evaluations or remedial documents, nonrenewal of contracts, employee discipline, reduction in force or termination. This policy does not apply if another board policy or regulation or state or federal law provides due process, a hearing or a different method for addressing the issue.

Grievant – A district employee who has filed a grievance.

Performance Evaluations or Remedial Documents – Any assessment of employee performance including, but not limited to, notice of deficiencies, job targets, professional development plans and professional improvement plans.

Grievance Process

1. Grievances must be filed within ten days of the occurrence that is the basis of the grievance. The grievance must be in writing, on the forms provided by the district, and include a copy of the provision of the collective bargaining agreement, policy or regulation alleged to be violated or misinterpreted, as well as a statement of the relief requested.

2. Grievances will be processed according to the step-by-step process outlined below, with the following exceptions. If a person designated to hear a grievance is the subject of the grievance, the grievance process will begin at the next highest step. If a grievance is directly based on official board action, the grievance shall be directed to the board secretary. The grievance may be heard by the board at the sole discretion of the board.

3. No new information may be added and no new claims may be made after Step 1. Each subsequent appeal will address only the facts and issues presented at Step 1.

4. The deadlines established under this policy may be extended upon the written request of the grievant or the supervisor, but the final decision regarding any extension shall be made by the superintendent at his or her sole discretion. Investigation and reporting deadlines will be extended when more time is necessary to adequately

conduct an investigation and to render a decision. The grievant will be notified when deadlines are extended.

5. Failure of the grievant to appeal within the timelines given will be considered acceptance of the findings and remedial action taken. The district will not consider late appeals.

6. Once a decision is rendered under this grievance process, the decision is final. Grievance decisions cannot be the subject of a new grievance.

7. Because the point of a grievance is to provide resolution outside the court system, an employee is not entitled to bring an attorney to grievance proceedings. Once an attorney becomes involved in the process, the superintendent or designee will refer the matter to the district's private attorney and the grievance process will end.

Immediate Supervisor (Step 1)

1. Employees are encouraged to informally notify their immediate supervisor of a grievance. If the issue is not resolved, the employee should submit a written grievance, on forms provided by the district, to the immediate supervisor. The written grievance must clearly indicate that it is a grievance and specify which provision(s) of policy, regulation or collective bargaining agreement were allegedly violated.

2. Within ten days of receiving the written grievance, the immediate supervisor will investigate the matter and render a decision in writing. A copy of the decision will be provided to the grievant.

Principal or Designee (Step 2)

This step may be omitted if the principal or designee serves as the immediate supervisor at Step 1 or if the employee's supervisor is not under the direct supervision of a principal.

1. Within five days after receiving the decision at Step 1, the grievant may appeal the decision in writing, using forms provided by the district, to the principal or designee. The appeal must clearly state why the previous decision is erroneous.

2. The principal or designee will, within ten days of receipt of the appeal, review the investigation and render a decision in writing to the grievant and the grievant's immediate supervisor.

Superintendent or Designee (Step 3)

1. Within five days after receiving the decision at Step 2, the grievant may appeal the decision in writing, using forms provided by the district, to the superintendent or designee. The appeal must clearly state why the previous decision is erroneous.

2. The superintendent or designee will, within ten days of receipt of the appeal, review the investigation and render a decision in writing to the grievant, the principal or designee and the grievant's immediate supervisor.

School Board or Board Committee (Step 4)

Within five days after receiving the decision at Step 3, the grievant may appeal the decision in writing, using forms provided by the district, to the board of education. The board of education, at its sole discretion, may decide to hear the grievance.

Documentation

A grievant will receive a written response or report regarding his or her grievance, but the grievant and persons investigated in the course of the grievance are not entitled to view or receive copies of the investigation file or notes taken during the investigation, unless required by law. If an employee is disciplined as a result of the grievance, the discipline may be recorded in the employee's personnel file and discussed with the employee. Information recorded in an employee's personnel file will not be shared except as provided in board policy or required by law.

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Policy GCA: PROFESSIONAL STAFF POSITIONS

Status: DRAFT

Original Adopted Date: Pending

The board of education may, upon the recommendation of the superintendent, employ professional staff, assistant principals, principals, directors and other supervisory personnel as may be required for the accreditation of the schools and to accomplish the district's goals and objectives.

The term "professional staff" will be used to designate positions that legally require a certificate issued by the Department of Elementary and Secondary Education (DESE) or that have been designated by the district as "professional" positions in the relevant job descriptions. Positions not designated as "professional" will be considered "support staff" positions for the purposes of board policies.

The superintendent will maintain a comprehensive and current set of job descriptions for all positions in the district. Job descriptions shall be available in the office of the superintendent during regular business hours.

The superintendent or designee shall have general responsibility for coordinating the employment of all professional staff and maintaining adequate personnel records. The superintendent or designee will assign all professional staff one or more immediate supervisors who will provide training, direction and performance evaluations.

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Version GCA-C.1D (05/13)

Policy GCBA: PROFESSIONAL STAFF COMPENSATION

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The district needs highly qualified employees to accomplish its education mission and must offer competitive compensation to attract and maintain experienced professional staff in the district. The board directs the superintendent or designee to annually research regional and statewide trends in employee compensation and consult with district employees to prepare competitive salary schedules and salary recommendations for the board to consider within the constraints of the district's finances. Only the board has the authority to increase an employee's regular compensation or grant employees an extra-duty position or stipend.

As required by law, teachers will be paid in accordance with a board-adopted salary schedule. All full-time teachers will be paid at least the minimum teacher's salary as required in state law. Noncertificated professional staff and certificated staff members other than teachers will be compensated in accordance with a board-approved salary schedule or will receive the amount of compensation approved by the board for particular positions or particular employees.

All Professional Staff Salary Schedules

The board is required to adopt salary schedules for the compensation of teachers and may use a salary schedule to compensate administrative and noncertificated professional staff. When creating a salary schedule, the board may recognize characteristics beneficial to the district, such as certification in high-need areas, in addition to traditional factors, such as experience and education.

The board will designate salary schedules that will allow the district to compete with comparable suburban communities for both beginning and experienced personnel. The schedules will also be designed to provide a pattern of compensation which is equitable for both beginning and experienced personnel.

The following rules apply to all district professional staff salary schedules unless determined otherwise by the board:

1. The board will make every effort to adopt salary schedules prior to the statutory deadline for issuing teacher and administrator contracts, but salary schedules and other compensation must be determined along with the district budget no later than June 30. Any board-adopted salary schedule will remain in effect and continue to operate until the board takes action to change or eliminate the salary schedule.

2. The board may freeze the operation of the salary schedule when warranted by the financial condition of the district or for other relevant reasons, as determined by the board. Once a salary schedule is frozen, employees will not advance on the salary schedule until the board votes to authorize movement on the salary schedule. If the salary schedule is frozen for more than one year before the board authorizes movement, employees will advance to the next step for which they were eligible at the time the schedule was frozen unless the board determines that it is financially feasible to allow employees to move through all steps missed while the schedule was frozen. Alternatively, the board may adopt a new salary schedule that accurately reflects the salary associated with the appropriate years of service.

3. An employee may not advance more than one step vertically and one column horizontally per year on the salary schedule unless such movement is allowed by the board-adopted rules and is uniformly applicable to that particular salary schedule or is otherwise approved by the board.

4. An employee cannot progress on the salary schedule after entering into a contract for a school year unless such movement is specifically authorized in the contract.

5. Education courses and other professional development may not be used to advance on a salary schedule unless the employee had prior administrative approval to take the course or participate in the professional development and count it for advancement on the salary schedule.

6. The district may recognize an employee's previous experience when placing that employee on the salary schedule. The board delegates to the superintendent or designee the authority to set guidelines on which previous experiences qualify. In addition, the district may recognize military service or work experience that the district considers beneficial to the position. Employees are responsible for fully apprising the district of their relevant background experiences when first employed in the position. Once the employee is initially placed on the salary schedule, the district is under no obligation to review the placement.

Administrative Salaries

The board shall establish a minimum salary 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 the work year.

An administrator's beginning salary shall be determined based on background and experience.

The board shall establish a set of performance salary differentials for use when an administrator's professional performance is strikingly different from what is normally expected for the 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 apply the stipulated differential, usually in its entirety, either to increase or to decrease the salary which the administrator would otherwise receive.

Teacher Salary Schedules

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 as follows:

Step 1 - 0 year
Step 2 - 1 year
Step 3 - 2 years
Step 4 - 3 years
Step 5 - 4 years
Step 6 - 5 years
Step 7 - 6 years
Step 8 - 7 years
Step 9 - 8 years
Step 10 – 9 years
Step 11 – 10 or more years of experience

Partial years of teaching/counseling shall not be added to form full years. However, a partial year contract which results in a teacher/counselor completing over fifty percent of a contract year will entitle the teacher/counselor to receive the step.

When a teacher or counselor's contract is renewed, they will advance to a higher step on the salary schedule to which the employee is assigned. Step increases will automatically occur as of July 1.

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

IV. Valid teaching certificate / master's degree / Fifteen approved semester hours of graduate credit earned after bachelor's degree and not applied on master's degree

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

VI. Valid teaching certificate / doctoral degree

In accordance with law, participation in a certified teacher externship program will qualify for movement on the salary schedule to the same extent and in the same manner as other graduate-level course credit.

Registered nurses on the salary schedule who receive a Bachelor of science degree in a health-related field shall be placed on the appropriate step of Scale II following the guidelines for change of status outlined in this policy.

Salary Schedule Placement for Hard-to-Staff Schools and Hard-to-Staff Subject Areas

The school board may differentiate placement of teachers on the salary schedule to increase compensation in order to recruit and retain teachers in "hard-to-staff schools" or "hard-to-staff subject areas."

A "hard-to-staff" school is one where more than ten percent of certificated positions were left vacant or were filled with a teacher who was not fully qualified in the prior academic year. A "hard-to-staff subject area" is a content area in which positions were left vacant or were filled with a teacher who was not fully qualified in the prior academic year. The district may annually review and revise the schools and subject areas that are considered "hard to staff," but no modification to these classifications will result in the demotion of a teacher.

If the district elects to place certain teachers higher on the salary schedule to fill positions in hard-to-staff schools or in hard-to-staff subject areas, the district will report information to the Department of Elementary and Secondary Education as required by law.

Credit for Externship

In accordance with law, participation in a certified teacher externship program will qualify for movement on the salary schedule to the same extent and in the same manner as other graduate level course credit.

Salary Differentials

For personnel placed on the teacher/counselor salary schedule, differentials above the stated schedule may be paid only for the following reasons:

1. Supervision — Directors and staff who are assigned supervisory authority over the work of other professional employees may be paid differentials while they perform such assignments.

2. Change of Status — When staff members under contract complete established requirements.

3. National Board Certification — Staff members who earn national board certification shall receive an additional $3,000 annually on their 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 $3,000 based upon the remaining months of the contract year effective the first day of the month following official documentation to the human resources department.

Compensation for Extra Duties

Additional duties, such as supervising activities, may be assigned to professional staff without additional compensation. In some situations, and with board approval, the district may provide an employee with extra-duty compensation or a stipend to compensate the employee for performing additional duties. In those situations, the board will determine the amount of compensation, which may be set by adopting an extra-duty salary schedule or approving a specific amount for the position.

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. The extra pay committee should recommend changes to the extra pay position list to the administration for approval by the board. The superintendent shall recommend a schedule of extra class assignments, including payments, for board approval.

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 percent. The superintendent shall recommend amendments to the extra pay schedule for board approval.

When the superintendent assigns an individual to extra student activities, 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 duties 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, the extra compensation shall terminate. When this occurs during the school year, an equitable pro rata arrangement shall be made. If positions that are listed on the extra-pay positions list will not be filled, the extra pay committee will be notified by its May 1st meeting, and each employee who will not receive a contract will be notified by the human resources office prior to the start of the extra pay responsibility.

Extra Pay Committee

The extra pay committee shall be comprised of:

- One elementary administrator
- One middle school administrator
- One high school administrator
- The athletic director from each high school
- Three Ferguson-Florissant National Education Association representatives (one from each level)

The committee shall meet once a semester prior to November 1 and prior to May 1. Committee members shall select the committee chair.

Compensation for Reassigned Personnel

A staff member assigned to another position in the district will receive a salary commensurate with the responsibilities of the new position. When 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 the current annual base salary plus 10 percent or the base salary of the new position (whichever is greater). The 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 approval of the board.

When a staff member requests and receives reassignment to a less critical position for reasons other than health, their salary reduction will take effect when they assume the new position.

Special consideration may be given to a staff member whose salary is to be reduced due to reassignment to a position of lesser responsibility if the reassignment is initiated by the district or, the reassignment is initiated by the staff member for health reasons 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).

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 salary adjustment could occur due to starting work after the beginning of the contract year, termination before the end of the contract year, or unexcused absences.

Change of Status

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. Requests 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 of the increase the employee would have received if approved in September.

Requests 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 the college or university that will be sending official transcripts with the additional hours earned. Transcripts must be received at the human resources office by August 30th for the September cycle and January 31st for the February cycle.

Criteria for Graduate and Technical Course Work

All course work or degree programs must be pre-approved by the human resources office for salary credit based on criteria established by the board. Staff members must complete a Course Work/Degree Program Approval Form available from the human resources office. Employees should get approval before registering for courses. 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.

Courses shall be relevant to the employee's assignment or educational career goals.

Courses promoted and implemented through district initiatives shall be approved for salary credit. An official transcript shall validate the successful completion of district approved course work.

The university or college issuing credits must be an institution with official approval by a recognized regional accrediting body or by the National Council for Accreditation of Teacher Education. It is the responsibility of the applicant to provide the accreditation information.

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.

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.

Compensation for Exchange Teachers

An exchange teacher from another country who is assigned to the district may be eligible for salary compensation from the board depending upon their personal financial circumstances. The total financial compensation available to an exchange teacher should be approximately equivalent to the salary they would earn as a full-time district employee.

Employee Responsibility

Employees are responsible for verifying that their salary schedule placement, compensation rate and paychecks are accurate. Employees are required to notify the district within 30 days of receiving an inaccurate payment, and failure to do so could lead to discipline, forfeiture of amounts owed or deductions for excess pay received, as allowed by law.

Compensation Disbursement

In general, professional staff will be paid in equal installments over 12 months even if the employee's regular work schedule is less than 12 months. However, payment for extra duties that are seasonal or limited to a specific timeframe may be paid in the month the work was performed.

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's bank account.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 163.172, RSMo.	State Statute
§ 168.025, RSMo.	State Statute
§ 168.110, RSMo.	State Statute
§ 168.126, RSMo.	State Statute

Federal	Description
29 U.S.C. § 206(d)	Federal Statute

Policy GCBC: PROFESSIONAL STAFF FRINGE BENEFITS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board recognizes that fringe benefits, such as insurance opportunities, are an integral part of the total compensation plan for full-time professional staff members. The superintendent or designee will research and present to the board fringe benefit opportunities that will assist the district in attracting and retaining quality employees.

Unless otherwise indicated in this policy, a professional staff member is considered to be a full-time employee if he or she holds a position designated as full time in the relevant job description.

Benefits Fully or Partially Paid by the District

The district will provide access to and contribute toward the cost of the following benefit options for full-time professional staff members:

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

In accordance with law, any contract for an insurance policy provided for the benefit of employees will be submitted to competitive bidding at least every three years. Each September the district will hold an informational meeting to explain the various insurance choices available to staff.

Health Insurance or Group Health Plan

The board will provide eligible full-time employees access to district-sponsored health insurance or a group health plan, in accordance with federal law. For health insurance or health plan purposes, an eligible employee is defined as a staff member the district reasonably expects to work an average of 30 hours or more per week as determined by law.

Any district health insurance contract or plan shall include a provision allowing persons who retire from the district to remain or become members of the plan if they are eligible to receive benefits under the Public School Retirement System of Missouri (PSRS) or the Public Education Employee Retirement System of Missouri (PEERS) by paying premiums. In addition, the retiree's spouse and children must be allowed to become members of the plan if they are receiving or are eligible to receive benefits under the PSRS or PEERS. Retirees and their spouses and children will have one year from the date of retirement to qualify and enroll in the coverage. Once that date has passed, if a retiree or his or her spouse or children discontinue district coverage, they are not eligible to re-enroll.

Community Education Classes

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.

Benefits Provided by the District at Employee Expense

In accordance with law, the district is required to establish a premium-only cafeteria plan unless the district provides health insurance through a self-insured or self-funded group health plan. Even if the district provides health insurance through a self-insured or self-funded plan, the district may choose to offer employees access to a cafeteria plan or other benefits at the employee's expense.

403(b) Annuity Program

The district offers participation in a 403(b) annuity program in accordance with law. The district has selected and contracted with a third-party company to administer this program. A copy of the district's written plan is available in the central office. Selection and removal of vendors and funding vehicles shall be in accordance with the policy recommended by the third-party administrator, which is incorporated by reference into this policy.

Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) Requirements

In accordance with law, the district-sponsored health insurance or group health plan will allow for continuing coverage of employees and their spouses, former spouses, or dependent children after certain qualifying events upon payment of the applicable premium. This obligation applies to both district-paid and employee-paid options. Qualifying events include, but are not limited to, employee resignation from the district, most situations involving employee termination and situations where an employee's hours have been reduced so that he or she no longer qualifies for district-paid health insurance or the group health plan. The district will provide notices as required by law.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 169.590, RSMo.	State Statute
§ 376.428, RSMo.	State Statute
§ 376.453, RSMo.	State Statute
§ 67.150, RSMo.	State Statute
§ 67.210, RSMo.	State Statute

Federal	Description
26 U.S.C. § 125	Federal Statute
26 U.S.C. § 4980H	Federal Statute
42 U.S.C. §§ 300bb-1-8	Public Health Services Act

Administrative Procedure GCBC-AP(1): PROFESSIONAL STAFF FRINGE BENEFITS - (Determining Full-Time Employee Status for Health Coverage— Look-Back Measurement Method)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The Ferguson-Florissant School District seeks to provide all full-time professional staff members access to district-sponsored health insurance or a group health plan ("health coverage") when required by law to do so. For the purposes of health coverage, a "full-time" employee is one who is credited with an average of 30 hours of service or more per week or 130 hours of service or more per month.

For full-time employees who work 40 hours a week or more, and staff who request to have a nine percent deduction from their part-time salary, the district will use the look-back measurement method to regularly determine whether the employees are eligible for health coverage and whether they will continue to be eligible for health coverage. When the district reasonably expects that an employee new to the district will be a full-time employee, the district will provide access to health coverage when the employee begins the position, after the appropriate waiting period. The district is not required by law to offer health coverage to part-time, variable-hour or seasonal employees until the district has determined that they have worked full-time using the look-back measurement method described below.

Hour of Service

An hour of service is each hour for which an employee is paid, or entitled to payment, for the performance of duties for the district, and each hour for which an employee is paid, or entitled to payment by the district, for a period of time during which no duties are performed due to vacation, holiday, illness, incapacity (including disability), layoff, jury duty, military duty or leave of absence as defined by law. An hour of service does not include services performed by bona fide volunteers, as defined in the law.

Look-Back Measurement Method

In accordance with law, the district will set a measurement period to give the district an opportunity to evaluate the employees' hours. Employees who are credited with an average of 30 hours of service or more per week or 130 hours of service or more per month during the measurement period will be offered access to district-sponsored health coverage during a stability period.

Standard Measurement, Administrative and Stability Periods

For ongoing employees, the standard measurement period begins on July 1 and ends on June 30.

Immediately following the standard measurement period is a standard administrative period that begins on July 1 and ends on June 30. During the standard administrative period, the district will analyze the number of hours the employee worked during the standard measurement period and contact the employee regarding his or her eligibility to join the district's health coverage.

If the employee is eligible, the employee will be given an opportunity to enroll in and remain on the district's health coverage for the standard stability period that begins on July 1 and ends on June 30, as long as the employee continues to be employed by the district, regardless of the number of hours of service credited to the employee during that time period unless otherwise exempted by law as described below.

Initial Measurement, Administrative and Stability Periods

For new employees, the initial measurement period begins on the first day of the month immediately following the first day of employment; however, if the employee begins employment on the first day of a month, that date will be used. The initial measurement period ends on a date 12 months later. The district is not required to offer district-sponsored health coverage during the initial measurement period unless the district reasonably expects the employee to work full-time.

Immediately following the initial measurement period is an initial administrative period that lasts one calendar month. During the initial administrative period, the district will analyze the number of hours the employee worked during the initial measurement period and contact the employee regarding his or her eligibility to join the district's health coverage.

If the employee is eligible, he or she will be given an opportunity to enroll in and remain on the district's health coverage for the initial stability period that lasts 12 months, as long as the employee continues to be employed by the district. Once an employee has completed the initial measurement, administrative and stability periods, the standard measurement, administrative and stability periods will be used to determine the full-time status of the employee.

Employment Break Periods and Special Unpaid Leave

Employment Break Period – An employment break period is a period of at least four consecutive weeks during which an employee is not credited with hours of service for the district, excluding special unpaid leave.

Special Unpaid Leave – Special unpaid leave is unpaid leave that is 1) subject to the Family and Medical Leave Act, 2) subject to the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA) or 3) due to jury duty.

The district will determine the average hours of service for a measurement period by first excluding any period of time attributed to any special unpaid leave or employment break period during the measurement period. The district will then calculate the average hours of service per week during the remaining period of time. The district will multiply that average weekly rate by the number of weeks of special unpaid leave and credit the employee with those hours of service. The district will also multiply that average weekly rate by the number of weeks in any employment break period and credit the employee with those hours of service up to 501 hours. The district will then add the hours of service credited to the employee for any period of special unpaid leave and employment break period to the hours of service accumulated during the measurement period and divide this number by the number of weeks or months in the entire measurement period to determine the average hours of service for the measurement period and the employee's eligibility for health coverage.

Other Breaks and Absences

In accordance with law, the district will use the following rules in determining the full-time employment status of a professional staff member:

Rule of Parity – If a new employee is employed by the district for less than eight consecutive weeks and then does not provide an hour of service for eight consecutive weeks or more, the district may consider the employee terminated and rehired once the employee has returned. The number of weeks initially employed is calculated after application of averaging methods related to employment break periods and special unpaid leave when applicable.

Re-Employment Rule – If an employee is not credited with an hour of service for a period of at least 26 consecutive weeks and then resumes providing services to the district, the district may consider the employee as having terminated employment during the break and been re-employed as a new employee for the limited purpose of determining eligibility for health coverage. Applicable waiting periods for insurance may apply if the employee is considered a new employee.

Change in Employment Position or Status Exception

In accordance with law, if a district employee who has worked full-time for the district transitions to a part-time position or status, the district may apply the monthly measurement method when calculating continuing eligibility for health coverage. This exception applies only in situations where the employee was offered health coverage following the employee's first three full calendar months of employment with the district and continued to be offered coverage until the employee's position or status changed to less than full-time. Further, the employee must actually average less than 30 hours of service per week for each of the three full calendar months following the change in position or status.

If these conditions are met, the district may use the monthly measurement method beginning the first day of the fourth full calendar month following the change in position or status to determine the employee's eligibility for health coverage. Under the monthly measurement method, the district will determine whether an employee is eligible for health coverage by counting the hours of service credited to the employee for each calendar month. An employee is only considered a full-time employee eligible for health coverage if the employee is credited with 130 hours of service or more in the month. This means that an employee who otherwise would have received health coverage throughout the stability period due to the employee's previous full-time service with the district might not be eligible for health coverage in months when the monthly measurement method is used and the employee works on a part-time basis.

The district will continue to use the monthly measurement method through the first full measurement and administrative periods that would have applied had the employee remained under the applicable look-back measurement method. After that, the district will return to using the look-back measurement method for determining the employee's full-time status.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 169.590, RSMo.	State Statute
§ 376.428, RSMo.	State Statute
§ 376.453, RSMo.	State Statute
§ 67.150, RSMo.	State Statute
§ 67.210, RSMo.	State Statute

Federal	Description
26 U.S.C. § 125	Federal Statute
26 U.S.C. § 4980H	Federal Statute
42 U.S.C. §§ 300bb-1-8	Public Health Services Act

Policy GCBDA: PROFESSIONAL STAFF SHORT-TERM LEAVES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Consistent contact with students and staff is important to the learning environment and district operation and therefore is an essential duty of a professional staff member's position. However, the board recognizes that there are circumstances that require an employee to miss work, and the purpose of this policy is to identify situations where paid and unpaid leave from work are appropriate.

If the language of this policy conflicts with the language contained in a collective bargaining agreement currently in effect, the language in the agreement governs the issue.

No allowance can be made for reasons other than those stated in this section. In the event of additional absences, a deduction will be made from the employee's pay.

To the extent permitted by law, through the human resource services office, the district will require an employee to provide the district verification of illness from a healthcare provider or supply other documentation verifying the absence before the district applies sick leave or other applicable paid leave to the absence after three consecutive absences. In accordance with law, the district may require an employee to present a certification of fitness to return to work whenever the employee is absent from work due to the employee's health.

If an employee dies while under contract with paid leave days remaining, their salary will continue until the end of the current pay period.

The following leaves with pay will be provided to full-time professional employees. Regular part-time professional employees will receive these leaves in proportion to the full-time equivalent (FTE) they are scheduled to work. For example, employees who work .5 FTE will receive half the number of leave days as full-time employees. This policy does not apply to temporary or substitute employees unless otherwise noted.

1. **Sick Leave** – Professional employees whose assignments call for 12 months of full-time employment will receive 12 days of sick leave. Professional employees whose assignments call for full-time employment only during the regular school term will receive ten days of sick leave. Unused sick leave will be cumulative to 180 sick leave days. An absence of over one through four hours shall be counted as a half-day of sick leave.

   Absences may be charged against sick leave for the following reasons:

   a. Illness, injury, or incapacity of the employee. The board reserves the right to require a healthcare provider's certification attesting to the illness or incapacity of the claimant and/or inclusive dates of the employee's incapacitation. The Family and Medical Leave Act (FMLA) health certification procedures apply to FMLA-qualifying absences, even if such absences are paid sick leave.

   b. Illness, injury, or incapacity of a member in the immediate family of an employee, when the illness requires care for an individual who cannot be left unattended. The board defines "immediate family" to include:

      - The employee's spouse.
      - The following relatives of the employee or the employee's spouse: parents, children, children's spouses, grandparents, grandchildren, siblings, and any other family member, or dependent residing with the employee.

        The assistant superintendent of human resources 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.
      - Any other person over whom the employee has legal guardianship or for whom the employee has power of attorney and is the primary caregiver.

      (Note: "Family" for FMLA purposes is more limited.)

   c. Illness, injury, or incapacity of other relatives, with permission granted by the assistant superintendent of human resources.

d. Paid parental leave in accordance with this policy.

e. Pregnancy, childbirth, and adoption leave in accordance with this policy and the law.

Employees who are ill may be required to stay home to promote healing and reduce the risk of infecting others, especially during a pandemic or other significant health event. In the event of a pandemic or other significant health event, schools may be closed to all staff and students or just students. If schools are closed only to students, staff members are expected to work regular schedules or use appropriate leave.

For an employee who has been on leave for an injury or illness that is not work-related and who has been released with restriction by their physician, the supervisor may allow the employee to work their regular job if the employee can safely perform the job duties within the restrictions set by the physician.

District employees may not use sick leave during the period they receive workers' compensation for time lost to work-related incidents.

Certificated employees who are members of a retirement system shall remain members during any leave period taken under district sick leave provisions or under workers' compensation. Employees shall also receive creditable service credit for such leave time if they make contributions to the system equal to the amount of contributions that they would have made had they been on active service status.

2. **Personal Leave** – A maximum of three days of personal leave will be available per school year. Unused personal leave days will accrue as sick leave days.

Absences may be charged against personal leave for the following reasons:

a. Tax investigation.

b. Court appearances, unless applicable law or policy provides for paid leave.

c. Wedding, graduation, or funeral (excluding bereavement leave).

d. Religious holiday or a religious observance obligation which cannot be fulfilled after the normal school day schedule or on a Saturday or Sunday.

e. Conducting personal business of such a nature that it cannot be performed on a Saturday, Sunday, or before or after school hours, including parent-teacher conferences.

f. Absences under leaves authorized by law, policy, or the board that would otherwise be unpaid including, but not limited to, leave under the FMLA.

g. Leave for emergency situations or other purposes as approved by the principal.

Whenever possible, it is expected that employees will make requests in writing to the principal or unit administrator five school days in advance of their intent to use personal leave. Requests should be submitted 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. However, 30 days' notice is required by law if the leave qualifies as FMLA leave and such notice is practical. The administrator will respond promptly to the employee's written request.

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's workday, employees may be granted leave.

Exceptions may be granted only by the assistant superintendent of human resources or an administrator designee after receipt of a written request with the reason for the absence submitted no less than four weeks prior to the expected absence.

An employee may have unusual circumstances that require paid leave which is not covered by the above personal absence policy. Personal leave will be granted upon documented need and the approval of the assistant superintendent of human resources after the employee has exhausted the regular personal leave days.

District employees may not use personal leave days during the period they receive workers' compensation for time lost to work-related incidents.

3. **Vacation** – All professional staff employed on a 12-month basis will receive ten days of vacation per year. Employees must submit a written request for vacation to the superintendent or designee and receive written authorization before taking vacation days. If the absence may disrupt district operations, the superintendent or designee has the discretion to deny a request for vacation or to limit the time of year employees may take vacation.

   District employees may not use vacation days during the period they receive workers' compensation for time lost to work-related incidents.

4. **Bereavement Leave** – When a death occurs in an employee's immediate family, the employee may take up to three consecutive days off with pay to attend the funeral or make funeral arrangements. If extra time is needed, three additional days may be requested from the assistant superintendent of human resources, which will be charged against the employee's sick leave. The district may require verification of the need for the leave. The board defines "immediate family" to include:
   - The employee's spouse.
   - The following relatives of the employee or the employee's spouse: parents, children, children's spouses, grandparents, grandchildren, siblings, and any other family member residing with the employee.
   - Any other person over whom the employee has legal guardianship or for whom the employee has power of attorney and is the primary caregiver.

   Two days of bereavement leave may be granted for attending the funeral of a relative other than the immediate family of the employee. One additional day may be requested from the assistant superintendent of human resources, which will be charged against the employee's sick leave.

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

   After the exhaustion of the bereavement leave, the employee may use personal leave.

Unless otherwise provided, the following leaves will be provided to full-time and part-time professional employees.

1. **Holidays** – The district will grant paid and unpaid holidays in accordance with the academic calendar adopted by the board. Holidays may be modified or eliminated as needed when the academic calendar is changed due to inclement weather or for other reasons. Holidays may change from year to year.

2. **School Business Leave** – The superintendent may approve employee absences to conduct business related to achieving the 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.

   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.

3. **Military Leave** – The board shall grant military leave as required by law. Members of the National Guard or any reserve component of the U.S. Armed Forces who are engaged in the performance of duty or training will be entitled to a leave of absence of 120 hours in any federal fiscal year (October 1 – September 30) without impairment of efficiency rating or loss of time, pay, regular leave, or any other rights or benefits.

   Employees shall provide the district with an official order verifying that they are required to report to duty. Employees shall file with the office of the superintendent all information necessary to process the request for leave and return from leave, including determination of any compensation which may be due.

4. **Election Leave** – Employees who are appointed to be election judges pursuant to state law may be absent on any election day for the period of time required by the election authority. Employees must notify the district at least seven days prior to any election in which they will serve as an election judge. Employees will not be terminated, disciplined, threatened, or otherwise subjected to adverse action based on their service as election

judges.

5. **Leave to Vote** – Employees who do not have three successive hours free from work while the polls are open will be granted a leave period of up to three hours to permit the employees three successive hours while the polls are open for the purpose of voting. Requests for such leave must be made prior to election day, and the employee's supervisors will designate when during the workday the leave should be taken. Any employee who properly requests leave to vote and uses the leave for that purpose will not be subject to discipline, termination, or loss of wages or salary.

6. **Jury Duty Leave** – Employees will be granted paid leave for time spent responding to a summons for jury duty, time spent participating in the jury selection process, or time spent actually serving on a jury. If the employee pays to the district all funds received for jury duty, except for travel reimbursement, the employee will continue to receive full salary from the district during the approved leave period. Employees will not be terminated, disciplined, threatened, or otherwise subjected to adverse action because of their receipt of or response to a jury summons.

7. **Leave for Court Subpoena** – Employees will be granted leave to appear as a witness under subpoena. If the employee pays to the district all funds received for witness appearance, except for travel reimbursement, the employee will continue to receive full salary from the district during the approved leave period. If the subpoena is directly related to the employee's school duties, with approval from the assistant superintendent of human resources, the employee will be released for court appearance without loss of leave. Other court appearances will be deducted from personal leave.

8. **Firefighter Leave** – Employees will be allowed to use personal, vacation, and/or unpaid leave for any time taken to respond to an emergency in the course of performing duties as a volunteer firefighter. For the purposes of this section, "volunteer firefighter" includes members of Missouri Disaster Medical Assistance Team-1, Missouri Task Force One, Urban Search and Rescue Team, or those activated by the Federal Emergency Management Agency (FEMA) in times of national disaster. Employees covered under this section shall not be terminated from employment for joining a volunteer fire department or for being absent from or late to work in order to respond to an emergency. Employees shall make every reasonable effort to notify the principal or supervisor if the employee may be absent from or late to work under this section. Employees are required to provide their supervisors with a written statement from the supervisor or acting supervisor of the volunteer fire department stating that the employee responded to an emergency along with the time and date of the emergency.

9. **Crime Victim Leave** – Employees who are crime victims, witness a crime, or have an immediate family member who is a crime victim will not be required to use vacation, personal, or sick leave in order to honor a subpoena to testify in a criminal proceeding, attend a criminal proceeding, or participate in the preparation of the criminal proceeding.

10. **Civil Air Patrol Leave** – Employees who are members of Civil Air Patrol and have qualified for a Civil Air Patrol emergency service specialty or are certified to fly counternarcotics missions shall be granted unpaid leave to perform Civil Air Patrol emergency service duty or counternarcotics missions without loss of time, regular leave, or any other rights or benefits in accordance with law. The leave is limited to 15 working days in any calendar year but is unlimited when responding to a state- or nationally declared emergency in Missouri. The district may request that employees be exempted from responding to a specific mission.

11. **Coast Guard Auxiliary Leave** – Employees who are members of the United States Coast Guard Auxiliary will be granted an unpaid leave of absence for periods during which they are engaged in the performance of United States Coast Guard or United States Coast Guard Auxiliary duties, including travel related to such duties, when authorized by the director of auxiliary or other appropriate United States Coast Guard Authority. Such leaves of absence will be given without loss of time, regular leave, or any other rights or benefits to which such employees would otherwise be entitled. The leave is limited to 15 working days in any calendar year but is unlimited when responding to a state- or nationally declared emergency in Missouri or upon any navigable waterway within or adjacent to the state of Missouri. The district may request that employees be exempted from responding to a specific mission.

12. **Victims' Economic Safety and Security Act (VESSA) Leave** – Employees may take unpaid leave in accordance with law for absences related to domestic or sexual violence where an employee, an employee's family member, or a person residing in the employee's household has been the victim of domestic or sexual violence. Leave may be taken intermittently or on a reduced work schedule. Two workweeks of unpaid leave will be

available in a 12-month period, except that employees of districts with fewer than 50 employees but at least 20 employees will be limited to one workweek of unpaid leave. Employees may use accumulated paid leave or compensatory time concurrently with unpaid VESSA leave. VESSA leave does not create a right for employees to take unpaid leave that exceeds the amount of unpaid leave time under FMLA. Employees are required to give 48 hours' notice of the need for leave unless such notice is not practicable. The district may require certification of the need for leave, which may include documentation from an entity aiding the victim, a police or court record, or other corroborating evidence. Information provided by the employee in conjunction with the use of this leave will be confidential in accordance with law.

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

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 for up to 12 weeks. The district shall provide 20 days of paid leave not charged against the employee's other leave. After the 20 days of paid leave provided by the district have been used, the employee may use any accrued paid leave up to the parental leave maximum of 12 weeks. If the employee does not have adequate paid 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.

The district will continue to provide health insurance benefits during the paid parental leave at the same rate as in effect before the leave was taken, provided the employee has completed at least one full year of service. Paid leave benefits will continue to accrue.

The employee must provide the human resources department with 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 resources department.

Pregnancy, Childbirth, and Adoption Leave

Employees eligible for FMLA leave for the birth, first-year care, adoption, or foster care of a child will have such leave applied in accordance with the FMLA. The district will apply to such absences any applicable paid leave the employee has accrued. Employees whose FMLA leave exceeds their applicable accrued paid leave may use unpaid leave for the remainder of the FMLA absence as allowed by law.

Employees who are ineligible for FMLA leave may take up to six weeks of unpaid leave for the birth, first-year care, adoption, or foster care of a child. The district will apply to such absences any applicable paid leave the employee has accrued. Employees who have not accrued a sufficient amount of paid leave will be provided unpaid leave.

Employees who need additional leave or other accommodations for a limitation related to pregnancy, childbirth, or related medical conditions should communicate their need for accommodation to any person who supervises, manages, or directs any of their work, and the district will afford accommodations as required by law. Additional unpaid leave may be an accommodation under the Pregnant Workers' Fairness Act (PWFA) in some circumstances, but the district will not require employees to accept leave as an accommodation without engaging in an interactive process to determine appropriate accommodations.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 115.102, RSMo.	State Statute
§ 115.639, RSMo.	State Statute
§ 168.122, RSMo.	State Statute
§ 169.595, RSMo.	State Statute
§ 320.200, RSMo.	State Statute
§ 41.1000, RSMo.	State Statute
§ 41.1005, RSMo.	State Statute
§ 494.460, RSMo.	State Statute
§ 595.209, RSMo.	State Statute
§§ 105.270-.271, RSMo.	State Statute
§§ 285.625-670	State Statute
§§ 320.330-.339, RSMo.	State Statute

Federal	Description
29 C.F.R. § 1604.10	Federal Regulation
29 U.S.C. §§ 2611-2619	Family and Medical Leave Act
29 U.S.C. § 216(c)	Fair Labor Standards Act
42 U.S.C. §§ 2000d-2000d-7	Title VI of the Civil Rights Act of 1964
42 U.S.C. §§ 2000e-1-2000e-17	Title VII of the Civil Rights Act of 1964
42 U.S.C. §§ 2000gg-1 – 2000gg-6	Pregnant Workers Fairness Act

Policy GCBDB: PROFESSIONAL STAFF LONG-TERM LEAVES AND ABSENCES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board of education recognizes that the personal welfare and the professional growth of its employees may require occasional extended absences from duty. Therefore, the board may grant the following long-term leaves of absence under specified conditions.

Sabbatical Leaves of Absence

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 staff member shall request the leave 90 calendar days prior to the end of the school year preceding the leave period. 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 individuals 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 their 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 educational institution 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 the salary which they would have received during the school year for which leave is granted. The appointee 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 appointees shall receive full credit for the sabbatical leave as a year of employment in determining their salary status.

The board reserves the right to reject any or all applications according to their quality or the financial condition of the district.

Educational Leave

The board of education, upon the recommendation of the superintendent, may grant a leave of absence to employees for professional travel and study. The leave shall be without pay and not longer than one year.

In recommending leave for travel and study, the superintendent shall consider 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 value of the employee's proposed travel or study program to the needs of the district.
3. The appropriateness of the employee's proposed travel or study program to their probable future assignment.
4. The employee's performance record and length of service.

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

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

Public Service Leave

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. Public service leave will not interrupt the employee seniority or years of service. Employees on leave under this provision may continue to participate in the district's life and health insurance program at their own expense. The leave may be renewed upon request each year for a period not to exceed four years.

Military Leaves of Absence

The board of education will grant military leave as required by law and as described in board policy.

1. Pursuant to federal law, employment and re-employment rights shall be maintained for periods of service up to five years or more as required by statute.

2. Pursuant to state law, employees taking military leave are entitled to up to 120 hours of paid leave for military duty. Pay will only be available for hours of military leave that occur at a time when the employee would otherwise have been required to be at work.

3. Leaves for military service shall not impair tenure previously acquired nor affect any credit toward tenure previously earned. Upon honorable discharge, the employee will be reinstated with full credit for time spent in military service. If the position the employee vacated is not available, the employee will be given another position for which they are qualified.

4. After initial employment with the district, time spent on military leave shall be counted in determining placement on the salary schedule.

One-Year General Leaves of Absence

The board of education may grant a one-year general leave of absence for reasons other than the continuation of professional study – for example, illness, child rearing, adoption, or other personal reasons. If applicable, the provisions of the Family and Medical Leave Act (FMLA) will be followed as required by law. General leaves are subject to the following conditions:

1. The leave of absence shall be based upon application by the employee. The written leave request must be submitted to the employee's unit administrator. Upon the unit administrator's recommendation, the superintendent may permit an employee to take leave without pay. The leave shall coincide with the school year and not be for a period of more than one year. Leaves will not be counted as continuous full-time service when computing tenure but shall not impair tenure previously acquired nor affect any credit toward tenure previously earned.

2. The applicant shall have been a certificated employee of the school district for not less than six consecutive years immediately preceding the application.

3. The applicant shall request the leave 90 calendar days prior to the end of the school year preceding the leave period.

4. The board of education shall be able to make satisfactory arrangements for the performance of the ordinary duties of the applicant during the period for which the leave of absence is requested.

5. The number of leaves granted in any one year shall be left to the discretion of the board of education.

6. Upon the staff member's return to the school system, the employee shall be reinstated without loss of status,

tenure, or position on the salary schedule, losing only that time during which regular duties were not performed. The board retains the right to reassign the employee.

7. Employees who are granted leave have the option of continuing group life and health insurance coverage at their own expense.

In considering whether to approve 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.

An employee who is denied leave of absence under this policy may appeal the superintendent's decision to the board of education.

Return from Leaves

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 leave. The notification shall be postmarked no later than 15 calendar days prior to the scheduled expiration of the 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 employees 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. An employee's failure to notify the human resources office or failure to accept a comparable position shall be considered a resignation.

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Version GCBDB-C.1D.FER (07/02)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 169.595, RSMo.	State Statute
§§ 105.270-.271, RSMo.	State Statute
16 C.S.R. 10-4.014	State Regulation

Federal	Description
38 U.S.C. § 4301-4333	Uniformed Services Employment and Re-employment Rights Act

Policy GCD-1: PROFESSIONAL STAFF RECRUITING AND HIRING

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Because an effective educational program requires quality staff members, the board, and the administration of the Ferguson-Florissant School District will make every effort possible to attract and retain qualified, highly skilled and experienced personnel.

The Ferguson-Florissant School District is an equal opportunity employer and hires only citizens of the United States and persons who are legally authorized to work in the United States. The district will enroll and actively participate in a federal work authorization program in accordance with law.

A majority of the board must vote affirmatively to employ any person or enter into an employment contract.

Equal Employment Opportunity

The district's hiring procedures will comply with all federal and state laws, including laws prohibiting discrimination 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. The district shall not grant preferential treatment to any individual or group.

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.

Any inquiries regarding the district's compliance with this policy should be directed to the office of the superintendent.

Recruiting and Advertising

The district will recruit the best-qualified candidates for open positions. New or vacant positions will be posted for at least five business days in the district's buildings and publicized externally by other means as determined appropriate by the superintendent or designee. However, if the superintendent or designee determines that it would be detrimental to wait five business days or that a longer period is necessary, the position will be advertised for the number of days deemed appropriate. Further, if the same or similar position was recently advertised, the superintendent or designee may utilize applications previously received without re-advertising the vacancy. A position is not considered vacant if the superintendent or designee transfers or reassigns an existing employee to the position. Board approval is required when a transfer or reassignment results in a change to the employee's compensation, benefits, or contract.

Recruitment procedures will not overlook the talents and potential of individuals already employed by the school district. Any current, qualified employee meeting the stated requirements may apply for new or vacant positions in the district.

All requests for information concerning professional staff vacancies in the district shall be directed to the superintendent or designee.

Screening Process

Applicants must complete a formal application and provide all required information. The superintendent or designee shall conduct interviews, review references and obtain other information as deemed necessary.

The superintendent or designee will conduct background checks on employees and applicants for employment in accordance with law and board policy and will check references in accordance with law and policy GBLB.

As required by law, before offering employment to any teacher who is or was employed by a Missouri school district or charter school, the superintendent or designee will contact the Department of Elementary and Secondary Education to determine the school districts or charter schools that previously employed the applicant. The superintendent or designee shall request information about the applicant's previous job performance from the most recent school district or charter school that employed the teacher.

Generally, all teachers and administrators must have valid certification to teach in Missouri schools, and the superintendent or designee will verify that applicants currently possess the required certification or license before the board votes to employ them in a position that requires a certificate or other professional license. The superintendent or designee will also reverify licenses and certifications once they are renewed. When the district determines that employing someone without the appropriate certificate or license is necessary or unavoidable, the employee will be required to obtain the appropriate certificate or license by a district-specified deadline.

Any applicant who provides false information or inaccurate academic credentials will immediately be removed from consideration.

Hiring

A position other than the superintendent's position will be filled by the board only after receiving the recommendation of the superintendent or designee. It is the policy of the board to employ qualified teachers with postsecondary degrees from fully accredited universities and the appropriate teaching certificates. In making recommendations, the superintendent or designee shall give first consideration to applicants who, in addition to proper general education qualifications, have special training and other qualifications for the particular type of vacancy to be filled.

All applicants for a particular position will be promptly notified once the position has been filled.

Each professional staff member must 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.

Board Members

The district will not accept an employment application from a board member, consider a board member for employment or decide to employ a board member while the member remains on the board of education. Board members who wish to apply for employment in the district must first resign from the board.

Spouses of Board Members

In accordance with law, a board member's spouse will be hired to fill a vacant or new position only if the position has been advertised in accordance with this policy and the superintendent has submitted a written recommendation supporting the employment of the spouse. If a board member's spouse is hired, the names of all applicants for that position and the name of the individual hired will be included in the appropriate board meeting minutes.

Retirees

The district may employ persons who are retired and currently receiving a retirement allowance from a public retirement system as permitted by law.

Employment Contracts

The district will offer employment contracts only to certificated employees who are required by law to receive a contract. All other professional staff employees will be considered at-will employees and will not be offered contracts.

All employment contracts will comply with applicable law. The superintendent or designee is authorized to seek legal advice regarding district employment contracts.

When an employee is initially offered employment, he or she will be given a written copy of the applicable contract and a deadline by which the signed contract must be returned to the district.

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 who are 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 offered 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 towards permanent status on a prorated basis.

Indefinite Contract

Permanent teachers, as defined in 168.104, RSMo., will receive any modifications of their indefinite contracts on or before May 15 of each year. These modifications may include the beginning date and length of the next school year, and 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 get written copies of the modifications within 30 days after their adoption by the board.

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.

Eligibility for Public Service Loan Forgiveness

In accordance with law, 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.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 105.255, RSMo.	State Statute
§ 161.855, RSMo.	State Statute
§ 162.068, RSMo.	State Statute
§ 162.261, RSMo.	State Statute
§ 162.301, RSMo.	State Statute
§ 169.596, RSMo	State Statute
§ 213.010, RSMo.	State Statute
§ 213.055, RSMo.	State Statute
§ 213.070, RSMo.	State Statute
§ 285.530, RSMo.	State Statute
§ 335.075, RSMo.	State Statute
§§ 105.1445, RSMo.	State Statute
§§ 168.101-.133, RSMo.	State Statute
§§ 169.331, RSMo.	State Statute
§§ 290.400-.410, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1681	Title IX of the Education Amendments of 1972
29 U.S.C. §§ 621-634	Age Discrimination in Employment Act
29 U.S.C. § 206(d)	Federal Statute
29 U.S.C. § 2615	Federal Statute
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act
42 U.S.C. §§ 2000d-2000d-7	Title VI of the Civil Rights Act of 1964
42 U.S.C. §§ 2000e-1-2000e-17	Title VII of the Civil Rights Act of 1964
42 U.S.C. §§ 2000ff-2000ff-11	Genetic Information Nondiscrimination Act
42 U.S.C. §§ 6101-6107	Age Discrimination Act
8 U.S.C. § 1324	Immigration Reform and Control Act

MSIP	Description
L-6	MSIP STANDARDS
L-9	MSIP STANDARDS

Administrative Procedure GCD-1-AP(1): PROFESSIONAL STAFF RECRUITING AND HIRING

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The Ferguson-Florissant School District provides an equal opportunity for candidates to apply for open positions within the district. The following guidelines will ensure that the most qualified and talented candidate is selected for each position.

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 shall inform the Ferguson-Florissant National Education 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 resource 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 resource 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. If 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 the position to be filled 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 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. 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 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 in 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 always remain objective 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.

17. If a finalist withdraws, is disqualified, or rejected, the assistant superintendent of human resources 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.

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 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.

The district’s general hiring procedures are summarized in the following chart. Specific procedures for filling each type of professional position will be maintained by the office of human resource services and made available to representatives of the Ferguson-Florissant National Education Association.

Position	Electronic Pre-screening Pilot	Paper Screening	First Round Interview	Second Round Interview	Writing Sample	Assessment Test	Appropriate Certification or License
Counselor	R	R*	R*	R	O		R
Teacher	R	R*	R*	R	O	O***	R

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 three asterisks (***) may be required to demonstrate a lesson as part of the interview process.

Job Reclassification

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 is 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.

Reclassification Appeals Committee

1. The committee will consist of the assistant to the superintendent, two representatives appointed by the Association president, and one unit administrator from the appropriate level (elementary, middle, or high school).

2. The request for a hearing shall be in writing and sent to the office of the assistant to the superintendent.

3. The committee shall conduct the hearing within ten working days or at a mutually agreed time.

4. The committee shall decide 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 appeal.

6. If the superintendent decides that the job will be reclassified, pay will be retroactive from the date of the original request.

Version GCD-AP1.1A.FER

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§ 105.255, RSMo.	State Statute
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§ 169.596, RSMo	State Statute
§ 213.010, RSMo.	State Statute
§ 213.055, RSMo.	State Statute
§ 213.070, RSMo.	State Statute
§ 285.530, RSMo.	State Statute
§ 335.075, RSMo.	State Statute
§§ 105.1445, RSMo.	State Statute
§§ 168.101-.133, RSMo.	State Statute
§§ 169.331, RSMo.	State Statute
§§ 290.400-.410, RSMo.	State Statute

Federal	Description
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29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
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42 U.S.C. §§ 2000d-2000d-7	Title VI of the Civil Rights Act of 1964

Federal	Description
42 U.S.C. §§ 2000e-1-2000e-17	Title VII of the Civil Rights Act of 1964
42 U.S.C. §§ 2000ff-2000ff-11	Genetic Information Nondiscrimination Act
42 U.S.C. §§ 6101-6107	Age Discrimination Act
8 U.S.C. § 1324	Immigration Reform and Control Act

MSIP	Description
L-6	MSIP STANDARDS
L-9	MSIP STANDARDS

Policy GCG: PROFESSIONAL STAFF PROBATION AND TENURE

Status: DRAFT

Original Adopted Date: Pending

The superintendent shall recommend employment for the professional staff, maintain personnel records, administer leaves, evaluate performance, keep the board apprised of the performance of district employees and take action when necessary to discipline or terminate employees. If a question exists as to when a teacher will earn tenure or whether an employee is tenured, the superintendent or designee is authorized to contact the district's attorney for advice.

Definitions

The following definitions shall apply in the administration of district policies and are intended to merely summarize the legal definitions under Missouri law. If for any reason the following definitions contradict Missouri law, the legal definitions will control in the application of district policy.

Teacher – Any employee of a school district regularly required to be certified under laws relating to the certification of teachers, except superintendents, assistant superintendents and any other persons regularly performing supervisory functions as their primary duty, but including certified teachers who teach at the pre-kindergarten level within a pre-kindergarten program in which no fees are charged to parents or guardians.

Permanent or Tenured Teacher – A teacher who meets the definition of a "permanent" teacher in the Missouri Teacher Tenure Act, including:

1. Teachers who have been employed as a teacher in the district for five successive years and who continue to be employed by the school district.

2. Teachers who have been employed in any other school system as a teacher for two or more years, who have been employed as a teacher in the district for four successive years and who continue to be employed by the school district.

3. Teachers who were tenured in the district, resigned or were permanently separated from employment by the district, and were re-employed by the district. Once re-employed, the first school year is probationary. However, if the employee is employed for the succeeding year, the employment constitutes a permanent (tenured) contract.

4. Any permanent or tenured teacher who is promoted with his or her consent to a supervisory position, including a principal or assistant principal, or who is first employed by a district as a 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 (2) years as principal or assistant principal, shall have tenure as a permanent or tenured teacher of that system.

5. Any teacher employed under a part-time contract by the district shall accrue credit toward permanent or tenured status as described above on a prorated basis.

Probationary Teacher – Any teacher as herein defined who is not classified as a "permanent" or "tenured" teacher by law.

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Version GCG-C.1D (09/05)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§§ 168.101-.133, RSMo.	State Statute

Policy GCI: PROFESSIONAL STAFF REASSIGNMENTS AND TRANSFERS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 10/04/2024

The district recognizes that assigning qualified staff members to positions throughout the district is essential to providing an excellent education program for all students. Every effort will be made to assign district staff to areas of the greatest need for the benefit of the students.

Definitions

Reassignment – District-initiated movement of an employee from one position or building to another.

Transfer – Movement of an employee from one position or building to another at the request of the employee.

Reassignments

The board directs the superintendent to annually assess the professional staffing needs of the district and reassign staff as necessary to meet those needs. Although the superintendent will take the employee's expressed preference into consideration, the ultimate decision must be based on the district's needs. The superintendent may reassign staff members at any time, including after a contract has been signed or during the school year. Board approval is required when a reassignment results in a change to the employee's compensation, benefits or contract.

Transfers

Professional staff may request a transfer to a different position or building by submitting the appropriate form to the superintendent or designee. The district will grant employee transfer requests only when they are in the best interest of the district. Board approval is required when a transfer results in a change to the employee's compensation, benefits or contract.

Transfer requests for the following school year must be submitted on or before March 1. Transfers during the school year are discouraged and will be considered only in extraordinary circumstances. Professional staff requesting a transfer during the school year must submit the appropriate form and discuss the request with both the employee's immediate supervisor and the superintendent or designee.

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Version GCI-C.1B (12/19)

Policy GCL: PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board of education of the district recognizes the relationship between high-quality professional development and student achievement and therefore commits to a high-quality professional staff development program. The program will be aligned with the current Comprehensive School Improvement Plan (CSIP) and based on available student achievement data and the results of needs assessment at the school and district level.

In support of this commitment the board will:

1. Establish a Professional Development Committee (PDC) that will create and implement a Professional Development Plan (PDP) based on the district's CSIP. The PDP must be approved by the board prior to implementation.

2. Allocate adequate funding for high-quality professional development activities as defined by law. Staff development funds shall be equitably distributed among educational units to meet the needs of students.

3. Provide leave and dismissal time for approved professional growth activities and reimbursement for expenses related to professional conferences, conventions, and workshops involving other personnel from the district, county, state, region, or nation.

4. Provide opportunities for increased compensation or advancement on the salary schedule with additional education or training, some of which may be held in cooperation with universities and colleges for graduate credit, in accordance with board policies and procedures.

5. Provide opportunities for collective participation by staff members in the same school community, subject area, grade level or department.

6. Provide opportunities for consultative services by employees and outside specialists.

7. Provide opportunities for observation of other teaching situations and of demonstration teaching within the teacher's own class.

8. Provide opportunities for membership on curriculum study committees.

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

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

Professional Development for Teachers

The professional development program for teachers will:

1. Be sustained over time.

2. Focus on specific content areas or instructional practices.

3. Support the collective learning of teachers.

4. Align with district, school, and teacher goals.

5. Be infused with active learning and provide teachers the opportunity to practice and apply new knowledge.

Professional development for teachers will include a beginning teacher assistance program and a mentoring program that meets or exceeds the standards established by the Department of Elementary and Secondary Education (DESE).

Professional Development for Administrators

Professional development activities will be provided for superintendents, principals and other district personnel charged with administrative functions. As with professional development for teachers, professional development for administrators will be available on an individual basis and as part of a collective group.

Professional development for administrators will align with the Missouri Leader standards and focus on support of classroom instruction.

Administrators will participate in the Mentoring Program for Administrators (MPA) supported by the Missouri Partnership for Mentoring School Leaders.

Program Evaluation

The PDC will conduct an annual evaluation of the professional development program to determine whether professional development is aligned with the district's CSIP and identified instructional priorities. To the extent possible, the evaluation will determine the effect of the professional development program on student achievement as measured by assessments of student mastery of grade-level expectations.

Professional Development for Certification

Many certificated employees are required by state law to continue their professional development to maintain their certificates. The state-required professional development may include completion of additional college credit hours, district-provided or district-recognized professional development, and other training acceptable to DESE. In addition, the following activities will qualify for professional development hours for the purposes of maintaining a certificate in accordance with law:

1. The district may supervise a teacher in a local business externship for professional development hours. The externship must provide the teacher practical experience at a business in the local community in which the teacher is employed through observation and interaction with employers and employees who are working on issues related to subjects taught by the teacher (§ 168.024, RSMo.).

2. District-offered training on dyslexia and related disorders will count for up to two hours of professional development (§ 167.950, RSMo.).

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 from the administration.

When training is required outside the staff member's contractual obligation, the staff member will be compensated at a minimum of the district's current personnel department hourly rate.

Professional Libraries

To assist employees, the district maintains professional libraries at the Administration Center and at 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.

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State	Description
§ 160.530, RSMo.	State Statute
§ 163.021, RSMo.	State Statute
§ 167.950, RSMo.	State Statute
§ 168.021, RSMo.	State Statute
§ 168.023, RSMo.	State Statute

State	Description
§ 168.024, RSMo.	State Statute
§ 168.400, RSMo.	State Statute
5 C.S.R. 20-400.380	State Regulation

MSIP	Description
L-3	MSIP STANDARDS
L-7	MSIP STANDARDS
TL-5	MSIP STANDARDS
TL-8	MSIP STANDARDS

Administrative Procedure GCL-AP(1): PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

In accordance with board policy, the professional development committee (PDC) is responsible for implementing the district's professional development plan (PDP).

Professional Development Committee

Responsibilities

In accordance with board policy, the professional development committee is responsible for implementing the district's professional development plan.

The professional development committee 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 Missouri law.
4. Meeting at least four times per year on released or compensable time as recommended by the executive committee of the professional development 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.
7. Selecting programs that:
    - Reflect the results of any needs assessments survey.
    - Coordinate with the district's CSIP.
    - Are based on recognized standards for staff development, such as the Standards for Staff Development published by the National Staff Development Co

Structure

The committee shall have no more than 48 members, with membership on the committee spread across disciplines and attendance centers.

Committee members shall be staff members with at least one year of experience and at least one year in the Ferguson-Florissant School District. Professional development committee members will be selected for three-year terms. Terms shall be staggered so that approximately one-third of the committee will be selected e year.

The professional development committee 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 National Education Association (FFNEA) 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.

Member Nomination/Election

The nomination and election of teacher representatives to the committee 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 committee no later than the las teaching day of March.
2. The committee will review all nominees. In the case of multiple nominations from a unit, the committee will place all nominees on the ballot and send ballots to unit for election.
3. Elections will be held where necessary at each unit in April. Each unit will vote only on its representative. Results of the elections and ballots cast will be forwar to the committee 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 committee representative will be determined by the building leadership team. The committee will notify those elected and cause a list o members to be published and sent to each unit.

Officers of the Professional Development Committee

The professional development committee 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 curriculum advisory committee.
5. Keep the superintendent informed of committee activities.
6. Perform any other tasks common to the office.

The professional development committee 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 committee and maintain official files.

The professional development committee executive secretary shall:

1. Be the administrator of staff development of the district.
2. Implement the programs and plans of the committee.
3. Coordinate committee 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.

The executive committee shall:

1. Be composed of the chairperson, immediate past chair, secretary, FFNEA 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 committee meeting.
3. Assist with communication.
4. Review the objectives and activities of the committee.

Training

All committee members will upon election receive training in the function, statutory provisions regarding, and expectations of the committee. Training will occur in th summer with resources developed by the Teachers Academy.

Training 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 committee.
5. Ethics and class management.
6. Evaluation (of teachers and programs).
7. The mentor program.

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State	Description
§ 160.530, RSMo.	State Statute
§ 163.021, RSMo.	State Statute
§ 167.950, RSMo.	State Statute
§ 168.021, RSMo.	State Statute
§ 168.023, RSMo.	State Statute
§ 168.024, RSMo.	State Statute
§ 168.400, RSMo.	State Statute
5 C.S.R. 20-400.380	State Regulation

MSIP	Description
L-3	MSIP STANDARDS

MSIP	Description
L-7	MSIP STANDARDS
TL-5	MSIP STANDARDS
TL-8	MSIP STANDARDS

Policy GCN: EVALUATION OF PROFESSIONAL STAFF

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board requires a program of comprehensive, performance-based evaluations for the teachers and other professional staff members it employs in order to ensure high-quality staff performance that improves student achievement. Evaluation instruments used by the district will minimally reflect the Essential Principles of Effective Evaluation as adopted by the Missouri State Board of Education (State Board). Pursuant to these principles, the evaluation process should:

1. Use research-based performance targets aligned with state standards;
2. Establish indicators of performance articulated across differentiated levels with standards specifying expectations at all levels of practice;
3. Be aligned with the probation period for the educator as specified in state law and provide for the accurate and appropriate accumulation of performance data;
4. Use student growth in learning as a significant contributing factor in the evaluation of practice at all levels, using a wide variety of student performance measures;
5. Assess performance on a regular basis, providing timely feedback from multiple sources that promotes formative development at all career stages and supporting overall improvement;
6. Be designed to ensure that evaluators who collect evidence of performance and provide feedback are highly trained and objective, ensuring that ratings are fair, accurate and reliable; and
7. Be designed to guide district decisions regarding determinations of status, recognition, development, interventions, and policies that impact student learning in the system.

Evaluation of Professional Staff Other Than Teachers

All professional staff members contribute toward the achievement of the district's students and the overall success of the district. To ensure continuous improvement and growth, the supervisors of professional staff members or their designees will set performance goals in consultation with the employee, conduct continuous performance evaluations and complete a written summative evaluation annually.

Teacher Evaluations

The superintendent or designee ("evaluator") will annually complete a summative evaluation of the performance of the district's teachers.

The primary purpose of the evaluation is to improve student performance by promoting the continuous growth of teachers in a manner that is aligned with the district's Comprehensive School Improvement Plan (CSIP) and, where applicable, building improvement plans (BIPs). Results of the evaluation will inform employment decisions, but may not be the only factor considered.

The superintendent or designee, in consultation with the district's teaching staff, will develop procedures and instruments for professional staff evaluation.

For evaluation of itinerant teachers, the home school assignment will normally be in the school in which the itinerant teacher teaches most frequently. The evaluating administrators in all schools where an itinerant teacher is assigned will collaborate on 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.

Teacher Evaluation Standards

The evaluator will measure performance based on the Missouri Teacher Standards. In accordance with these standards, detailed below, the teacher must demonstrate the knowledge and ability to ensure the success of all students.

1. *Content Knowledge Aligned with the Appropriate Instruction:* The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.

2. *Student Learning, Growth and Development:* The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

3. *Curriculum Implementation:* The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based on student, district, and state standards data.

4. *Critical Thinking:* The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem-solving and performance skills.

5. *Positive Classroom Environment:* The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

6. *Effective Communication:* The teacher models effective verbal, nonverbal and media communication techniques with students, colleagues, and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. *Student Assessment and Data Analysis:* The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

8. *Professionalism:* The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

9. *Professional Collaboration:* The teacher has effective working relationships with students, parents/guardians, school colleagues and community members.

Counselor and Librarian Evaluation Standards

The district adopts the model standards for librarians and counselors developed by the Department of Elementary and Secondary Education and adopted by the State Board.

Evaluation Records

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 summative evaluation and any written responses by the teacher or professional staff member will be maintained in the employee's personnel file in accordance with the state retention manuals applicable to schools. The district will not share the evaluation with any state or federal agency unless it is required by law to do so.

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Version GCN-C.1G.FER (07/15)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.045, RSMo.	State Statute
§ 168.128, RSMo.	State Statute
§ 168.410, RSMo.	State Statute

State	Description
5 C.S.R. 20-400.375	State Regulation

MSIP	Description
L-7	MSIP STANDARDS
TL-5	MSIP STANDARDS
TL-6	MSIP STANDARDS
TL-8	MSIP STANDARDS

Administrative Procedure GCN-AP(1): EVALUATION OF PROFESSIONAL STAFF - (Teachers)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The following procedures are for conducting 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 in-service training with sessions 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. If a teacher or counselor is absent, evaluating administrators shall wait until the teacher or counselor returns to conference with them 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. All teachers and counselors will also receive annual in-service training. These sessions will 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.

The function of the curriculum coordinators, content area leaders, and department chairpersons is one of support. Evaluating administrators shall not require curriculum coordinators, content area leaders, or department chairpersons to evaluate teachers.

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 data 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 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 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. Evaluators should not make assumptions that 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 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 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 employee at a mutually agreeable time.

1. 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 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 days when the evaluating administrator and teacher or counselor are at school, and, if determined significant, document it 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 days transpire between the observation and the conference and when the evaluating administrator and teacher or counselor are at school, 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 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 will 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 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 or counselor refuses to sign the observation form, "refused to sign" with the date will be noted in lieu of the employee'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 met. 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 will 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 assistant 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 performance is identified as below expectations on multiple indicators, 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 and given the time and support 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 evaluating administrator will assist the teacher or counselor in accomplishing plan objectives. 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 assist the teacher or counselor. The evaluating administrator may need to facilitate participation in activities that occur outside of or during the school day.

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 or counselor refuses to sign the observation form, "refused to sign" with the date will be noted in lieu of the employee'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. Input provided to the evaluating administrator by other evaluating administrators shall be clarified during the conference. 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.

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 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 personnel 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 be issued 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 will be done 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, and medical assistance. 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.

If a teacher or counselor needs medical treatment during the formal assistance plan, the plan will be placed on hold to resume when the employee 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 support may continue. At the end of the 30 days, a review will be conducted to decide the appropriateness of continuing the plan.

Once the formal assistance plan is initiated, success of the plan will be based upon the teacher's or counselor's performance on the plan objectives.

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 order 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 conducted 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.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.045, RSMo.	State Statute
§ 168.128, RSMo.	State Statute
§ 168.410, RSMo.	State Statute
5 C.S.R. 20-400.375	State Regulation

MSIP	Description
L-7	MSIP STANDARDS
TL-5	MSIP STANDARDS
TL-6	MSIP STANDARDS
TL-8	MSIP STANDARDS

Policy GCPA: REDUCTION IN PROFESSIONAL STAFF WORK FORCE **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

(Instructional Personnel)

The board of education may place as many teachers on unrequested leave of absence as may be necessary due to a decrease in student enrollment, school district reorganization, or the financial condition of the school district. The board of education shall be the sole judge that one or more of the above conditions exist.

If it becomes necessary to reduce the number of certificated, professional staff members in the district through unrequested leaves of absence, the following philosophy will govern the reduction:

Because the school district exists for the students, and the main obligation of the board of education is to provide an education for the district's students, and not to provide employment, the board will, through procedures carried out by the administration, determine which employees can best serve the needs of the students.

Reduction of Tenured Teachers

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 provisions of the Teacher Tenure Law, 168.124, RSMo. (1978), as amended.

Reduction of Probationary Teachers

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 non-renewed teachers be given priority for filling 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 their former discipline.

2. 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.

3. That probationary teachers will be advised of their priority status and will be informed 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 are to 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 about 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 staff obtain licensing in other subject fields. All course fees would be the responsibility of the staff enrolled.

4. Explore and execute, if practical, the opportunities for workshops or other means to direct the non-renewed teachers or those on involuntary leave onto alternative career paths. The approval of services will be mutually agreed upon with the Ferguson-Florissant National Education Association (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.

6. All the above are contingent upon time, expense, and practicableness of implementation.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 168.124, RSMo.	State Statute
Mo. Atty. Gen. Op. 101-83	Mo. Atty. Gen. Op. 101-83

Federal	Description
FEDERAL COURT	Fast v. Sch. Dist. of Ladue, et. al., 728 F.2d 1030 (8th Cir. 1984)

Administrative Procedure GCPA-AP(1): REDUCTION IN PROFESSIONAL STAFF WORK FORCE - (Instructional Personnel) **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

In placing teachers on unrequested leave, the district will use the following procedures:

1. The decision will be based on the district's need for the position, not the employee who occupies that position.

2. When positions in a particular grade level, discipline or program are being reduced, probationary (nontenured) employees will be placed on leave before permanent (tenured) employees. No permanent teacher shall be placed on leave of absence while probationary teachers are retained in positions for which a permanent teacher is qualified.

3. A probationary employee who occupies a position to be eliminated will be considered for reassignment to other positions staffed by other probationary employees within the employee's area of specialization (for which they are certificated). Determination of who will be placed on leave of absence without pay will be made on the basis of performance-based evaluations and seniority within the field of specialization; however, seniority shall not be controlling.

4. Permanent employees holding eliminated positions will be placed in other areas of specialization (for which they are certificated) provided that the areas in which they are certificated are occupied by probationary employees. Those probationary employees may then be considered for alternative placement as determined by the individual's certification or else be placed on leave of absence. If all positions for which the permanent employee is certificated are filled with other permanent employees, the decision of who will be placed on leave of absence without pay will be made on the basis of performance-based evaluations and seniority; however, seniority shall not be controlling within the field of specialization.

5. No salary or fringe benefits will be paid, or sick leave granted during an employee's leave of absence, except as provided by law. However, the number of accrued sick leave days, salary placement and tenure status will not be impaired during the leave period.

   If the district has an unrestricted combined ending fund balance of more than ten percent of current expenditures in its teachers' and incidental funds, and in the subsequent fiscal year the district, because of state appropriations, places a contracted teacher on leave of absence more than 40 days after the governor signs the elementary and secondary education appropriation bill, the district shall pay the affected teacher the greater of his or her salary for any days worked under the contract or a sum equal to $3,000.

6. A teacher placed on leave of absence may engage in teaching or another occupation during the period of the leave of absence.

7. Any unrequested leave of absence without pay as implemented under these procedures shall continue for a period of not more than three years, unless extended by the board of education.

Due Process

If it becomes necessary for the board to place a certificated employee on leave of absence without pay, the employee shall be afforded due process as required by law, which may include the following:

1. A written statement that is reasonably adequate in expressing the reason(s) for placing the employee on leave of absence without pay.

2. A reasonably adequate description of the manner in which the initial decision was reached.

3. Information and data relied upon by the decision makers.

4. An opportunity to respond before the board of education.

Plan for Re-employment of Personnel Affected by Staff Reduction

In the re-employment of personnel affected by staff reductions through unrequested leaves of absence, the district

shall be governed by the following procedures:

1. 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 school district for which they are qualified by training and experience.

2. No appointment of new teachers shall be made while there are available teachers on unrequested leave of absence who are properly qualified to fill such vacancies.

3. These re-employment provisions shall not apply to probationary employees whose contracts are not renewed by the board of education. Nothing precludes the board of education from non-renewing a probationary teacher who is on leave of absence for reduction in force.

Reinstatement of Tenured Staff

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 ten calendar days after receipt of written notice of recall shall constitute a breach of the employee'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 their address and telephone number, permanent and temporary. Failure to do so shall result in loss of place on the recall list.

Additional Guidelines

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. 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.

The superintendent shall select tenured staff members on a district-wide basis for unrequested leave using the following criteria:

1. 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).

2. 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.

3. 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.

4. 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.

5. 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.

6. Board approved leaves of absence will not interrupt years of continuous service.

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Version GCPA-AP1.1C.FER (12/04)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 168.124, RSMo.	State Statute
Mo. Atty. Gen. Op. 101-83	Mo. Atty. Gen. Op. 101-83

Federal	Description
FEDERAL COURT	Fast v. Sch. Dist. of Ladue, et. al., 728 F.2d 1030 (8th Cir. 1984)

Policy GCPB: RESIGNATION OF PROFESSIONAL STAFF MEMBERS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The district encourages employees to notify the superintendent or designee in writing as soon as they decide not to return or not to accept another contract with the district. Resignations become effective at the end of the school year in which they are submitted unless the district is notified otherwise. Each month, a list of resignations and the reasons therefore will be submitted to the board for notification, or approval when required, at the next regular board meeting, and the superintendent will make recommendations to the board in situations where an employee is seeking release from a contract.

Employees without Contracts

Employees without employment contracts are considered at-will employees and may resign at any time by submitting a written resignation to the superintendent or designee. The resignation is considered accepted once it is received by the superintendent or designee. The district requests that employees give notice at least ten business days prior to departure so that a replacement can be found or alternative arrangements can be made. The fact that an employee resigned without adequate notice may be shared with potential employers seeking information about the employee.

Employees with Contracts

In general, professional staff members including, but not limited to, probationary teachers and principals, have a binding contract with the district once the employee and the board have executed a contract in accordance with law. A tenured teacher has a binding contract with the district for the next school year if the teacher does not notify the district of his or her resignation in writing by June 1.

Employees may notify the district that they will no longer work for the district at the end of the existing contract by submitting a written resignation notice to the superintendent or designee at any time. Tenured teachers who do not want to work for the district in the next school year must submit a written resignation notice to the superintendent or designee no later than June 1. In these situations, the resignation is considered accepted once it is received by the superintendent or designee.

Employees who seek to resign during the course of a contract or after a contract has been executed and is binding, even if performance has not begun, must notify the superintendent or designee in writing of the request to resign. Only the board has the authority to release an employee from a contract in these situations. The board considers serious illness, transfer of a spouse and military service legitimate reasons for resignation of professional staff, but the board will consider each resignation on an individual basis. An employee will not be released from a contract unless a suitable replacement is found.

Liquidated Damages

If an employee under contract with the district is not released from the contract and chooses to break the contract, the district is entitled to compensation for the costs of finding a suitable replacement, training expenses, and other disruptions. Because the actual damages will be difficult, if not impossible, to ascertain, the board agrees that the following damage amounts are a reasonable estimation of the damages:

If the written resignation is received by the superintendent or designee by:	The employee will pay:
June 1 – June 30	$0 if there is a suitable replacement
July 1 – July 31	$1,000
August 1 or later	$1,000

The district may deduct the damage amounts from the employee's paycheck or other compensation the district owes the employee if the employee has agreed to these deductions by contract or in writing or if the district otherwise determines it has the legal authority to do so. If a payroll deduction is not possible or is insufficient to cover the damage amount owed by the employee, the employee must pay the balance of the damage amount within one month of submitting the resignation to the superintendent or designee to prevent the board from taking action against the employee for breach of contract.

If the employee does not pay liquidated damages as required, the board reserves the right to pursue all available legal remedies when an employee breaks a contract with the district including, but not limited to, filing charges to have a teaching certificate or professional license revoked or seeking a monetary judgment. In addition, the district may share with potential employers seeking information about the employee the fact that the employee broke a contract with the district.

Due Process and Allegations of Sexual Misconduct with a Student

In general, the district does not provide a board hearing to employees who resign regardless of the reason for the resignation. However, if a district employee is allowed to resign as a result of an allegation of criminal sexual misconduct involving a child, as defined by § 566.083, RSMo., or sexual misconduct as defined in board policy or as determined by the Children's Division of the Department of Social Services, the district may be legally required to release, or may choose to release, information regarding the allegation to potential employers as detailed in policy GBLB. In these circumstances, the district will provide the employee or former employee a due process hearing when required by law. The superintendent or designee is authorized to consult with the district's attorney to determine the appropriate level of due process, if any, to provide.

Exit Interviews

When an employee leaves the district, they shall be allowed to have a brief exit interview with 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, the human resources department will grant the interview within 30 calendar days. Employees who wish to have an exit interview must make the request within 90 calendar days of the employee's last day of employment with the district.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§§ 168.101-.133, RSMo.	State Statute
162.068	State Statute

Federal	Description
U.S. Const. amend. XIV	U.S. Constitution

Policy GCPD: SUSPENSION OF PROFESSIONAL STAFF MEMBERS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board delegates to the superintendent the authority to suspend staff members or put them on administrative leave for any legal reason in accordance with district policy and law. An employee will be immediately suspended or put on administrative leave in situations where the superintendent or designee determines that suspension is necessary to prevent disruption to the education environment, protect the safety of the students, appropriately investigate alleged misconduct, or in other circumstances where suspension serves the district's interests.

Definitions

Administrative Leave – Involuntary paid leave, without charge to any annual or sick leave, due to misconduct or investigation of misconduct of an employee.

Suspension – Any involuntary leave, whether paid or unpaid, that is not administrative leave as defined in this policy.

Probationary Teacher – Any teacher as defined herein who is not classified as a permanent or tenured teacher by law.

Administrative Leave

The superintendent or designee at the director level or above in human resources may place any professional staff member on paid administrative leave before suspending the employee for violation of board policies and procedures, for violation of state law, and to investigate allegations of serious misconduct. The superintendent's decision will stand approved unless reversed by the board.

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.

The superintendent or designee at the director level or above shall complete investigations within five working days, except in cases that involve third-party investigations. If the district investigation will take longer than five working days, the employee will be notified.

A probationary teacher is put on administrative leave when the district notifies the teacher. In accordance with law, the following process will be followed when any other employee is put on administrative leave:

1. Within seven days of placing an employee on administrative leave, the superintendent or designee will provide the employee with written notice of the general reason or reasons for being placed on administrative leave.

2. The superintendent or designee will inform the board within 30 days after placing an employee on administrative leave of the reason or reasons for the employee's placement on leave. The superintendent or designee will provide an update on the status of the employee at every meeting thereafter.

3. If an employee is not removed from administrative leave within 30 days of being placed on leave, the district will hold a hearing within 60 days of the date the employee was first placed on leave. The hearing and determination may be continued for good cause but may not continue more than 180 days past the date the employee was placed on administrative leave. This hearing requirement does not apply to an employee who is put on paid administrative leave due to misconduct, or an investigation of misconduct, when the district refers such misconduct to a law enforcement agency or another state or federal agency or when the law enforcement agency or other state or federal agency has commenced its own investigation of the misconduct for which the employee was placed on administrative leave.

Superintendent

The board of education may place the superintendent on paid administrative leave. The board president or the district's attorney will provide the superintendent with written notice of the action within seven days of the board's decision and will provide an update on the status of the superintendent's employment at every board meeting until the issue is resolved. The superintendent may be subject to a hearing as outlined above to the same extent as other professional employees, as required by law.

Suspensions

Employees without Contracts

The superintendent may suspend, with or without pay, professional staff members who are not under contract. The superintendent shall report any such suspension to the board of education. The superintendent's decision will stand approved unless reversed by the board.

Employees with Contracts

Employees with contracts may be suspended with pay in accordance with law, district policy and the employment contract when applicable.

Employees with contracts may be suspended without pay only after appropriate due process unless the employee consents in writing to a suspension without pay. Prior to suspending a professional staff member without pay during the term of a contract, the district will notify the employee of the charges, give the employee an opportunity to discuss the charges and inform the employee of the opportunity to appeal the suspension to the board of education. The employee must request an appeal within ten days of notice of suspension without pay. If the employee appeals, the employee may also be suspended with pay pending the appeal. In general, pay will not be withheld until the board renders its decision unless an appeal has been waived or the employee consents in writing to a suspension without pay.

Special Circumstances Requiring Suspension or Administrative Leave

Pursuant to state law, any employee who strip searches a student in violation of law will be immediately suspended without pay and may be terminated. Prior to placing an employee with an employment contract on unpaid suspension, the district will notify the employee of the charges, give the employee an opportunity to discuss the charges and inform the employee of the opportunity to appeal the suspension to the board of education. If the board reverses the suspension, the employee will be reimbursed for any pay withheld.

If the district receives information that an employee has allegedly been involved in sexual misconduct with a student or any other child, the district may suspend the employee or place the employee on administrative leave pending an investigation. In accordance with law, the district will suspend or continue a suspension of an employee if the Children's Division (CD) of the Department of Social Services finds that an allegation of sexual misconduct with a student is substantiated, but the district may return the employee to his or her position if the finding is reversed by a court on appeal and becomes final. The district reserves the right to suspend, place on administrative leave or terminate an employee for any legal reason, including sexual misconduct, regardless of whether another agency or a court substantiates the claim. A hearing will be provided to an employee upon request when required by law.

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Version GCPD-C.1M.FER (03/17)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 105.264, RSMo.	State Statute
§ 162.068, RSMo.	State Statute
§ 167.166, RSMo.	State Statute
§ 168.071, RSMo.	State Statute
§§ 168.101-.126, RSMo.	State Statute

Federal	Description
U.S. Const. amend. XIV	U.S. Constitution

Policy GCPE: TERMINATION OF PROFESSIONAL STAFF MEMBERS **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Noncertificated Personnel

Noncertificated Employees with Employment Contracts

Employees with employment contracts will be terminated after due process in accordance with the contract and law.

Noncertificated Employees without Employment Contracts

The superintendent or designee may terminate employees who are not under contract. The superintendent shall report any such termination to the board of education, and the decision will stand approved unless reversed by the board.

Certificated Personnel

Employees whose positions require a teaching certificate in accordance with law (certificated personnel) shall be terminated in accordance with the provisions of the Teacher Tenure Act of Missouri or other applicable law.

Except as specified by state law, a formal assistance plan of corrective measures must precede the superintendent's recommendation to the board for non-renewal or termination of a permanent teacher's or permanent counselor's contract due to performance.

Tenured Teachers

I. **Method**

A. A tenured teacher may be terminated by the board of education of a school district for one or more of the following reasons:
   1. Physical or mental condition unfitting him or her to instruct or associate with children. This provision will not be used for termination unless the district is also in compliance with other state and federal laws requiring the reasonable accommodation of persons with disabilities.
   2. Immoral conduct.
   3. Incompetency, inefficiency, or insubordination in the line of duty.
   4. Willful or persistent violation of or failure to obey the school laws of the state or the published regulations of the board of education of the school district employing him or her.
   5. Excessive or unreasonable absence from performance of duties.
   6. Conviction of a felony or crime involving moral turpitude.

B. In determining the professional competency or efficiency of a tenured teacher, consideration should be given to the teacher's performance evaluations, other documentation or evidence of performance, and any written standards of performance adopted by the board.

C. A tenured teacher's contract may not be terminated by the board of education until after service upon the teacher of written charges specifying with particularity the grounds alleged to exist for termination of such contract, notice of a hearing on charges and, if requested by the teacher, a hearing by the board of education.

D. If the charges are for incompetency, inefficiency, or insubordination, at least 30 days before service of the notice of charges, the superintendent will give the teacher a warning in writing stating specifically the causes which, if not removed, may result in charges. Thereafter, the superintendent or designee and the teacher shall meet in an effort to resolve the matter. Thirty days' notice is not necessary for termination for charges other than incompetency, inefficiency, and insubordination.

E. Notice of a hearing upon charges, together with a copy of charges, shall be served on the tenured teacher at least 20 days prior to the date of the hearing. The notice and copy of charges may be served upon the teacher by certified mail with personal delivery, addressed to the employee at his or her last known address. If the teacher or the teacher's agent does not, within ten days after receipt of the notice, request a hearing on the charges, the board may, by a majority vote, order the contract of the teacher terminated. If a hearing is requested by either the teacher or the board of education, it shall take place not less than 20 or more than 30 days after notice of the hearing has been furnished to the tenured teacher.

F. On the filing of charges in accordance with this section, the board may suspend the teacher from active performance of duty until a decision is rendered by the board, but the teacher's salary shall be continued during such suspension unless the law requires the suspension to be without pay. If a decision to terminate a teacher's employment is appealed and the decision is reversed, the teacher shall be paid his or her salary lost while the appeal was pending.

II. **Termination Hearing**

If a hearing is requested on the termination of a tenured contract or is otherwise used for the termination of a professional staff member under this policy, it shall be conducted by the board of education in accordance with the following provisions:

A. The hearing shall be public.

B. Both the teacher and the person filing charges may be represented by counsel who may cross-examine witnesses.

C. Testimony at hearings shall be on oath or affirmation administered by the president of the board of education, who shall have the authority to administer oaths in accordance with law.

D. The board shall have the power to subpoena witnesses and documentary evidence as provided in § 536.077, RSMo., and shall do so on its own motion or at the request of the teacher against whom charges have been made. The board shall hear testimony of all witnesses named by the teacher. However, the board may limit the number of witnesses to be subpoenaed on behalf of the teacher to not more than ten.

E. The board of education shall employ a stenographer who shall make a full record of the proceedings of the hearings and who shall, within ten days after the conclusion thereof, furnish the board of education and the teacher, at no cost to the teacher, a copy of the transcript of the record, which shall be certified by the stenographer to be complete and correct. The transcript shall not be open to public inspection unless the hearing on the termination of the contract was an open hearing or if an appeal from the decision of the board is taken by the teacher.

F. All costs of the hearing shall be paid by the board except the cost of counsel for the teacher.

G. The decision of the board of education resulting in the demotion of a tenured teacher or the termination of a tenured contract shall be by a majority vote of the members of the board of education, and the decision shall be made within seven days after the transcript is furnished them. A written copy of the decision shall be furnished to the teacher within three days thereafter.

III. **Appeal**

A. The teacher may appeal the decision of the board of education to the circuit court of the county where the district is located. The appeal shall be taken within 15 days after service of a copy of the decision of the board of education upon the teacher, and if an appeal is not taken within that time, the decision of the board of education shall become final.

B. The appeal may be taken by filing notice of appeal with the board of education, whereupon the board of education, under its certificate, shall forward to the court all documents and papers on file in the matter, together with a transcript of the evidence, the findings, and the decision of the board of education, which shall thereupon become the record of the cause. Such appeal shall be heard as provided in

Chapter 536, RSMo.

Probationary Teachers

A probationary teacher may be terminated during the course of a contract for any legal reason including, but not limited to, the reasons for terminating a tenured teacher.

If in the opinion of the board of education any probationary teacher has been doing unsatisfactory work, the board of education, through its authorized administrative representative, shall provide the teacher with a written statement definitely setting forth his or her alleged incompetency and specifying the nature thereof in order to furnish the teacher an opportunity to correct his or her fault and overcome the incompetency. If improvement satisfactory to the board of education has not been made within 90 days of receipt of the notification, the board of education may terminate the employment of the probationary teacher immediately. Termination on other grounds may progress immediately.

Any motion to terminate the employment of a probationary teacher shall include only one person and must be approved by a majority of the members of the board of education. A tie vote thereon constitutes termination. A probationary teacher will receive due process as required by law prior to termination. The district may utilize the hearing process detailed above for the termination of tenured teachers.

Certificated Administrative Staff Ineligible for Tenure

Certificated employees ineligible for tenure (other than the superintendent) in their present positions, such as principals and assistant principals, may be terminated during the course of a contract for any legal reason including, but not limited to, the reasons for terminating instructional personnel. No improvement period is required prior to the notice of charges.

If an administrator other than the superintendent is also a tenured teacher, the district will provide the terminated administrator a teaching position for which he or she is qualified if a position is available in accordance with law, unless the teaching contract has also been terminated.

An administrator will receive due process prior to termination as required by law. The district may utilize the process for dismissal of tenured teachers.

Additional Remedies

In addition to termination, the district reserves the right to seek the revocation or discipline of a teaching or administrative certificate with the State Board of Education, pursuant to state law. The district may petition the Attorney General's Office to file charges with the State Board of Education on behalf of the school district for any reason other than annulment of contract. The district may also file criminal charges or seek other civil damages when appropriate.

Notification to the State Board and the Attorney General

The superintendent or designee shall immediately provide written notice to the State Board of Education and the attorney general upon learning that a certificated employee has pled guilty to or was found guilty of any offense that would authorize the State Board to seek discipline or revoke a teaching certificate.

Notification to Retirement Systems

In accordance with law, the district will notify the Public School Retirement System (PSRS), the Public Education Employee Retirement System (PEERS) or any other relevant state retirement system when an employee or former employee is charged with or convicted of any of the following crimes committed in direct connection with or directly related to the employee's or former employee's duties as an employee with the district, when the charge or conviction is a felony:

1. Stealing under § 570.030, RSMo., when the offense involved money, property or services valued at $5,000 or more;

2. Receiving stolen property under § 570.080, RSMo., as it existed before January 1, 2017, when such offense involved money, property or services valued at $5,000 or more;

3. Forgery under § 570.090, RSMo.;
4. Counterfeiting under § 570.103, RSMo.;
5. Bribery of a public servant under § 576.010, RSMo.;
6. Acceding to corruption under § 576.020, RSMo.; or
7. Any substantially similar offense under federal law.

Due Process and Allegations of Sexual Misconduct with a Student

If a district employee is terminated as a result of an allegation of criminal sexual misconduct involving a child, as defined by § 566.083, RSMo., or sexual misconduct as defined in board policy or as determined by the Children's Division of the Department of Social Services, the district may be legally required to release, or may choose to release, information regarding the allegation to potential employers as detailed in policy GBLB. In these circumstances, the district will provide the employee or former employee a due process hearing when required by law if such a hearing was not already provided. The superintendent or designee is authorized to consult with the district's attorney to determine the appropriate level of due process, if any, to provide.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 105.669, RSMo.	State Statute
§ 162.068, RSMo.	State Statute
§ 168.071, RSMo.	State Statute
§ 168.101, RSMo.	State Statute
§ 168.114, RSMo.	State Statute
§ 168.116, RSMo.	State Statute
§ 168.118, RSMo.	State Statute
§ 168.126, RSMo.	State Statute

Federal	Description
U.S. Const. amend. XIV	U.S. Constitution

Policy GCPF: RENEWAL OF PROFESSIONAL STAFF MEMBERS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The district will consider professional staff performance and the district's future staffing needs at least annually and make decisions regarding the continued employment of professional staff members for the next school year.

Employment Contracts

Certificated employees whose employment has been renewed will receive contracts no later than May 15.

Professional employees subject to contract renewal by law shall have 15 calendar days from receipt of a contract to sign and return the contract to the designated person in the district, or the district, in its discretion, may consider the employment offer revoked. The district may also set a date for the return of contracts that are not regulated by law. Failure to return the contract by that date will be considered a rejection of the district's offer of employment.

In accordance with law, if a certificated employee has a multi-year contract in which the employee's salary is set in the contract for the next fiscal year, the board cannot take action to increase the salary in the existing contract unless the employee's duties are increased.

Tenured Teachers

By law tenured teachers have an indefinite contract with the district and are therefore automatically considered employed for the next school year without board action. In accordance with law, the district will notify these teachers on or before May 15 of their compensation for the next school year in accordance with the salary schedule and the school calendar.

Probationary Teachers

On or before April 15 of each school year, the board shall provide written notification of contract nonrenewal to probationary teachers who the district will not retain. If the teacher's contract was nonrenewed due to a decrease in student enrollment, school district reorganization or the financial condition of the school district, the written notice will include the reason for nonrenewal. Otherwise, upon request, the district will provide a concise written statement of the reason or reasons the contract was not renewed.

Certificated Administrative Staff Ineligible for Tenure

The following rules apply to the employment renewal of all certificated administrative staff other than the superintendent. On or before April 15 of the year in which a contract expires, the board shall notify administrators in writing concerning their re-employment. Any motion regarding re-employment of such employees shall include only one person and shall be made in the positive. A majority of the elected members voting in the affirmative shall constitute re-employment.

Nonrenewed administrators who have tenure as a teacher in the district will be offered a teaching position in accordance with law and must provide written notice to the district by June 1 if they do not intend to accept the position.

If an administrator is nonrenewed or demoted, and if the employee has been re-employed five times by the district, the employee may, within ten days following receipt of the notice, request a written statement of reasons. The statement shall be provided within ten days of receipt of the request. The employee shall be granted a hearing if requested in writing within ten days after receipt of the statement of reasons. The hearing shall be held within ten days of the receipt of the request and shall be open at the employee's request. The employee may have counsel, testify, offer evidence and cross-examine witnesses. After the hearing, no further action by the board shall be required.

Renewal of Certificate

It is the responsibility of certified professional staff to always maintain a valid certificate. The district will provide notice to staff when advised by the state that an educator’s certification will expire in the upcoming school year. The unit administrator will also receive a copy of the notification. Failure of staff to obtain renewal of certification will be

considered a breach of contract which may result in termination.

Noncertificated Professional Staff

In general, the district does not enter into employment contracts with noncertificated professional staff. Noncertificated professional staff employees are considered at-will employees and will continue to be employed with the district from year to year unless notified otherwise. When applicable, the district will provide reasonable assurance of continued employment status to employees prior to the summer break.

Due Process and Allegations of Sexual Misconduct with a Student

If a district employee's contract is not renewed as a result of an allegation of criminal sexual misconduct involving a child, as defined by § 566.083, RSMo., or sexual misconduct as defined in board policy or as determined by the Children's Division of the Department of Social Services, the district may be legally required to release, or may choose to release, information regarding the allegation to potential employers as detailed in policy GBLB. In these circumstances, the district will provide the employee or former employee a due process hearing when required by law if such a hearing was not already provided. The superintendent or designee at the director level or above in human resources is authorized to consult with the district's attorney to determine the appropriate level of due process, if any, to provide.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.068, RSMo.	State Statute
§ 168.101, RSMo.	State Statute
§ 168.126, RSMo.	State Statute
Mo. Const. art.III §§ 38 (a), 39(3)	State Constitution

Federal	Description
U.S. Const. amend. XIV	U.S. Constitution

Policy GCQD: PROFESSIONAL STAFF ORGANIZATIONS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Active participation in professional organizations by the staff should encourage professional growth. Consequently, staff members are encouraged to join professional organizations devoted to the improvement of educational practice.

All teachers and administrators of the district shall notify the board of their election to a regional, state, or national office of a professional organization. The obligation of an employee to meet the demands of an office may become a budgetary factor for the district if the employee desires release time to participate and draw expenses for attendance. If the employee desires reimbursement, a written request shall be submitted to the board for approval of release time and/or expenses.

District funds shall not be used to purchase individual memberships in professional organizations unless the staff member is assigned as the district's representative to the organization.

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

Version GCQD-SA1.FER

Policy GDA: SUPPORT STAFF POSITIONS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board of education recognizes the importance of having well-qualified personnel to support the district's educational mission and directs the superintendent or designee to recommend the employment of persons necessary to efficiently operate the district's programs.

The term "support staff" will be used to designate all positions in the district that are not otherwise designated as "professional" positions in accordance with board policy.

The superintendent will maintain a comprehensive and current set of job descriptions for all positions in the district. Job descriptions shall be available in the office of the superintendent during regular business hours.

The superintendent or designee shall have general responsibility for coordinating the employment of all support staff and maintaining adequate personnel records. The superintendent or designee will assign all support staff one or more immediate supervisors who will provide training, direction and performance evaluations.

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 meet the minimum MODESE certification requirements.
2. Teacher Assistants — Shall meet the minimum MODESE certification requirements.
3. Library Aides/Assistants — Shall meet the minimum MODESE certification requirements.
4. Building Aides— Shall meet the minimum MODESE certification requirements.
5. Instructional Aides — Shall meet the minimum MODESE certification requirements.

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

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Version GDA-C.1C.FER (05/13)

Policy GDBA: SUPPORT STAFF COMPENSATION

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The district needs highly qualified employees to accomplish its education mission and must offer competitive compensation to attract and maintain experienced staff. The board directs the superintendent or designee to annually research regional and statewide trends in employee compensation and consult with district employees to prepare competitive salary schedules and salary recommendations for the board to consider, within the constraints of the district's finances.

An employee of the district will be compensated in accordance with a board-approved salary schedule or will receive the amount of compensation approved by the board for that position or that particular employee. Only the board has the authority to increase the compensation of an employee or grant that employee an extra-duty position or stipend.

Compensation Considerations

Unless an employee is paid in accordance with a salary schedule, as discussed later in this policy, the compensation of support staff will be made by the board after consideration of recommendations made by the superintendent or designee. When making compensation recommendations, the superintendent or designee will consider all legal, relevant factors including, but not limited to, the expertise necessary to meet student needs, required training or licenses, experience in the position, current compensation trends for the position in the state or region, the number and quality of applicants available for the position, the district's financial circumstances, and the individual's performance evaluations.

Salary Schedules

The board may annually adopt salary schedules for the various categories of support staff personnel. Each support staff member will be placed on the appropriate schedule commensurate with, but not limited to, job category and experience with the district. When creating a salary schedule, the board may recognize characteristics beneficial to the district, such as training, licenses, and employment in high-need areas, in addition to traditional factors such as years of experience. The schedules will also be designed to provide a pattern of compensation which is equitable for both beginning and experienced personnel.

If the board adopts a salary schedule, the following will apply:

1. Salary schedules and other compensation will be determined along with the district budget by June 30. Any salary schedule adopted by the board will remain in effect and continue to operate until board action is taken to change or eliminate the salary schedule.

2. The board may freeze the operation of the salary schedule when warranted by the financial condition of the district or for other relevant reasons, as determined by the board. Once a salary schedule is frozen, employees will not advance on the salary schedule until a vote is taken by the board authorizing movement on the salary schedule.

3. An employee may not advance more than one step vertically and one column horizontally per year on the salary schedule unless such movement is allowed by the rules adopted by the board and is uniformly applicable to that particular salary schedule or is otherwise approved by the board.

4. Additional training or licenses obtained after the employee has begun work with the district may not be used to advance on a salary schedule unless the employee had prior administrative approval to participate in the training or obtain the license and count it for advancement on the salary schedule.

5. The district will recognize similar, previous experience of an employee when placing that employee on the salary schedule. The board delegates to the superintendent or designee the authority to set guidelines on which previous experiences qualify. In addition, the district may recognize military service or work experience that the district considers beneficial to the position. It is the employee's responsibility to fully apprise the district of his or her relevant background when first being employed in the position. Once the employee is initially placed on the salary schedule, the district is under no obligation to review the placement.

Compensation for Extra Duties

Additional duties, such as supervising activities, may be assigned to support staff without additional compensation. In some situations, and with board approval, an employee may be provided extra-duty compensation or a stipend to compensate the employee for performing additional duties. In those situations, the amount of compensation will be determined by the board and may be set by adopting an extra-duty salary schedule or approving a specific amount for the position.

Support staff will earn overtime for any extra duty hours worked. An overtime weighted average will be used to pay staff in compliance with the Fair Labor Standards Act. The superintendent shall recommend amendments to the extra pay schedule for board approval.

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

When the superintendent assigns an individual to extra student activities, 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 duties 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, the extra compensation shall terminate. When this occurs during the school year, an equitable pro rata arrangement shall be made. If positions that are listed on the extra-pay positions list will not be filled, each employee who will not receive a contract renewal will be notified by the human resources office prior to the start of the extra pay responsibility.

Compensation for Reassigned Personnel

A staff member assigned to another position in the district will receive a salary commensurate with the responsibilities of the new position. When 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 the current annual base salary plus 10 percent or the base salary of the new position (whichever is greater). The 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 approval of the board.

Employee Responsibility

Employees are responsible for verifying that their salary schedule placement, compensation rate and paychecks are accurate. Employees are required to notify the district within 30 days of receiving an inaccurate payment, and failure to do so could lead to discipline, forfeiture of amounts owed or deductions for excess pay received, as allowed by law.

Compensation Disbursement

In general, support staff will be paid in equal installments over 12 months, even if the employee's regular work schedule is less than 12 months. However, payment for extra duties that are seasonal or limited to a specific timeframe may be paid in the month the work was performed.

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’s bank account.

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Policy GDBAA: SUPPORT STAFF PAY

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/26/2024

Education support staff who work less than 12 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.

For maintenance, custodial, security, and office professionals, paydays shall be every other Friday. When payday falls on a bank holiday, the pay will be deposited on the preceding Thursday.

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.

Salary Adjustments

Those Employed for Less Than One Year

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 One or Two 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 employees will be placed at the beginning step of the related salary schedule.

Custodial Specific

Employees 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 years of experience
Step 2- 1 year of experience
Step 3- 2 years of experience
Step 4- 3 years of experience
Step 5- 4 years of experience
Step 6- 5 or more years of experience

General Support Specific

Entry salaries for general support staff are determined on an individual basis with experience, education, and training as factors for salary offer.

Nurse Specific

Nurses will be 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 years of experience
Step 2- 1 year of experience
Step 3- 2 years of experience
Step 4- 3 years of experience
Step 5- 4 years of experience
Step 6- 5 or more years of experience

If the job market causes difficulty in finding the most qualified personnel, the manager may recommend up to eight years of previous experience.

Office Professional Specific

The initial step assignment will be based on the employee's qualifications for the position, and related experience as follows:

Step 1- 0 years of experience
Step 2- 1 years of experience
Step 3- 2 years of experience
Step 4- 3 years of experience
Step 5- 4 years of experience
Step 6- 5 years of experience
Step 7- 6 to 9 years of experience

Employees with related experience may be given credit up to Step 5 on a two-for-one ratio.

Security Officer Specific

Employees 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 as follows:

Step 1- 0 years of experience
Step 2- 1 years of experience
Step 3- 2 years of experience
Step 4- 3 years of experience
Step 5- 4 years of experience
Step 6- 5 years of experience

Technology Specialist Specific

Employees will be placed on the appropriate step of the salary schedule based on education, certification, and experience. Credit will be given per the following for up to five years:

Step 1- 0 years of experience
Step 2- 1 year of experience
Step 3- 2 years of experience
Step 4- 3 years of experience
Step 5- 4 years of experience
Step 6- 5 or more years of experience

Policy GDBC: SUPPORT STAFF FRINGE BENEFITS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board recognizes that fringe benefits, such as insurance opportunities, can be an important part of the total compensation plan. The superintendent or designee will research and present to the board fringe benefit opportunities that will assist the district in attracting and retaining quality employees.

Unless otherwise indicated in this policy, a support staff member is considered to be a full-time employee if he or she holds a position designated as full time in the relevant job description.

Benefits Fully or Partially Paid by the District

The district has a wide variety of support staff members with varying schedules and compensation expectations. The district will notify employees in writing of the benefits associated with their positions. The district may provide access to and contribute toward the cost of the following benefit options, depending on the position:

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

In accordance with law, any contract for an insurance policy provided for the benefit of employees will be submitted to competitive bidding at least every three years. Each September the district will hold an informational meeting to explain the various insurance choices available to staff.

Health Insurance or Group Health Plan

The board will provide eligible full-time employees access to district-sponsored health insurance or a group health plan, in accordance with federal law. For health insurance or health plan purposes, an eligible employee is defined as a staff member the district reasonably expects to work an average of 30 hours or more per week as determined by law.

Any district health insurance contract or plan shall include a provision allowing persons who retire from the district to remain or become members of the plan if they are eligible to receive benefits under the Public School Retirement System of Missouri (PSRS) or the Public Education Employee Retirement System of Missouri (PEERS) by paying premiums. In addition, the retiree's spouse and children must be allowed to become members of the plan if they are receiving or are eligible to receive benefits under the PSRS or PEERS. Retirees and their spouses and children will have one year from the date of retirement to qualify and enroll in the coverage. Once that date has passed, if a retiree or his or her spouse or children discontinue district coverage, they are not eligible to re-enroll.

Community Education Classes

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.

Benefits Provided by the District at Employee Expense

In accordance with law, the district is required to establish a premium-only cafeteria plan unless the district provides health insurance through a self-insured or self-funded group health plan. Even if the district provides health insurance through a self-insured or self-funded plan, the district may choose to offer employees access to a cafeteria plan or other benefits at the employee's expense.

403(b) Annuity Program

The district offers participation in a 403(b) annuity program in accordance with law. The district has selected and contracted with a third-party company to administer this program. A copy of the district's written plan is available in the central office. Selection and removal of vendors and funding vehicles shall be in accordance with the policy recommended by the third-party administrator, which is incorporated by reference into this policy.

Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) Requirements

In accordance with law, the district-sponsored health insurance or group health plan will allow for continuing coverage of employees and their spouses, former spouses or dependent children after certain qualifying events upon payment of the applicable premium. This obligation applies to both district-paid and employee-paid options. Qualifying events include, but are not limited to, employee resignation from the district, most situations involving employee termination and situations where an employee's hours have been reduced so that he or she no longer qualifies for district-paid health insurance or the group health plan. The district will provide notices as required by law.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 169.590, RSMo.	State Statute
§ 376.428, RSMo.	State Statute
§ 376.453, RSMo.	State Statute
§ 67.150, RSMo.	State Statute

Federal	Description
26 U.S.C. § 4980H	Federal Statute
42 U.S.C. §§ 300bb-1-8	Public Health Services Act

Administrative Procedure GDBC-AP(1): SUPPORT STAFF FRINGE BENEFITS - (Determining Full-Time Employee Status for Health Coverage, Look-Back Measurement Method)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The Ferguson-Florissant School District seeks to provide all full-time support staff members access to district-sponsored health insurance or a group health plan ("health coverage") when required by law to do so. For the purposes of health coverage, a "full-time" employee is one who is credited with an average of 30 hours of service or more per week or 130 hours of service or more per month.

For full-time employees who work 40 hours a week or more, and staff who request to have a nine percent deduction from their part-time salary, the district will use the look-back measurement method to regularly determine whether the employees are eligible for health coverage and whether they will continue to be eligible for health coverage. When the district reasonably expects that an employee new to the district will be a full-time employee, the district will provide access to health coverage when the employee begins the position, after the appropriate waiting period. The district is not required by law to offer part-time, variable-hour or seasonal employees health coverage until the district has determined that they have worked full-time using the look-back measurement method described below.

Hour of Service

An hour of service is each hour for which an employee is paid, or entitled to payment, for the performance of duties for the district, and each hour for which an employee is paid, or entitled to payment by the district, for a period of time during which no duties are performed due to vacation, holiday, illness, incapacity (including disability), layoff, jury duty, military duty or leave of absence as defined by law. An hour of service does not include services performed by bona fide volunteers, as defined in the law.

Look-Back Measurement Method

In accordance with law, the district will set a measurement period to give the district an opportunity to evaluate the employees' hours. Employees who are credited with an average of 30 hours of service or more per week or 130 hours of service or more per month during the measurement period will be offered access to district-sponsored health coverage during a stability period.

Standard Measurement, Administrative and Stability Periods

For ongoing employees, the standard measurement period begins on July 1 and ends on June 30.

Immediately following the standard measurement period is a standard administrative period that begins on July 1 and ends on June 30. During the standard administrative period, the district will analyze the number of hours the employee worked during the standard measurement period and contact the employee regarding his or her eligibility to join the district's health coverage.

If the employee is eligible, the employee will be given an opportunity to enroll in and remain on the district's health coverage for the standard stability period that begins on July 1 and ends on June 30, as long as the employee continues to be employed by the district, regardless of the number of hours of service credited to the employee during that time period unless otherwise exempted by law as described below.

Initial Measurement, Administrative and Stability Periods

For new employees, the initial measurement period begins on the first day of the month immediately following the first day of employment; however, if the employee begins employment on the first day of a month, that date will be used. The initial measurement period ends on a date 12 months later. The district is not required to offer district-sponsored health coverage during the initial measurement period unless the district reasonably expects the employee to work full-time.

Immediately following the initial measurement period is an initial administrative period that lasts one calendar month. During the initial administrative period, the district will analyze the number of hours the employee worked during the initial measurement period and contact the employee regarding his or her eligibility to join the district's health coverage.

If the employee is eligible, he or she will be given an opportunity to enroll in and remain on the district's health coverage for the initial stability period that lasts _____ *[number of months of the standard stability period defined above]* months, as long as the employee continues to be employed by the district. Once an employee has completed the initial measurement, administrative and stability periods, the standard measurement, administrative and stability periods will be used to determine the full-time status of the employee.

Employment Break Periods and Special Unpaid Leave

Employment Break Period – An employment break period is a period of at least four consecutive weeks during which an employee is not credited with hours of service for the district, excluding special unpaid leave.

Special Unpaid Leave – Special unpaid leave is unpaid leave that is 1) subject to the Family and Medical Leave Act, 2) subject to the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA) or 3) due to jury duty.

The district will determine the average hours of service for a measurement period by first excluding any period of time attributed to any special unpaid leave or employment break period during the measurement period. The district will then calculate the average hours of service per week during the remaining period of time. The district will multiply that average weekly rate by the number of weeks of special unpaid leave and credit the employee with those hours of service. The district will also multiply that average weekly rate by the number of weeks in any employment break period and credit the employee with those hours of service up to 501 hours. The district will then add the hours of service credited to the employee for any period of special unpaid leave and employment break period to the hours of service accumulated during the measurement period and divide this number by the number of weeks or months in the entire measurement period to determine the average hours of service for the measurement period and the employee's eligibility for health coverage.

Other Breaks and Absences

In accordance with law, the district will use the following rules in determining the full-time employment status of a support staff member:

Rule of Parity – If a new employee is employed by the district for less than eight consecutive weeks and then does not provide an hour of service for eight consecutive weeks or more, the district may consider the employee terminated and rehired once the employee has returned. The number of weeks initially employed is calculated after application of averaging methods related to employment break periods and special unpaid leave when applicable.

Re-Employment Rule – If an employee is not credited with an hour of service for a period of at least 26 consecutive weeks and then resumes providing services to the district, the district may consider the employee as having terminated employment during the break and been re-employed as a new employee for the limited purpose of determining eligibility for health coverage. Applicable waiting periods for insurance may apply if the employee is considered a new employee.

Change in Employment Position or Status Exception

In accordance with law, if a district employee who has worked full-time for the district transitions to a part-time position or status, the district may apply the monthly measurement method when calculating continuing eligibility for health coverage. This exception applies only in situations where the employee was offered health coverage following the employee's first three full calendar months of employment with the district and continued to be offered coverage until the employee's position or status changed to less than full-time. Further, the employee must actually average less than 30 hours of service per week for each of the three full calendar months following the change in position or status.

If these conditions are met, the district may use the monthly measurement method beginning the first day of the fourth full calendar month following the change in position or status to determine the employee's eligibility for health coverage. Under the monthly measurement method, the district will determine whether an employee is eligible for health coverage by counting the hours of service credited to the employee for each calendar month. An employee is only considered a full-time employee eligible for health coverage if the employee is credited with 130 hours of service or more in the month. This means that an employee who otherwise would have received health coverage throughout the stability period due to the employee's previous full-time service with the district might not be eligible for health coverage in months when the monthly measurement method is used and the employee works on a part-time basis.

The district will continue to use the monthly measurement method through the first full measurement and administrative periods that would have applied had the employee remained under the applicable look-back measurement method. After that, the district will return to using the look-back measurement method for determining the employee's full-time status.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 169.590, RSMo.	State Statute
§ 376.428, RSMo.	State Statute
§ 376.453, RSMo.	State Statute
§ 67.150, RSMo.	State Statute

Federal	Description
26 U.S.C. § 4980H	Federal Statute
42 U.S.C. §§ 300bb-1-8	Public Health Services Act

Policy GDBDA: SUPPORT STAFF LEAVES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Consistent staffing is important to the learning environment and district operation and therefore is an essential duty of all employees. However, the board recognizes that there are circumstances that require an employee to miss work, and the purpose of this policy is to identify situations where paid and unpaid leave from work are appropriate.

If the language of this policy conflicts with the language contained in a collective bargaining agreement currently in effect, the language in the agreement governs the issue.

No allowance can be made for reasons other than those stated in this section. In the event of additional absences, a deduction will be made from the employee's pay.

To the extent permitted by law, the district through the human resource services office may require an employee to provide verification of the reason for any absence, verification of illness from a healthcare provider or supply other documentation verifying the absence before the district applies sick leave or other applicable paid leave to the absence. In accordance with law, the district may require an employee to present a certification of fitness to return to work whenever the employee is absent from work due to the employee's health.

If an employee dies while under contract with paid leave days remaining, their salary will continue until the end of the current pay period.

The following leaves with pay will be provided to full-time support employees. Regular part-time support employees will receive these leaves in proportion to the full-time equivalent (FTE) they are scheduled to work. For example, employees who work .5 FTE will receive half the number of leave days as full-time employees. This policy does not apply to temporary or substitute employees unless otherwise noted.

1. **Sick Leave** – Any support employees whose assignments call for 12 months of full-time employment will receive 12 days of sick leave. Support employees whose assignments call for full-time employment only during the regular school term will receive ten days of sick leave.

   Unused sick leave will be cumulative to 180 sick leave days. An absence of over one through four hours shall be counted as a half-day of sick leave.

   Absences may be charged against sick leave for the following reasons:
   a. Illness, injury, or incapacity of the employee. The board reserves the right to require a healthcare provider's certification attesting to the illness or incapacity of the claimant and/or inclusive dates of the employee's incapacitation. The Family and Medical Leave Act (FMLA) health certification procedures apply to FMLA-qualifying absences, even if such absences are paid sick leave.

   b. Illness, injury, or incapacity of a member in the immediate family of an employee, when the illness requires care for an individual who cannot be left unattended. The board defines "immediate family" to include:
      - The employee's spouse.
      - The following relatives of the employee or the employee's spouse: parents, children, children's spouses, grandparents, grandchildren, siblings, and any other family member, or dependent residing with the employee.

        The assistant superintendent of human resources 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.
      - Any other person over whom the employee has legal guardianship or for whom the employee has power of attorney and is the primary caregiver.

      (Note: "Family" for FMLA purposes is more limited.)

   c. Illness, injury, or incapacity of other relatives, with permission granted by the assistant superintendent of human resources.

d. Paid parental leave in accordance with this policy.

e. Pregnancy, childbirth, and adoption leave in accordance with this policy and the law.

Employees who are ill may be required to stay home to promote healing and reduce the risk of infecting others, especially during a pandemic or other significant health event. In the event of a pandemic or other significant health event, schools may be closed to all staff and students or just students. If schools are closed only to students, staff members are expected to work regular schedules or use appropriate leave.

District employees may not use sick leave during the period they receive workers' compensation for time lost to work-related incidents.

Employees who are members of a retirement system shall remain members during any leave period taken under district sick leave provisions or under workers' compensation. Employees shall also receive creditable service credit for such leave time if they make contributions to the system equal to the amount of contributions that they would have made had they been on active service status.

2. **Personal Leave** – A maximum of three days of personal leave will be available per school year. Unused personal leave days will accrue as sick leave days.

   Absences may be charged against personal leave for the following reasons:
   a. Tax investigation.

   b. Court appearances, unless applicable law or policy provides for paid leave.

   c. Wedding, graduation, or funeral.

   d. Religious holiday or a religious observance obligation which cannot be fulfilled after the normal school day schedule or on a Saturday or Sunday.

   e. Conducting personal business of such a nature that it cannot be performed on Saturday, Sunday, or before or after school hours, including parent-teacher conferences.

   f. Absences under leaves authorized by law, policy, or the board that would otherwise be unpaid including, but not limited to, leave under the FMLA.

   g. Leave for emergency situations or other purposes as approved by the principal.

   Whenever possible, it is expected that employees will make requests in writing to the principal or unit administrator five school days in advance of their intent to use personal leave. Requests should be submitted 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. However, 30 days' notice is required by law if the leave qualifies as FMLA leave and such notice is practical. The administrator will respond promptly to the employee's written request.

   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's workday, employees may be granted leave.

   Exceptions may be granted only by the assistant superintendent of human resources or an administrator designee after receipt of a written request with the reason for the absence submitted no less than four weeks prior to the expected absence.

   An employee may have unusual circumstances that require paid leave which is not covered by the above personal absence policy. Personal leave will be granted upon documented need and the approval of the assistant superintendent of human resources after the employee has exhausted the regular personal leave days.

   District employees may not use personal leave days during the period they receive workers' compensation for time lost to work-related incidents.

3. **Vacation** – All regular, full-time support staff employed on a 12-month basis who have completed one to five

years of service by July 1 will receive ten days of vacation per year. Staff who complete six to 15 years of service by July 1 will receive three weeks of vacation per year. Staff who complete 16 or more years of service by July 1 will receive four weeks of vacation per year. All office professionals shall be considered 12-month employees.

An employee who has worked less than one year will receive the number of vacation days earned on a prorated basis from the day of employment to June 30. An employee hired before the 14th of the month will have that month counted as a month worked.

Employees may not accumulate more than two years' worth of vacation time.

Employees may schedule vacation throughout the calendar year with the completion of a vacation request form and with the approval of the unit administrator. Available vacation dates and the number of employees allowed to leave at any one time may be limited based upon the needs of the department. If the employee's absence may disrupt district operations, the supervisor has the discretion to deny a request for vacation or to limit the time of year the employee may take vacation. Seniority will determine the vacation dates in the event of a scheduling conflict between employees.

Maintenance, custodial, and security duties require coverage during the school year. Therefore, these employee groups shall normally work under the adopted school calendar and take allotted vacation during the summer.

Vacation shall not be earned while the employee is on unpaid leave of absence.

Any exceptions to the vacation policy must be approved by the immediate supervisor and/or the assistant superintendent for human resources.

District employees may not use vacation days during the period they receive workers' compensation for time lost to work-related incidents.

4. **Bereavement Leave** – When a death occurs in an employee's immediate family, the employee may take up to three consecutive days off with pay to attend the funeral or make funeral arrangements. If extra time is needed, three additional days may be requested from the assistant superintendent of human resources, which will be charged against the employee's sick leave. The district may require verification of the need for the leave. The board defines "immediate family" to include:
    - The employee's spouse.
    - The following relatives of the employee or the employee's spouse: parents, children, children's spouses, grandparents, grandchildren, siblings, and any other family member residing with the employee.
    - Any other person over whom the employee has legal guardianship or for whom the employee has power of attorney and is the primary caregiver.

    Two days of bereavement leave may be granted for attending the funeral of a relative other than the immediate family of the employee. One additional day may be requested from the assistant superintendent of human resources, which will be charged against the employee's sick leave.

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

    After the exhaustion of bereavement leave, the employee may use personal leave.

Unless otherwise provided, the following leaves will be provided to full-time and part-time support employees.

1. **Holidays** – The district will grant paid and unpaid holidays in accordance with the academic calendar adopted by the board. Holidays may be modified or eliminated as needed when the academic calendar is changed due to inclement weather or for other reasons. Holidays may change from year to year.

2. **School Business Leave** – The superintendent may approve employee absences to conduct business related to achieving the 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.

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

3. **Military Leave** – The board shall grant military leave as required by law. Members of the National Guard or any reserve component of the U.S. Armed Forces who are engaged in the performance of duty or training will be entitled to a leave of absence of 120 hours in any federal fiscal year (October 1 – September 30) without impairment of efficiency rating or loss of time, pay, regular leave, or any other rights or benefits.

   Employees shall provide the district with an official order verifying that they are required to report to duty. Employees shall file with the office of the superintendent all information necessary to process the request for leave and return from leave, including determination of any compensation which may be due.

4. **Election Leave** – Employees who are appointed to be election judges pursuant to state law may be absent on any election day for the period of time required by the election authority. Employees must notify the district at least seven days prior to any election in which they will serve as an election judge. Employees will not be terminated, disciplined, threatened, or otherwise subjected to adverse action based on their service as election judges.

5. **Leave to Vote** – Employees who do not have three successive hours free from work while the polls are open will be granted a leave period of up to three hours to permit employees three successive hours while the polls are open for the purpose of voting. Requests for such leave must be made prior to election day, and the employee's supervisors will designate when during the workday the leave should be taken. Any employee who properly requests leave to vote and uses the leave for that purpose will not be subject to discipline, termination, or loss of wages or salary.

6. **Jury Duty Leave** – Employees will be granted paid leave for time spent responding to a summons for jury duty, time spent participating in the jury selection process, or time spent actually serving on a jury. If the employee pays to the district all funds received for jury duty, except for travel reimbursement, the employee will continue to receive full salary from the district during the approved leave period. Employees will not be terminated, disciplined, threatened, or otherwise subjected to adverse action because of their receipt of or response to a jury summons.

7. **Leave for Court Subpoena** – Employees will be granted leave to appear as a witness under subpoena. If the employee pays to the district all funds received for witness appearance, except for travel reimbursement, the employee will continue to receive full salary from the district during the approved leave period. If the subpoena is directly related to the employee's school duties, with approval from the assistant superintendent of human resources, the employee will be released for court appearance without loss of leave. Other court appearances will be deducted from personal leave.

8. **Firefighter Leave** – Employees will be allowed to use personal, vacation, and/or unpaid leave for any time taken to respond to an emergency in the course of performing duties as a volunteer firefighter. For the purposes of this section, "volunteer firefighter" includes members of Missouri Disaster Medical Assistance Team-1, Missouri Task Force One, Urban Search and Rescue Team, or those activated by the Federal Emergency Management Agency (FEMA) in times of national disaster. Employees covered under this section shall not be terminated from employment for joining a volunteer fire department or for being absent from or late to work in order to respond to an emergency. Employees shall make every reasonable effort to notify the principal or supervisor if the employee may be absent from or late to work under this section. Employees are required to provide their supervisors with a written statement from the supervisor or acting supervisor of the volunteer fire department stating that the employee responded to an emergency along with the time and date of the emergency.

9. **Crime Victim Leave** – Employees who are crime victims, witness a crime, or have an immediate family member who is a crime victim will not be required to use vacation, personal, or sick leave in order to honor a subpoena to testify in a criminal proceeding, attend a criminal proceeding, or participate in the preparation of the criminal proceeding.

10. **Civil Air Patrol Leave** – Employees who are members of Civil Air Patrol and have qualified for a Civil Air Patrol emergency service specialty or are certified to fly counternarcotics missions shall be granted unpaid leave to perform Civil Air Patrol emergency service duty or counternarcotics missions without loss of time, regular leave, or any other rights or benefits in accordance with law. The leave is limited to 15 working days in any

calendar year but is unlimited when responding to a state- or nationally declared emergency in Missouri. The district may request that employees be exempted from responding to a specific mission.

11. **Coast Guard Auxiliary Leave** – Employees who are members of the United States Coast Guard Auxiliary will be granted an unpaid leave of absence for periods during which they are engaged in the performance of United States Coast Guard or United States Coast Guard Auxiliary duties, including travel related to such duties, when authorized by the director of auxiliary or other appropriate United States Coast Guard Authority. Such leaves of absence will be given without loss of time, regular leave, or any other rights or benefits to which such employees would otherwise be entitled. The leave is limited to 15 working days in any calendar year but is unlimited when responding to a state- or nationally declared emergency in Missouri or upon any navigable waterway within or adjacent to the state of Missouri. The district may request that employees be exempted from responding to a specific mission.

12. **Victims' Economic Safety and Security Act (VESSA) Leave** – Employees may take unpaid leave in accordance with law for absences related to domestic or sexual violence where an employee, an employee's family member, or a person residing in the employee's household has been the victim of domestic or sexual violence. Leave may be taken intermittently or on a reduced work schedule. Two workweeks of unpaid leave will be available in a 12-month period, except that employees of districts with fewer than 50 employees but at least 20 employees will be limited to one workweek of unpaid leave. Employees may use accumulated paid leave or compensatory time concurrently with unpaid VESSA leave. VESSA leave does not create a right for employees to take unpaid leave that exceeds the amount of unpaid leave time under FMLA. Employees are required to give 48 hours' notice of the need for leave unless such notice is not practicable. The district may require certification of the need for leave, which may include documentation from an entity aiding the victim, a police or court record, or other corroborating evidence. Information provided by the employee in conjunction with the use of this leave will be confidential in accordance with law.

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

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 for up to 12 weeks. The district shall provide 20 days of paid leave not charged against the employee's other leave. After the 20 days of paid leave provided by the district have been used, the employee may use any accrued paid leave up to the parental leave maximum of 12 weeks. If the employee does not have adequate paid 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 of 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.

The district will continue to provide health insurance benefits during the paid parental leave at the same rate as in effect before the leave was taken, provided the employee has completed at least one full year of service. Paid leave benefits will continue to accrue.

The employee must provide the human resources department with 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 resources department.

Pregnancy, Childbirth, and Adoption Leave

Employees eligible for FMLA leave for the birth, first-year care, adoption, or foster care of a child will have such leave applied in accordance with the FMLA. The district will apply to such absences any applicable paid leave the employee has accrued. Employees whose FMLA leave exceeds their applicable accrued paid leave may use unpaid leave for the remainder of the FMLA absence as allowed by law.

Employees who are ineligible for FMLA leave may take up to six weeks of unpaid leave for the birth, first-year care, adoption, or foster care of a child. The district will apply to such absences any applicable paid leave the employee has accrued. Employees who have not accrued a sufficient amount of paid leave will be provided unpaid leave.

Employees who need additional leave or other accommodations for a limitation related to pregnancy, childbirth, or related medical conditions should communicate their need for accommodation to any person who supervises, manages, or directs any of their work, and the district will afford accommodations as required by law. Additional unpaid leave may be an accommodation under the Pregnant Workers' Fairness Act (PWFA) in some circumstances, but the district will not require employees to accept leave as an accommodation without engaging in an interactive process to determine appropriate accommodations.

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Version GDBDA-C.1T.FER (07/24)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 115.102, RSMo.	State Statute
§ 115.639, RSMo.	State Statute
§ 168.122, RSMo.	State Statute
§ 169.595, RSMo.	State Statute
§ 320.200, RSMo.	State Statute
§ 41.1000, RSMo.	State Statute
§ 41.1005, RSMo.	State Statute
§ 494.460, RSMo.	State Statute
§ 595.209, RSMo.	State Statute
§§ 105.270-.271, RSMo.	State Statute
§§ 285.625-670	State Statute
§§ 320.330-.339, RSMo.	State Statute

Federal	Description
29 C.F.R. § 1604.10	Federal Regulation
29 U.S.C. §§ 2611-2619	Family and Medical Leave Act
29 U.S.C. § 216(c)	Fair Labor Standards Act
42 U.S.C. §§ 2000d-2000d-7	Title VI of the Civil Rights Act of 1964
42 U.S.C. §§ 2000e-1-2000e-17	Title VII of the Civil Rights Act of 1964
42 U.S.C. §§ 2000gg-1 – 2000gg-6	Pregnant Workers Fairness Act

Policy GDC-1: SUPPORT STAFF RECRUITING AND HIRING

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The superintendent or designee is responsible for determining the district's support staff personnel needs and locating suitable support staff candidates. The superintendent will make employment recommendations to the board, and the board will employ personnel in accordance with law.

The Ferguson-Florissant School District is an equal-opportunity employer and hires only citizens of the United States and persons who are legally authorized to work in the United States. The Ferguson-Florissant School District will enroll and actively participate in a federal work authorization program in accordance with law.

A majority of the board must vote affirmatively to employ any person or enter into an employment contract.

New policies applicable to support staff will be reviewed with employees annually. Any inquiries regarding the district's compliance with this policy should be directed to the office of the superintendent.

Equal Employment Opportunity

The district's hiring procedures will comply with all federal and state laws, including laws prohibiting discrimination 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. The district shall not grant preferential treatment to any individual or group.

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.

Recruiting and Advertising

The district will recruit the best-qualified candidates for open positions. The human resources office shall post a notice for vacancies (except for entry-level night custodial positions which are not required to be posted) in the district's buildings and publicized externally by other means as determined appropriate by the superintendent or designee at least ten days prior to any filing deadline. However, if the superintendent or designee determines that it would be detrimental to wait ten business days or that a longer period is necessary, the position will be advertised for the number of days deemed appropriate. Further, if the same or similar position was recently advertised, the superintendent or designee may utilize applications previously received without re-advertising the vacancy. A position is not considered vacant if the superintendent or designee transfers or reassigns an existing employee to the position.

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 with the human resources office. Employees who were involuntarily transferred and request reassignment in writing will be considered for positions for which they are qualified solely on their merits before other applicants are considered.

Board approval is required when a transfer or reassignment results in a change to the employee's compensation, benefits, or contract.

Recruitment procedures will not overlook the talents and potential of individuals already employed by the school district. Any current, qualified employee meeting the stated requirements may apply for new or vacant positions in the district.

All requests for information concerning vacancies in the district shall be directed to the superintendent or designee.

Screening Process

An applicant for employment shall meet all qualifications established by law and by the board of education for the type of position requested. Applicants must complete a formal application supplied by the district and provide all required information. The superintendent or designee shall conduct interviews, review references, and obtain other

information as deemed necessary. Interviews for lead or supervisory positions will include a written component.

The superintendent or designee will conduct background checks on employees and applicants for employment in accordance with law and board policy.

The superintendent or designee will verify that applicants currently possess the appropriate certification or license before the board votes to employ them in a position that requires a certificate or other professional license. The superintendent or designee will also reverify licenses and certifications once they are renewed. When the district determines that employing someone without the appropriate certificate or license is necessary or unavoidable, the employee will be required to obtain the appropriate certificate or license by a district-specified deadline.

Any applicant who provides false information or any document referencing false information will immediately be removed from consideration.

Hiring

The board will fill a vacancy after receiving a recommendation from the superintendent or designee. All candidates will be selected on the basis of qualifications, training, experience and ability to fulfill the requirements of the position.

All applicants for a particular position will be promptly notified once the position has been filled.

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 assigned duties pursuant to law and the rules and regulations of the board. The employee shall serve at the will of the board.

Board Members

The district will not accept an employment application from a board member, consider a board member for employment or decide to employ a board member while the member remains on the board of education. Board members who wish to apply for employment in the district must first resign from the board.

Spouses of Board Members

In accordance with law, a board member's spouse will be hired to fill a vacant or new position only if the position has been advertised in accordance with this policy and the superintendent has submitted a written recommendation supporting the employment of the spouse. If a board member's spouse is hired, the names of all applicants for that position and the name of the individual hired will be included in the appropriate board meeting minutes.

Retirees

The district may employ persons who are retired and currently receiving a retirement allowance from a public retirement system as permitted by law.

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.

Eligibility for Public Service Loan Forgiveness

In accordance with law, 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.

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State	Description
§ 105.255, RSMo.	State Statute
§ 161.855, RSMo.	State Statute
§ 162.261, RSMo.	State Statute
§ 162.301, RSMo.	State Statute
§ 168.133, RSMo.	State Statute
§ 169.596, RSMo	State Statute
§ 213.010, RSMo.	State Statute
§ 213.055, RSMo.	State Statute
§ 213.070, RSMo.	State Statute
§ 285.530, RSMo.	State Statute
§ 335.075, RSMo.	State Statute
§§ 105.1445, RSMo.	State Statute
§§ 168.101-.126, RSMo.	State Statute
§§ 290.400-.410, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1681	Title IX of the Education Amendments of 1972
29 U.S.C. §§ 621-634	Age Discrimination in Employment Act
29 U.S.C. § 2615	Federal Statute
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act
42 U.S.C. §§ 2000d-2000d-7	Title VI of the Civil Rights Act of 1964
42 U.S.C. §§ 2000e-1-2000e-17	Title VII of the Civil Rights Act of 1964
42 U.S.C. §§ 2000ff-2000ff-11	Genetic Information Nondiscrimination Act
42 U.S.C. §§ 6101-6107	Age Discrimination Act
8 U.S.C. § 1324	Immigration Reform and Control Act

MSIP	Description
L-9	MSIP STANDARDS

Administrative Procedure GDC-1-AP(1): SUPPORT STAFF RECRUITING AND HIRING

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The Ferguson-Florissant School District provides an equal opportunity for candidates to apply for open positions within the district. The following guidelines will ensure that the most qualified and talented candidate is selected for each position.

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 resource services shall inform the Ferguson-Florissant National Education 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 resource 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 resource 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. If 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 the position to be filled 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 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 resource 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 resource 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 in 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 always remain objective 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.

17. If a finalist withdraws, is disqualified, or rejected, the assistant superintendent of human resource 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.

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 in the first posting five or fewer applications are received. 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.

The district’s general hiring procedures are summarized in the following chart. Specific procedures for filling each type of support staff position will be maintained by the office of human resource services and made available to representatives of the Ferguson-Florissant National Education Association.

Position	Paper Screening	First Round Interview	Second Round Interview	Writing Sample	Assessment Test	Appropriate Certification or License
Aide	R*	R*				R
Bus Driver	R*	R*				R
Cafeteria	R	R			R	R**
Custodian	R*	R*	O			
General Maintenance	R*	R*	O			R**
General Support	R*	R*	R	O		
Office Professional	R*	R*	R	O	R	
Security Officer	R*	R*	R			R
Technology	R*	R*	O		O	
Nurse	R*	R*	R			R

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.

Job Reclassification

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 is 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.

Reclassification Appeals Committee

1. The committee will consist of the assistant to the superintendent, two representatives appointed by the Association president, and one unit administrator from the appropriate level (elementary, middle, or high school).

2. The request for a hearing shall be in writing and sent to the office of the assistant to the superintendent.

3. The committee shall conduct the hearing within ten working days or at a mutually agreed time.

4. The committee shall decide 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 appeal.

6. If the superintendent decides that the job will be reclassified, pay will be retroactive from the date of the original request.

Guidelines for Promotion of Security Staff

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 placement on the next higher salary scale and a salary increase of at least 5 percent.

Eligibility

An employee must be within the job classification/department for five years before being considered for a promotion.

Performance Reviews

The performance review is one of the most important tools in evaluating employees for promotion. 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 their success and could include letters of recommendation, completed course work or in-service attended related to the job, licenses or certifications obtained, projects completed above and beyond the normally expected work, and evidence of leadership and versatility.

The portfolio should be submitted to the employee's supervisory for consideration. The security supervisor, the assistant to the superintendent, and the appropriate building administrator will review the portfolio. Also considered will be demonstrated abilities in handling confrontational and/or emergency situations, attendance records, 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 30 days of the portfolio review.

Version GDC-AP1.1A.FER

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State	Description
§ 105.255, RSMo.	State Statute
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§ 169.596, RSMo	State Statute
§ 213.010, RSMo.	State Statute
§ 213.055, RSMo.	State Statute
§ 213.070, RSMo.	State Statute
§ 285.530, RSMo.	State Statute
§ 335.075, RSMo.	State Statute
§§ 105.1445, RSMo.	State Statute
§§ 168.101-.126, RSMo.	State Statute
§§ 290.400-.410, RSMo.	State Statute

Federal	Description
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42 U.S.C. §§ 2000e-1-2000e-17	Title VII of the Civil Rights Act of 1964
42 U.S.C. §§ 2000ff-2000ff-11	Genetic Information Nondiscrimination Act
42 U.S.C. §§ 6101-6107	Age Discrimination Act
8 U.S.C. § 1324	Immigration Reform and Control Act

MSIP	Description
L-9	MSIP STANDARDS

Policy GDI: SUPPORT STAFF REASSIGNMENTS AND TRANSFERS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 10/04/2024

The district recognizes that assigning qualified staff members to positions throughout the district is essential to providing an excellent education program for all students. Every effort will be made to assign district staff to areas of the greatest need for the benefit of the students.

Definitions

Reassignment – District-initiated movement of an employee from one position or building to another.

Transfer – Movement of an employee from one position or building to another at the request of the employee.

Reassignments

The board directs the superintendent to annually assess the staffing needs of the district and reassign staff as necessary to meet those needs. Although the superintendent will take the employee's expressed preference into consideration, the ultimate decision must be based on the district's needs. The superintendent may reassign support staff members at any time, including during the school year. Board approval is required when a reassignment results in a change to the employee's compensation, benefits or contract.

Transfers

Support staff may request a transfer to a different position or building by submitting the appropriate form to the superintendent or designee. The district will grant employee transfer requests only when they are in the best interest of the district. Board approval is required when a transfer results in a change to the employee's compensation, benefits or contract.

Transfer requests for the following school year must be submitted on or before March 1. Transfers during the school year are discouraged and will be considered only in extraordinary circumstances. Support staff requesting a transfer during the school year must submit the appropriate form and discuss the request with both the employee's immediate supervisor and the superintendent or designee.

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Version GDI-C.1B (12/19)

Policy GDL: SUPPORT STAFF DEVELOPMENT OPPORTUNITIES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 07/22/2024

The district board of education recognizes that well-trained support staff employees positively impact student achievement and are essential for the district's mission and the efficient and economical operation of the schools. Therefore, the district will provide relevant professional development activities for the support staff of the district. The superintendent or designee is directed to create a support staff professional development committee (SSPDC), and the district's professional development committee (PDC) will include representatives from noncertified positions. The district will conduct needs assessments that serve to identify the professional development needs of support staff employees.

Support staff may be granted leave to attend classes or conferences, meet with mentors or participate in other approved professional growth activities in accordance with the district's leave policy.

Professional Libraries

To assist employees, the district maintains professional libraries at the Administration Center and at 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.

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Version GDL-C.1B.FER (01/10)

Policy GDN: EVALUATION OF SUPPORT STAFF

Status: DRAFT

Original Adopted Date: Pending

The superintendent or designee will regularly evaluate the performance of all support staff employees in the district. The primary purpose of the evaluation is to promote the continuous growth of support staff employees in a manner that is aligned with the district's Comprehensive School Improvement Plan (CSIP) and, where applicable, building improvement plans (BIPs) with the goal of contributing to a positive education environment. Results of the evaluation will inform employment and compensation decisions, but may not be the only factor considered.

The procedures and instruments for support staff evaluation will be developed by the superintendent, in consultation with building-level administrators and support staff supervisors, and will include:

1. Multiple ratings used to identify differentiated levels of performance.
2. An analysis of the employee's impact on the education environment.
3. Incorporation of meaningful and timely feedback between the evaluator and the support staff employee.
4. Evaluator training on the proper implementation of the evaluation instrument used by the district.

Evaluation Process

The superintendent may delegate the responsibility for support staff evaluation to other administrators, but the superintendent is ultimately responsible for the performance of all employees. Evaluators will complete a written evaluation on all support staff assigned to them for evaluation. All employees will be given an explanation of their duties and responsibilities and will be provided with guidance by their immediate supervisors in performing them satisfactorily. In addition, all staff members will receive a copy of the applicable evaluation instrument in advance of their evaluation.

Evaluators will assess and monitor growth in the following areas:

1. Job knowledge
2. Quality of work
3. Quantity of work
4. Initiative/Resourcefulness/Creativity
5. Dependability, including attendance and punctuality
6. Cooperation
7. Communication
8. Impact on the education environment
9. Other areas as appropriate for the specific job

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Version GDN-C.1C (05/14)

Policy GDPB-1: RESIGNATION OF SUPPORT STAFF MEMBERS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

(Employees Not under Contract)

Support staff members may resign by submitting a written letter of resignation to their immediate supervisor. The letter should specify when the resignation is to be effective and should be submitted at least two weeks prior to the effective date. A resignation is final upon receipt by the supervisor and cannot be withdrawn unless authorized by the supervisor to whom it was submitted. The resignation need not be approved by the board.

Due Process and Allegations of Sexual Misconduct with a Student

In general, the district does not provide a board hearing to employees who resign regardless of the reason for the resignation. However, if a district employee is allowed to resign as a result of an allegation of criminal sexual misconduct involving a child, as defined by § 566.083, RSMo., or sexual misconduct as defined in board policy or as determined by the Children's Division of the Department of Social Services, the district may be legally required to release, or may choose to release, information regarding the allegation to potential employers as detailed in policy GBLB. In these circumstances, the district will provide the employee or former employee a due process hearing when required by law. The superintendent or designee is authorized to consult with the district's attorney to determine the appropriate level of due process, if any, to provide.

Exit Interviews

When an employee leaves the district, they shall be allowed to have a brief exit interview with 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, the human resources department will grant the interview within 30 calendar days. Employees who wish to have an exit interview must make the request within 90 calendar days of the employee's last day of employment with the district.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.068, RSMo.	State Statute

Federal	Description
U.S. Const. amend. XIV	U.S. Constitution

Policy GDPD: SUSPENSION OF SUPPORT STAFF MEMBERS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board delegates to the superintendent the authority to suspend staff members or put them on administrative leave for any legal reason in accordance with district policy and law. An employee will be immediately suspended or put on administrative leave in situations where the superintendent or designee at the director level or above in human resources determines that suspension is necessary to prevent disruption to the education environment, protect the safety of the students, appropriately investigate alleged misconduct, or in other circumstances where suspension serves the district's interests.

Definitions

Administrative Leave – Involuntary paid leave, without charge to any annual or sick leave, due to misconduct or investigation of misconduct of an employee.

Suspension – Any involuntary leave, whether paid or unpaid, that is not administrative leave as defined in this policy.

Administrative Leave

The superintendent or designee at the director level or above in human resources may place staff members on paid administrative leave. The superintendent's decision will stand approved unless reversed by the board.

The following process will be followed when an employee is put on administrative leave:

1. Within seven days of placing an employee on administrative leave, the superintendent or designee will provide the employee with written notice of the general reason or reasons for being placed on administrative leave.

2. The superintendent or designee at the director level or above in human resources will inform the board within 30 days after placing an employee on administrative leave of the reason or reasons for the employee's placement on leave. The superintendent or designee at the director level or above in human resources will provide an update on the status of the employee at every meeting thereafter.

3. If an employee is not removed from administrative leave within 30 days of being placed on leave, the district will hold a hearing within 60 days of the date the employee was first placed on leave. The hearing and determination may be continued for good cause but may not continue more than 180 days past the date the employee was placed on administrative leave. This hearing requirement does not apply to an employee who is put on paid administrative leave due to misconduct, or an investigation of misconduct, when the district refers such misconduct to a law enforcement agency or another state or federal agency or when the law enforcement agency or other state or federal agency has commenced its own investigation of the misconduct for which the employee was placed on administrative leave.

Suspensions

Employees without Contracts

The superintendent or assistant superintendent of human resources may suspend, with or without pay, support staff members who are not under contract. The superintendent shall report any such suspension to the board of education. The superintendent's decision will stand approved unless reversed by the board.

Employees with Contracts

Employees with contracts may be suspended with pay in accordance with law, district policy and the employment contract when applicable.

Employees with contracts may be suspended without pay only after appropriate due process unless the employee consents in writing to a suspension without pay. Prior to suspending an employee without pay during the term of the contract, the district will notify the employee of the charges, give the employee an opportunity to discuss the charges and inform the employee of the opportunity to appeal the suspension to the board of education. The employee must request an appeal within ten days of notice of suspension without pay. If the employee appeals, the employee may also be suspended with pay pending the appeal. In general, pay will not be withheld until the board

renders its decision unless an appeal has been waived or the employee consents in writing to a suspension without pay.

Special Circumstances Requiring Suspension or Administrative Leave

Pursuant to state law, any employee who strip searches a student in violation of law will be immediately suspended without pay and may be terminated. Prior to placing an employee with an employment contract on unpaid suspension, the district will notify the employee of the charges, give the employee an opportunity to discuss the charges and inform the employee of the opportunity to appeal the suspension to the board of education. If the board reverses the suspension, the employee will be reimbursed for any pay withheld.

If the district receives information that an employee has allegedly been involved in sexual misconduct with a student or any other child, the district may suspend the employee or place the employee on administrative leave pending an investigation. In accordance with law, the district will suspend or continue a suspension of an employee if the Children's Division (CD) of the Department of Social Services finds that an allegation of sexual misconduct with a student is substantiated, but the district may return the employee to his or her position if the finding is reversed by a court on appeal and becomes final. The district reserves the right to suspend, place on administrative leave or terminate an employee for any legal reason, including sexual misconduct, regardless of whether another agency or a court substantiates the claim. A hearing will be provided to an employee upon request when required by law.

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Version GDPD-C.1J.FER (03/17)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 105.264, RSMo.	State Statute
§ 162.068, RSMo.	State Statute
§ 167.166, RSMo.	State Statute
§§ 169.600-.712, RSMo.	State Statute

Federal	Description
29 U.S.C. §§ 621-634	Age Discrimination in Employment Act
U.S. Const. amend. XIV	U.S. Constitution

Policy GDPE: NONRENEWAL AND TERMINATION OF SUPPORT STAFF MEMBERS **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Employees without Contracts

The superintendent or designee at the director level or above in human resources may recommend to the board of education termination of support staff members who are not under contract. The superintendent shall report any such recommendation of termination to the board of education. The superintendent's decision will stand approved unless reversed by the board.

Although support staff employees employed without contracts have no contractual right to continued employment from one academic term or year to the next, such employees may reasonably expect continued employment until notified otherwise by the superintendent or designee at the director level or above in human resources.

Employees with Contracts

Nonrenewal

Unless otherwise required by law, the district may nonrenew the contracts of support staff by notifying employees prior to entering into a new contract with them that their contract will not be renewed.

Termination

Support staff members employed under contract may be terminated during the term of such contract for violation of board policies, violation of state law or for any other legal reason. Prior to the termination, the district will notify the employee of the charges and shall give the employee an opportunity to discuss or rebut the charges.

Unless an employee's contract allows for termination for any reason at the end of a notice period, the employee may appeal the termination to the board by filing a written notice of appeal with the superintendent after receiving the notice of charges and within the time frame specified by the superintendent or designee at the director level or above in human resources.

If an appeal is taken, the employee will continue to be paid until the board renders its decision. If the board terminates the employee after a hearing, the district may dock any pay it owes the employee back to the date the employee was initially notified of the termination.

Termination Pursuant to Contract Terms

If an employee's contract allows for termination for any reason at the end of a notice period and such notice is given, the employee's contract rights shall expire in accordance with the contract. Notice of termination from the superintendent shall be deemed to be notice from the board of education and shall be effective for such purpose when given unless later reversed by the board.

Notification to Retirement Systems

In accordance with law, the district will notify the Public School Retirement System (PSRS), the Public Education Employee Retirement System (PEERS) or any other relevant state retirement system when an employee or former employee is charged with or convicted of any of the following crimes committed in direct connection with or directly related to the employee's or former employee's duties as an employee with the district, when the charge or conviction is a felony:

1. Stealing under § 570.030, RSMo., when the offense involved money, property or services valued at $5,000 or more;

2. Receiving stolen property under § 570.080, RSMo., as it existed before January 1, 2017, when such offense involved money, property or services valued at $5,000 or more;

3. Forgery under § 570.090, RSMo.;

4. Counterfeiting under § 570.103, RSMo.;
5. Bribery of a public servant under § 576.010, RSMo.;
6. Acceding to corruption under § 576.020, RSMo.; or
7. Any substantially similar offense under federal law.

Due Process and Allegations of Sexual Misconduct with a Student

If a district employee's contract is not renewed or the employee is terminated as a result of an allegation of criminal sexual misconduct involving a child, as defined by § 566.083, RSMo., or sexual misconduct as defined in board policy or as determined by the Children's Division of the Department of Social Services, the district may be legally required to release, or may choose to release, information regarding the allegation to potential employers as detailed in policy GBLB. In these circumstances, the district will provide the employee or former employee a due process hearing when required by law if such a hearing was not already provided. The superintendent or designee is authorized to consult with the district's attorney to determine the appropriate level of due process, if any, to provide.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 105.669, RSMo.	State Statute
§ 162.068, RSMo.	State Statute
§ 168.071, RSMo.	State Statute

Federal	Description
U.S. Const. amend. XIV	U.S. Constitution

Policy HA: NEGOTIATIONS WITH EMPLOYEE REPRESENTATIVES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Definitions

Bargaining Unit – A defined group of employees represented by a union in negotiations for a collectively bargained agreement with the district.

Employee Representative – A union selected by an employee bargaining unit to represent the unit in negotiating a collectively bargained agreement with the district.

Union – An organization, association or professional group created for the benefit of employees. A union may be selected by employees in a bargaining unit to represent the unit to negotiate a collectively bargained agreement with the district, in which case the union becomes an employee representative for the bargaining unit once the union is recognized by the board.

General

The district recognizes the importance of maintaining ongoing positive relations with employees and consulting with employees when making decisions regarding salary and other conditions of employment. If employees request to do so, the district will bargain collectively with representatives of employees, in accordance with law.

The board and its representatives will engage in respectful negotiations with employee representatives. It is essential that negotiations not disrupt school operations or negatively impact the educational environment. The ultimate goal of all negotiations is to secure the services necessary to deliver excellent education to the district's students in a safe environment based on a sound, realistic budget.

Furthermore, the board understands that collectively bargained agreements are legally binding and is committed to carrying out the provisions of each agreement. The legal obligation to collectively bargain does not compel either the district or employee representatives to agree to a proposal or to make a concession. Board policy and district procedures will govern in the absence of a binding agreement, when the agreement does not address an issue, or when an agreement expires and a new agreement regarding the issue is not reached.

Scope

The district will negotiate salary and other conditions of employment as required by law. All agreements must state a fixed term or duration. The board will not ratify an agreement that diminishes or compromises management rights or the district's ability to make administrative decisions and educational policy decisions. The board will not approve an agreement that could cause the board to violate any state or federal law, negatively affect the district's accreditation, or disrupt or weaken the district's educational program.

The board will not ratify an agreement that includes impasse procedures for resolution by third parties outside the district including, but not limited to, binding arbitration. All agreements must contain a clause that allows the board to unilaterally modify the agreement in emergency situations such as natural disasters or financial hardships.

Once an agreement is finalized, the agreement is considered inclusive and complete. Once an agreement is entered into, the district may refuse to negotiate any item that is addressed in the existing agreement, or that was discussed during negotiations for the existing agreement, for the term of the agreement.

Employee Representatives

Employees may join unions or other professional groups of their choice. However, the board will not voluntarily recognize a union as an employee representative or recognize an employee representative in any manner other than by certifying the results of an election held by secret ballot.

The selection of employee representatives will be in accordance with law, including the Public Sector Labor Law when applicable. When there is no applicable law or when an issue is not directly addressed by law, board policy will govern.

District Negotiation Team

After receiving recommendations from the superintendent or designee, the board will designate one or more persons to serve as the district bargaining representative during negotiations with employee representatives. Members of the team may include an attorney, professional negotiator, district employee, board member or other qualified person. The board may appoint a chairperson to lead the negotiation team. The board may also appoint a spokesperson to communicate with the board or to ensure appropriate communication is made to the public.

The negotiation team is empowered to reach a tentative agreement within the parameters established by the board. Individual board members shall not negotiate privately with representatives of any employee bargaining unit.

The board recognizes that effective negotiations may require input from other members of the district or outside resources. Accordingly, the district negotiation team is authorized to consult with administrators, employees and outside consultants.

Preparing for Negotiations

Careful preparation for negotiations is essential to ensure that any agreement reached is consistent with the goals of the district and that the district is financially capable of compliance. The negotiation team will meet with the board prior to negotiations to develop negotiation goals and objectives and establish parameters for the negotiations. Meetings, records and votes of negotiation preparation will be closed in accordance with law.

Initiation of Negotiations

The employee representative(s) must notify the board president in writing of any issues for negotiation no later than December 15 at 11:59 p.m. of the school year in which negotiations will occur. The district negotiation team must notify the bargaining unit president or designee in writing of any issues for negotiation no later than December 15 at 11:59 p.m. of the school year in which negotiations will occur. The notice must reasonably specify the item(s) desired to negotiate and reasonably explain how the suggested change will positively benefit the educational goals of the district. Failure to meet these notice requirements will preclude the issue from negotiation unless both parties agree otherwise.

Negotiation Schedule

Negotiations will begin no earlier than January 1 and will conclude by March 15 of the school year in which negotiations occur. If a tentative agreement is reached, it must be ratified by all parties no later than June 30 to be included in the next fiscal year's budget. If not ratified by that date, the agreement will not begin until the following fiscal year.

Conducting Negotiations

Negotiation meetings will be scheduled at times that will not interfere with the work duties of the members of the negotiation teams and will be scheduled to be the least disruptive to the normal business of the district. Employees will not be given paid or unpaid leave from their duties to participate in negotiations. Unless otherwise approved by the board, negotiations will be held in district buildings.

The district negotiation team will determine if the meeting may be closed in accordance with law. The chairperson of the negotiation team or designee will ensure such meetings are appropriately posted and that minutes are kept as required by law. In addition, the chairperson or designee will keep a written record of all proposals, counter-proposals, concessions and draft agreements.

Contract Ratification

Any tentative agreement reached will be reduced to writing and initialed by the agents of the respective negotiating teams. Agreements will be tentative until approved by the bargaining unit, approved by a majority vote of the whole board, and signed by the employee representatives and the board, in accordance with law.

The representative union(s) shall ratify the tentative agreement before it is presented to the board for ratification. The union is responsible for obtaining consent to the tentative agreement from the bargaining unit and will notify the board in writing of the decision. If the combined number of employees approving the agreement is more than half of the employees in the bargaining unit, the agreement will be considered ratified by the district employees in the bargaining unit.

Before presenting the agreement to the board, the superintendent or designee shall examine the contract thoroughly

and prepare a written estimate of the costs to the district under the agreement and the estimated effect the agreement will have on the district's future budget. Once a written tentative agreement has been presented to the board, the board may adopt, modify or reject the agreement.

Publication of Agreement

Once an agreement is entered into, it will be posted on the district's website as determined by the superintendent or designee.

Application of Agreement

All concerns regarding a violation, misinterpretation or misapplication of the agreement will be resolved in accordance with policy GBM.

Information

The district shall provide employee representatives with information available to the public in accordance with law.

The district will participate in surveys and other data collection efforts designed to assist public school districts in adequately preparing for negotiations with employee groups.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.301, RSMo.	State Statute
§ 432.070, RSMo.	State Statute
§ 610.010-035, RSMo.	State Statute
MO COURT	American Federation of Teachers v. Ledbetter, 387 S.W. 3d 360 (Mo. banc 2012)
MO COURT	Independence - Nat'l Educ. Ass'n v. Independence Sch. Dist., 223 S.W.3d 131 (Mo. banc 2007)
Mo. Const. art.I § 29	State Constitution

Federal	Description
U.S. Const. amend. I	U.S. Constitution

Administrative Procedure HA-AP(1): NEGOTIATIONS WITH EMPLOYEE REPRESENTATIVES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 05/29/2024

The Ferguson-Florissant Board of Education and the Ferguson-Florissant National Education Association (FFNEA) 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 and that teachers are particularly qualified to assist in formulating policies and programs designated to improve educational standards. To provide an orderly method for the board and the FFNEA to discuss matters of mutual concern and to reach mutually satisfactory agreement, the board has established the following procedures.

Recognition

The board hereby recognizes the FFNEA as the exclusive representative for all regularly employed full-time certificated instructional personnel and education support professionals, exclusive of the administrative staff, for the purpose of negotiating salaries, fringe benefits, working and teaching conditions.

Negotiation Process

As a part of the negotiation process, the parties will present policy proposals relative to salaries, fringe benefits, working and teaching conditions, and other terms and conditions of employment for the employees in the bargaining unit. The parties shall discuss such proposals, and upon completion of discussions, the written results shall be presented to the district board for a vote and to the bargaining unit for ratification or rejection. The FFNEAshall present the results of the discussions to the bargaining unit for ratification or rejection in a manner consistent with the process established by the FFNEA

Negotiation Procedures

1. All meetings between the parties will be mutually arranged.

2. Each team shall offer no more than five written proposals and attempt to reach tentative agreements. Written tentative agreements will be presented to the board for approval and to the FFNEAfor ratification.

3. Both parties shall agree on the number of members representing each party at the table at any session. Neither team shall have control over the membership of the other team.

4. The board will provide the FFNEA, upon request, all information necessary to assist the FFNEAin developing constructive proposals. Such information will include, but not be limited to, complete and accurate financial reports, revenue and expenditure projections for the coming school year, and other documents as provided in policy.

5. The parties shall establish mutually agreed upon subcommittees as needed to study issues and solve problems. Any subcommittee recommendation(s) shall be in writing and brought to the table for discussion.

6. The board and the FFNEAagree that they will make a good-faith effort to resolve matters presented by either party.

Impasse

If no agreement has been reached on all items by the agreed ending date, either team may declare an impasse on any or all unresolved items. Upon declaration of impasse, items of impasse will be exchanged, and discussions will be extended for seven calendar days. At the conclusion of the impasse period, items of impasse, if any, will again be exchanged. Each team will, within ten school days of the closing of impasse, have a meeting to consider items of impasse.

Prior to the impasse hearing, either party at their expense may hire the services of an outside advisor. Advisement

shall be restricted to the specific issues remaining unresolved.

At the impasse hearing, each team shall present its position. In addition, either or both outside advisors shall present possible solutions for resolution. The board shall act as arbiter and finder of fact at this meeting to make decisions on the items of impasse. The hearing officer shall be the president of the board and shall conduct the hearing. After the hearing, the board shall decide on and report in writing its decision on the item(s) of impasse. The board's decision(s) will be final.

Version HA-AP1.1A.FER

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.301, RSMo.	State Statute
§ 432.070, RSMo.	State Statute
§ 610.010-035, RSMo.	State Statute
MO COURT	American Federation of Teachers v. Ledbetter, 387 S.W. 3d 360 (Mo. banc 2012)
MO COURT	Independence - Nat'l Educ. Ass'n v. Independence Sch. Dist., 223 S.W.3d 131 (Mo. banc 2007)
Mo. Const. art.I § 29	State Constitution

Federal	Description
U.S. Const. amend. I	U.S. Constitution

Policy IA: INSTRUCTIONAL GOALS/PRIORITY OBJECTIVES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

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

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 the district curriculum, curriculum objectives, and policies of the board.

Intellectual Development

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

Physical Development

It is the goal of the district to ensure that every individual can develop social skills that support healthy growth and social-emotional development, while also providing opportunities to strengthen the knowledge and skills necessary to do so effectively.

Social Development

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

Career Development

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

Organization of Instruction

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

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Policy IC-2: ACADEMIC CALENDAR

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 04/23/2025

(Districts Located Wholly or Partially in a City with a Population Greater than 30,000 or a Charter County)

The board recognizes the relationship between attendance and student achievement and directs the superintendent or designee to develop and present to the board for approval an academic calendar designed to maximize student attendance that is aligned with the district's student achievement goals. In addition, the academic calendar will include sufficient time for high-quality professional development for staff. The academic calendar recommended to the board may exceed the minimum legal requirements if necessary to achieve these goals.

The district will also create a calendar that details the days district staff are expected to work and days when district schools or offices will be closed.

Requirements

In accordance with Missouri law, the first day of school for students shall be set no earlier than 14 calendar days prior to the first Monday in September. The calendar will provide for a minimum of 1,044 hours of actual student attendance (522 hours for kindergarten students) and a minimum of 169 school days during a school term, excluding summer school. The school year runs from July 1 to June 30.

Attendance hours will be counted only if the students are under the guidance and direction of teachers engaged in the teaching process. The district may choose to offer different academic calendars for different groups of students. The specific daily opening and closing time for individual schools or grade levels may vary.

Canceled School and Make-Up Days

The academic calendar will include 36 make-up hours for possible loss of attendance due to inclement weather as defined in state law. If the district uses these 36 make-up hours and still does not meet the minimum attendance requirements, it will make up half the number of hours lost or canceled in excess of 36 hours as necessary to meet the required 1,044 hours. However, the district is not required to make up more than a total of 60 hours.

The board strongly recommends that parents/guardians and employees refrain from making vacation and other travel plans without considering the possibility that the school term will end later than anticipated due to required make-up hours.

The superintendent or designee has the authority to make the final decision to close school buildings on a day-to-day or short-term basis due to inclement weather or other emerging or emergency situations where the safety of employees or students could be at immediate risk or the district does not have the necessary resources available to educate students in the school buildings. The board will make the final decision on amendments to the board-adopted calendar, school closures that are expected to last longer than a week, and decisions to end the school year early.

Alternative Methods of Instruction when School Is Canceled

The district will develop and maintain a plan for educating students during times when school buildings must be closed. Such planning will particularly address potential long-term school building closures. In accordance with law, the superintendent or designee will seek approval for the plan from the Department of Elementary and Secondary Education. If approved, these methods may be used to avoid lost hours of instruction and make-up days. Any alternatives proposed will ensure rigorous instruction of students that is equivalent to the instruction missed due to canceled school.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.011, RSMo.	State Statute
§ 160.041, RSMo.	State Statute
§ 163.021, RSMo.	State Statute
§ 163.045, RSMo.	State Statute
§ 171.028, RSMo.	State Statute
§§ 171.031-.033, RSMo.	State Statute

Policy IF: CURRICULUM DEVELOPMENT **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board of education directs the instructional staff to implement a curriculum for all instructional courses.

1. The curriculum will align externally to all Missouri Learning Standards and the English learning development standards and internally among grade levels and courses.

2. Written, taught, and assessed curricula must be aligned by the school leadership.

3. Each student has opportunities to excel under the curriculum.

4. Educators will provide learning opportunities aligned to the district curriculum and set clearly identified and communicated learning targets.

Curriculum and Practice

Curriculum and practice include, but is not limited to:

1. The recommended curriculum which individuals or organizations consider to be ideal and that offers useful guidance to local districts and teachers in developing their curriculum guides.

2. The written curriculum produced by a school district which consists of curriculum guides, pacing guides, scope-and-sequence charts, and programs of study that control the instructional program of the school district to assure that district policy is implemented in the classroom.

3. The district's tested/assessed curriculum which is revealed in the tests and other assessments given to students. This includes district benchmarks and common formative assessments.
4. District instructional practices include teaching models, frameworks, strategies, and best practices which require professional development and instructional time.

Collectively, the recommended, written, tested/assessed curriculum, and instructional practices are the district curriculum and practice.

Curriculum Development and Review

Curriculum development will prioritize anti-racist principles by ensuring the inclusion of diverse perspectives and conducting equity audits on all materials to eliminate racial bias. The superintendent will initiate a curriculum development and review program that will require various administrative and instructional staff (including prekindergarten staff) participation at the building and district levels and involvement from parents/guardians, members of the community and students. The curriculum review process should be completed the year prior to the fiscal year where funds are allocated to purchase instructional materials related to the curriculum content area developed. The board will review and approve each district-developed curriculum guide.

The district will provide resources and administrative support for curriculum development, evaluation, and revision. The district will devise a systematic plan to regularly review each curricular area based on the district's assessments and other available data. Responsibility for this review process will rest with the superintendent or designee, with assistance from the building principal. Individuals who are well qualified in a designated area of study will be appointed by the superintendent or designee to a curriculum review committee for the designated curricular area.

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 produced through a 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 the 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.

The names of teachers who are involved in writing district materials will be included in a list of credits.

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Version IF-C.1E.FER (09/22)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
160.514, .516, RSMo.	State Statute
5 C.S.R. 20-100.125, Appx. A.	State Regulation

MSIP	Description
AS-1	MSIP STANDARDS

Administrative Procedure IF-AP(1): CURRICULUM DEVELOPMENT **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Curriculum Review and Revision

The district will review and revise written curriculum on a rotating basis. The superintendent or designee will create a schedule that allows for regular curriculum review.

The district will create curriculum committees responsible for curriculum review and revision. The superintendent or designee will appoint committee members, and one member will be designated as committee chair.

The superintendent or designee will appoint members to curriculum committees that include:

1. Teachers representing all grade levels concerned with the particular content area being reviewed;

2. Administrators, counselors, school nurses, and other district staff when appropriate; and

3. One or more parent/guardian or community representatives chosen in consultation with parent-teacher organizations active in the district. If possible, committees should include one parent/guardian or community member who represents special student populations, such as students with disabilities or migratory students.

Committee members will be provided adequate resources to complete the review and revision process. These resources will include, but are not limited to, paid release time for employees; information regarding disaggregated results of the district assessment program for each content area; information regarding state and federal curriculum requirements; a copy of the state and district graduation requirements; and access to other curriculum guides.

Curriculum Advisory Committee

Teacher involvement is an integral part of the curriculum development and review process. The Curriculum Advisory Committee (CAC):

- 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 except for state or federal mandates.

Terms of Service

The CAC is a standing committee with rotating membership. All terms will begin on the first day of school. The 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 two years. The length of the administrative representatives' terms will be determined by the administrative team. The length of the board representative's term will be determined by the board.

Meetings

The 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

- One building administrator from each grade division (elementary, middle, high) named by the administrative team
- One Pre-K teacher to be elected by the faculty of their unit
- One classroom teacher per school to be elected by the faculty of their school
- One school board member to be named by the board
- One specialist from each area, such as counselors, librarian/media specialists selected by the cabinet-level administrator of instruction
- One cabinet-level administrator of instruction
- Two content specialists selected by the cabinet-level administrator of instruction (specialist from content participating in curriculum review required)
- Three National Education Association members-at-large: Teacher representatives from each grade division (K-6, 7-8, 9-12) to be named by the Association
- One professional development representative appointed by the chairperson of the PDC
- One 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 committee. The term of office will be for one year, renewable at the discretion of the committee.

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

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

Content Specific Committees

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. The committees shall:

- Provide leadership in program development, modification, and review
- Consider the 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

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
- Identification of learner expectations for students on a district-wide basis
- Research and evaluation of 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, and current supplementary and enrichment materials

Core Content Committees

The core content specific committees (ELA, math, science) will consist of a minimum of:

- The appropriate content specialist (chairperson)
- A representative from pre-K teachers
- Grade-level representatives from elementary schools (one each for K-6)
- Department chairperson from each middle school
- Department chairperson from each high school
- A representative appointed by the Ferguson-Florissant National Education Association

Other Content Specific Committees

Other content specific committees will consist of a minimum of:

- The appropriate content specialist (chairperson)
- A representative from Pre-K teachers
- Two representatives from elementary schools
- A department chairperson from a middle school
- A department chairperson from a high school

Members of the committees shall be selected by the appropriate content specialist. All schools in the district must be represented by a member on at least one of the core content specific committees (ELA, math, and/or science).

Meetings

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

The chair will be responsible for distributing the agenda at least 48 hours prior to the meeting and for distributing minutes of the meeting electronically to the entire district no later than 48 hours after the meeting.

District Instructional Practice Committee

The district instructional practice committee will consist of a minimum of:

- The district administrative instructional team
- One member from each building/unit ILT team (selected by the ILT team)
- One representative appointed by the Association

The administrator of instruction or a designee will chair the instructional practice committee. The chair will be responsible for distributing the agenda at least 48 hours prior to the meeting and minutes no later than 48 hours after the meeting electronically to the entire district.

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

Review Process by Content Specific and District Instructional Practice Committees

A curricular review of a content area shall occur at least every six years. The committees will:

- Administer needs assessment to affected staff
- Collect and discuss appropriate state assessment data from the last five years (if available) to determine the 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 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 CAC
- Assist CAC to articulate curriculum and improvement plans to staff
- Implement improvement plan
- Monitor/assess the implemented improvement plan annually

The development and/or modification of curriculum and practice must first go through the content specific and district instructional practice committees. Proposals for developing or modifying the 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 CAC to go through the approval process, table the proposal for additional information, or decline to move the proposal forward at that time. Proposals not moved forward to the CAC may be reconsidered by the appropriate committee at a future meeting.

Committee chairs are required to obtain approval from the director of technology services when a proposal includes technology hardware or software to ensure compatibility and support.

The appropriate content specialist or the chair of the district instructional practice committee will submit the completed review for CAC recommendation.

Approval of Proposals through the Curriculum Advisory Committee

Proposals that are moved forward to the CAC will be presented by the appropriate curriculum specialist or the administrator of instruction or designee who served as chair of that committee. Presentations to the CAC shall not exceed 15 minutes excluding questions asked by members of the CAC. Presentations must include initial and anticipated residual costs and funding sources. Information on all proposals shall be distributed to CAC members in writing via physical copy or electronically. This information will serve as an aid to the CAC members as they present proposals to the staff they represent. CAC representatives and building administrators must seek input from teachers prior to CAC approval.

Teaching staff not serving on either the curriculum advisory committee or one of the curriculum program subcommittees can participate by attending CAC 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 a consensus regarding the learner expectations developed via the process as well as the program subcommittee's findings.

CAC Voting on Proposals

Proposals shall not be presented and voted on at the same meeting. CAC members shall briefly report back on CAC proposals at the next staff meeting to get building staff input. CAC presentations shall be standing items on building staff meeting agendas. The CAC members' 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 CAC meeting. If there are CAC members with questions remaining at the end of the additional meeting, the vote on the proposal 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 CAC meeting if a majority of CAC members present agree they are ready to vote. All voting shall be anonymous. Voting will be conducted electronically with immediate feedback provided to the CAC members.

Proposals that are not approved by the CAC members shall be returned to the originating committee for reconsideration.

At the conclusion of the review and revision process, the committee chair shall prepare a report detailing each committee's findings and actions. Each committee chair will present a copy of this report to the superintendent and the board of education.

Implementation

After a curriculum is developed or revised, the district will provide professional development to administrators and teacher leaders to ensure that they understand the subject and how it is to be embedded within the school system, can adequately explain the strengths of the curriculum and can evaluate the implementation at the classroom level.

The district will provide teachers with in-depth professional development from experts in the curriculum and opportunities to work collaboratively with administrators and peers to fully understand and implement the new curriculum. The instruction will explain how the curriculum relates to the Missouri Learning Standards and assessments. When applicable, an instructional rubric will be used.

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State	Description
160.514, .516, RSMo.	State Statute
5 C.S.R. 20-100.125, Appx. A.	State Regulation

MSIP	Description
AS-1	MSIP STANDARDS

Administrative Procedure IF-AP(2): CURRICULUM DEVELOPMENT - (Required Instruction)

Status: DRAFT

Original Adopted Date: Pending

While the school board is ultimately responsible for adopting curriculum for the school system, that curriculum must be aligned with the Missouri Learning Standards and state and federal law. The following topics are required to be included in K–12 instruction for Missouri schools:

1. The district will provide Holocaust education to students no younger than sixth grade beginning in the 2025–26 school year. Such instruction shall be taught during a week designated by the district and focused on a historical understanding of how and why the Holocaust happened. Instruction will include participation in learning projects about the Holocaust using materials developed by the Holocaust Education and Awareness Commission, the U.S. Holocaust Memorial Museum or the St. Louis Kaplan Feldman Holocaust Museum. Instruction may be provided in person or through technology. (§ 161.700, RSMo.)

2. The district will require students, prior to graduation, to successfully complete a course of instruction of at least one semester in length on the institutions, branches and functions of the government of the state of Missouri, including local governments, the U.S. government and the electoral process. (§ 170.011, RSMo.) Students must pass examinations on the provisions and principles of American history, American institutions, American civics and the Missouri and U.S. Constitutions. (§§ 170.011, .345, RSMo.)

3. The district will provide evidence-based reading instruction programs in grades K–5, including practices that have been proven effective through evaluation of the outcomes for large numbers of students and are highly likely to be effective in improving reading. The programs shall include the essential components of phonemic awareness, phonics, fluency, vocabulary and comprehension. (§ 170.014, RSMo.)

4. The district will offer at least one computer science course for high school students. The course may be provided through in-person, virtual or distanced instruction. (§ 170.018, RSMo.)

5. The district will provide trauma-informed, developmentally appropriate training to students in grades 6–12 regarding sexual abuse. (§ 170.045, RSMo.)

6. The district's high school health or physical education curriculum must include instruction in mental health awareness. Such instruction shall be based on a program established by the Department of Elementary and Secondary Education (DESE). (§ 170.307, RSMo.)

7. Students must receive 30 minutes of cardiopulmonary resuscitation (CPR) instruction and training in the proper performance of the Heimlich maneuver or other first aid for choking prior to graduation. (§ 170.310, RSMo.)

8. All minors will be instructed on safety and security issues, including instruction on the dangers of sharing personal information about themselves or others when using email, 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. (47 USC § 254(h)(5)(B))

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State	Description
160.514, .516, RSMo.	State Statute
5 C.S.R. 20-100.125, Appx. A.	State Regulation

MSIP	Description
AS-1	MSIP STANDARDS

Administrative Procedure IF-AP(3): CURRICULUM DEVELOPMENT - (Approval of Instructional Grants and Pilots) **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 07/24/2024

Superintendent Level Grants and Pilots

In accordance with policy IF, the superintendent may request curriculum pilots and grants to be initiated. Proposals for grants or pilots shall not exceed one year in length, unless state or federally mandated. If the pilot or grant continues to be implemented after the initial year, it must go through the district-wide curriculum review and revision process.

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

Pilot Program Approval Process

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

Approval from the director of technology services is required when proposals include technology hardware or software to ensure compatibility and support.

Pilot proposals will be taken to the Curriculum Advisory Committee (CAC) for a first reading and discussion. The pilot proposal will be reviewed with the entire building staff and voted on by the affected staff members only. The results will be forwarded to the CAC chairperson for notification of the building-level results and vote.

The cabinet will have final discussion and approval before implementation and professional development planning.

Curriculum Grant Approval Process

Requests by members of the cabinet for approval of curriculum grant proposals must be approved by the superintendent. Approval from the director of technology services is required when proposals include technology hardware or software to ensure compatibility and support. 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
- Budget
- Review and evaluation (affected staff must be included in any evaluation process)

Grant proposals will be presented to the CAC for a first reading and discussion. The proposal will be reviewed with the entire building staff and voted on by the affected staff members only. The results will be forwarded to the CAC chairperson for notification of the building-level results of the vote.

The cabinet will have final discussion and approval before implementation and professional development planning.

Approval of Grants and Pilots at District or Building Level

Requests for approval of grant or pilot proposals may be made by the district, buildings, or units and must be

approved by the building administrator, if applicable, content specialist, and the 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.

The following information must be provided as part of a proposal initiated by the district, buildings, or units:

- Purpose, scope, and benefits of the program
- Materials required
- Length of the program
- Requirements for continuance of grant activities
- District staffing and budget commitments
- Professional development: purpose of training, number of sessions, meeting dates and times
- Review and evaluation (affected staff must be included in any evaluation process)

Approval from the director of technology services is required when proposals include technology hardware or software to ensure compatibility and support.

Proposals will be presented to the entire staff of affected buildings/units to discuss implications for the instructional levels to be impacted. The proposal will be reviewed with the entire building staff and voted on by the affected staff members only.

The results will be forwarded to the CAC chairperson for notification of the building-level results of the vote. The CAC chairperson will report to the appropriate cabinet member.

The cabinet will have final discussion and approval before implementation and professional development planning.

Approval of Individual or Small-Group Initiated Grants

Individuals or small groups may request approval of grant proposals from the building or unit administrator, the director of technology services, if applicable, the director of facilities, if the request is for equipment and/or requires installation, and from 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 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 are 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 an award with a value of $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 or group requesting the grant.

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

When posting images of any student or staff, all district policies and procedures must be followed.

Grant Approval Process

The following information must be provided as part of a grant proposal:

- Name of the submitter(s)
- Building/department
- Funding source
- Purpose of the grant
- Item(s) requested
- Dollar estimate of the award
- Ownership of item(s), if applicable: must follow funding source's policy
- Documentation of approval from the building and/or unit administrator
- Documentation of approval from the director of finance

Approval from the director of technology services is required when a proposal includes technology hardware or software to ensure compatibility and support.

Approval from the director of facilities is required when a proposal includes installation of equipment or enhancements to a district building or grounds.

A copy of the grant approval letter or email shall be forwarded to the director of finance to establish a new student activity account for the grant.

Monetary donations will be sent directly to the director of finance. Non-monetary donations will be tagged with the Ferguson-Florissant inventory tag and added to the inventory list.

Version IF-AP3.1A.FER

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State	Description
160.514, .516, RSMo.	State Statute
5 C.S.R. 20-100.125, Appx. A.	State Regulation

MSIP	Description
AS-1	MSIP STANDARDS

Policy IGA: BASIC INSTRUCTIONAL PROGRAMS

Status: DRAFT

Original Adopted Date: Pending

The educational program of the district will provide for both formal studies to meet the general academic needs of students, as well as opportunities for individual students to develop specific talents and interests in the performing arts, practical arts, vocational-technical education and other specialized fields.

The various instructional programs offered by the district will be developed with the view toward maintaining a balanced and sequential curriculum that will serve the educational needs of all school-aged children in the district. The curriculum will also meet requirements established by state law, the Missouri State Board of Education and/or the Missouri Department of Elementary and Secondary Education. A written curriculum guide for all subject areas will be developed by the staff and reviewed and approved by the board.

The board of education is committed to educational excellence through the development of communication and computational skills among the district's students. The board will adopt specific requirements to ensure that high school graduates are sufficiently competent in these important skills. The instructional program will also provide a planned sequence in the language arts, social studies, the sciences, fine arts, industrial and practical arts, health and safety education, vocational-technical education and physical education. At all levels, provisions will be made for a wide range of individual differences in student abilities and learning rates through the use of a variety of materials, adjustments in programs, and courses adapted to special needs of students.

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

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

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State	Description
§ 161.102, RSMo.	State Statute
§ 167.268, RSMo.	State Statute
§ 168.171, RSMo.	State Statute
§ 170.011, RSMo.	State Statute
§ 170.015, RSMo.	State Statute
§ 170.041, RSMo.	State Statute
Mo. Const. art.I §§ 5-7	State Constitution

Policy IGAB: INSTRUCTIONAL INTERVENTIONS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The district is strongly committed to creating an environment that promotes high achievement for all students. The board directs classroom teachers to employ a variety of evidence-based instructional interventions at the classroom level to assist students who may be at risk of falling below grade-level expectations. Instructional interventions will be designed to identify and dismantle systemic barriers, ensuring that all students, particularly students of color, have the opportunity to achieve academic success. In addition, the board requires districtwide compliance with the instructional interventions detailed in this policy, as required by law.

Reading Improvement Instruction

The district will provide a reading success plan designed to remediate identified areas of reading deficiency to students who need reading assistance, as required by law. The plan will include intensive instructional services and supports as appropriate according to the student's needs. The services and supports may include additional scientific, evidence-based reading instruction and other strategies prescribed by the district.

The district will provide a reading success plan to students who:

1. Exhibit a substantial deficiency in reading that creates a barrier, based on teacher observation or reading assessment, to reading progress; or

2. Have been identified through the statewide dyslexia screening as being at risk of dyslexia or have a formal diagnosis of dyslexia.

A substantial reading deficiency exists when a student is one or more grade levels behind in reading or reading readiness.

The district will notify parents/guardians of students identified for reading success plans and give their students the opportunity to attend district summer school programs when offered. The district will provide strategies that parents/guardians may use to help the student obtain reading proficiency including, but not limited to, the promotion of parent-guided home reading.

Dyslexia and Related Disorders

In accordance with law, the district will screen students for dyslexia and related disorders and provide the appropriate classroom support in accordance with guidelines developed by the Department of Elementary and Secondary Education (DESE).

The district will provide screening results to the student's parents/guardians and district employees who have a legitimate educational interest.

A screening that indicates the possibility of dyslexia or a related disorder is not a diagnosis and is not sufficient to determine whether the student has a disability, as defined in law, that requires accommodation or special education. However, the district may use the information to provide additional classroom support and collect additional data to determine whether the student may need to be evaluated for special education or other accommodations in the future.

The district will annually offer all teachers a minimum of two hours of in-service training on dyslexia and related disorders.

Remediation as a Condition of Promotion

Students identified by the district as failing to master grade-level skills and competencies must remediate those skills and competencies before they are promoted to the next grade level. The superintendent or designee shall determine which skills and competencies must be mastered, how they are to be assessed and what remediation is appropriate. The district may operate remediation programs outside the regular school day, including summer school. Such remediation shall recognize that different students learn differently and shall employ methods designed to help these students achieve at high levels. The district will pursue all available state or federal aid for such programs.

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State	Description
§ 167.268, RSMo.	State Statute
§ 167.340, RSMo.	State Statute
§ 167.640, RSMo.	State Statute
§ 167.645, RSMo.	State Statute
§ 167.950, RSMo.	State Statute
§ 633.420, RSMo.	State Statute
§§ 162.670-.999, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1232g	Family Educational Rights and Privacy Act
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 104	Section 504 of the Rehabilitation Act of 1973
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act

Administrative Procedure IGAB-AP(1): INSTRUCTIONAL INTERVENTIONS - (Reading Interventions) **Status:** DRAFT

Original Adopted Date: Pending

Reading Assessment and Intervention

The district will administer a state-approved reading assessment to all students enrolled in kindergarten through third grade at the beginning and end of each school year. In addition, the district will assess any newly enrolled student in first through fifth grade.

The district will provide reading success plans to students at the beginning of the school year or when they transfer into the school district. The district will give reading success plans to students who:

1. Exhibit a substantial deficiency in reading that creates a barrier, based on teacher observation or reading assessment, to reading progress; or

2. Have been identified through the statewide dyslexia screening as being at risk of dyslexia or have a formal diagnosis of dyslexia.

A substantial reading deficiency exists when a student is one or more grade levels behind in reading or reading readiness. The district will provide students with intensive reading instruction under a reading success plan until the reading deficiency is remedied.

Reading Success Plans

A reading success plan will include intensive instructional services and supports as appropriate according to the student's need to remediate the identified areas of reading deficiency. Services and supports may include additional scientific, evidence-based reading instruction and other strategies prescribed by the district. The district will provide the reading instruction free of charge. The plan may include, but is not limited to:

1. Small group or individual instruction;

2. Reduced teacher-student ratios;

3. More frequent progress monitoring;

4. Tutoring or mentoring;

5. Extended school day, week or year; and

6. Summer reading programs.

The district will provide the intensive reading instruction during regular school hours and:

1. Provide skill development in phonemic awareness, phonics, fluency, vocabulary and comprehension;

2. Include a scientifically based and reliable assessment;

3. Provide initial and ongoing analysis of each student's reading progress; and

4. Provide a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade.

Notice

The district will notify the parent/guardian of any student who qualifies for a reading success plan that the child has been identified as having a substantial deficiency in reading or is at risk of dyslexia. The notification will provide:

1. A description of the services currently provided to the student;

2. A description of the proposed supplemental instructional services and supports that the district will provide to the child that are designed to remediate the identified area of reading deficiency;

3. Strategies for parents/guardians to use in helping the child succeed in reading proficiency including, but not limited to, the promotion of parent-guided home reading; and

4. The opportunity to attend district summer school programs when offered.

For students diagnosed with dyslexia or at risk of dyslexia, the notice will include an explanation that the instruction will be explicit, systematic, diagnostic and based on phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax and semantics. At regular intervals, but minimally four times per year, the district will notify a student's parent/guardian of the student's academic and other progress as well as other relevant information.

Reporting

The district will report to the Department of Elementary and Secondary Education the specific reading intervention and supports implemented by the district and the reading assessment data collected for grades K–5.

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State	Description
§ 167.268, RSMo.	State Statute
§ 167.340, RSMo.	State Statute
§ 167.640, RSMo.	State Statute
§ 167.645, RSMo.	State Statute
§ 167.950, RSMo.	State Statute
§ 633.420, RSMo.	State Statute
§§ 162.670-.999, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1232g	Family Educational Rights and Privacy Act
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 104	Section 504 of the Rehabilitation Act of 1973
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act

Policy IGAC: TEACHING ABOUT RELIGION

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

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. No one shall be discriminated against because of their religious beliefs.

Pursuant to state and federal law, the district may teach about religion but may not promote any particular religion or religious belief. Books of a religious nature may be used in the classroom as part of instruction as long as such books are not used in a manner that violates the Establishment Clause of the First Amendment to the U.S. Constitution.

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

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

This policy should not be interpreted to preclude the factual and objective teaching about religions, religious holidays, and religious differences.

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 any attempt to convert students to a religion or faith and without expressing any bias toward or against any religion or faith. The emphasis on religious themes will only be as extensive as necessary for a balanced and comprehensive study or presentation.

Religious content included in student performances will be selected based on 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.

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Version IGAC-C.1E.FER (01/14)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§§ 170.340, .341, RSMo.	State Statute
Mo. Const. art.I §§ 5-7	State Constitution

Federal	Description
U.S. Const. amend. I	U.S. Constitution

Policy IGAD: CAREER AND TECHNICAL EDUCATION

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Career and technical education (CTE) prepares students with the technical, academic, and employability skills for success in the workplace and post-secondary education. The board recognizes that CTE enables students of all ages to examine attitudes, interests, aptitudes and abilities to relate them to career opportunities and make valid decisions about further education and future endeavors.

The board will provide CTE for students at all levels of instruction and directs the superintendent or designee to offer relevant and high-quality CTE, including broadly based elementary and middle school career awareness and exploration programs that align with high school and career center curriculum.

CTE programs include those developed pursuant to state and federal laws, state and federal guidance, and this district's participation in the Missouri State Plan for Career Education. The district shall determine the curriculum, programs of study and course offerings based on students' needs and interests and the requirements of the statewide plan. The district may qualify to grant students a Career and Technical Education Certificate in addition to the high school graduation diploma.

Instructional Delivery

Instructional delivery of CTE may occur within the district, but also:

1. By contractual arrangement with an area career and technical education school;

2. By contracts with specific program providers to deliver instruction to district students; and

3. In accordance with an agreement between the district or a district-joined consortium and a higher education institution or other authorized provider of career education.

The board must approve any contract, agreement or memorandum of understanding with any of the above entities.

Unless otherwise agreed to by this district and another provider, a student of this district remains subject to the behavioral disciplinary authority of this school district and its relevant policies for students when the student is engaged in educational activities at an area CTE facility or other contracted provider.

Postsecondary Programs and Data Disclosures under the Federal Higher Education Act

When postsecondary students receiving financial aid under Title IV of the Higher Education Act of 1965, as amended, access a district program, the district must make various disclosures and reports of statistics and/or information on:

1. Retention and graduation rates;

2. Financial assistance available to students and requirements and restrictions imposed on Title IV aid;

3. Crime statistics; and

4. Other institutional information, including the cost of attendance; accreditation and academic program data; facilities and services available to students with a disability; and withdrawal and refund policies. The superintendent will designate an administrator to work with postsecondary partners and resources to provide for compliance with the Higher Education Act requirements where applicable.

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Version IGAD-C.1C.FER (09/22)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§§ 178.420-.560, RSMo.	State Statute
§§ 70.220, 170.029, 178.420-.560, RSMo.	State Statute
5 C.S.R. §§ 20-200.160-.190	State Regulation
Mo. Const. art. VI § 16	State Constitution

Federal	Description
20 U.S.C. § 1092	Student Right to Know and Campus Security Act
20 U.S.C. §§ 2301-2306a	Carl D. Perkins Vocational and Applied Technology Education Act

MSIP	Description
CC-3	MSIP STANDARDS
TL-1	MSIP STANDARDS
TL-3	MSIP STANDARDS

Policy IGAEA: TEACHING ABOUT DRUGS, ALCOHOL AND TOBACCO

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board of education believes that effective drug education programs require both the acquisition of knowledge and the development of positive personal values. Both the school and other community agencies must share in the development and direction of programs to alleviate the problems of drug abuse. Therefore, the school district will abide by the following:

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

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

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

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

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

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

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Version IGAEA-C.1B.FER (02/03)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal	Description
20 U.S.C. §§ 111-113	Federal Statute
20 U.S.C. § 6312	Elementary and Secondary Education Act
20 U.S.C. §§ 7118	Elementary and Secondary Education Act

Administrative Procedure IGAEA-AP(1): TEACHING ABOUT DRUGS, ALCOHOL AND TOBACCO - (Tobacco Use Prevention Education)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

1. Tobacco use prevention education will be taught in all grade levels with particular focus on grades four through eight. Instructional activities will be participatory and developmentally appropriate. Tobacco use prevention education programs will be designed to:
    - Instruct about immediate and long-term undesirable physiological, cosmetic and social consequences of tobacco use.
    - Decrease the social acceptability of tobacco use.
    - Address reasons why young people smoke.
    - Teach students how to recognize and refute advertising and other social influences that promote tobacco use.
    - Develop students' skills for resisting social influences that promote tobacco use.
    - Develop necessary assertiveness, communication, goal-setting and problem-solving skills that may enable students to avoid tobacco use.
2. The benefits coordinator will provide referrals to community resources and programs to help students and staff overcome tobacco addiction.
3. School counselors or community agencies are encouraged to establish voluntary tobacco cessation programs at school, but attendance or completion of a tobacco cessation program will not be used as a penalty. However, attendance or completion of a tobacco cessation program is allowed as a voluntary substitute to suspension for possession or use of tobacco.
4. Students, staff members and visitors are prohibited from possessing or using tobacco in accordance with board policy. No student may leave the school campus during the school day to use a tobacco product. The principal will notify students, families, education personnel and school visitors of the tobacco-free policy in handbooks and on notices or signs posted at every school entrance and other appropriate locations, as well as by other efficient means.
5. District authorities will consult with local law enforcement agencies to enforce laws that prohibit the possession of tobacco by minors within the immediate proximity of district grounds.
6. Students and employees who violate the district's tobacco-free policies will be subject to disciplinary actions in accordance with board policy. All district staff will be trained on the correct and fair enforcement of tobacco-free policies.

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Version IGAEA-AP1.1A.FER (10/05)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal	Description
20 U.S.C. §§ 111-113	Federal Statute
20 U.S.C. § 6312	Elementary and Secondary Education Act
20 U.S.C. §§ 7118	Elementary and Secondary Education Act

Policy IGAEB: SEXUAL HEALTH INSTRUCTION **Status:** DRAFT

Original Adopted Date: Pending

The board of education recognizes that parents/guardians should be the primary source of sexuality education for their children. The board also recognizes that effective sexuality education, taught in concert with parents/guardians, helps students avoid risks to their health and academic success and prepares them to make informed decisions as adults.

The district will offer instruction in human sexuality and will provide instruction regarding sexual abuse as required by law. All instruction will be appropriate to the age of the students receiving the instruction, and students may be separated by gender for the instruction.

Notice and Opt-Out

The district will notify parents/guardians of the basic content of the district's human sexuality and sexual abuse instruction. The district will also notify parents/guardians of their right to remove their student from any part of the district's instruction on these topics upon written request. The district will make all curriculum materials used in the district's human sexuality and sexual abuse instruction available for inspection prior to the use of such materials in actual instruction.

Human Sexuality and Sexually Transmitted Diseases

As required by state law, any course materials and instruction relating to human sexuality and sexually transmitted diseases shall be medically and factually accurate and shall:

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

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

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

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

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

6. Teach students about consent, sexual harassment and sexual violence. Specifically, students will be taught that:

    A. *Consent* is a freely given agreement to the conduct at issue by a competent person, and that:

        - An expression of lack of consent through words or conduct does not constitute consent.

- Lack of verbal or physical resistance does not constitute consent.
- Submission resulting from the use of force, threat of force or fear does not constitute consent.
- A current or previous dating, social or sexual relationship between two parties does not by itself constitute consent.
- The manner of dress chosen by a person does not constitute consent.

B. *Sexual harassment* is uninvited and unwelcome verbal or physical behavior of a sexual nature, especially by a person in authority toward a subordinate.

C. *Sexual violence* is causing or attempting to cause another to engage involuntarily in any sexual act by force, threat of force, duress or without the person's consent.

7. Advise students of the laws pertaining to their financial responsibility to children born in and out of wedlock and advise students of the provisions of Missouri law pertaining to statutory rape and statutory sodomy.

8. Teach students about the characteristics of and ways to identify sexual predators.

9. Teach students safe and responsible Internet use, including the dangers of online sexual predators, when using electronic communication methods such as the Internet, mobile phones, text messages, chat rooms, social media, email and instant messaging.

10. Instill in students the importance of having open communication with responsible adults, reporting any inappropriate situation, activity or abuse to a responsible adult and, depending on intent and content, to local law enforcement, the Federal Bureau of Investigation (FBI) or the National Center for Missing and Exploited Children's "CyberTipline."

11. Explain the potential consequences, both personal and legal, of inappropriate text messaging and sexting, even among friends.

The district will not permit a person or entity to offer, sponsor or furnish in any manner any course materials or instruction relating to human sexuality or sexually transmitted diseases to its students if the person or entity is a provider of abortion services. No district personnel or agents, acting in their official capacities, will encourage any student to have an abortion.

Sexual Abuse

In accordance with law, the district will provide trauma-informed, developmentally appropriate training to students in grades 6–12 regarding sexual abuse including, but not limited to, instruction on:

1. How to recognize sexual abuse;

2. How to report an incident of sexual abuse;

3. How to obtain assistance and intervention; and

4. Resources for students affected by sexual abuse.

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Version IGAEB-C.1E (12/19)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 167.171, RSMo.	State Statute
§ 170.015, RSMo.	State Statute

State	Description
§ 170.045, RSMo.	State Statute
§ 566.032, RSMo.	State Statute
§ 566.034, RSMo.	State Statute
§ 566.062, RSMo.	State Statute
§ 566.064, RSMo.	State Statute

Federal	Description
42 U.S.C. § 710	Federal Statute

Policy IGB: ACCOMMODATION OF STUDENTS WITH DISABILITIES

Status: DRAFT

Original Adopted Date: Pending

No qualified student with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any district program, including nonacademic services and extracurricular activities. The district seeks to identify and evaluate students who may have disabilities as defined by Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA). The district will provide students with disabilities a free and appropriate public education as required by law.

The superintendent or designee is directed to create procedures to assist the district in properly identifying, evaluating and serving students with disabilities who need accommodation to participate in the district's educational programs.

Section 504 and ADA Compliance Officer

The district designates the compliance officer listed in policy AC as the district's Section 504 and ADA compliance officer. All complaints or concerns regarding illegal discrimination must be brought to the attention of the compliance officer.

Notice and Child Find

District publications will include notification to students and the public that the district does not discriminate on the basis of disability in admission or access to, or treatment in, its programs or activities. The notice will provide district contact information for members of the public to notify the district if they know or believe that a child may have a disability.

Grievance Procedure

All complaints alleging discrimination, violation of law or failure to follow district policies or procedures regarding the education or accommodation of students with disabilities will be made to the compliance officer and will be investigated immediately. The district will use the grievance procedure outlined in policy AC. Complaints may be made at any time to the U.S. Department of Education, Office for Civil Rights.

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Version IGB-C.1A (07/18)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 161.396, RSMo.	State Statute
§ 167.225, RSMo.	State Statute

Federal	Description
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 104	Section 504 of the Rehabilitation Act of 1973
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act

Administrative Procedure IGB-AP(1): ACCOMMODATION OF STUDENTS WITH DISABILITIES - (Section 504 and ADA Procedures)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 09/11/2024

The purpose of this procedure is to assist district personnel in complying with the requirements of Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA). In general, students with disabilities who qualify under Section 504 also qualify under the ADA, and this procedure is designed to identify those students in need of accommodation and provide them necessary accommodations.

Definitions

504 Evaluation – A process where the 504 team determines whether a student has a disability and needs a 504 plan in accordance with Section 504. A 504 evaluation must draw on information from a variety of sources in the area or areas of concern. An evaluation must be conducted before the 504 team makes an educational placement or makes a significant change in the placement of a student. Evaluation may be based on existing information and observation or may include more formal assessment, including the administration of tests and other specialized evaluation instruments.

504 Plan or Accommodation Plan – A written document developed by the 504 team specifying the accommodations necessary to provide a free and appropriate public education to a student with disabilities in accordance with law.

504 Team – A multidisciplinary group consisting of two or more persons who have knowledge of the student, the meaning of the evaluation data, and the placement options. This group could include school employees, necessary professionals, the parent/guardian, or others who have knowledge of the student. The 504 team decides eligibility, the accommodations necessary to provide a student with disabilities a free and appropriate public education, and the placement of the student.

Accommodations – Modifications and related aids, benefits, and services that will allow a student with disabilities an equal opportunity to participate in the district's programs.

Major Life Activities – Include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. Major life activities also include the operation of major bodily functions including, but not limited to, the functions of the immune and reproductive systems; normal cell growth; digestive, bowel, bladder, neurological, brain, respiratory, circulatory, and endocrine systems; and other major bodily functions.

Parent/Guardian – For the purposes of this procedure and related forms, a biological parent, guardian, or person acting as a parent in the absence of a biological parent or guardian. A student who is 18 and otherwise competent assumes the rights of the parent.

Students with Disabilities – For the purposes of this procedure, students who have a physical or mental impairment that substantially limits one or more major life activities.

Substantially Limited – Unable to perform a major life activity that the average person in the general population can perform, or significantly restricted as to the condition, manner, or duration under which an individual can perform a particular major life activity as compared to the condition, manner, or duration under which the average person in the general population can perform that same major life activity. In determining whether a student is substantially limited in a major life activity:

1. The district will interpret "substantially limited" broadly, in favor of expansive coverage.

2. Determinations about whether a disability that is episodic or currently in remission would substantially limit a major life activity will be made as if the disability were currently active.

3. Except for ordinary glasses and contacts, the district will not consider the ameliorative effects of mitigating measures such as medications, assistive technology, auxiliary aids, prosthetics, hearing aids, cochlear implants, mobility devices, or oxygen therapy when determining whether a disability substantially limits a major life activity.

General

The district seeks to identify and evaluate students who may have disabilities, as defined by Section 504 and the ADA. The district will provide students with disabilities a free and appropriate public education as required by law. No qualified student with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any district program, including nonacademic services and extracurricular activities.

This procedure will not be applied to students with disabilities who are eligible for services under the Individuals with Disabilities Education Act (IDEA). Those students will receive services in accordance with the IDEA, regulations interpreting the IDEA, the Missouri State Plan, and district policies and procedures implementing the IDEA.

Compliance Officer

The district's compliance officer designated in policy AC is also the district's 504 and ADA compliance officer.

Identification

The district will take measures to identify and locate every student with disabilities and take steps to notify the students and their parents/guardians of the district's obligations to provide the student education and accommodations, if necessary.

District staff will contact the district's compliance officer or designee immediately when:

1. Due to a student's medical condition or impairment, a parent/guardian asks for a change of schedule, change of facilities, or other accommodation that is not routinely provided to students.

2. A parent/guardian notifies the district that a student has a medical condition or impairment that could require accommodation.

3. Based on a student's medical condition or impairment, a teacher, nurse, or other employee recommends an accommodation that may be necessary for the student to participate in the district's programs.

Evaluation

The district will conduct a 504 evaluation of any student who needs or may need accommodation due to a disability before making an educational placement or making a significant change in the placement of the student.

Once notified and provided information that a student may have a physical or mental impairment that could qualify as a disability, the compliance officer will organize a 504 team. The compliance officer or designee will contact the parent/guardian and the classroom teacher(s) for additional information for the 504 team to consider and will provide the parent/guardian and/or student a copy of the procedural safeguards (IGB-AF1) and notice of evaluation. The compliance officer or designee will obtain written consent for any additional formal assessment. If the parent/guardian refuses to consent, the district may request a due process hearing as described below.

The 504 team will meet to examine the existing information and determine whether additional information or testing is necessary and, if so, what information should be obtained before making a decision. The compliance officer or designee will assist the 504 team in obtaining additional information. The compliance officer or designee is responsible for ensuring that:

1. Tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer.

2. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

3. Tests are selected and administered so as to best ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude, achievement level, or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

Eligibility

The 504 team will decide whether the student is eligible for accommodations under the law. To be eligible as a student with a disability, the student must have a physical or mental impairment that substantially limits one or more major life activities. Not all students with medical impairments are eligible as disabled under the law. In interpreting evaluation data, determining eligibility, and making placement decisions, the 504 team shall:

1. Draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior.

2. Ensure that information obtained from all such sources is documented and carefully considered.

3. Make a placement decision that complies with the law.

When making a determination, the 504 team will consider the effect the impairment has on the student's performance in comparison with children at the same age or grade in the general population. The 504 team will not consider mitigating measures except for ordinary eyeglasses or contacts.

Once the 504 team determines whether the student is eligible, the district will notify the parents/guardians of the decision in writing and will document the reasons for the decision. If the 504 team determines that the student has a disability as defined in law, the 504 team will determine educational placement.

Educational Placement

The 504 team will decide the educational placement necessary to provide a free and appropriate public education. The accommodations or services determined necessary by the 504 team and the details regarding those accommodations will be recorded in the 504 plan, provided to the parents/guardians in writing, and maintained by the district. Information regarding the 504 plan will be provided to all district staff as necessary to ensure that the accommodations are provided to the student. Accommodations will include, but are not limited to, the following:

1. *Academic Setting* – Students with disabilities must be educated to the maximum extent appropriate in the regular education environment with students who do not have disabilities unless it is demonstrated by the district that an appropriate education cannot be achieved in the regular environment with the use of supplementary aids and services. This may require modifications to desks, seating arrangements, methods of communication, or flexibility to leave the room.

2. *Nonacademic Setting* – Students with disabilities will have the same opportunity to participate in nonacademic activities and services (including meals, recess periods, counseling opportunities, and other services) as students without disabilities and will participate in those activities and services with students without disabilities to the maximum extent appropriate.

3. *Facilities Accommodation* – The district must provide facilities to students with disabilities that are comparable to the facilities provided to students without disabilities. Students must have access to restroom facilities, cafeterias, playgrounds, and classrooms. When the 504 team places a student in a setting other than the regular educational environment, it must take into account the proximity of the alternate setting to the student's home.

4. *Transportation* – Students with disabilities will be provided appropriate transportation at a cost that is no greater than the cost of transportation provided to students without disabilities.

Extracurricular and Nonacademic Services

The district shall provide nonacademic and extracurricular services and activities in such a manner as is necessary to afford students with disabilities an equal opportunity for participation in such services and activities. These services may include, but are not limited to: personal, academic, or vocational counseling; athletics; transportation; health services; recreational activities, special interest groups, or clubs; referrals to agencies; and employment of students, including employment by the district or assistance in outside employment. Students with disabilities may participate in physical education and athletic activities to the same extent as students without disabilities. The district may offer students with disabilities physical education and athletic activities that are separate or different from those offered to students without disabilities when necessary; however, no qualified student with a disability will be denied the opportunity to compete for teams or to participate in courses that are not separate or different.

Preschool, Summer School, and Adult Education

The district will not exclude qualified students with disabilities from preschool, summer school, or adult education and will take into account the needs of the students in determining the aids, benefits, or services to be provided.

Services for Students with Visual Impairments

As required by law, and unless the individualized education program (IEP) team determines that such instruction is not appropriate, each student who is blind or visually impaired will receive instruction in:

1. Braille reading and writing;
2. Assistive technology;
3. Expanded core curriculum; and
4. Orientation and mobility.

No student will be denied such instruction solely because the student has some remaining vision.

Re-Evaluation

Students with disabilities receiving accommodations under this procedure will be re-evaluated periodically and before making any significant change in placement. The compliance officer will provide the parents/guardians and/or students a copy of the procedural safeguards at the time of the re-evaluation. The scope and extent of the re-evaluation will be determined by the 504 team.

Access to Records

Parents/Guardians will have an opportunity to examine all relevant records, including personally identifiable education records, in accordance with law and as outlined in board policy and district administrative procedures.

Parental Involvement

The district will involve parents/guardians throughout the accommodation process. The compliance officer or designee will provide notice to parents/guardians before conducting an initial evaluation of a student. The parents/guardians will be invited to participate in the eligibility determination meeting and any meeting during which their child's program is designed and placement is determined, but their participation is not required.

Disciplining Students with Disabilities

Students with disabilities will be disciplined in accordance with policy JGE and the accompanying procedures.

Grievance Procedures

All complaints alleging discrimination, violation of law, or failure to follow district policies or procedures regarding the education or accommodation of students with disabilities will be made to the compliance officer and will be investigated immediately. The district will use the grievance procedure outlined in policy AC. Complaints may be made at any time to the U.S. Department of Education, Office for Civil Rights.

Impartial Due Process Hearing

In the event the parent/guardian or district wishes to contest an action with regard to the identification, evaluation, or placement of a student with a disability under law, either party may initiate a due process hearing. The district may do so by notifying the parent/guardian in writing. The parent/guardian may do so by notifying the district's compliance officer in writing. The request for a due process hearing must be made within 30 days of the action the parent/guardian or district wishes to contest and include a detailed statement as to the nature of the dispute. Both parties will have the opportunity to participate in the hearing and be represented by counsel.

The district will immediately secure the services of an impartial hearing officer. The hearing officer will set a date for

the hearing and may request additional clarification from either party as to the nature of the dispute. The hearing officer has the authority and the responsibility to create reasonable rules governing the hearing to ensure that relevant information is presented, but that a decision is made as expeditiously as possible. The hearing officer will provide each party a copy of the written decision within 15 calendar days after completion of the hearing. The decision is binding on both parties unless determined otherwise by a court of competent jurisdiction.

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Version IGB-AP1.1B (07/24)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 161.396, RSMo.	State Statute
§ 167.225, RSMo.	State Statute

Federal	Description
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 104	Section 504 of the Rehabilitation Act of 1973
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act

Policy IGBA-2: SPECIAL EDUCATION

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

(Districts Served by a Special School District)

It is the policy of the board of education to provide a free and appropriate public education for students with disabilities who are in need of special education and related services in accordance with the Individuals with Disabilities Education Act (IDEA), the Missouri State Plan for Special Education (State Plan), the district's local compliance plan or assurances made to the state, and applicable state and federal laws.

The district works cooperatively with the Special School District of St. Louis County to provide special education services to its students for all disability areas including: autism, deaf/blind, emotional 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, the special school district provides all related services deemed appropriate by a student's individualized education program (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 Care 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.

Child Find

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

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

Students Placed in Private Schools by Their Parents/Guardians

For the purpose of this policy, a "private school" is defined to include home schools and religious/parochial schools.

The district will, in cooperation with a special school district, provide special education and related services pursuant to state and federal law to eligible students who are placed in private school by their parents/guardians and not enrolled in the district. However, no child with a disability enrolled in a private school by his or her parents/guardians has an individual right to receive some or all of the special education and related services the child would receive if enrolled in a public school.

Mediation

The board of education authorizes the special education director to legally bind the school district to a mediation agreement developed in accordance with the IDEA and Missouri law and further authorizes the special education director to contact an attorney for legal advice prior to making any decisions. In the absence of the special education director, the superintendent, chief academic officer, or chief partner district officer are authorized to perform his or her duties under this section.

Resolution

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

Students Served by Special School District, Subject to Assignment

A student, once receiving services through a special school district, will only be assigned to a district classroom as required by the individualized education program (IEP) of the student.

Professional Development and Access to Resources

To better assist and integrate students receiving special education services into the regular education environment, all district personnel may be required to attend professional development or other activities developed by the district or the special school district. Special education teachers will have access to instructional supports, such as computers and media resources, generally available to all teaching staff.

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State	Description
§ 161.850, RSMo.	State Statute
§ 162.670-.999, RSMo.	State Statute
MISSOURI STATE PLAN FOR SPECIAL EDUCATION	State Regulation

Federal	Description
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 104	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 300	Individuals with Disabilities Education Act
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act
FEDERAL COURT	Yaris v. Special Sch. Dist., 728 F.2d 1055 (8th Cir. 1984)

Administrative Procedure IGBA-2-AP(1): SPECIAL EDUCATION - (Services for Incarcerated Youth)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 07/12/2024

Pursuant to law and board policy, the district will provide a free and appropriate public education to students with disabilities between the ages of 3 and 21 who are residents of the district, including students incarcerated in local, city or county jails. This procedure does not apply to students incarcerated in adult prisons under the supervision of the Missouri Department of Corrections, those in juvenile correction facilities under the supervision of the Missouri Division of Youth Services, or students whose education program is the responsibility of the Department of Mental Health.

Definitions

Child or Student with Disabilities – Students eligible for special education and related services pursuant to Part B of the Individuals with Disabilities Education Act (IDEA) and applicable law.

Consent – Written consent from parents, a guardian or the student if the student is 18.

Facility – The local, city or county jail where the student is incarcerated.

Procedures

Any district employee who learns that a student with a disability has been incarcerated in a local, city or county jail will notify the special education director or designee. Additionally, any time a student with a disability is absent for more than three days and the district has not been informed of the reason for the absence, the student's case manager, or building administrator if there is no case manager, will make every effort to ascertain information about the student's absence. If the case manager or administrator learns that the student has been incarcerated in a local, city or county jail, the case manager or administrator will notify the special education director or designee.

After verifying that the student is incarcerated, the special education director or designee will obtain written consent from the parents/guardians (or the student if over 18) to reveal the student's special education status to facility personnel as necessary to provide services while the student is incarcerated.

If consent is not provided, the special education director or designee will document that refusal. If consent is provided, the individualized education program (IEP) team will be convened to determine a method for providing special education and related services, including transition services if appropriate, to the incarcerated student. The special education director or designee will contact the individual in charge of the facility where the student is incarcerated to obtain written permission to provide educational services and arrange the details of how those services will be delivered. If the student is incarcerated in a jail outside the district, the special education director may work with the school district in which the jail is located to provide services.

If permission to provide service is denied by the facility representative, that denial will be documented, and the IEP team will convene to determine what, if any, compensatory services are required as a result.

The school resource officer will be utilized when appropriate to locate incarcerated youth, contact facilities where students are incarcerated or assist in delivery of services.

Students in Juvenile Facilities

As part of its Child Find responsibilities, the district will identify students in need of special education services who are being held in juvenile facilities within the district and provide free and appropriate education directly or by contract.

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Federal	Description
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42 U.S.C. §§ 12101-12213	Americans with Disabilities Act
FEDERAL COURT	Yaris v. Special Sch. Dist., 728 F.2d 1055 (8th Cir. 1984)

Administrative Procedure IGBA-2-AP(2): SPECIAL EDUCATION - (Evaluation Criteria for District and Independent Evaluations) **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Parents/Guardians of a student with a disability who disagree with the district's evaluation of the student may obtain an independent evaluation of the student at public expense, subject to the same qualifications the district uses when it initiates an evaluation. A parent/guardian is entitled to only one independent educational evaluation (IEE) at district expense each time the district conducts an evaluation with which the parent/guardian disagrees. An IEE is an evaluation conducted by a qualified examiner who is not employed by the district.

If a parent/guardian requests an IEE at public expense, the district must either (1) initiate a due process hearing to demonstrate that its evaluation is appropriate or (2) ensure that an independent evaluation that meets the criteria listed in this procedure is provided.

Notice and Explanation

The district requests that the parents/guardians notify the special education director or designee that they are seeking an independent evaluation before an IEE is conducted, but such notification is not required. The special education director will ask the parents/guardians to explain why they object to the district's evaluation, but such explanation is not required.

Once notified, the special education director will provide the parents/guardians the district's criteria for IEEs and information on where an IEE may be obtained, so that the parent/guardian can select an IEE for which the district will pay.

Criteria for District and Independent Educational Evaluations

District evaluations and IEEs must meet all requirements detailed in this section. The district will pay for IEEs only when these requirements are met.

Criteria 1: Evaluator Qualifications

Type of Assessment	Qualifications
Intellectual/Cognitive	Certified Special Education Teacher
Adaptive Behavior	Board Certified Behavior Analyst
Achievement	Certified Special Education Teacher (Master's Degree), School Psychological Examiner, Licensed Psychologist, or School Psychologist
Speech/Language	Certified or Licensed Speech/Language Specialist

Social/Emotional/ Behavioral	Certified Special Education Teacher (Master's Degree), School Psychological Examiner, School Psychologist, or Social Worker, Licensed Psychiatrist, or Psychologist
Vision	Licensed Ophthalmologist, or Optometrist
Visual Perceptual	Certified Special Education Teacher (Master's Degree), School Psychologist Examiner, or Psychologist
Hearing	Licensed Speech/Language Pathologist Certified
Auditory Perceptual	Assistive Technology Practitioner
Health	Licensed Physician/Pediatric Nurse Practitioner
Motor	Certified Mobility Specialist
Other	

Criteria 2: Evaluator Location Limitations

Evaluators used by the district or utilized for independent evaluations must be located within the district assigned by the Special School District. Evaluators outside this area will be approved only in exceptional circumstances.

Criteria 3: Evaluation Cost Limitations

The district will pay for IEEs only when they are obtained at or below the maximum cost listed in this subsection; however, the district will pay for an IEE that exceeds these limitations if the district determines that an appropriate IEE cannot be obtained within these limitations in light of the student's unique needs and other unique circumstances.

As a condition for payment, all evaluators must agree in writing to release their assessment information and results to the district prior to receipt of payment for services.

Type of Assessment	Maximum Cost
Intellectual/Cognitive	$800

Adaptive Behavior	$800
Achievement	$800
Speech/Language	$600
Social/Emotional/Behavioral	$325
Vision	$150
Visual Perceptual	$150
Hearing	$600
Auditory Perceptual	$800
Health	$450
Motor	$450
Sensory-Motor Integration	Neurological $700 Neuropsychological Assessment $1600 Educational Music Therapy $350

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FEDERAL COURT	Yaris v. Special Sch. Dist., 728 F.2d 1055 (8th Cir. 1984)

Policy IGBB: PROGRAMS FOR GIFTED STUDENTS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/03/2025

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

The superintendent will designate a coordinator to operate the gifted education program in accordance with law and guidance issued by the Department of Elementary and Secondary Education.Identification

The gifted education coordinator will create a systematic process for the identification of gifted students that includes universal screening and evaluation and will notify district staff and parents/guardians of the process. The identification process is open to students living in the district who are not currently enrolled in the district or who are enrolled on a part-time basis. The process will address the re-evaluation and services provided to transfer students previously identified as gifted, including children in foster care and children of military families.

Parent/Guardian Request for Review

The district will inform parents/guardians who receive notice that their student has not met the eligibility requirements to receive gifted services that they may request a review of that decision by contacting the district's coordinator for gifted education or an administrator in the school the student attends. If the request is made to an administrator, the administrator will forward the request to the coordinator.

The coordinator will arrange a conference with the parents/guardians to explain the identification process used by the district, including the benchmarks and standards used by the district to identify students eligible for services.

The coordinator will provide the parents/guardians with information specific to their student, including any testing, assessment, or evaluation results, and will help parents/guardians interpret the results.

The coordinator will share information with the parents/guardians about any enrichment activities, clubs, and student groups available to all students that, based on the student's results, might be of interest to their student. The coordinator will also share information about the district options for student acceleration, when applicable.

If, during the review, the coordinator identifies any error in the eligibility determination process that may have resulted in an incorrect determination, the coordinator will arrange to have the student re-evaluated for eligibility. Otherwise, the initial eligibility decision will stand.

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State	Description
§ 160.1990, RSMo.	State Statute
§ 160.2000, RSMo.	State Statute
§ 161.031, RSMo.	State Statute
§ 162.675, RSMo.	State Statute
§ 162.720, RSMo.	State Statute
5 C.S.R. 20-100.110	State Regulation

MSIP	Description
EA-4	MSIP STANDARDS
TL-1	MSIP STANDARDS

MSIP	Description
TL-6	MSIP STANDARDS
TL-7	MSIP STANDARDS

Administrative Procedure IGBB-AP(1): PROGRAMS FOR GIFTED STUDENTS - (Gifted Identification and Placement) **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/03/2025

The Ferguson-Florissant School District uses a systematic process for the identification of gifted students that is composed of multiple criteria, including objective measures and a competent, professional evaluation.

Universal Screening

The district will provide screening for all students to ensure that all potentially gifted students have an opportunity for consideration. All available data, including information contained in the permanent record, will be considered during the screening process.

The district will use a variety of screening methods that reduce the chance of bias and provide an opportunity to identify the strengths of all students, including those students difficult to identify and traditionally under-represented, such as students with limited English proficiency, students from culturally diverse backgrounds, and students with learning disabilities. The district uses the following screening methods:

1. Nationally normed achievement test scores
2. Group intelligence test scores
3. Group-administered ability test scores
4. Missouri Assessment Program (MAP) scores
5. Benchmark tests
6. Grades
7. Anecdotal records demonstrating creativity or creative problem solving
8. Recommendations from teachers and other personnel, parents/guardians, and peers

The district uses the following screening methods designed to select students who are hard to identify or traditionally under-represented:

1. Nonverbal IQ tests
2. Nonverbal achievement tests
3. Assessments given in languages other than English
4. Course-specific or fine arts assessments
5. Department of Elementary and Secondary Education–approved alternative screening methods for underrepresented subgroups

Further Evaluation

Based on screening results, approximately 10 to 20 percent of all students should be targeted for further evaluation. The program coordinator and district staff will determine which students will receive further evaluation. The district will use a variety of evaluation methods to differentiate between the academically superior student whose educational needs are met by regular classroom programs and the gifted student with needs requiring additional developmental opportunities.

The district will use at least three of the four areas below to individually evaluate students and place them in gifted services:

General Mental Ability – A full-scale or index score on an individualized intelligence test at or above the 95th

percentile. The district uses the following tests of general mental ability:

1. Wechsler Intelligence Scales
2. Stanford-Binet Intelligence Tests
3. Kaufman Assessment Battery for Children
4. Leiter International Performance Scale
5. Naglieri Nonverbal Ability Test (NNAT)
6. Naglieri General Ability Tests
7. Raven's Coloured Progressive Matrices (CPM)
8. Raven's Progressive Matrices–Clinical Edition
9. Comprehensive Test of Non-Verbal Intelligence
10. Test of Non-Verbal Intelligence
11. Wechsler Abbreviated Scale of Intelligence
12. Kauffman Brief Intelligence Test, Second Edition
13. Cognitive Abilities Test (CogAT)
14. Otis-Lennon School Ability Test (OLSAT)

Academic Ability – A norm-referenced test with a cut-off score at the 95th percentile or above on the composite score or on a majority of subtests. The district uses the following tests of academic ability:

1. Iowa Assessments
2. Stanford Achievement Test Series
3. TerraNova
4. Wechsler Individual Achievement Test
5. Woodcock Johnson Test of Achievement

Creativity, Reasoning, and Problem-Solving Ability – Results of valid tests or other assessments indicating outstanding ability in one of the following areas related to the design of the district's gifted program:

1. Creative and productive thinking
2. Advanced insight
3. Outstanding imagination
4. Innovative or creative reasoning ability
5. Advanced perception of cause-and-effect relationships
6. Problem solving
7. Complex reasoning
8. Logical reasoning

9. Systems thinking
10. Abstract concepts

The district uses the following creativity/problem-solving assessments:

1. Torrance Tests of Creative Thinking
2. Profile of Creative Abilities
3. Creativity Assessment Packet
4. Screening Assessment for Gifted Elementary Students

Other Ability – Documented evidence of exceptional performance in a general academic area, a fine arts area, or another area of the gifted program.Such evidence may take the form of:

1. Portfolios of student work, auditions, or product demonstrations as evaluated by an assessment committee composed of at least three educators, one of whom is a gifted education specialist
2. MAP test scores
3. Formal classroom observations by people knowledgeable about characteristics of gifted students
4. Other methods of documentation, such as:
    - Renzulli Scales for Rating the Behavioral Characteristics of Superior Students
    - HOPE Teacher Rating Scale
    - Scales for Identifying Gifted Students
    - GATES-2: Gifted and Talented Evaluation Scales, Second Edition
    - Gifted Evaluation Scale, Fourth Edition Complete Kit
5. Other evidence as determined by the district

Placement

The district offers the following placement options for gifted students:

1. Resource Room Teacher (RRT) model – Pull-out program where the teachers of gifted students spend all of their time in the gifted resource classroom.

   Grade levels: 2–5

2. Special Class Teacher (SCT) model – Special gifted class is part of the student's regular schedule.

   Grade levels: 6–8

3. Gifted Resource Teacher (GRT) model – Teachers of gifted students work with students and teachers in a resource capacity on a flexible schedule.

   Grade levels: 9–12

4. Advanced Placement courses.

   Grade levels: 9–12

5. International Baccalaureate classes.

Grade levels: 9–12

6. Program for Exceptionally Gifted Students model.

   Grade levels: 1–8 offered through St. Louis County

Transfer Students

Generally, transfer students will be placed directly into the district's gifted program only if all of the following criteria are met:

1. The students were previously placed in a state-approved gifted program in a Missouri school district.
2. The program in which the students were previously placed is similar to that offered by the district.
3. The students meet or exceed the district's placement criteria.
4. The students and parents/guardians agree to the placement.

Children in foster care and children of military families who were enrolled in a gifted program in their previous school will be accepted into the district's gifted program until subsequent evaluations are conducted to ensure appropriate placement.

When students transfer from another state or from a school whose gifted program is not state approved, the district will review information obtained from the previous school and determine whether a gifted placement is appropriate.

Nonpublic-School Student Participation

Nonpublic-school students may have the opportunity to participate in the district's state-approved gifted program if:

1. They reside in the district and within the school boundary of the gifted program that they seek to attend;
2. They meet or exceed the placement criteria of the district's program; and
3. They or their parents/guardians are responsible for transportation to and from the gifted program.

If testing is required for placement, the district's policies, procedures, and timelines shall be utilized as they would be for any transfer student to the district.

Nonpublic-school students will be coded as part-time students, and the district will receive average daily attendance (ADA) funding proportional to the time the students participate in the program.

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MSIP	Description
EA-4	MSIP STANDARDS
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Policy IGBC: PARENT AND FAMILY INVOLVEMENT AND ENGAGEMENT

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board of education believes that engaging parents and families in the education process is essential to improved academic success for students. The board recognizes that a student's education is a responsibility shared by the district, parents, families and other members of the community.

For the purposes of this policy, "parent" means a parent, guardian or person acting as a parent in the absence of the parent.

Missouri Parent and Family Involvement and Engagement Goals

The board of education recognizes the importance of both eliminating barriers that impede parent and family involvement and facilitating an environment that encourages collaboration with parents, families and other members of the community. Therefore, the district, pursuant to state law and in collaboration with the State Board of Education, education personnel, local associations, and organizations of parents of district students, will develop and implement a policy to facilitate parent and family involvement and engagement that shall include the following six goals:

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

2. Promote and support responsible parenting.

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

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

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

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

Title I Program Parent and Family Involvement and Engagement

District Policy

The district and parents and family members of students participating in the Title I Part A program will jointly develop and agree upon a written parent and family involvement and engagement policy for the district that will establish the district's expectations and objectives for meaningful parent and family involvement and describe how the district will:

1. Involve parents and family members in the joint development of the Title I program plan. Parents and family members will also be involved in the development of support and improvement plans as required by law.

2. Provide the coordination, technical assistance and other support necessary to assist and build the capacity for all Title I schools in planning and implementing effective parent and family involvement and engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders and philanthropic organizations or individuals with expertise in effectively engaging parents and family members in education.

3. Coordinate and integrate Title I parent and family involvement and engagement strategies, to the extent feasible and appropriate, with other federal, state and local laws and programs.

4. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content of the parent and family involvement and engagement policy and its effectiveness in improving the academic quality of the schools served. The district will use the findings of the evaluation to design strategies for more effective parent and family involvement and engagement and to revise, if necessary, the parent and family involvement and engagement policies. The evaluation will include identifying:

- Barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
- The needs of parents and family members to assist with their students' learning, including engagement with school personnel and teachers.
- Strategies to support successful school and family interactions.

5. Involve parents in the activities of the schools served, which may include establishing a parent advisory board composed of parents and family members who adequately represent the needs of the population served by the district. If created, the parent advisory board would be tasked with developing, reviewing and revising this policy.

School Policy

Each school receiving Title I Part A funds and the parents and families of the students in the school will jointly develop and agree upon a written parent and family involvement and engagement policy for the school. In accordance with the requirements of federal law:

1. The policy must be made available to the local community and distributed to parents in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents understand.
2. The policy shall be reviewed annually and updated as needed to meet the changing needs of the parents, families and school.

Each school participating in the Title I Part A program will:

1. Convene an annual meeting, at a convenient time, to which all parents of participating students will be invited and encouraged to attend. The purpose of the meeting is to inform parents about the school's involvement in the Title I program, the requirements of Title I and the right of parents to be involved. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide transportation, childcare or home visits as those services relate to parent involvement.
2. Involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I Part A programs, including the parent and family involvement and engagement policy and the joint development of a schoolwide program plan. The schoolwide plan will include both positive and negative comments on the Title I Part A program from parents of participating students.
3. Provide parents of participating students:
    - Timely information about Title I programs.
    - A description and explanation of the curriculum.
    - The forms of academic assessment used to measure student progress.
    - The achievement levels of the Missouri Learning Standards (MLS).
    - Opportunities, if requested by parents, for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
    - Timely responses to suggestions.
4. Work jointly with parents of students in the program to develop a school-parent compact that outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the MLS. The compact will:
    - Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I to meet the MLS.

- Identify ways in which each parent will be responsible for supporting his or her student's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the student's classroom; and participating, as appropriate, in decisions relating to the education of the student and the positive use of extracurricular time.

- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, parent-teacher conferences in elementary schools at least annually during which the compact shall be discussed as it relates to the individual student's achievement; frequent reports to parents on their student's progress; reasonable access to staff; opportunities to volunteer and participate in their student's class; observation of classroom activities; and ensuring regular, two-way, meaningful communication among family members and school staff that, to the extent practicable, is in a language the family members can understand.

Building Capacity for Involvement

The district and each Title I school will support a partnership among the Title I school, parents and community members and ensure effective involvement and engagement of parents by:

1. Providing parents of students served with assistance in understanding topics such as the MLS, local assessments and the requirements of Title I; how to monitor a student's progress; and how to work with teachers to improve the performance of their student.

2. Providing parents the training and materials necessary to improve their student's achievement, such as literacy and technology use training, including information about the harms of copyright piracy, as appropriate to foster parental involvement and engagement.

3. Educating, with parental assistance, all school personnel on:

    - Valuing parent contributions.

    - Reaching out to and communicating and working with parents as equal partners.

    - Implementing and coordinating parent programs.

    - Building ties between parents and the school.

4. To the extent feasible and appropriate, coordinating and integrating parent involvement and engagement programs and activities with other federal, state and local programs, including public preschool programs, and conducting other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their student.

5. Ensuring that information related to school and parent programs, meetings and other activities is sent to the parents of Title I students in a format and, to the extent practicable, in a language parents can understand.

6. Providing other reasonable support for parental involvement and engagement activities as parents may request.

Accessibility

To the extent practical, the district must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities and parents and family members of migratory students. Information and school reports will be provided in a format and, to the extent practicable, in a language the parents understand.

Policy Evaluation

The district and each school receiving Title I funds will, with parent and family involvement, review and evaluate the content and effectiveness of parent and family involvement policies at least annually. The district will use the findings of such evaluation to design strategies for more effective parental involvement and engagement and to revise, if necessary and in collaboration with parents, the parent and family involvement and engagement policies.

English Learner (EL) and Migrant Education Program (MEP) Parent and Family Involvement and Engagement

The board also recognizes the special importance of parent and family involvement and engagement to the success of its EL and MEP programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement and engagement policy that will be distributed to parents of students participating in any of these programs. The provisions of this policy shall apply to parents and families of EL and migratory students to the same extent as they apply to parents and families of other students.

Involvement for parents and families of students in the EL and MEP programs is addressed in more detail in the policies specific to those programs.

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.

The district shall provide time each fall for 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.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 167.700, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1232h	Protection of Pupil Rights Amendment
20 U.S.C. § 6301-7981	Elementary and Secondary Education Act of 1965
20 U.S.C. § 6312	Elementary and Secondary Education Act

MSIP	Description
CC-4	MSIP STANDARDS
EA-4	MSIP STANDARDS
L-7	MSIP STANDARDS

Policy IGBCA: PROGRAMS FOR HOMELESS STUDENTS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The 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 district are promptly identified and have access to a free and appropriate public education and related support services.

Eligibility for Services

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; or 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 of the above-described circumstances.

District Liaison for Homeless Students

The board designates the following individual to act as the district's liaison for homeless students (homeless liaison):

Student in Transition Social Worker
Address: 201 Church Street, Ferguson, MO 63135
Phone: 314-824-2045

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 or other health records, proof of residency, or other documentation, and even if the student has missed any application or enrollment deadlines during any period of homelessness. Students will be awarded appropriate credit for full or partial coursework in accordance with board policy. Outstanding fines, fees, or absences shall not present a barrier to enrollment of the student. However, the district may require a parent/guardian of a homeless student to submit contact information.

Placement

The district will consider the best interest of the homeless student, with parental involvement, in determining whether the student should be enrolled in the school of origin or the school that nonhomeless students who live in the attendance area in which the homeless student is actually living are eligible to attend. 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 parents/guardians 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 parents/guardians or the unaccompanied youth.

The choice regarding placement shall be made regardless of whether the homeless student lives with a parent/guardian 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 the student's right to appeal the district's decision.

If the district determines that placement should be in the school of origin, the student will continue to be educated 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 parents/guardians or unaccompanied youth, 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 youth 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 (state coordinator) and a brief description of their respective roles.

Services

Each homeless student shall be provided services comparable to the 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 education 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 activities with other school districts.

Unaccompanied Youths

An unaccompanied youth is a student who is not in the physical custody of a parent or legal guardian. The liaison will work with unaccompanied youths on issues unique to their situations, such as informing them of their status as independent students under laws applicable to higher education and informing them that they may obtain assistance

from the homeless liaison to receive verification of this status for the purposes of applying for federal student aid.

The homeless liaison, a school counselor, or a school social worker will verify, when applicable, that a student is an unaccompanied youth as defined in federal law.

Transportation

If the homeless student's school of origin, including a public preschool, and temporary housing are located in the district, the district will provide transportation to and from the school of origin at the request of the parents/guardians 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 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.

Transportation to the school of origin shall be provided even if a homeless preschooler who is enrolled in a public preschool moves to another district that does not provide a widely available or universal preschool.

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 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, and 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 homeless liaison. The homeless liaison will ensure that:

1. Homeless students, including homeless preschool-age children and unaccompanied youths, are identified by school personnel through outreach and coordination activities with other entities and agencies.

2. Homeless students, including unaccompanied youths, are enrolled in and have a full and equal opportunity to succeed in schools in the district.

3. Homeless families and students, including unaccompanied youths, have access to and receive education services for which they are eligible, including Head Start and 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 healthcare services, dental services, mental health and substance abuse services, housing services, and other appropriate services based on their assessed needs.

4. The parents/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, youths, and unaccompanied youths, including schools, family shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents/guardians and youths.

6. Enrollment disputes are mediated in accordance with law.

7. The parents/guardians of homeless students and unaccompanied youths 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 youths 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. Students who need to obtain immunizations or medical or immunization records will receive assistance.

11. The district collects and reports reliable, valid, and comprehensive data to DESE regarding homeless students.

12. 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.

13. Every effort is made to enroll preschool-age homeless children in preschool if they are not already enrolled.

Disputes

The district will use the then-current DESE "Homeless Dispute Resolution Regarding the Education of Homeless Children and Youth Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Homeless Assistance Act)" recommended complaint resolution process when a dispute arises regarding the education of a homeless child or youth.

The dispute resolution process is intended to represent each party's views for objective consideration so that disagreements can be resolved expeditiously and in keeping with the McKinney-Vento provisions. The district homeless liaison will handle disputes concerning eligibility, school selection, or enrollment in school for homeless children or youth. During the dispute, homeless children or youth must be enrolled and fully participating in school activities as well as receive transportation, if requested, to the school in which the parent/guardian or unaccompanied homeless youth seeks enrollment during the dispute. The district liaison will carry out the dispute resolution procedures as quickly as possible after receiving notice of a dispute. Every effort must be made to resolve the complaint or dispute at the district level before it is brought to DESE. It is the district's responsibility to inform the parent/guardian or unaccompanied homeless youth of the district's Complaint Resolution Procedure when a question arises concerning the education of a homeless child or youth.

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State	Description
§ 167.020, RSMo.	State Statute
§ 167.181, RSMo.	State Statute
§ 210.003, RSMo.	State Statute
§§ 193.265 RSMo.	State Statute
§§ 208.151, RSMo.	State Statute
19 C.S.R. 20-28.010	State Regulation

Federal	Description
20 U.S.C. § 1232g	Family Educational Rights and Privacy Act

Federal	Description
34 C.F.R Part 99	Family Educational Rights and Privacy Act
42 U.S.C. §§ 11431-11435	McKinney - Vento Homeless Children's Assistance Act

MSIP	Description
CC-3	MSIP STANDARDS
EA-4	MSIP STANDARDS
TL-1	MSIP STANDARDS
TL-10	MSIP STANDARDS
TL-7	MSIP STANDARDS

Policy IGBCB: PROGRAMS FOR MIGRATORY STUDENTS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board of education of the district recognizes that migratory students face many educational challenges that may interfere with their ability to succeed in the regular education program and meet the same challenging state achievement standards as other students. The district is committed to creating and supporting a migrant education program (MEP) designed to help migratory students and their families overcome these challenges.

All new enrollees to the district will complete a registration form which identifies migrant children.

The superintendent or designee will develop an MEP that includes the following components:

1. A written procedure for identifying students who may be migratory that provides for notification to appropriate personnel designated by the Department of Elementary and Secondary Education (DESE) of potentially eligible students.

2. A procedure to help identify and recruit, throughout the school year, those students residing in the district who have family members who have been or are engaged in seasonal or temporary agriculture-related work.

3. Assessment of the educational, health and social needs of each student identified as migratory and development of objectives to address those needs so that migratory students are able to meet Missouri learning standards.

4. Advocacy to allow students and families to gain access to health, nutrition and social services.

5. Review of existing programs and resources to determine which can help meet the needs of migratory children and ensure that the children have access to them.

6. A full range of educational services for migratory students.

7. Instructional programs for migratory students that supplement existing educational programs.

8. An opportunity for meaningful participation in the program by parents/guardians and families of migratory students.

9. A parent advisory committee to consult with district officials and staff in the planning, implementation and evaluation of the program.

10. Professional development for teachers that is designed to improve the quality of education for migratory students, including required training by DESE's Migrant Education and English Language Learning (MELL) program.

11. Provision of information to district personnel about any required participation in professional development provided by DESE's MELL program.

12. Assistance for secondary school students transitioning from school to postsecondary education, employment or military service.

13. Provision of needs assessment, evaluation, financial and other information needed for DESE to carry out its duties.

14. A process for prioritizing the provision of services in order to ensure that if there are limited resources, students most at risk of failing receive services ahead of other students.

Parent and Family Involvement and Engagement

Information about the district's MEP will be disseminated throughout the community and to parents/guardians of students in the program. Parents/Guardians and families will be invited and encouraged to participate in parent/guardian and family involvement and engagement activities developed pursuant to policy IGBC. The district will, whenever possible, communicate with migratory students' parents/guardians who are not proficient in English in

a language understandable to the parents/guardians.

Records

The superintendent or designee will maintain and regularly update education and health records of students eligible to receive migrant services, including the date identified, the date approved for services and the services provided. Maintained records will be subject to the provisions of the Family Educational Rights and Privacy Act. The superintendent or designee will also maintain records of all other aspects of the MEP, including teacher training, use of community resources, and program evaluations. Records of parent and family involvement activities, including copies of notices, agendas and meeting minutes, will also be maintained.

The district will provide the results of need assessments, evaluations, financial information and other information as requested by DESE.

Nonpublic Students

The district will provide services to migratory students in nonpublic schools in accordance with law.

Program Evaluation

The superintendent or designee will regularly evaluate the MEP to determine whether the program is meeting the assessed needs of identified migratory students and whether all migratory students have access to the program. Further, the evaluation will determine whether services and resources for migratory students are comparable to the services and resources available to other students in the district.

If determined needs cannot be provided by the district, the superintendent or designee will contact the regional or state migrant education office for assistance.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal	Description
20 U.S.C. §§ 6391-6399	Elementary and Secondary Education Act of 1965

Administrative Procedure IGBCB-AP(1): PROGRAMS FOR MIGRATORY STUDENTS - (K–12 Districts) **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 07/12/2024

To ensure that migratory students, including migratory preschool-age students, receive services for which they are eligible in compliance with district policy, the Ferguson-Florissant School District provides the following procedures.

Definitions

Migratory Student Eligible for Services – A student who meets all of the following conditions:

1. The student is not older than 21 years of age.
2. The student is either entitled to a free, public education pursuant to Missouri law or is below the age of compulsory attendance.
3. The student is a migratory agricultural worker or migratory fisher or has a parent/guardian or spouse who is a migratory agricultural worker or migratory fisher.
4. The student has moved in the preceding 36 months in order to seek or obtain qualifying work or to accompany or join a parent/guardian or spouse who is a migratory agricultural worker or migratory fisher who moved to seek or obtain qualifying work.
5. The student has moved from one school district to another.

Qualifying Work – Any "agricultural or fishing activity," as defined in federal regulations, that is the principal means of livelihood and is seasonal or temporary and plays an important part in providing a living for the worker and his or her family. The work need not be the most important or only type of work performed by family members during the year.

Agricultural Work – The production or initial processing of crops, dairy products, poultry or livestock, as well as the cultivation or harvesting of trees, that is performed for wages or personal subsistence.

Fishing Work – The catching or initial processing of fish or shellfish, as well as the raising or harvesting of fish or shellfish at fish farms, that is performed for wages or personal subsistence.

Temporary Employment – Employment that lasts for a limited period of time, usually a few months, but no longer than 12 months. Some such work, though available on a year-round basis, may still be temporary if the worker is not likely to remain permanently at the job because of working conditions or intermittent periods of slack demand. Work may also be considered temporary when the Department of Elementary and Secondary Education (DESE) has determined the position to be temporary due to a significant turnover rate.

Seasonal Employment – Employment that occurs only during a certain period of the year because of the cycles of nature and that, by its nature, may not be continuous or carried on throughout the year.

Program Components

Screening, Identification and Notification

All students will, as part of the enrollment process, be asked questions designed to help identify migratory students. Responses indicating potential migrant status will be forwarded to the superintendent or designee.

The superintendent or designee will notify the Migrant Education and English Language Learning (MELL) supervisor of migrant identification and recruitment regarding any student who may be eligible for migrant services. A MELL recruiter will then determine whether the student is eligible for migrant services. Once a student is identified, the district will contact the family to determine whether the family also has students of preschool age so that those students can be offered available services as well.

Recruitment

To assist in the district's effort to identify and recruit migratory students, the superintendent or designee will provide information about the district's migrant education program (MEP) to employers in the district that hire seasonal or temporary workers and request that the employer make the information available to their workers. In addition, the district will place information about the MEP in locations where migratory workers may be, such as hotels and grocery stores.

Educational Services

The district will coordinate the MEP with other district programs that provide services to students including, but not limited to, services for students with disabilities (including Child Find activities under the Individuals with Disabilities Education Act), the district's English learner (EL) program, and school nutrition services. Migratory students will have access to the full range of educational services for which they are eligible. Services provided to migratory students will supplement, not replace, district programs.

Needs Assessment and Advocacy

The superintendent or designee will assess the educational, health and social needs of each identified student, including preschool students, to determine whether services other than educational services are required in order for the student or preschool student to succeed. Based on the needs assessment, the district will inform migratory students and their families of, and advocate for them to gain access to, health, nutrition, social and other educational services. Such services will include Parents as Teachers (PAT); Head Start; Family Services; the Women, Infants and Children (WIC) program; and services offered by local and county health departments, as applicable. To the extent feasible, the district will establish family literacy programs designed to serve family members of migratory students.

The superintendent or designee will use a combination of the following methods to determine student and family needs:

1. Family interviews.
2. Language proficiency assessments.
3. A skills checklist.
4. Referrals from district employees.
5. Surveys and questionnaires.
6. Input from parents/guardians.
7. Review of attendance and academic records.

Diagnostic assessments will be age appropriate.

Parent Involvement

Parents/Guardians of students in the MEP will be involved in the development, implementation, operation and evaluation of the program. This procedure will be provided to all parents/guardians of MEP students and, if practicable, will be provided in a language they can understand.

Parents/Guardians of MEP students will be regularly consulted regarding program components and will be given the opportunity to have input on the evaluation of the program. Parental involvement will be facilitated through a combination of activities, which may include general meetings, conferences, phone contact, home visits and written surveys.

If the district's migrant program extends for the duration of the school year, the superintendent or designee will establish a local migrant parent advisory council (MPAC) that all parents/guardians of migratory students will be encouraged to join.

1. The MPAC will consist primarily of parents/guardians of migratory students, but district staff members who work with and know the needs of migratory students may also be involved.
2. At least one meeting will be held annually during which school officials will offer information and respond to

questions about the MEP.

3. Meetings will be scheduled for the convenience of the parents/guardians who are members.

4. The MPAC may request training from regional MELL personnel to assist them in carrying out their responsibilities; request copies of laws, regulations and reports created by the district or DESE pertaining to the program; and make recommendations for planning, implementing and evaluating the program.

5. One or more members of the district MPAC will attend the regional MPAC meeting scheduled by MELL officials. While teachers and administrators may also attend the meeting, the majority of the voting members must be parents/guardians.

Professional Development

The superintendent or designee will arrange for professional development for all teachers on meeting the needs of migratory students. Professional development may include providing current information about the special needs of migratory students; onsite, offsite or online training; or a combination of information and training. The superintendent or designee will notify district personnel of their obligation to participate in MELL-required professional development.

Continuation of Services

A student who ceases to be a migratory student during a school term shall be eligible for services until the end of the term. If comparable services are not available, a student who is no longer migratory may continue to receive services for an additional school year.

Priority for Services and Action Plan

Pursuant to law, the district must prioritize the federal funds it receives for migratory students who are in the greatest need. Students receiving the highest priority are those who are failing or at risk of failing to meet the state's challenging academic standards and whose education has been interrupted during the school year. These students will be classified as priority for service (PFS) students.

An "educational interruption" occurs when a student who, in the immediately preceding 12-month period, has changed schools or missed ten or more days of school during the regular school year due to the child's or family's migrant lifestyle. This will be documented upon review of all available data sources. The district will review attendance records and consider information obtained from the family, such as medical problems and problems with housing or transportation, in determining whether the student has experienced an educational interruption.

When determining whether a student is failing or at risk of failing, the district will consider whether the student:

1. Scored at "Below Basic" on the state assessment.

2. Is an English learner.

3. Has an age and/or grade discrepancy.

4. Was retained.

5. Has an unweighted GPA of 2.0 or below or insufficient credits for promotion.

Migratory students who are at risk of not being promoted due to low grades or insufficient credits will be given priority above other PFS students even though they are at grade level, have not been retained, are not EL students and have scored at proficient or above on the Missouri Assessment Program (MAP) test.

The district's action plan for ensuring that MEP funds and other resources are used to address the needs of PFS students before meeting the needs of other migratory students includes the following steps:

1. The superintendent or designee will develop and provide schools with a report that includes MAP results, retention data, GPA, EL status, absenteeism, age/grade discrepancy, and credit accrual data for all migratory students enrolled in a particular school. PFS students will be flagged on the report.

2. PFS migratory students identified on the report will be provided with one or more of the following support services based on available resources and individual student needs:

    - Administration of formal, informal and alternative student assessments and analysis of test data and student performance.
    - Monitoring of attendance, follow-up assistance and implementation of interventions to increase attendance.
    - Referral to other district or community programs.
    - Access to individual and/or small group supplementary instruction provided by an effective teacher.
    - Access to computer-assisted and/or online instruction.
    - Participation in tutoring before, during and after school.
    - Participation in extended-day learning programs and extended school-year programs.
    - Access to family literacy resources, training and follow-up assistance.
    - Access to take-home reading materials and reading incentive programs.

3. Migrant advocates, aides and school social workers will document services that have been provided to PFS migratory students on a PFS report that will be maintained at school sites. A copy of the report will be provided to MELL twice a year.

4. The superintendent or designee will evaluate this action plan by analyzing MAP assessment results and promotion, retention and graduation data as part of the overall evaluation of the district's MEP.

Records

The superintendent or designee will maintain and regularly update education and health records of migratory students. Each record will include the date the student was identified and approved for services and the services provided. Information will be provided to DESE for entry into the state database, and all student records, including health records, will be provided upon request to a school where a migratory student who previously attended the district is enrolled or enrolling. Maintained records will be subject to the provisions of the Family Educational Rights and Privacy Act. The superintendent or designee will also maintain records of all other aspects of the MEP, including teacher training, use of community resources, and program evaluations. Records of parent and family involvement activities, including copies of notices, agendas and meeting minutes, will also be maintained.

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Federal	Description
20 U.S.C. §§ 6391-6399	Elementary and Secondary Education Act of 1965

Policy IGBD-1: AT RISK STUDENTS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

(K–12 Districts)

The goal of the 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, in addition to other information the principal considers relevant:

1. The student's performance on the Missouri Assessment Program (MAP) test in eighth grade in English language arts and mathematics. The district may also consider the results of other assessments in English language arts 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.

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.

Other Programs

The superintendent or designee is authorized to create and implement other programs designed to assist students of any grade level who appear to be at risk of dropping out of school or failing to graduate from high school college- or career-ready.

Students Leaving School Prior to Graduation

Students 16 years of age or older who leave school for any reason other than to attend another school, college or university or enlist in the armed services will be reported to the state literacy hotline at the Department of Elementary and Secondary Education, as required by law. In addition, students who drop out of school will be offered follow-up counseling and services to facilitate their return to school and the completion of their education.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 167.273, RSMo.	State Statute
§ 167.280, RSMo.	State Statute
§ 167.903, RSMo.	State Statute
§ 167.905, RSMo.	State Statute
6 C.S.R. 10-4.040	State Regulation

MSIP	Description
CC-1	MSIP STANDARDS
EA-4	MSIP STANDARDS
L-9	MSIP STANDARDS
TL-1	MSIP STANDARDS
TL-10	MSIP STANDARDS
TL-4	MSIP STANDARDS
TL-7	MSIP STANDARDS

Policy IGBE-1: STUDENTS IN FOSTER CARE **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

(K–12 Districts)

The 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. 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.

Liaison/Point of Contact

The district designates the following individual as the liaison for foster care students:

Student in Transition Social Worker
Address: 201 Church Street, Ferguson, MO 63135
Phone: 314-824-2045

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 district's boundaries will be educated in the school of origin unless it is not in the best interest of the student to do so. Students placed in the school of origin will remain in the school of origin for the duration of the time they are in foster care. If it is not in the best interest of the student to stay in the school of origin, the 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 student's best interest. 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.

If a foster student is placed in a foster home that is not in the district of the student's school of origin, placement in the school district in which the student was placed for foster care is deemed to be in the student's best interest if:

1. The best interest determination has not been completed within ten days of the student's placement; and

2. The distance between the school of origin and the foster home placement is greater than ten miles (or fifteen miles if the district is served by a special school district).

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 (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 district and any other district from or to which foster students transfer. When a request involves a foster care student, the liaison will:

1. Respond within three business days to a request for records by another district, and

2. Request records from other districts within two days of enrolling a student.

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 foster care students who enroll in the district at the beginning of or during their senior year cannot meet the district's graduation requirements by the end of their senior year, even after all alternatives have been considered, the liaison will contact their previous district to determine whether they are eligible to receive a diploma from the previous school.

The 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, they have met the district graduation requirements.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.1990, RSMo.	State Statute
§ 167.018, RSMo.	State Statute
§ 167.019, RSMo.	State Statute
§ 210.1050, RSMo.	State Statute
§ 210.760, RSMo.	State Statute

Administrative Procedure IGBE-1-AP(1): STUDENTS IN FOSTER CARE - (Dispute Resolution Process) **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Definitions

Parent – A legal, putative, or biological parent.

Disputant – A parent, as defined in this procedure, or the educational decision maker.

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 (liaison) designated in policy IGBE.

   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 email or by delivering the complaint to 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 email, the subject line should include the words "Foster Care Appeal." All documents submitted in the dispute process must include the date of the document. Any building that receives a complaint will immediately forward the complaint to the foster care liaison.

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 (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, email 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 district superintendent via email or delivered to any building in the district 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.

3. The district has an additional five days from its receipt of the disputant's appeal to submit its response to the appeal letter to the coordinator via email with "Foster Child Appeal" in the subject line.

4. Documents submitted by either party after the applicable deadlines will not be considered.

5. The student shall remain in the school of origin until the dispute reaches its final resolution. The student shall be provided with all appropriate educational services for which the student is eligible during the dispute process. Students attending their school of origin during the pendency of the dispute will be entitled to receive transportation pursuant to the local transportation procedures developed collaboratively between the district and local child welfare agencies.

6. The appeal to DESE will be decided by a three-person panel that includes the coordinator, another DESE staff member and a representative of the Children's Division of the Missouri Department of Social Services. The panel will make a final decision within 30 days of receipt of the dispute, although every effort will be made to resolve the complaint in the shortest possible time.

7. The coordinator will forward the final written decision to the disputant. The written decision will include a copy of all the information considered by the panel and an explanation of how the panel reached that decision.

8. The panel will also notify the district superintendent, who will begin implementing the panel's findings immediately.

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State	Description
§ 160.1990, RSMo.	State Statute
§ 167.018, RSMo.	State Statute
§ 167.019, RSMo.	State Statute
§ 210.1050, RSMo.	State Statute
§ 210.760, RSMo.	State Statute

Policy IGBG: HOMEBOUND INSTRUCTION

Status: DRAFT

Original Adopted Date: Pending

The board of education authorizes the use of homebound instruction when appropriate. Application for homebound instruction must be made through the school principal and approved by the superintendent or designee. Homebound instruction will be provided to:

1. Any student with a medical condition who district personnel have determined would benefit from homebound instruction. Such determination will be made in consultation with the student's medical provider. The special education director or compliance officer will be notified if appropriate.

2. Any student whose educational needs, as determined by district staff, are most appropriately and effectively met by homebound instruction.

3. Any student with disabilities when the individualized education program (IEP) team or 504 team determines that homebound placement is appropriate.

The amount of instruction or supportive service provided through the homebound program shall be determined in relation to each student's educational needs and health. It will be necessary for the parents/guardians of the student to arrange a suitable place in the home or another location for homebound instruction.

At the time the student is placed on homebound services, the school principal will work with the parents/guardians and district personnel to create an appropriate plan for transition back to onsite services.

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Version IGBG-C.1C (05/07)

Administrative Procedure IGBG-AP(1): HOMEBOUND INSTRUCTION

Status: DRAFT

Original Adopted Date: Pending

Special Education Students

Placement decisions, including homebound placement, for students receiving services pursuant to the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504) will be made by the student's individualized education program (IEP) or 504 team. The content and method of instruction as well as the plan to transition the student back to onsite services, if appropriate, will also be in accordance with the student's IEP or 504 plan. Other than placement and instructional decisions covered by an IEP or 504 plan, provision of homebound services will utilize the same procedures as for students without disabilities.

Students without Disabilities

The school principal or designee will determine the necessary services after consultation with appropriate professional staff. All instruction must be meaningful and provided in a manner that allows the student to continue to progress in the curriculum. At the onset of services, the school principal or designee will develop a plan to transition the student back to onsite services when appropriate. The transition plan will be re-evaluated after each grading period and adjusted as appropriate.

Procedures for Provision of Homebound Instruction

1. Requests for homebound services will be made to the school principal along with documentation from a medical provider if the request is based on a medical need.

2. The school principal will consult with teachers, counselors, nurses and other appropriate staff as well as the student's parents/guardians regarding the request and will forward a recommendation to the superintendent or designee. If, after consultation, the school principal determines that the student meets the criteria for homebound instruction as outlined in board policy, he or she will recommend that homebound services be provided.

3. The superintendent or designee will secure the services of a qualified homebound instructor or instructors.

4. The homebound student will be enrolled in and counted for attendance in the school where onsite attendance would have been in accordance with rules adopted by the Department of Elementary and Secondary Education (DESE).

5. The district's homebound instructor will consult with the student's parents/guardians to determine the best time and location for instruction to occur. The district will not provide services unless a parent/guardian or other person approved by the district is present.

6. Homebound instructors will keep a log of instructional time spent with the student and submit the log to the superintendent or designee weekly.

7. Grades and credit will be awarded by classroom teachers in consultation with homebound instructors.

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Version IGBG-AP1.1C (05/07)

Policy IGBH: PROGRAMS FOR ENGLISH LEARNERS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

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.

Definitions

English Learner (EL) – Any student who:

1. is age 3–21, and
2. is enrolled or is preparing to enroll in the district, and
3. Has difficulties speaking, reading, writing or understanding English that may be sufficient to deny the individual the ability to attain proficiency on state assessments, the ability to be successful in a classroom where instruction is in English, or the opportunity to participate fully in society, and
4. Meets one of the following additional requirements:
    - Was not born in the United States or whose native language is a language other than English, or
    - Is Native American, an Alaska Native or a native resident of the outlying areas who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency, or
    - Is a migratory individual whose native language is a language other than English and who comes from an environment where a language other than English is dominant.

Immigrant Student – A student between the ages of 3 and 21 who was not born in a state of the United States of America and who has not been attending schools in any one state for more than three full academic years.

Identifying EL Students

The district will screen for EL students by administering the Language Use Survey (LUS) created by the Missouri Department of Elementary and Secondary Education (DESE) to all enrolling students. The LUS will be administered in a language the parent/guardian understands using translation or interpretation. This survey will be incorporated into district enrollment forms provided to all students.

Students whose LUS indicates a language other than English and possible language barriers will be referred to the superintendent or designee for additional screening using the DESE-adopted screening tool for determining the level of English language proficiency. The screening results will be used to identify students eligible for EL services and assist in a program placement that meets the students' needs. The district will make every effort to complete the screening process within 30 days of the first day of school or, for students who enroll after the first day, within 30 days of the student's enrollment.

The completed LUS and all other screening results will be retained in the student's permanent record.

Placement of EL Students

Students will be placed in a language instruction educational program (LIEP) based on their current level of English proficiency and in accordance with the standards established by DESE. The district's program is designed to increase English proficiency and academic achievement. Students in these programs will be held to the same academic achievement standards established for all students. If the district offers more than one type of LIEP, students will be placed in an LIEP that is in their best educational interest.

Students will transition out of an LIEP only after meeting state-established exit standards.

Parental Information

The district will, through parental involvement and outreach activities, provide parents/guardians of English learners with information about how the parents/guardians can be active participants in helping their students learn English, achieve at high levels in core academic subjects and meet state-established learning standards.

The parents/guardians of each student identified as an EL student will be informed of:

1. The reasons for identifying their student as an English learner in need of placement in the district's LIEP.

2. The student's level of English proficiency in reading, writing, speaking and listening; how that level was assessed; and the status of the student's academic achievement.

3. The method of instruction that will be used in the program the student is or will be participating in and the methods of instruction used in available alternative programs, including how such programs differ in content, instructional goals and the use of English and a native language in instruction.

4. How the program will meet the educational strengths and needs of the student.

5. How the program will help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.

6. The specific exit requirements of the program, including expected rate of transition from such programs into classrooms that are not tailored for EL students.

7. The expected rate of graduation from high school, including four-year and extended-year adjusted cohort graduation rates for the program if Title III funding is used in high schools.

8. If the student has an individualized education program (IEP), how the LIEP will meet the student's IEP objectives.

Parental Rights

Parents/Guardians will be notified within 30 days after the opening of school enrollment if their student is identified for participation in or is participating in an LIEP. For those students who were not identified as EL prior to the beginning of the school year, but are identified during the school year, such notice shall be provided within two weeks of the student being placed in an LIEP.

Parents/Guardians of EL students have the right to decline the placement of their student in an LIEP, choose an LIEP other than the one recommended by the district (if other programs are offered by the district) or have their student immediately removed from an LIEP upon their request.

Parents/Guardians may opt their student out of the district's LIEP by contacting the EL coordinator and attending a meeting with the coordinator and one or more LIEP instructors to discuss the results of the student's screening assessment and information about the LIEP. Parents/Guardians who decline language instruction will be asked to sign a waiver exempting their student from instruction. Students removed from the district's LIEP will continue to receive language supports in the regular classroom, and the district will continue to monitor the student's progress toward English proficiency. Parents/Guardians may not refuse regular classroom supports and may not opt their students out of statewide assessments to determine English proficiency.

A written copy of these rights, which may be a copy of this policy, will be provided to parents/guardians of EL students and, to the extent practicable, will be provided in a language the parents/guardians understand.

Parental Notification

Pursuant to federal law, if the district's English language program fails to make progress on annual measurable achievement objectives, the district will notify parents/guardians of students participating in the district's program. Such notice shall be provided within 30 days after the district learns of the failure.

EL Coordinator

The district's EL program coordinator is the English learner coordinator.

The EL coordinator shall have the following duties:

1. Provide parents/guardians with notice of and information regarding the LIEP as required by law.
2. Ensure that any student whose LUS indicates a language other than English will be further screened and assessed for English proficiency using the state-provided instruments.
3. Determine the appropriate instructional environment for EL students.
4. Maintain records relating to the LIEP and prepare reports for submission to DESE.
5. Reach out regularly to parents/guardians of EL students, assist them in becoming active participants in their students' learning, and provide information about the district's parent and family involvement and engagement activities.
6. Evaluate the effectiveness of the LIEP and make recommendations for revisions.
7. Prepare reports on immigrant students for submission as required by DESE.

LIEP Staff

Teachers and paraprofessionals working in the district's LIEP will have all required state and federal certifications and other qualifications required by law. In addition, teachers and paraprofessionals providing services to English learners will be comparable in terms of education, experience and effectiveness to teachers and paraprofessionals who are providing services to students who are not English learners.

Assessment

In addition to other required assessments, the district will annually assess the English proficiency of EL students in accordance with state and federal law and the district's assessment policy.

Nonpublic Participation

The district will consult with representatives of nonpublic schools as required by federal law.

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Federal	Description
20 U.S.C. § 1703(f)	Federal Statute
20 U.S.C. § 6811-7014	English Language Acquisition, Language Enhancement and Academic Achievement Act
34 C.F.R Part 100	Title VI of the Civil Rights Act of 1964
42 U.S.C. §§ 2000d-2000d-7	Title VI of the Civil Rights Act of 1964
FEDERAL COURT	Castaneda v. Pickard, 648 F.2d 989 (5th Cir.1981)
FEDERAL COURT	Lau v. Nichols, 414 U.S. 563 (1974)
FEDERAL COURT	Plyler v. Doe, 457 U.S. 202 (1982)

Policy IGBI: HOME SCHOOLING AND OTHER EDUCATIONAL OPTIONS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 04/23/2025

The district recognizes the right of parents/guardians to choose to educate their children outside the public school system but encourages parents/guardians who homeschool their children to meet with district staff and explore educational opportunities within the district. District staff are directed to conduct outreach to homeschooling families to ensure that they have knowledge of all the district's programs.

For the purposes of this policy, the term "home schooling" will include both formal education of a student in their home or other private setting by parents/guardians or a tutor as well as Family Paced Education (FPE), where the student is home schooled but also participates in the state's tax credit voucher program, the Missouri Empowerment Scholarship Accounts Program.

Written Declaration

To minimize unnecessary truancy investigations, parents/guardians or others who home school a child living in the district may provide the district with a written and signed declaration of enrollment. Such declaration should state their intent for the child to attend a home school, be provided to the district within 30 days of establishing the home school, and be resubmitted annually by September 1. District staff who receive a declaration of enrollment must forward it to the district's central office.

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Version IGBI-C.1B (10/24)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 167.012, RSMo.	State Statute
§ 167.013, RSMo.	State Statute
§ 167.031, RSMo.	State Statute
§ 167.042, RSMo.	State Statute
§ 210.167, RSMo.	State Statute

Policy IGBJA: MAGNET SCHOOLS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 04/23/2025

The Ferguson-Florissant School District endeavors to provide a varied education for its students. To accomplish this goal, the board may create and fund signature schools with specific educational themes so that students may develop specific talents or skills or enhance their understanding of particular subjects. These schools will meet the district's curriculum objectives and will be held to the same educational and accountability standards as other district schools. Signature schools will likewise receive a similar level of financial support from the district as is provided to other district schools. However, signature schools may have additional course offerings, equipment, staff, or programs unavailable at other district schools when economically feasible. The board will provide for the specialized training needs for staff working in signature schools. The board will also provide funding for advertising the educational benefits of signature schools to district parents and students.

All district students may apply to attend any signature school available for their grade level, regardless of where they live in the district. Because the district has limited space in these schools, the board directs the superintendent or designee to create non-discriminatory admission standards for signature schools. Such admission criteria may include, but are not limited to, test scores, essays, interviews, and auditions. The superintendent or designee is also directed to create a system where all students have an equal opportunity to apply and be admitted to a signature school if they meet the eligibility requirements, and to create a waiting list for students who wish to attend the school and meet the eligibility requirements. The district will provide transportation to any student admitted to a signature school, as provided in district policy and procedures.

The superintendent or designee is authorized to create procedures and other necessary rules for the administration of the signature schools.

Innovation High School

The Innovation High School at Cool Valley will provide a student-centered learning environment. Students will have access to curricula that are relevant, personalized, and allow them to do real work outside of school. Each student will receive an advisor to help the student create a personalized learning plan.

STEAM Academy Middle School

The STEAM Academy Middle School is a challenging school designed to push the limits of learners in the Ferguson-Florissant School District and open them up to a different structure than our more traditional middle schools. Students work at an accelerated pace and focus on solving real-world problems through project-based learning. The STEAM Academy will provide an environment where students are empowered and prepared with emotional fortitude and communication skills. Students will develop cognitive ability, intrapersonal and interpersonal skills for lifelong success.

STEAM Academy at McCluer South-Berkeley High School

STEAM Academy at McCluer South-Berkeley High School will provide a focused curriculum around the areas of science, technology, engineering, the arts, and mathematics. Each STEAM pathway (computer science, engineering, business/finance, and biomedical science) will allow students to maximize their full potential and engage in meaningful learning experiences. Students will demonstrate their learning through ample project-based learning experiences, real-world field trips, and internship opportunities while earning advanced and dual credit for many courses in the accelerated learning environment.

Student Admissions to STEAM Academy

The Ferguson-Florissant School District seeks to create a student body at the STEAM Academy Middle School and STEAM Academy at McCluer South-Berkley High School that reflects the diversity of the district's population and prepares future leaders in science, technology, engineering, art, and mathematics. All students will be considered for the opportunity to benefit equally at the STEAM academies.

The admissions process will allow for a diverse student body that reflects the district's population and ensures a rich and stimulating learning environment and will comply with the district's equity resolution.

The district will use a systematic process for student admissions that is composed of multiple criteria, including objective measures and a competent professional evaluation.

Version IGBJA.1A.FER

Policy IGC: EXTENDED INSTRUCTIONAL PROGRAMS **Status:** DRAFT

Original Adopted Date: Pending

The district shall attempt to provide continuous progress in education to fit the needs of individuals of the community. In meeting these needs, the district may provide programs beyond those offered during the regular school day. The district will pursue all available state or federal aid for its extended instructional programs.

Adult Education

The board may provide school facilities for the purpose of maintaining and expanding programs and services for persons interested in adult education. Such programs shall be commensurate with the needs of the community. The board may provide administrative, ancillary and other supportive services needed to enhance the quality of the adult education program; however, the program shall be provided only out of revenue derived by the school district from sources other than state appropriations.

Early Childhood

The board recognizes the critical importance of the early years in determining the educational development of children and, insofar as resources permit, encourages programs designed to help meet the physical, emotional, social and intellectual needs of preschool-age children.

The district will provide services to students with disabilities beginning at age three in accordance with the Individuals with Disabilities Education Act and as required by other applicable law.

Extended School Year

Extended school year (ESY) services may be necessary to provide a child with a disability a free and appropriate public education pursuant to law. A student's individualized education program (IEP) team will determine whether ESY services are necessary and the length, nature and type of services to be provided.

Extended-Day Childcare

The district may establish before- and after-school childcare programs for students and may charge a fee for such programs.

Reading Improvement Instruction

As allowed and/or required by law and in accordance with policy IGAB, the district will implement reading improvement instruction programs that may take place outside the regular school day.

Remediation as a Condition of Promotion

The district may operate remediation programs outside the regular school day, including during summer school, as described in policy IGAB.

Summer School

The district may offer summer school programs for the enrichment of district students and may also offer a pre-kindergarten summer school program for students who will reach the age of five before August 1 of the school year beginning in that calendar year.

Violence Prevention

The district may provide a violence prevention instructional program. The program shall instruct students on the negative consequences of membership in or association with criminal street gangs or street gang activity, encourage nonviolent conflict resolution of problems facing youth, present alternative constructive activities for the students, and encourage community participation in program instruction. The program shall be administered as appropriate for different grade levels and shall not be offered for academic credit. The district will contact the Department of Elementary and Secondary Education for guidance in establishing a violence prevention instructional program and will apply for any available state or federal aid.

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Version IGC-C.1I (04/23)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.053, RSMo.	State Statute
§ 160.500, RSMo.	State Statute
§ 161.650, RSMo.	State Statute
§ 167.645, RSMo.	State Statute
§ 171.091, RSMo.	State Statute
§ 178.280, RSMo.	State Statute
§ 178.290, RSMo.	State Statute
§ 178.693, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
34 C.F.R Part 300	Individuals with Disabilities Education Act

Policy IGCD: VIRTUAL COURSES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 04/23/2025

This policy governs part-time enrollment with a hosted Missouri Course Access and Virtual School Program (MOCAP) provider, full- and part-time enrollment with other MOCAP providers, and enrollment in other virtual course options provided through the district. Students who seek full-time enrollment with a hosted MOCAP provider must enroll pursuant to policy IGCDA.

Definitions

Full-Time Virtual Course Enrollment – The instructional equivalent of six credits per regular term.

Hosted MOCAP Provider – A public school district, charter school, or higher education institution that is registered through the Department of Elementary and Secondary Education (DESE) to provide virtual education through the MOCAP program to Missouri students. A host district may provide the courses directly or contract with a course provider to provide the courses.

MOCAP Provider – An entity listed by DESE as part of the virtual course program under § 161.670, RSMo., that provides virtual courses for elementary and/or secondary students.

Virtual Course – A single class 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

The district may offer virtual courses to students through district staff or by contracting for those services as part of the district-sponsored curriculum. Students may also enroll in virtual courses offered through MOCAP providers. This could result in entire course loads that are provided through virtual courses from the district, district-selected, and/or MOCAP providers while the student remains enrolled in the district.

Students may also take virtual courses from other sources at their own expense. Before a student independently enrolls in and pays for virtual courses not otherwise accessible through the district, the district recommends that the student meet with district staff to ensure that the course aligns with the student's education goals and that the district will accept the course credit.

Virtual Course Enrollment

A student or parent/guardian must receive district approval before the student may enroll in virtual courses provided by or paid for by the district or through MOCAP.

Enrollment in courses offered through MOCAP may be denied only if the principal or designee, in consultation with the student's parents/guardians and relevant staff, determines that it is not in the student's best educational interest to enroll in the course. The principal or designee will consider available opportunities for in-person instruction and the student's prior participation in virtual courses when making this decision. District staff will not deny enrollment in a MOCAP course because they do not approve of virtual learning in general or because they prefer a different virtual course or program.

The principal or designee will approve or deny requests to enroll in a MOCAP course within ten business days from when the district receives the request unless the student has an individualized education program (IEP) or a Section 504 plan. If the principal or designee fails to make a decision about an enrollment request within ten business days, the request will be deemed approved.

When denying student enrollment in a virtual course, the principal or designee will provide good cause reason for the decision, as well as information on how to appeal the denial.

Appeal

Students or their parents/guardians may appeal to the superintendent. If the superintendent affirms the principal's decision, students or their parents/guardians may appeal the decision to the school board. The school board will

make a decision within 30 days of the request for an appeal to the board.

Students with Disabilities

A student's IEP team or Section 504 team will make the virtual course enrollment decisions for students with IEPs or Section 504 plans. If enrollment is appropriate, the IEP or Section 504 team will determine the services, aids, supports, accommodations, and modifications required. Any review of a decision made by an IEP or Section 504 team must go through the process provided under federal law.

If the course enrollment is approved, the district staff will work closely with the virtual course provider to develop and implement a monitoring protocol or process to ensure that the provider is implementing the IEP or Section 504 plan. If the provider fails to implement the IEP or Section 504 plan, or the IEP or Section 504 team otherwise determines that the online program is not appropriate for the student, the IEP or Section 504 team may reconsider approval for the virtual course at any time. In all cases in which the IEP or Section 504 team determines that the provider has failed to provide the required accommodations or modifications, the district will provide to the virtual course provider the reasons for discontinuing the online program.

Continuous Enrollment

As required by law, the district allows for continuous enrollment in MOCAP courses throughout the year.

Attendance and Completion

Students who enroll in district-sponsored virtual courses or MOCAP courses through the district 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 consider the student's performance when making decisions regarding future virtual course enrollments.

Students enrolled in a district-sponsored course or MOCAP course through the district will be considered in attendance for state aid purposes in accordance with law. A completed virtual course or MOCAP course shall be counted as no less than 95 percent attendance for purposes of A+ Scholarship Program eligibility.

Eligibility for Extracurricular Activities

Students enrolled in virtual courses offered through the district or through MOCAP under this policy are considered district students and are eligible to participate in extracurricular activities unless restricted by the Missouri State High School Activities Association.

State Assessments

Students are required to take the state assessments, including district-administered EOC examinations, regardless of whether the course for which the examination is required was taken virtually or in person.

Credit

The district will accept all grades and credits earned through district-sponsored virtual instruction and MOCAP providers. Credits obtained from other sources will be recognized in accordance with policy JECC.

Notice

District-provided and district-sponsored virtual courses will be advertised in the district's course catalog.

The district will inform students and parents/guardians of MOCAP program availability in parent/guardian handbooks and registration documents and feature the program on the homepage of the district's website as required by law. The district will provide every student enrolled in the district and parents/guardians with a copy of DESE's MOCAP guidance document at the beginning of each school year or at the time of enrollment for students who enroll after the start of the school year. In addition, the district will provide a readily viewable link to the guidance document on the main page of its website.

Payment

The district will pay the tuition for MOCAP courses when required by law to do so but is not otherwise required to pay the tuition for a student to attend a virtual course unless the course is approved by the district as part of the district's course offerings.

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 code of conduct 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 code of conduct applies to virtual in-class behavior. Student speech that is prohibited on campus is also prohibited in the virtual classroom.

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

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 161.670, RSMo.	State Statute
§ 167.790, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 104	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 300	Individuals with Disabilities Education Act
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act

Policy IGCDA: FULL-TIME MOCAP VIRTUAL COURSES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 04/23/2025

This policy applies to students seeking to enroll full-time in the Missouri Course Access and Virtual School Program (MOCAP) with a course provider that is a public school district, charter school, or higher education institution (a "hosted MOCAP provider"). See policy IGCD for part-time enrollment with a hosted MOCAP provider, full- or part-time enrollment with other MOCAP providers, or enrollment in other virtual course options provided through the District.

Definitions

District – The DistrictCommonName.

Full-Time MOCAP Student – A student who is enrolled in a MOCAP program for the instructional equivalent of six credits per regular term.

Hosted MOCAP Provider – A public school district, charter school, or higher education institution that is registered through the Department of Elementary and Secondary Education (DESE) to provide virtual education through the MOCAP program to Missouri students. A host district may provide the courses directly or contract with a course provider to provide the courses.

Missouri Course Access and Virtual School Program (MOCAP) Course – A virtual course that is offered by a course provider listed by DESE as part of the virtual course program under § 161.670, RSMo.

Hosted MOCAP Providers

Resident students who seek to enroll with a hosted MOCAP provider on a full-time basis without paying tuition must enroll directly with the MOCAP provider and host district offering the program. Students who are accepted by the hosted MOCAP provider will have their enrollment transferred to the host district, and the student will be considered a student of the host district for all purposes.

The District will collaborate in good faith with the virtual program and the host district. The superintendent or designee may provide relevant information and input on the student's enrollment within ten business days of notice of the student's enrollment application.

Students who are denied enrollment by the MOCAP provider may utilize the state process for reviewing the decision.

Students with Disabilities

It is the hosted MOCAP provider's responsibility to accommodate students with disabilities and implement students' individualized education programs (IEPs) or Section 504 plans. The District may enter into a contract to provide services to resident students enrolled in these programs if fully compensated by the enrolling host district, but it is not required to do so.

Access to District Facilities

Students of full-time hosted MOCAP providers may be allowed access to District facilities for all or some portion of instructional activity if the hosting district reimburses the District for any costs.

Eligibility for Extracurricular Activities

Resident students enrolled full-time with a hosted MOCAP provider are considered students of the host district. The District will allow these students to participate in District extracurricular activities if the District allows other unenrolled students, such as homeschooled or private school students, to participate in the activity. Otherwise, participation will be allowed only as required by law.

Notice

The District will inform students and parents/guardians of the availability of the MOCAP program in parent/guardian handbooks and registration documents and feature the program on the homepage of the District's website, as required by law. The District will provide every student enrolled in the District and parents/guardians with a copy of DESE's MOCAP guidance document at the beginning of the school year or upon enrollment. In addition, the District will provide a readily viewable link to the guidance document on the main page of its website.

Enrollment in the District

If the District is notified that a resident, full-time MOCAP student has been disenrolled by a MOCAP provider, the District will provide a written list of available educational options in the District to the parents/guardians of the student within five business days and will promptly enroll the student when notified by the parent/guardian.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 161.670, RSMo.	State Statute
§ 167.790, RSMo.	State Statute
§ 610.021, RSMo.	State Statute
5 C.S.R. 20-100.230	State Regulation

Federal	Description
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 104	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 300	Individuals with Disabilities Education Act
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act

Policy IGCE-1: NONTRADITIONAL INSTRUCTION OPTIONS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

(K–12 Districts)

The district strives to provide a diverse range of courses to meet student needs and interests. In addition to traditional course options, the district encourages staff to seek methods of instruction outside the traditional classroom setting when doing so would assist students toward graduation or provide postsecondary and vocational preparation. The district may also utilize diverse instruction options for homebound students, students under long-term suspension or other students the district determines to be in need of alternative instructional arrangements.

Instruction options may include off-campus instruction, virtual instruction or other instructional experiences outside the regular classroom setting. Before offering nontraditional instruction options, staff must verify that such options are eligible for state aid, align with state and federal requirements and are consistent with the instructional goals of the district. Staff must also ensure that adequate supervision is provided, that students are under the guidance and direction of certified teachers and that the district is insured for the program.

Unless otherwise required by law, participation in nontraditional instruction programs is a privilege. Students who do not succeed in alternative instructional environments may be transferred to other programs, including the district's standard program. Students are subject to district discipline while participating in nontraditional programs.

Virtual Instruction

The district may offer instruction through district-sponsored virtual courses and will approve students to take virtual courses through the Missouri Course Access Program (MOCAP) in accordance with law and policies IGCD and IGCDA.

Dual Enrollment and Dual Credit in Postsecondary Courses

The district may enter into an agreement with a Missouri public community college or public or private four-year college or university to offer students dual enrollment in postsecondary courses on the postsecondary institution's campus or virtually through the postsecondary institution at the district's expense. Students will receive both high school and college credit.

The district may also offer district-taught dual-credit courses that qualify for both high school and college credit.

District staff, including the district's A+ coordinator, will work with students to secure financial aid when necessary for tuition and other expenses.

Academic/Curriculum-Based Service Learning

The district may offer academic/curriculum-based service learning that allows students to engage in community service with the opportunity to enrich the learning experience, teach civic responsibility and strengthen communities.

Off-Campus Learning Opportunities

The district may award credit for additional off-campus learning experiences that have been approved by the district and meet the requirements of the Department of Elementary and Secondary Education (DESE). Such programs may include off-campus academic programs, career exploration programs, cooperative career education programs, work experiences for students with disabilities, the School Flex Program, and instruction in a sheltered workshop setting. The district will obtain written approval from DESE, when required, prior to implementing an off-campus program.

The district may offer credit for these off-campus opportunities in accordance with DESE requirements. The amount and type of credit awarded will depend on the hours spent in the activity and the extent to which those activities are consistent with the student's individual career and academic plan (ICAP).

School Flex Program

The district may participate in a program that allows a student to be employed or attend an off-campus college or a technical/career program while still being considered a full-time student of the school district. The program is open only to juniors and seniors who have approval from the principal and their parents/guardians. To participate in the program, the student must:

1. Have an ICAP that meets DESE's criteria.
2. Attend the district a minimum of two instructional hours per school day.
3. Pursue a timely graduation through enrollment in district-required classes in order to meet graduation requirements.
4. Provide evidence of college or technical/career education enrollment and attendance or proof of employment and labor that is aligned with the student's ICAP developed in conjunction with the district.
5. Refrain from being expelled or suspended while participating in the program.
6. Maintain a 95 percent attendance rate.

Students participating in the School Flex Program will be considered full-time district students and will receive academic credit for off-campus education or employment.

Student Return from Alternative Program

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 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.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.539, RSMo.	State Statute
§ 161.670, RSMo.	State Statute
§ 162.1250, RSMo.	State Statute
§ 167.223, RSMo.	State Statute
5 C.S.R. 20-100.230	State Regulation
6 C.S.R. 10-2.195	State Regulation

Policy IGD: DISTRICT-SPONSORED EXTRACURRICULAR ACTIVITIES AND GROUPS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board of education believes that student activities sponsored by the district are a vital part of the total educational program and should be used as a means of developing social interactions, as well as knowledge and skills for students enrolled in the district. The board further recognizes that not all of the district's goals and objectives can be met in formal classroom study and authorizes the use of necessary resources to provide student extracurricular activities and groups.

The goal for each student shall be an individualized, balanced program consisting of appropriate academic studies and extracurricular sports and activities to be determined by the school, students, and parents with due regard to available school and district facilities. The involvement of parents in support of the sports and activities programs shall be encouraged. Extracurricular 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.

Staff and students shall keep the local school administration informed about issues related to extracurricular activities, including schedules, future plans, and Missouri State High School Activities Association (MSHSAA) information. Proposed modifications to regulations regarding interscholastic or extracurricular 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.

The board directs the superintendent or designee to administer the district's extracurricular activities and groups and create any administrative procedures necessary for implementation of this policy.

Student-initiated groups formed pursuant to the Equal Access Act are subject to the applicable board policy for such groups in addition to this policy.

Definitions

Extracurricular Activity or Group – All district-sponsored student activities and groups meeting or occurring during noninstructional time. Extracurricular activities or groups may be either cocurricular or noncurricular.

Cocurricular Activity or Group – An extracurricular activity or group that meets any one of the following criteria:

1. The subject matter of the activity or group is or will be taught in a regularly offered class.
2. The subject matter of the activity or group concerns the body of courses as a whole.
3. Participation in the group is a requirement for a course.
4. Academic credit is granted for participation.

Noncurricular Activity or Group – An extracurricular activity or group that primarily involves students, occurs outside of academic class time and is not cocurricular.

Sponsors, Advisors and Coaches

All extracurricular activities or groups must have an appointed sponsor, advisor, or coach. In general, the sponsor, advisor, or coach must be a district employee; however, upon the recommendation of the superintendent and approval by the board, an individual who is not an employee may serve as a sponsor, advisor, or coach subject to the completion of the criminal background check required of employees. It shall be the duty of such individuals to attend all meetings, functions, or practices of the relevant group, advise and supervise students, and keep the appropriate principal informed regarding activities. All district-sponsored extracurricular activities must be included on the school calendar.

Participation

Students may belong to and take part in all extracurricular activities or groups for which they are qualified, regardless of race, color, religion, sex, national origin, ancestry, disability, or any other personal characteristic protected under the district's policy prohibiting discrimination and harassment. Participation in all extracurricular activities or groups is

voluntary unless participation is required for an academic course in which the student is enrolled.

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.

All students participating in extracurricular activities or groups are subject to district supervision and discipline. Students must comply with all policies, eligibility requirements, rules and procedures established by the district and MSHSAA, when applicable. Students who wish to participate in district athletic programs will not be allowed to participate until all required paperwork has been submitted, in accordance with law and district procedures.

If an extracurricular activity has an application deadline for participation, that deadline will be waived for students who live in the household of an active-duty member of the military and who transfer from another state when the students are otherwise qualified to participate in the activity.

Unless participation in an extracurricular activity or group is required for a course in which the student is enrolled, participation is a privilege, not a right. Students may be excluded from extracurricular activities or groups as a disciplinary action, as a consequence for poor performance in school or otherwise as determined by district administrators. Students and/or their parents/guardians are not entitled to a hearing solely on the basis of exclusion from an extracurricular activity or group that is not required for a course in which the student is enrolled.

Athletics

The board of education believes that individual students should have opportunities to grow physically and intellectually through experience in self-discipline and contribution to a team effort made possible through competitive athletics. An athletic program shall be conducted in the district to further the development of students as competitors and spectators through friendly interschool and intraschool contests. The purpose of the program is to develop leadership, good sportsmanship and new friendships while encouraging regular school attendance, academic achievement, and engagement in the school community.

In accordance with law, the district will provide equal athletic opportunities to both male and female students and will not illegally discriminate based on the quality of facilities, coaching or instruction, scheduling of practice times or events, or equipment and other related factors.

All staff and students shall abide by district policies, the District Athletic/Activity Code of Conduct, and MSHSAA regulations as applicable. All related funds shall be handled properly as directed by the district finance department.

Problems between sports or activities within a school shall be reported and solved by 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.

Student Contests

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 the educational value of the contest or activity 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.

Insurance

Pursuant to state law and upon the adoption of a resolution by a majority of the entire board, the district may designate extracurricular activities that the board believes present unusual physical hazards to students. The board may then authorize the expenditure of district funds to purchase medical insurance covering students while engaged in the activity, if the purchase of insurance would constitute a financial hardship to the parent/guardian or student. The district may require parents/guardians to provide proof of insurance or equivalent coverage by some other means as a condition of participation in the extracurricular activity.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.2000, RSMo.	State Statute
§ 162.063, RSMo.	State Statute
§ 163.048, RSMo.	State Statute
§ 167.765, RSMo.	State Statute
§ 167.790, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1681	Title IX of the Education Amendments of 1972
20 U.S.C. § 4071-4072	Boy Scout Equal Access Act
FEDERAL COURT	Westside Community Bd. of Educ. v. Mergens, 496 U.S. 226 (1990)

Administrative Procedure IGD-AP(1): DISTRICT-SPONSORED EXTRACURRICULAR ACTIVITIES AND GROUPS

Status: DRAFT

Original Adopted Date: Pending

Any student, teacher or other district personnel who wishes to form a new district-sponsored extracurricular activity or group must:

1. Select an individual to sponsor the activity or group. The sponsor may be a district employee or an individual who is not employed by the district. An individual who is not employed by the district must be approved by the superintendent and the board prior to serving as a sponsor. Students may not serve as sponsors.

2. Ensure that the individual selected to sponsor the activity or group submits to a criminal background check if one is not already on file.

3. Submit an application to the relevant building administrator for approval. The application must include all applicable constitutions and bylaws that will govern the activity or group as well as an estimate of the anticipated cost of maintaining the activity or group.

The individual who submitted the application and the person designated as the sponsor will be notified as to whether the application is approved. If the activity or group is approved, the sponsor must:

1. Ensure that the activity or group operates within the framework of the law, board policy, administrative procedures and the parameters of the instructional program.

2. Be present at all meetings and activities of the group.

3. Notify the building principal of the dates, times and locations of meetings and activities for inclusion on the school calendar.

4. Upon request, prepare and submit an annual report to the relevant building principal that includes a list of the members of the group and the activities undertaken.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.2000, RSMo.	State Statute
§ 162.063, RSMo.	State Statute
§ 163.048, RSMo.	State Statute
§ 167.765, RSMo.	State Statute
§ 167.790, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1681	Title IX of the Education Amendments of 1972
20 U.S.C. § 4071-4072	Boy Scout Equal Access Act
FEDERAL COURT	Westside Community Bd. of Educ. v. Mergens, 496 U.S. 226 (1990)

Administrative Procedure IGD-AP(2): DISTRICT-SPONSORED EXTRACURRICULAR ACTIVITIES AND GROUPS - (Athletics—K-12 Districts)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 07/12/2024

The interscholastic athletic program of the district will be organized under the following guidelines:

1. The district athletic program is an integral part of the district's overall program and comes under the authority of the principal.

2. The district's participation in interscholastic athletics, including membership in any leagues, associations or conferences, is subject to approval by the board.

3. The district is a member of the Missouri State High School Activities Association (MSHSAA) and will adhere firmly to MSHSAA's rules and regulations and the philosophy of interscholastic athletics that MSHSAA encourages.

4. Students must meet all eligibility requirements established by the district and, when applicable, MSHSAA.

5. Students may not practice for or otherwise participate in any athletic program until they have provided certification that they are physically able to participate in athletics. The certificate must be signed by a physician or a nurse practitioner or physician's assistant in collaboration with a physician.

6. The district will require a release from a healthcare provider before allowing a student to participate in athletics if the district is aware of an injury or illness that could be exacerbated by participation.

7. Students with suspected concussions or brain injuries will only be allowed to participate in accordance with law.

8. Students may not participate in athletics until all required documents have been submitted, including parent/guardian consent forms.

9. The district will, on an annual basis, distribute information about concussions and brain injuries to each student participating in district athletic activities along with a form for acknowledging receipt of the information. The form must be signed and returned to the district by the parent/guardian, or the student if he or she is at least 18 years old or otherwise legally permitted to contract, before the student will be permitted to participate in any athletic practice or competition.

10. Students who participate in the district's athletic activities must provide proof of accident and injury insurance coverage, or equivalent coverage by some other means, prior to participation.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.2000, RSMo.	State Statute
§ 162.063, RSMo.	State Statute
§ 163.048, RSMo.	State Statute
§ 167.765, RSMo.	State Statute
§ 167.790, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1681	Title IX of the Education Amendments of 1972
20 U.S.C. § 4071-4072	Boy Scout Equal Access Act

Federal	Description
FEDERAL COURT	Westside Community Bd. of Educ. v. Mergens, 496 U.S. 226 (1990)

Policy IGDA: STUDENT-INITIATED GROUP USE OF DISTRICT FACILITIES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

(K–12 Districts)

Pursuant to the federal Equal Access Act and Missouri law, secondary schools of the district will provide an opportunity for student-initiated noncurricular groups to conduct meetings or activities on district property to the same extent that the district allows other noncurricular student groups to meet on school premises during noninstructional time. Student-initiated noncurricular groups will not be denied access on the basis of religious, political, philosophical or other content of speech at such meetings or activities. Only students in secondary schools will be allowed to initiate groups whose meetings or activities are held on district property. For the purposes of this policy, a secondary school student is a student enrolled in grades 9–12.

The superintendent or designee may create administrative procedures to govern the use of district facilities by student-initiated noncurricular groups. In addition, district-sponsored student groups are governed by policy IGD, and community use of district facilities is governed by policy KG.

The following guidelines apply to all student-initiated noncurricular groups, meetings and activities:

1. Meetings and activities must be voluntary and student initiated. No student shall be in any way coerced to participate.

2. Employees of the district may not sponsor, promote or lead student-initiated noncurricular groups, activities or meetings, but a teacher, administrator or other school employee may be assigned to the meeting or activity to monitor facility use and student conduct. No employee will be compelled to attend a meeting or activity if the content of the speech at the meeting or activity is contrary to the employee's beliefs. Employees and agents of the school are to be present solely in a nonparticipatory capacity at any student-initiated religious activity held at school and will strictly observe a policy of official neutrality regarding religious activity.

3. Meetings and activities may not materially and substantially interfere with the orderly conduct of educational activities within the school.

4. Except for incidental building costs, no public funds will be expended for student-initiated noncurricular groups.

5. Community members other than students may not direct, conduct, control or regularly attend meetings or activities.

Student Conduct at Meetings

Students attending student-initiated noncurricular meetings or activities must follow all district rules and procedures governing student conduct. The district reserves the right to maintain order and discipline, as well as to protect the safety and well-being of students and employees.

Access to Communication Channels

Student-initiated noncurricular groups at the secondary school level shall have the same access allowed to all other noncurricular student groups to channels of communication for publicizing their meetings, including the public address system, designated bulletin boards, school newspapers and the calendar of events. Communication must be submitted to the head principal for endorsement prior to the communication being posted, printed, announced, or otherwise broadcast in the school setting. The school may uniformly state in these media that such organizations or their meetings are not sponsored by the school.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
160.2500	State Statute

Federal	Description
20 U.S.C. § 4071-4072	Boy Scout Equal Access Act
FEDERAL COURT	Westside Community Bd. of Educ. v. Mergens, 496 U.S. 226 (1990)
U.S. Const. amend. I	U.S. Constitution

Administrative Procedure IGDA-AP(1): STUDENT-INITIATED GROUP USE OF DISTRICT FACILITIES - (K-12 Districts)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Student-initiated groups at the secondary level seeking to utilize school facilities during non-instructional time 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(s)
- Facility requirements

The principal may authorize more than one meeting per request. 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.

Groups must also secure a school employee to monitor facility use and student conduct. This employee must be present at all meetings and activities of the organization on school property.

Anyone using school facilities must operate within the law, board policy, and administrative procedures. School officials may intercede to discipline students who do not follow these guidelines.

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State	Description
160.2500	State Statute

Federal	Description
20 U.S.C. § 4071-4072	Boy Scout Equal Access Act
FEDERAL COURT	Westside Community Bd. of Educ. v. Mergens, 496 U.S. 226 (1990)
U.S. Const. amend. I	U.S. Constitution

Policy IGDB: STUDENT PUBLICATIONS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board recognizes creative student expression as an educational benefit of the school experience. One medium of expression is student journalism. Some student publications, such as annual yearbooks, school newspapers and student-created or student-edited web pages, 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 district policies pertinent to the 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 and will conform to administrative procedures.

The following school-sponsored student publications at the secondary level are authorized by the board of education:

- School Newspaper and/or Magazine – A school newspaper and/or magazine 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.

- Web Pages – Students may be allowed to create or edit web pages under the direction of a designated faculty member. Its purposes are to inform the district staff, students, and community of school news and to stimulate creativity and knowledge of new media.

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. Information obtained from a student's personally identifiable education records shall not be disclosed in student publications unless the information is Directory Information or the district has received written consent from the parent/guardian or eligible student to release the information.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal	Description
FEDERAL COURT	Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988)

Policy IGDBA: DISTRIBUTION OF NONCURRICULAR STUDENT PUBLICATIONS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

I. **Guidelines**

Students may distribute, at reasonable times and places, unofficial material, including but not limited to petitions, buttons, badges, or other insignia. If the district allows students to use its technology resources for noncurricular purposes, any exchange of unofficial material which is delivered or accessed using district technology resources is also subject to this policy. However, students cannot distribute expressions which:

A. Are obscene to minors.

B. Are libelous.

C. Are pervasively indecent or vulgar (secondary schools)/contain any indecent or vulgar language (elementary schools).

D. Advertise any product or service not permitted to minors by law.

E. Constitute 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).

F. Present a clear and present likelihood that, either because of their content or their manner of distribution, will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school procedures.

II. **Procedures**

Students wishing to distribute unofficial material must first submit for approval a copy of the material to the principal or designee 24 hours in advance of desired distribution time, together with the following information:

A. Name and phone number of the person submitting request.

B. Date(s) and time(s) of day of intended distribution.

C. Location where material will be distributed.

D. The grade(s) of students to whom the distribution is intended. Within 24 hours of submission, the principal (or his or her designee) will render a decision whether the material violates the Guidelines in Section I or the time, place and manner restrictions in Section III of this policy. In the event that permission to distribute the material is denied, the person submitting the request should be informed in writing of the reasons for the denial.

Permission to distribute material does not imply approval of its contents by the school, the administration, the board, or the individual reviewing the material submitted. The school will promote the use of online platform systems for the distribution of materials. The school will refrain from using school supplies and resources in the creation and dissemination of non-curricular student publications.

If the person submitting the request does not receive a response within 24 hours of submission, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person. If the person has made this verification and there is no response to the request, the material may be distributed in accordance with the time, place and manner provisions in Section III.

If the person is dissatisfied with the decision of the principal (or designee), the person may submit a written request for appeal to the superintendent of schools or his or her secretary.

If the person does not receive a response within three days (not counting Saturdays, Sundays and holidays) of submitting the appeal, the person shall contact the office of the superintendent to verify

that the lack of response is not due to an inability to locate the person.

If the person has made this verification and there is no response to the appeal, the material may be distributed in accordance with the time, place and manner provisions in Section III.

At every level of the process, the person submitting the request shall have the right to appear and present the reasons supported by relevant witnesses and material, as to why distribution of the unofficial material is appropriate.

III. **Time, Place and Manner of Distribution**

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

A. No unofficial material may be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.

B. Distribution of unofficial material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school or when it disrupts the use of district technology resources.

IV. **Definitions**

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

A. *"Obscene to minors"* is defined as:

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

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

3. The unofficial material, taken as a whole, lacks serious literary, artistic, political or scientific value for minors.

B. *"Minor"* means any person under the age of 18.

C. *"Material and substantial disruption"* of a normal school activity is defined as follows:

1. Where the normal school activity is an educational program of the district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods), "material and substantial disruption" is defined as student rioting, unlawful seizures of property, widespread shouting or boisterous conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out or other related forms of activity.

   In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the material in question.

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

E. *"Unofficial material"* includes all written or pictorial communications except school publications funded and/or sponsored or authorized by the school. Examples include leaflets, buttons, badges, insignia, brochures, flyers, petitions, placards, underground newspapers, websites, links to websites, and emails, whether created by students or others.

F. *"Libelous"* is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation, or to lower him or her in the esteem of the community.

G. *"Distribution"* means circulation or dissemination of unofficial material by means of handing out free copies, selling or offering copies for sale and accepting donations for copies or delivery via district technology. It includes displaying unofficial material in areas of the school which are generally frequented by students.

V. **Disciplinary Action**

Distribution by a student of unofficial material prohibited in Section I or in violation of Section III may be treated as a violation of the student discipline code.

VI. **Notice of Policy to Students**

A copy of this policy will be published in student handbooks and posted conspicuously in school buildings.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 167.161, RSMo.	State Statute
§ 167.164, RSMo.	State Statute
§ 167.166, RSMo.	State Statute
§ 167.171, RSMo.	State Statute
§ 573.010, RSMo.	State Statute

Federal	Description
FEDERAL COURT	Bystrom v. Fridley High Sch. Ind. Sch. Dist., 822 F.2d 747 (8th Cir. 1987)

Policy IGDF: STUDENT FUNDRAISING **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Definitions

Fundraising –Any activity that has the purpose of raising non-appropriated funds for the educational benefit of students and their school's funds.

District-Sponsored Fundraising – Any activity that has the purpose of raising funds in support of a student activity or program and that is administered and conducted by school staff or students involved in the activity or program.

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 fundraising activities must have the explicit approval of the principal, superintendent, or designee.

Fundraising efforts shall be authorized under conditions that do not conflict with instructional programs.

Fundraising 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 or designee shall develop and maintain a list of all approved fundraising activities.

District-Sponsored Fundraisers

The board prefers that the school district financially support district-sponsored student programs and activities. However, in some cases it may be necessary to raise funds to help support these district endeavors, and the district may involve students in these fundraising activities.

The superintendent and principals will be directly responsible for all district-sponsored fundraising activities conducted in the district or sponsored in any manner by the district. All district-sponsored fundraising activities must first be approved by the building principal and/or the superintendent or designee and must comply with the requirements set out in district policies and procedures, including the district's wellness program and district funds management rules. All funds collected in a district-sponsored fundraiser will be deposited in district accounts.

Student-Initiated Group Fundraisers

Student-initiated groups are not district sponsored, but these groups have the same access to district facilities, communications channels, and fundraising opportunities as other district-sponsored noncurricular groups. These groups may conduct fundraising activities, but must follow the same rules applicable to other district-sponsored noncurricular groups.

Fundraising by Other Groups

For liability and funds management purposes, it is essential that district staff not confuse district-sponsored fundraising with fundraising conducted by booster clubs or other groups not directly controlled by the district. Although the district welcomes community involvement in and support of district programs, the district cannot take responsibility for fundraising or the funds collected by such groups. To avoid confusing parents, students and community members participating in the fundraising efforts, only district-sponsored fundraising subject to district rules may occur during the school day or class time.

A group may only use the name, logo or mascot of the district or of a district school in reference to a fundraiser if the fundraiser has been approved by the superintendent or designee or the school board and the funds raised go to the district as represented in the advertising.

Student Participation in Charity Drives

The use of students or school facilities to collect money, clothing, foodstuffs, or other materials or commodities for non-school organizations shall be discouraged.

The superintendent may authorize student participation in specific charity drives when the organization concerned renders a direct and useful service to all students on a nondiscriminatory basis, and the activity has definite educational value in the context of the instructional program.

In any authorized campaign for funds, donations must be entirely voluntary.

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Version IGDF-C.1C.FER (11/06)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal	Description
20 U.S.C. § 4071-4072	Boy Scout Equal Access Act

Policy IHB: CLASS SIZE

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board of education is aware that class size impacts student achievement, and the board directs the superintendent to work with the administrative staff to assign a reasonable number of students to each class and building in the district. The board's objective is to maintain class sizes at or below the Missouri School Improvement Program's desirable standards to improve student achievement.

The board will adopt target class sizes for the various grade levels after considering the recommendations of the superintendent or designee. The superintendent or designee will annually review these target class sizes and recommend changes when necessary. The board understands that achieving these targets is dependent upon the financial, physical, and staffing resources available to the district and that the district might be required to exceed its target class sizes in some instances in order to educate its resident students. However, the board will not admit a nonresident student if the admission would cause the district to exceed the target class sizes or student-to-teacher ratios unless required by law to do so.

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 consistent with federal law and when circumstances permit.

The superintendent or designee may modify the target class size in situations where the classroom is substantially smaller than the average classroom or when other staffing or physical limitations exist. The superintendent or designee may also modify the target class size when necessary for specialized instruction or in situations where equipment is limited, such as music, art, drama, library, physical education, computer, or specialized science courses.

By the fifth day of student attendance each year and again on the twentieth day, the superintendent or designee shall reassess enrollment figures for each school with the building administrators 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. In submitting the request, the teacher will state the specific nature of the problem and alternatives for resolution. Requests should be submitted to the building principal for review with the building leadership team or other appropriate personnel. Situations 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.

Class Size Limits for Transfers Due to Accreditation

If the district becomes unaccredited or a school district in the same or an adjoining county becomes unaccredited and students are eligible to transfer into a district school by law, the district will allow such transfers as long as they do not result in a class size and assigned enrollment that exceeds the standards set by the Missouri School Improvement Program's Resource Standards.

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Version IHB-C.1B.FER (07/20)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 167.895, RSMo.	State Statute
FEDERAL COURT	Turner v Clayton, 318 S.W.3d 660 (2010)

Policy IIA-1: INSTRUCTIONAL MATERIALS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

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 procedures. 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.

Curriculum resources are provided in grades K-12. Some expendable supplies 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.

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 them 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 and goals of the district. Consideration should be given to all available textbooks in the content area to provide opportunities for each child to realize his or her greatest potential through education.

The district will not select or provide materials to students that meet the definition of "explicit sexual material" as defined in Section 573.550, RSMo., as amended.

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 criteria for selection of materials.

Basic textbooks should be selected so that they 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 administrators.

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

The district shall preferentially procure educational materials, including textbooks and collected materials, from vendors who make the materials available in either Braille format or electronic format which is computer-readable in a form approved by the Department of Elementary and Secondary Education, or both, at no greater cost than for regular 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 replacement. Fine money for damaged or lost books/materials will be designated for the department that issued the books/materials in order that replacements can be purchased.

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 it is needed. This does not preclude their continuous use over an extended period by one employee. However, there shall be equipment available for employees to use on a temporary basis. Furthermore, any employee using such equipment assumes 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 building principal or unit administrator.

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State	Description
§§ 170.051-.171, RSMo.	State Statute

Administrative Procedure IIA-1-AP(1): INSTRUCTIONAL MATERIALS - (Textbook Selection and Adoption)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 07/12/2024

Selection of Textbooks

Basic textbooks should be selected which provide material current in the field. Selection will be made with the cooperation of the faculty and administration, under the direction of the elementary and secondary curriculum directors. Textbooks will be selected in the following manner:

1. A selection committee will be established, composed of the teachers directly involved with and representing all grade levels affected by the selection of the materials, the administration of the school or schools, and the curriculum director. The superintendent or designee shall direct the purchase of the selected textbooks within the limits of the district's adopted budget.

2. Specific needs for a course of study will be established in writing, and the book selected will be the one that best meets the needs in the opinion of the selection committee. During the evaluation of materials, the value and impact of textbooks 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 also be criteria for selection of materials.

3. All companies will be invited to submit examination copies of appropriate materials to the selection committee, but only textbooks filed with the State Board of Education, pursuant to law, will be considered.

4. Sufficient time will be allowed to evaluate thoroughly all materials submitted by the vendors. The district will preferentially procure educational materials from vendors who make the materials available in either Braille format or electronic format which is computer-readable in a form approved by the Department of Elementary and Secondary Education, at no greater cost than for regular materials.

5. A written evaluation of the recommended material will be submitted to the superintendent. Following an audit of all claims, the superintendent or designee will submit the recommendations to the board for formal approval and authorization of payment.

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State	Description
§§ 170.051-.171, RSMo.	State Statute

Policy IIAC: INSTRUCTIONAL MEDIA CENTERS/SCHOOL LIBRARIES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board believes that instructional media centers/libraries are a fundamental part of the educational process. The district meets individual learning needs, provides flexible and innovative learning experiences and encourages independent learning by providing sufficient resource options to students and staff.

It is the goal of the board of education to provide circulating material, reference resources and electronic media to meet or supplement the needs of the students and teachers in the school system. The district shall strive to meet the school media standards as prescribed by the Missouri Department of Elementary and Secondary Education.

The district librarians, teachers and administrators have the responsibility of recommending and selecting materials for the district, in accordance with state and district guidelines, and reconsidering or reviewing the district's collection as needed. The same criteria used to select new materials for the district will be used to determine whether the district will accept any gift of materials or to determine the selection of materials purchased with a monetary gift from an individual or group.

Funds shall be allocated to the library each year for updating services that meet the guidelines of the American Library Association.

District librarians will organize and maintain the district's collection and aid students and staff members in locating resources.

The superintendent or designee will create procedures as needed to enforce the district policies and administer the district's media centers and libraries.

Intellectual Access

The library media program serves as a point of access to information and ideas for students as they acquire critical thinking and problem-solving skills. Students and educators served by the library media program should have access to resources and services free of constraints resulting from artificial barriers. Students will have access to library media selected and available in accordance with district policy and library media guidelines.

Confidentiality

Individually identifiable library records will be confidential as required by law. Individually identifiable library records of a student will be considered an education record under federal law and will be released in accordance with board policy.

Individually identifiable library records of persons other than students will not be released to any person other than the person identified in the record or to district employees who need to know the information to perform their duties for the district. However, these records may be released upon written request by the person identified in the record or in response to a court order upon a finding that the disclosure is necessary to protect the public safety or to prosecute a crime.

As used in this policy, a "library record" is any document, record or other method of storing information retained, received or generated by a library that identifies a person or persons as having requested, used or borrowed library material and all other records identifying the names of library users. The term "library record" does not include nonidentifying material that may be retained for the purpose of studying or evaluating the circulation of library material in general.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 182.815, RSMo.	State Statute

State	Description
§ 182.817, RSMo.	State Statute

Regulation IIAC-R1: INSTRUCTIONAL MEDIA CENTERS/SCHOOL LIBRARIES - SELECTION AND RECONSIDERATION OF MATERIALS

Status: DRAFT

Original Adopted Date: Pending

(Selection and Reconsideration of Materials)

The district will obtain materials for the district's media centers and libraries that are current, address the curriculum needs of district instructors and provide the learning resources needed by district students. District librarians, teachers and administrators are responsible for the selection and reconsideration of materials for the district's media centers and school libraries in accordance with the objectives listed in this regulation. Suggestions for the selection and reconsideration of materials will be reviewed at least annually. The superintendent or designee will adopt procedures as needed to accomplish the goals of this regulation.

Objectives for the Selection of Library Materials

Library materials will be selected in accordance with the following objectives:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils served.

2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.

3. Provide background information that will enable students to make intelligent judgments in their daily lives.

4. Provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking.

5. Provide materials representative of the contributions to our American heritage from the many religious, ethnic and cultural groups.

6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

7. Use existing special criteria for the selection of all kinds of materials, such as films, CDs, tapes and books, for all subject areas. The general criteria that may be applied to all acquisitions are as follows:

    - Material should have permanent or timely values.

    - Information should be accurate.

    - Material should be presented in a clear manner.

    - Material should be authoritative.

    - Material should have significance.

The above-mentioned criteria will also apply to the acceptance of any gift of materials or to the selection of materials purchased with a monetary gift from an individual or group.

Reconsideration

Library materials will be reconsidered and, if necessary, removed from district media centers and libraries in accordance with the following guidelines:

1. The material is outdated or factually incorrect.

2. A more thorough or more complete resource exists.

3. The resource no longer supports the district's curriculum objectives.

4. The resource is not used by either staff or students.
5. The resource is not recommended by district librarians, teachers or administrators.

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Version IIAC-R1.1C (10/02)

Policy IICA: FIELD TRIPS AND EXCURSIONS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board believes that field and activity trips often enhance the program of instruction and add much to the education of a student. Carefully planned educational field trips are encouraged to utilize effectively the many resources of the community in the instructional program. Visits to sites 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 benefits of the trip are in keeping with the goals of the instructional program.

All parents of students who are eligible to participate in the field trip shall be informed concerning time, cost, and means of transportation. Adequate precautions must be taken to provide for thorough supervision of students 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 based on 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 by the district and community
5. The distance and cost
6. The consent of parents in writing
7. The availability of qualified chaperons

When possible, trips should be made on school buses or in vehicles of 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's 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, including prohibition of alcohol consumption.

Privately Organized and Funded Trips and Events

District employees sometimes accompany students and other participants from the district 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. If there is to be any involvement by the district, such as recruitment on school time, independent study credit, or excused absences, the participating staff members(s) must obtain district approval prior to communicating with students and parents.

Participation in these private trips or events, if approved by the district, requires the participants and sponsors to submit the necessary hold-harmless and medical insurance forms to the district.

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Version IICA-C.1A .FER (09/00)

Administrative Procedure IICA-AP(1): FIELD TRIPS AND EXCURSIONS - Privately Sponsored Trips and Events

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 07/22/2024

Should a district employee elect to privately sponsor an educational or recreational trip or event for district students which requires travel outside the district, they are required to do the following:

1. Contact the building administrator to discuss the proposed trip or event prior to meeting with students or parents/guardians.

2. Provide the building administrator with copies of proposed letters to parents/guardians, citing Ferguson-Florissant School District policy IICA.

3. Conduct preliminary meetings with families to determine student and parent/guardian interest in the proposed trip or event. Distribute copies of policy IICA to inform families about the board's policy regarding privately sponsored trips or events.

4. Complete the Non-District Travel Information Sheet to have on file as a point of information once district officials have been notified.

5. Provide all participants with the district's hold harmless and medical insurance forms.

The building administrator will share details of the proposed trip or event with the appropriate administrator. The information will also be presented to the superintendent and cabinet. Travel specifics will be included in a board update to inform board members.

Version IICA-AP1.1A.FER

Policy IICC: SCHOOL VOLUNTEERS

Status: DRAFT

Original Adopted Date: Pending

The board of education recognizes that volunteers make valuable contributions to the district's schools and are an essential component of high student achievement. The board endorses a volunteer program, encourages volunteer participation and expects district staff to encourage and strengthen community, parent and family involvement in the schools.

The superintendent or designee will create appropriate procedures for attracting, screening and training volunteers. The district will conduct screening and criminal background checks on volunteers as required by law and policy GBEBC before any volunteer is placed in a position where he or she will be left alone with a student or have access to student education records.

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 be used only to protect students or minimize disruption to the educational environment.

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

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Version IICC-C.1B (12/19)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 168.133, RSMo.	State Statute

Administrative Procedure IICC-AP(1): SCHOOL VOLUNTEERS **Status:** DRAFT

Original Adopted Date: Pending

Definitions

Volunteer – Any person who provides uncompensated service to the district. As used in this procedure, a "volunteer" does not include students participating in a district-sponsored program, such as tutoring or acting as an office or teaching assistant.

Chaperone – A volunteer, usually a parent or guardian, who assists the district staff and is under the direct control of district staff but is never left alone with a student. Chaperones include room parents or persons who volunteer to assist with field days, field trips, class parties or other special occasions.

Screened Volunteer – A volunteer who may be periodically left alone with students or who may be granted access to some student education records. Usually, screened volunteers commit to assist the school on a regular basis. Examples of a screened volunteer include persons who regularly assist in the office or library, mentor or tutor students, coach or supervise a school-sponsored activity before or after school, or chaperone students on an overnight trip.

All Volunteers

Volunteering in the district is a privilege, not a right. The board, superintendent, principal or designee may decline or terminate the services of a volunteer for any legal reason. Building principals or designees are responsible for approval of the screened volunteers to be placed in their buildings. Teachers may select and organize chaperones unless directed otherwise by the principal.

All volunteers must receive training appropriate to the function they will serve while volunteering. If a volunteer is disruptive or acts inappropriately around the students, the teacher or principal will refuse the volunteer's services and notify the superintendent or designee immediately.

Volunteers will provide support services but are not substitutes for district staff. Volunteers will work under the direction and supervision of district and building staff. Even screened volunteers who are left alone with a student will have an employee contact person or supervisor to monitor activities with students.

All volunteers will be given a copy of the following rules:

1. Volunteers must follow the same dress code applicable to students.

2. Volunteers will not lend money or bring gifts other than stickers and greeting cards to individual students unless authorized by the building principal or designee.

3. Volunteers will not transport students.

4. Volunteers will not photograph or videotape students unless authorized by the building principal or designee.

5. Volunteers will not date students, have sexual relationships with students or arrange to meet students outside the regular school day or during school-sponsored events or activities. The district expects all adult volunteers to maintain the same professional boundaries with students that are expected of staff members, as detailed in policy GBH.

6. Volunteers will not dress students, change diapers, provide personal hygiene assistance or supply medication to students.

7. Volunteers will use universal precautions to avoid contact with body fluids.

8. Volunteers will receive district policies and procedures on computer use and will sign an authorized user form prior to having access to the district's computers.

9. In accordance with district policy, volunteers will not discriminate against or harass any person and will report all harassment or discrimination observed.

10. Volunteers will not search students or student property.

11. Volunteers will not direct a student to remove an emblem, insignia or garment, including a religious emblem, insignia or garment. If the volunteer believes a student's clothing is disruptive or promotes disruptive behavior, the volunteer will contact a staff member immediately.

12. Volunteers must sign in and out of the office when entering or leaving the school and must document the hours volunteered in the school.

13. Volunteers must report suspected cases of abuse or neglect to the building principal.

14. Volunteers will follow all the policies, procedures and other rules established in the district and all applicable laws.

Screened Volunteers

1. District staff must direct persons wishing to serve as a screened volunteer to the superintendent's or designee's office for volunteer certification. Supervisors of activities that may require overnight volunteers are encouraged to recruit and certify volunteers at the beginning of the school year because the process may take several weeks or months to complete.

2. Screened volunteers must consent to and complete a criminal background check as required in policy GBEBC prior to being left alone with a student and may be required to submit additional information at the superintendent's or designee's discretion. All information collected regarding screened volunteers will be considered confidential to the extent allowed by law and will be used only to protect the students or minimize disruption to the educational environment.

3. Only screened volunteers may have access to student education records. However, such access is limited to instances where access is necessary for the volunteer to assist the district, and such access must be supervised by staff members. Screened volunteers who are granted access to student records must keep all information confidential.

4. The building principal or designee will provide appropriate training for all screened volunteers.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 168.133, RSMo.	State Statute

Policy IK: ACADEMIC ACHIEVEMENT

Status: DRAFT

Original Adopted Date: Pending

The evaluation of the academic achievement of students in the school district is based on the premise that students have diverse capabilities, interests and individual patterns of growth and learning. It is essential that the professional staff have adequate information to assess a student's educational needs, growth patterns and other factors necessary to design instructional plans for the student. Sharing of information among parents/guardians, teachers and students is an integral part of the evaluative process.

Through the district's methods of student evaluation and parent/guardian-student-teacher communications, the district strives to meet the following objectives:

- Parents/Guardians are to be informed regularly, at least four times a year, as to the progress their children are making in school.
- Parents/Guardians will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
- Insofar as is possible, distinctions will be made between a student's attitude and academic performance.
- At comparable levels, the school district will strive for consistency in grading and reporting, except when inappropriate for certain classes or students.
- When grades are given, the school staff will take particular care to explain the meaning of the marks and symbols to students and parents/guardians.

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.

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Version IK-C.1B (05/00)

Administrative Procedure IK-AP(1): ACADEMIC ACHIEVEMENT **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 07/22/2024

Definitions

Formative Assessments - 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. Formative and pre-assessments are used to guide instruction but not to calculate grades.

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.

Procedures for Assigning Grades

Test scores, written work, class participation, and special work approved by the teacher should be considered in arriving at grades. The issuance of grades on a regular basis serves to promote continuous evaluation of student performance in the school district.

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

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

Kindergarten students will 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 will 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 will 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 will be 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 student progress reports will be publicized in the district's calendar and in other forms of communications.

The following grading and homework procedures for middle and high school are provided to ensure two main goals: (1) common academic standards and integrity as professionals in a learning community with successful use of assessment data; and (2) student mastery of content and competencies in alignment with current district and state policies and procedures.

Similar 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:

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 and 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, pre-approved by the building principal and curriculum department at least five days before the course begins, and communicated to students and parents/guardians by the first day of the course. This includes the use of standards-based grading.

Late Work

Procedures for assigning credit to work that is submitted after the established due date will be developed collaboratively by department chairs and professional learning community team leaders so that there is consistency among similar 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/guardians 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 day for each day of absence to submit missed assignments – if 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 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 the time limits outlined above, then the late work procedure for that class will be in effect.

For performance-based classes like art, music, and physical education, 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 exceptions to this policy.

Grade Appeal Process

In the case of a challenged grade, the principal will, within 20 working days of the written appeal request, review the petition and, if warranted, consult with knowledgeable school personnel, listen to parental statements, evaluate evidence supporting the petition, and arrange a meeting with the petitioner and the appropriate school personnel, including the teacher. 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.

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 no 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 with the grade change. This statement shall be included in the teacher's personnel file.

Version IK-AP1.1A.FER

Policy IKE: PROMOTION, ACCELERATION AND RETENTION OF STUDENTS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The 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.

When determining whether students should be promoted, accelerated or retained, the district will use all available information, including results of classroom performance assessments, other measures of skill and content mastery, standardized test results and teacher observation of student performance. The principal will direct and aid teachers in developing student evaluation standards and apply those standards uniformly when making decisions regarding the promotion, acceleration or retention of students.

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 unless, in the judgment of the district's professional staff, it is not in the best educational interest of the student to do so. The final decision to promote a student rests with the school administration.

Remediation as a Condition of Promotion

The district may require 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 may 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/guardians of such students to commit to conduct home-based tutorial activities with their children. Decisions concerning the remedial instruction of a student who receives special education services, including the nature of parental involvement, shall be made in accordance with the student's individualized education program (IEP).

Acceleration

The district will assist students in progressing 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 refers to educational strategies that provide opportunities for students to more rapidly achieve their education goals. Effective acceleration matches the level, complexity and pace of the curriculum to the readiness and motivation of the student. 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. Acceleration will not be used as a replacement for gifted education services or programs.

Acceleration shall be considered for all students who demonstrate advanced performance or the potential for advanced performance and the social and emotional readiness for acceleration. The district will offer subject acceleration and whole-grade acceleration and, at the discretion of the superintendent, may choose to implement other types of acceleration as well.

When determining whether a student should be accelerated, the district will consider all available student assessment data, the student's social and emotional maturity and the student's academic strengths. Acceleration decisions shall be based on the best interest of the student.

Parents/Guardians or teachers who identify a student who may benefit from acceleration should contact an administrator in the student's school for more information.

Retention

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

If a student has a substantial reading deficiency at the end of third grade, the appropriate school staff will meet directly with the student's parents/guardians to discuss whether the student should be retained in grade level, based on a consideration of all relevant factors, including the reading deficiency, the student's progress in other subject areas, and the student's overall intellectual, physical, emotional, and social development. The decision to promote or retain a student shall be made only after the formulation of a specific plan of action to remedy the student's reading deficiency. Further, if a student fails to attend remediation assigned as a condition of promotion, the student will be retained.

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Version IKE-C.1F.FER (04/23)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.722, RSMo.	State Statute
§ 167.640, RSMo.	State Statute
§ 167.645, RSMo.	State Statute

Federal	Description
FEDERAL COURT	Board of Curators, Univ. of Mo. v. Horowitz, 435 U.S. 78 (1978)

Policy IKF: GRADUATION REQUIREMENTS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board of education for the district establishes the following graduation requirements as a condition of receiving a diploma. The superintendent or designee will regularly communicate these requirements to students and parents/guardians and recommend modifications to the board when necessary.

Requirements

A student must meet the following requirements in order to graduate from the district, unless otherwise exempted. The student must:

1. Complete a total of 24 credits, including credits required by the State Board of Education.

2. Pass examinations on the provisions and principles of American history, American institutions, American civics, and the Missouri and U.S. Constitutions. (§§ 170.011, .345, RSMo.)

3. Successfully complete a course of instruction of at least one semester in length on the institutions, branches and functions of the government of the state of Missouri, including local governments, the U.S. government and the electoral process. (§ 170.011, RSMo.)

4. Have earned credit in the district's educational program between the ninth and twelfth grades.

5. Have taken all required end-of-course (EOC) examinations. (DESE Graduation Guidance)

6. Have received 30 minutes of cardiopulmonary resuscitation (CPR) instruction and training in the proper performance of the Heimlich maneuver or other first aid for choking. (§ 170.310, RSMo.)

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). Any specific graduation requirement may be waived if recommended by the student's IEP team. (DESE Graduation Guidance)

2. Students transferring from other Missouri school districts or charter schools, private or parochial schools, home schools, unaccredited schools, and schools in other states or countries will have their credits transferred in accordance with guidance from the Department of Elementary and Secondary Education (DESE) and may have some graduation requirements waived depending on the circumstances. (DESE Graduation Guidance)

3. The district will waive the requirement to pass examinations on the provisions and principles of American history, American institutions and the Missouri and U.S. Constitutions for students who transfer from a school outside Missouri 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. The district will waive the requirement to pass a civics examination when recommended by the student's IEP team. (§ 170.011, RSMo., DESE Graduation Guidance)

4. Graduation requirements for foster care students will be modified or waived in accordance with law and board policy IGBE. (§ 160.1990, RSMo.)

5. Students in the household of an active duty member of the military, including students in the household of certain veterans who are deceased or injured as defined by law, who transfer to the district may have graduation requirements modified or waived in accordance with law. (§ 160.2000, RSMo.)

6. Eligible students who successfully complete the Missouri Option Program will be awarded a high school diploma. (5 C.S.R. 20-500.330)

Earning Credit, Substituting Credit and Alternatives

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 students who transfer from a district that uses a different standard for awarding credit.

2. The district recognizes units of credit obtained through accredited schools and school districts, including credits earned through courses delivered primarily through electronic media, such as online courses. For the purposes of this policy, an "accredited school" is a Missouri public school, a Missouri charter school, the Missouri Course Access Program (MOCAP); a private agency where students with disabilities are placed by a public school; or any school or school district accredited by the Missouri State Board of Education, AdvancED or the Independent Schools Association of the Central States (ISACS). If a school or school district is located in another state, that school or school district must be accredited by that state's department of education, AdvancED, ISACS or the equivalent organizations. (§ 161.670, RSMo., DESE Graduation Guidance)

3. Students may earn advanced-standing credit by successfully completing high school–level courses prior to entering the ninth grade. Advanced-standing credit may be counted toward meeting all graduation requirements, including state minimum requirements. (DESE Graduation Guidance)

4. The district may waive one unit of academic credit in English language arts, mathematics, science or social studies, whichever is most appropriate, for students who successfully complete an eligible three-unit career/technical program. Students must request this credit waiver prior to enrolling in the career/technical program for which the waiver is sought. Students must take the end-of-course exam required for any waived course. Unless otherwise waived by law, students who waive a social studies unit under this section are still required to complete a course of at least one semester in length on the institutions, branches and functions of the government of the state of Missouri, including local governments, and of the government of the United States and the electoral process. Students are also required to meet state requirements regarding American civics. (DESE Graduation Guidance)

5. In addition to the waiver of credit above, 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 for courses that require an end-of-course assessment. Unless otherwise waived by law, students who waive a social studies unit under this section are still required to complete a course of study of at least one semester in length covering the institutions, branches and functions of the government of the state of Missouri, including local governments, and of the government of the United States and the electoral process. Students are also required to meet state requirements regarding American civics. (§ 170.017, RSMo.)

6. The district may allow a student to fulfill one credit of any district-required mathematics, science or practical arts unit with a district-approved computer science course if the student has taken or is on track to take all courses that require end-of-course examinations for math and science. The district will notify all students relying on this provision that some institutions of higher education may require four units of academic credit in mathematics for college admission. The district will require the parent, guardian or legal custodian of each student to acknowledge in writing that taking a computer science course to fulfill a unit of academic credit in mathematics may have an adverse effect on college admission decisions. (§ 170.018, RSMo.)

7. Students may earn credit for a subject that has been embedded into another subject-area course in accordance with guidelines established by DESE. (DESE Graduation Guidance)

8. The superintendent or designee may approve credit earned on a proficiency basis if a student is able to demonstrate mastery of the competencies for a particular course and if state requirements are met for a quality, competency-based credit system. (DESE Graduation Guidance)

9. Students may earn credit by other means as approved by the board and in accordance with law.

Diplomas and Certificates

Students who complete the district's graduation requirements or are otherwise entitled to a diploma in accordance with law and district policy will receive a district diploma.

District Diploma for Coursework Completed in Other Districts

In accordance with law and DESE guidance, the district may be required to issue a diploma to students who did not complete their education in the district but who graduated based on the district's graduation requirements. Such circumstances include, but are not limited to, situations where a foster student transfers from the district to another school or district or a student in the household of an active duty member of the military transfers to another district, in accordance with law. (§§ 160.1990, .2000, 167.019, RSMo.)

Diplomas from Other Districts

Students in the household of an active duty member of the military, including students in the household of certain veterans who are deceased or injured as defined by law, who transfer to the district at the beginning of or during their senior year and who will not meet the graduation requirements of the district by the end of the senior year may receive a diploma from the school district they are transferring from if they are able to meet the graduation requirements of that district. (§ 160.2000, RSMo.)

Foster care students who enroll in the district at the beginning of or during their senior year who cannot meet the district's graduation requirements by the end of the senior year, even after all alternatives have been considered, may receive a diploma from the previous school attended if they are eligible to receive a diploma from the previous school. (§ 160.1990, RSMo.)

Certificate of Attendance

Students with disabilities who reach age 21 or otherwise terminate their education and who have met the district's attendance requirements but have not completed the requirements for graduation may receive a certificate of attendance as directed by the student's IEP team. (DESE Graduation Guidance)

Career and Technical Education Certificate

In addition to receiving their graduation diploma, students may earn a career and technical education certificate (CTE) if they meet the standards created by the State Board of Education. (§ 170.029, RSMo.)

Seal of Biliteracy

The district may award a Missouri Seal of Biliteracy to students who have attained proficiency in English and at least one other language before high school graduation in accordance with rules established by DESE.

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Version IKF-C.1P.FER (07/20)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.017, RSMo.	State Statute
§ 160.029, RSMo.	State Statute
§ 160.1990, RSMo.	State Statute
§ 160.2000, RSMo.	State Statute
§ 160.310, RSMo.	State Statute
§ 160.345, RSMo.	State Statute
§ 161.670, RSMo.	State Statute
§ 167.019, RSMo.	State Statute
§ 170.018, RSMo.	State Statute
§ 171.011, RSMo.	State Statute
§ 171.171, RSMo.	State Statute
5 C.S.R. 20-100.230	State Regulation

State	Description
5 C.S.R.20-100.190	State Regulation

MSIP	Description
EA-2	MSIP STANDARDS
TL-1	MSIP STANDARDS

Policy IKFA: EARLY GRADUATION

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Students who wish to graduate before the end of the eighth semester will be required to meet with a school counselor and submit written notification to the principal at the beginning of the last semester of attendance and apply for early graduation. The school counselor will notify the student's parents or guardians of the student's decision if the student is a dependent. The student will receive a diploma if the student has met the Ferguson-Florissant School District's graduation requirements.

The student who chooses early graduation will be allowed to participate in the spring graduation ceremonies but will be considered an alumni for all other activities.

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Version IKFA-C.1C.FER (08/03)

Policy IKFB: GRADUATION EXERCISES

Status: DRAFT

Original Adopted Date: Pending

When students complete all graduation requirements, it is an achievement of not only the students, but also the community. The board will recognize students in a public graduation ceremony that has as its purpose honoring and celebrating the graduates. The superintendent or designee will plan an appropriate ceremony on the date approved by the board, with input from the students graduating. If appropriate, the district may hold more than one ceremony or recognition celebration.

Speakers at graduation ceremonies are subject to the provisions of policy INC.

Unless otherwise stated in this policy, students may only participate in graduation ceremonies if they have successfully completed all graduation requirements or the requirements to receive an alternative diploma or a certificate of attendance in accordance with board policy. Students seeking to apply credits earned through other accredited schools, as defined in policy IKF, toward graduation requirements must provide the district with verified documentation of the completion of these courses ten working days prior to the graduation ceremony in order to participate in the ceremony. Any student who has otherwise met all requirements for graduation will be granted a diploma, regardless of whether he or she participates in graduation exercises.

Participation in the graduation ceremony is a privilege and not a right. A student must be in good standing with the district, as defined by the district, in order to participate in graduation exercises.

Elementary, middle and junior high schools may hold promotion exercises, but formal graduation programs will be reserved for students successfully exiting the district's education program.

Students Eligible for Services under the IDEA

Students eligible for services under the Individuals with Disabilities Education Act (IDEA) who will have completed four years of high school at the end of a school year may participate in the graduation ceremony and all related activities of the student's graduating class if:

1. The student's Individualized Education Program (IEP) prescribes special education, transition planning, transition services or related services beyond the student's four years of high school, and

2. The student's IEP team determines the student is making progress toward the completion of the IEP and that participation in the graduation ceremony is appropriate.

The student and the student's parent/guardian will be provided written notice of this policy at the annual IEP meeting prior to or during the student's fourth year of high school.

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Version IKFB-C.1C (02/15)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.1125, RSMo.	State Statute
160.2500	State Statute

Policy IL-1: ASSESSMENT PROGRAM

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

(K–12 Districts)

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 assess the reading level or reading readiness of all students enrolled in kindergarten through grade three using state-approved reading assessments at the beginning and end of each school year. The district will also

assess any newly enrolled students in grades one through five. 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. The assessment results will be used to determine the student's need and eligibility for a reading success plan.

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.

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 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.

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 opt-out 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 there is no cost to the district. 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.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.572, RSMo.	State Statute
5 C.S.R. 20-500.330	State Regulation

MSIP	Description
AS-2	MSIP STANDARDS
EA-1	MSIP STANDARDS

Policy ILA: TEST INTEGRITY AND SECURITY

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 09/11/2024

Accurate information about student performance is integral to the district's mission of improving student achievement. In order to make sure the information is valid, the district must protect the integrity of the testing process. This policy shall become part of the district assessment plan. All staff associated with the assessment process are responsible for understanding and implementing the security measures in this policy. For the purposes of this policy, "staff associated with the assessment process" includes test coordinators, examiners, translators, proctors, and any district staff who have responsibilities in providing, monitoring, or overseeing student testing as designated by the superintendent or designee.

Districtwide Test Coordinator

The superintendent or designee will appoint a districtwide test coordinator who will perform the duties as described in the most recent version of the Guide to the Missouri Assessment Program published by the Department of Elementary and Secondary Education (DESE).

Training on Integrity and Security for Each Assessment

Each assessment has a testing manual that includes the security and integrity requirements for the assessment to produce valid results. The board requires that test-specific integrity and security measures be implemented as directed by the manual and that any breach, or suspected breach, of those integrity and security measures be reported promptly to the districtwide test coordinator.

Prior to test administration, the districtwide test coordinator must require, as part of general staff training for the assessment, that all staff associated with the assessment process familiarize themselves with the testing manual's section for the security and integrity requirements and practices for the relevant test(s) and participate in any other district-created training.

Sanctions Against Improper or Unethical Practices

All district staff are required to take action to prevent improper or unethical practices regarding test administration and report any concerns to the districtwide test coordinator. Improper and unethical practices include, but are not limited to:

1. Violating any provision of this policy.
2. Copying any part of the standardized test materials or online test unless authorized by test protocol.
3. Removing any test materials from the secure storage area or device except during test administration unless authorized by the test coordinator and otherwise allowed by test protocol.
4. Accessing test questions prior to when the test is given unless authorized by the test coordinator and otherwise allowed by test protocol.
5. Copying, printing, downloading, or duplicating in any way any part of an online assessment for any reason unless authorized by the test coordinator and otherwise allowed by test protocol.
6. Failing to return all test materials following test administration.
7. Directly teaching any actual test item or taking actions to discover test items included on a test.
8. Altering in any way a student's responses on a test.
9. Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions; and allowing students to give each other answers to questions or copy off each other's work.
10. Altering test administration procedures in any other way to give students an unfair advantage or otherwise permitting students to breach security and integrity protocols applicable to the test-taker.

11. Administrators or other staff members pressuring or encouraging teachers to engage in any practice that is contrary to test integrity and security.

District employees are required to immediately report any suspected violation of this policy to the districtwide test coordinator. The districtwide test coordinator or designee will immediately investigate to determine whether a district employee engaged in any improper or unethical practices. If the allegations against the employee are proven, the districtwide test coordinator or designee will generate an investigation report and forward it to the superintendent, who will take appropriate disciplinary action, up to and including termination. The district will conduct an investigation of any student suspected of engaging in any improper or unethical practice. If allegations are proven, the student will be disciplined in accordance with district policy.

The districtwide test coordinator is responsible for reporting to and cooperating with DESE in the event of a suspected or known breach of the security and integrity requirements for an assessment.

If the districtwide test coordinator is alleged to be involved in behavior prohibited by this policy, the report shall be made to the superintendent or designee, who shall assume the responsibilities of the districtwide test coordinator for purposes of the report.

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Version ILA-C.1E (07/24)

Policy IM: EVALUATION OF INSTRUCTIONAL PROGRAMS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

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

Financial Investment of Surplus Funds

Wellness Program

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 Learner (EL) Students (reviewed annually by coordinator)
7. Programs for Migratory Students
8. Programs for At-Risk Students
9. Early Childhood Programs
10. Parents as Teachers
11. Guidance and 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.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

MSIP	Description
L-3	MSIP STANDARDS
L-7	MSIP STANDARDS

Policy INC-1: SPEAKERS AT DISTRICT EVENTS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Some district events, such as graduation, classes, assemblies and 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 provide the most effective means for accomplishing these purposes, they may be authorized by the building principal. The purpose of this policy is to establish the parameters for such speakers.

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.

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 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 from the principal before making arrangements for classroom speakers or announcing events. Building administrators may revoke an invitation or 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 celebrations, 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:

    - Student government officers, members, or candidates.
    - Club and organization officers, or members.
    - 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.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
160.2500	State Statute

Federal	Description
U.S. Const. amend. I	U.S. Constitution

Policy IND: CEREMONIES AND OBSERVANCES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/26/2024

The board of education recognizes the value of district-sponsored programs and ceremonies during school hours and at other appropriate times. Recognizing achievement and talent encourages further learning. District-sponsored programs, ceremonies, and observances also provide an opportunity to involve the community in public education.

Programs, Ceremonies, and Observances

1. The flag of the United States of America will be prominently displayed, either on the outside of the building or upon a pole erected in the school yard, at every school in the district during school hours.

2. Pursuant to state law, the Pledge of Allegiance will be recited in at least one scheduled class of every student no less than once per school day. However, in accordance with law, no student will be required to participate in the recitation.

3. The text of the Bill of Rights of the U.S. Constitution will be displayed in all school buildings in a conspicuous and legible manner.

4. Teachers and students should observe the following days with the appropriate exercises, as required by law:

    - Bird Appreciation Day (March 21)
    - Prisoners of War Remembrance Day (April 9)
    - Holocaust Education Week (the second week of April or another week designated by the district)
    - Patriots Day (April 19)
    - Constitution Day and Citizenship Day (September 17, or the preceding or following week if this date falls on a weekend or holiday)
    - Missouri Day (the third Wednesday of October)
    - Pearl Harbor Remembrance Day (December 7)

5. The district may observe the following days and months, as recommended in state statute:

    - Missouri Lifelong Learning Month (February)
    - Science, Technology, Engineering, and Math (STEM) Week (the first week of March)
    - Arbor Day (the first Friday in April)
    - Jefferson Day (April 13)
    - Emancipation Day (June 19)
    - Emergency Services Day (September 11)
    - POW/MIA Recognition Day (the third Friday of September)
    - Disability History and Awareness Month (October)
    - Bill of Rights Day (December 15)

6. The district may host a diploma ceremony on or around Veterans Day for any veteran receiving an honorary diploma from the Department of Elementary and Secondary Education (DESE) pursuant to "Operation Recognition."

7. Each school in the district shall, prior to any scheduled Veterans Day observance, conduct programs and activities that convey the meaning and significance of Veterans Day. Veterans Day observances will be held as closely as possible to November 11, and the duration of activities and programs that lead up to such an observance shall be the equivalent of at least one class period.

The superintendent or designee will create administrative procedures addressing how ceremonies and observances will be conducted.

Religious Content in Programs and Ceremonies

The schools of the district, as well as all employees of the district as governmental officials, are required by law to remain neutral and refrain from endorsing any particular religious belief. However, this policy should not be interpreted to preclude the factual and objective teaching about religions, religious holidays, and religious differences.

In particular, music, art, literature, and drama with religious themes and programs involving religious themes will be permitted if presented in an objective manner without sectarian indoctrination. Religious content included in any student performance or ceremony will be selected on the basis of independent educational merit.

To the extent required by law, district employees or officials shall not lead attendees of a district-sponsored event in prayer or any other religious ritual, nor shall they direct, whether implicitly or explicitly, a student to lead attendees in a prayer or any other religious ritual. However, this policy shall not be used to deny any student, employee, or district official any personal legal right of expression.

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Version IND-C.1L (05/24)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.360, RSMo.	State Statute
§ 161.700, RSMo.	State Statute
§ 162.946, RSMo.	State Statute
§ 170.049, RSMo.	State Statute
§ 171.021, RSMo.	State Statute
§§ 9.030, 9.040, 9.070-.072, RSMo.	State Statute
Mo. Const. art.I §§ 5-7	State Constitution
Mo. Const. art.I §§ 5-7	State Constitution
Mo. Const. art.IX § 8	State Constitution

Federal	Description
36 U.S.C. § 106	Federal Statute
FEDERAL COURT	Santa Fe Independent Sch. Dist. v. Doe, 530 U.S. 290 (2000)
U.S. Const. amend. I	U.S. Constitution

Administrative Procedure IND-AP(1): CEREMONIES AND OBSERVANCES - (Flag Displays)

Status: DRAFT

Original Adopted Date: Pending

The United States flag shall be flown during school hours each day of the year.

- It will be lowered to half staff until noon on Memorial Day unless school is not in session.
- It will be lowered to half staff on other memorial occasions as recommended by the federal or state government, or as determined by the school district. All possible efforts will be made to comply with United States flag display protocol.
- It will not be flown in inclement weather unless it is an all-weather flag.
- It will only be flown between the hours of sunrise and sunset unless the display area is lighted.

The flag will be handled with proper respect at all times.

- It will be raised quickly and lowered ceremoniously.
- It will be stored properly to prevent damage.
- It will not be allowed to touch the ground.
- A flag used in a procession will be on the right and raised higher than other flags in the procession.
- A flag which is not in the proper condition for display will be destroyed in a dignified way.

Each school site may implement a program of instruction concerning flag etiquette which will include, but not be limited to:

- Times and occasions for flag display.
- Proper position and manner of display.
- Conduct to be used during handling.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.360, RSMo.	State Statute
§ 161.700, RSMo.	State Statute
§ 162.946, RSMo.	State Statute
§ 170.049, RSMo.	State Statute
§ 171.021, RSMo.	State Statute
§§ 9.030, 9.040, 9.070-.072, RSMo.	State Statute
Mo. Const. art.I §§ 5-7	State Constitution
Mo. Const. art.I §§ 5-7	State Constitution
Mo. Const. art.IX § 8	State Constitution

Federal	Description
36 U.S.C. § 106	Federal Statute

Federal	Description
FEDERAL COURT	Santa Fe Independent Sch. Dist. v. Doe, 530 U.S. 290 (2000)
U.S. Const. amend. I	U.S. Constitution

Policy JCB: TRANSFERS WITHIN THE DISTRICT

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board will establish attendance areas for the district's school buildings, and students who live within an attendance area will be required to enroll in the designated building unless one of the following exceptions applies.

Reassignment

The superintendent or designee may assign or reassign a student to a school building or program other than the one determined by their residence for the health, safety or welfare of the student, to maintain discipline and safety in the schools, to better meet the educational needs of the student, or to address overcrowding in school.

When students are placed in a school other than their assigned (home) school to alleviate overcrowding, the assignment will be for a period not to exceed one academic school year. At the end of the school year, the district will notify parents/guardians/caretakers that their student will be returning to their school of residence, pending a determination that a return to the home school is in the best interest of the child.

Any assignment or reassignment for disciplinary reasons will comply with due process rights as provided by board policy and law. All students and parents/guardians/caretakers will be notified of the term of the assignment or reassignment pursuant to this policy.

Students with Disabilities

Students with disabilities may be assigned to attend a school outside their attendance area by their Section 504 team or pursuant to their individualized education programs (IEPs). Administrators participating in these decisions will notify the admissions office as soon as the decision is made to place a student outside his or her attendance area. This will happen within 24 to 48 hours.

Homeless Students and Students in Foster Care

As required by law, students placed in foster care or students who qualify as homeless may attend or continue to attend the school of origin when it is determined that it is in the student's best interest, even when the student is placed in a home or temporarily resides in a home in another attendance area or school district.

Transfer Requests

A request for transfer should be submitted by the parent/guardian. Students can also request a transfer if they are 18 years or older or are an emancipated minor. All transfer requests must be submitted prior to the beginning of the new semester. Granting of such transfer requests will be contingent on available space and eligibility as determined by the district. Students who have begun attendance at a school cannot transfer to another school until the next semester begins unless their residence changes to a new attendance area or unless otherwise required by law. Transportation will not be provided to students transferring to schools outside their designated attendance area unless required by law.

Transfers Due to Accreditation Status

In accordance with law, if the Missouri State Board of Education declares the district unaccredited, a student who has been enrolled in and attended a school that has an annual performance report score consistent with a classification of unaccredited may transfer to another eligible school in the district with the capacity to receive the student. The student must have attended the school for the full semester prior to requesting the transfer. The superintendent or designee will coordinate the transfers in accordance with law.

Students who choose to attend a district school with admission requirements or a competitive entrance process, such as an academically selective school, must meet the admission requirements in order to attend. Students are expected to meet and maintain program requirements in order to stay enrolled.

Transfers Allowed by Federal Law

Students enrolled in a school identified as persistently dangerous pursuant to federal and state law may transfer to

another public school within the district that has not been so identified. A student who has been a victim of a violent criminal offense on school property as defined by state regulation may transfer to another public school in the district upon request.

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Version JCB-C.1E.FER (07/20)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.1190, RSMo.	State Statute
§ 167.895, RSMo.	State Statute
5 C.S.R. 20-100.210	State Regulation

Federal	Description
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
20 U.S.C. § 6311	Elementary and Secondary Education Act
20 U.S.C. § 7912	Elementary and Secondary Education Act
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 104	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 300	Individuals with Disabilities Education Act
42 U.S.C. §§ 11431-11435	McKinney - Vento Homeless Children's Assistance Act
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act

Administrative Procedure JCB-AP(1): TRANSFERS WITHIN THE DISTRICT - (Transfers under Federal Law)

Status: DRAFT

Original Adopted Date: Pending

Pursuant to federal law, district schools may be identified as "persistently dangerous." Students attending schools identified as persistently dangerous or students who were victims of a violent criminal offense on school grounds, as defined by state law, may transfer to another school in the district, but transportation will not be provided by the district.

Students transferring under this procedure will have the same access to classes and other activities as other students enrolled in the school.

Definitions

Expulsion – Removal from school by board action for an indefinite period of time unless the student is reinstated by the board.

Persistently Dangerous School – A school where:

1. In each of three consecutive years:
    - The school has a federal and/or state gun-free schools violation; or
    - An "act of school violence" or "violent behavior" as set forth in § 160.261, RSMo., is committed on school property, which includes, but is not limited to, school buses or school activities; and
2. In any two years within the three-year period listed above, the school experienced expulsions by board action for drug, alcohol, weapons or violence that exceed one of the following rates:
    - More than five expulsions per year for a school of less than 250 students;
    - More than ten expulsions per year for a school of more than 250 students but less than 1,000 students; or
    - More than 15 expulsions per year for a school of more than 1,000 students.

Victim – A student who suffered personal injury or injury to his or her property as a direct result of a violent criminal offense. The definition of victim does not include bystanders, witnesses to the act or friends or classmates of the victim unless they also suffered personal or property injury as a direct result of a violent criminal offense.

Buildings Identified as Persistently Dangerous

Students Eligible to Transfer

Students attending schools identified as persistently dangerous are eligible to transfer to another district school if there is another school building in the district educating students in the student's grade level that is not identified as persistently dangerous and is otherwise available to take additional students.

Only students whose residence is in the attendance area of the school designated as persistently dangerous are eligible to transfer pursuant to this procedure. The district is not obligated to provide transportation to the chosen school.

A student is not eligible for the transfer program if he or she was assigned to a particular school by court order or for disciplinary purposes or does not meet special eligibility criteria for the school selected.

Students with disabilities, as defined by federal law, are eligible for the transfer program. The district will work with parents/guardians to provide these students an appropriate program. In some instances, students identified for services under the Individuals with Disabilities Education Act (IDEA) may only transfer after their individualized education program (IEP) has been modified by the IEP team.

Notification

In accordance with law, if a school is identified as persistently dangerous, the district will draft a notice for parents/guardians of eligible students that details the transfer options to other schools in the district. The notice will be mailed to parents/guardians in a timely manner and will instruct all parents/guardians seeking to transfer their students to contact the district's central office. The notice will include a date by which the parents/guardians must notify the district.

The notice will also be included in the school enrollment packet, the student handbook and/or other materials distributed at the beginning of the school year to students attending the identified school, as well as disseminated through broader means such as the district's website. The notice will be provided in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians can understand.

Transfer Process

Parents/Guardians interested in transferring their students to a school that is not identified as persistently dangerous will be directed by district staff to the district's central office. The parent/guardian must fill out a written request and submit it in accordance with the deadline established in the notice. Any written request received after the deadline will be processed for the following school year or the next semester if possible.

The central office will provide the parents/guardians with a list of all schools to which their student is eligible to transfer. This list will not include other schools designated as persistently dangerous or schools with special eligibility criteria that the student does not meet, such as an alternative school. The parents/guardians will make their selection in writing.

Changes to Residency or Status

If a student's residence changes mid-year to the attendance area of a school not identified as persistently dangerous, the student may remain in the school he or she transferred to until the end of the school year.

If the school the student transferred from is removed from the list of "persistently dangerous" schools, the student may continue to attend the school the student transferred to for the remainder of the school year.

Annual Verification

Parents/Guardians of students whose qualifying schools were removed from the "persistently dangerous" list will be notified in writing before the first day of school that they are no longer eligible for the transfer program. The parents/guardians of all other students who are still eligible under the transfer program will be notified as described earlier in this procedure.

Victims of Violent Criminal Offense

Students Eligible to Transfer

Students who were victims of violent criminal offenses while on school property are eligible to transfer to another district school if one is available. The district will work with the students and parents/guardians to assist in the selection of an appropriate school. The district may, but is not obligated to, provide transportation services to the students.

Notification

If a student is a victim of a violent criminal offense in a school that is not otherwise identified as persistently dangerous, the district will notify the parents/guardians and the student of the option to transfer to another school in the district and provide additional information upon request. The transfer may occur at any time during the school year.

Changes to Residency

If a student is a victim of a violent criminal offense and his or her residence changes mid-year to the attendance area of a school other than the one where the crime occurred, the student may remain in the school he or she transferred

to until the end of the school year. The district will work with the parents/guardians and student to determine whether the student should attend the school in the new attendance area the following year.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 162.1190, RSMo.	State Statute
§ 167.895, RSMo.	State Statute
5 C.S.R. 20-100.210	State Regulation

Federal	Description
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
20 U.S.C. § 6311	Elementary and Secondary Education Act
20 U.S.C. § 7912	Elementary and Secondary Education Act
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 104	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 300	Individuals with Disabilities Education Act
42 U.S.C. §§ 11431-11435	McKinney - Vento Homeless Children's Assistance Act
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act

Policy JCC-1: TRANSFERS OUTSIDE THE DISTRICT

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

(K–12 Districts)

The Ferguson-Florissant School District provides an excellent education to students within the boundaries of the district, near the students' homes and families, and therefore does not encourage or support transfers outside the district except in the following situations.

Specialized Services

On occasion, students with disabilities require specialized services that are not offered in the Ferguson-Florissant School District or are more efficiently offered in another district. In those situations, and at the discretion of the district, the district may contract with another district to provide the necessary services to the student. The student will stay enrolled in the Ferguson-Florissant School District.

Residential Placements in other Districts

When a resident student of the Ferguson-Florissant School District is placed in programs or facilities in another district by the Missouri Department of Mental Health, the Department of Social Services or a court order, and the placement results in the student living in a different district, the student is still considered a resident of the Ferguson-Florissant School District, but the district in which the student is living is responsible for educating the student. The Ferguson-Florissant School District will pay the educating district an amount equal to the average sum produced per child by the Ferguson-Florissant School District's local tax effort.

Homeless Students and Students in Foster Care

In accordance with law, when it is in the best interest of a student who is in foster care or identified as homeless to attend his or her school of origin and that school is in another district, the Ferguson-Florissant School District will assist the other district with the transfer and provide transportation when required to do so.

Transfers Due to Accreditation Status

In accordance with law, if the Missouri State Board of Education declares the Ferguson-Florissant School District unaccredited, any student who is eligible to transfer but is not able to do so within the district may apply to the Department of Elementary and Secondary Education (DESE) to transfer to an eligible school located within an accredited district in the same county as Ferguson-Florissant School District or an adjoining county or an eligible charter school located within the same county as the Ferguson-Florissant School District or an adjoining county. The district will pay tuition to the receiving school district or charter school and will provide transportation to at least one receiving school district or charter school designated by DESE.

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Version JCC-1C.1B.FER (07/20)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 167.126, RSMo.	State Statute
§ 167.131, RSMo.	State Statute
§ 167.132, RSMo.	State Statute
§ 167.241, RSMo.	State Statute
§ 167.895, RSMo.	State Statute
§ 167.898, RSMo.	State Statute
MO COURT	Breitenfeld v. Sch. Dist. of Clayton, 399 S.W.3d 816 (Mo. 2013)

Federal	Description
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 104	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 300	Individuals with Disabilities Education Act
42 U.S.C. §§ 11431-11435	McKinney - Vento Homeless Children's Assistance Act

Policy JEA: COMPULSORY AND PART-TIME ATTENDANCE

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The Ferguson-Florissant School District exists to improve lives through education. The district seeks to enroll and educate all resident children in the community, as required by law.

The district provides educational programming for all students between the ages of 5 and 21 years of age. In addition, students as young as three may qualify for and receive special education services. The district may also provide preschool and adult education programs.

Compulsory Attendance

While the board seeks to provide educational services beyond the mere minimum requirements of the law, the law requires all children within the compulsory attendance age to regularly attend a public, private, parochial, parish, home school, family paced education 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.

Any child between the ages of 5 and 7 who is enrolled in the Ferguson-Florissant School District shall attend the academic program on a regular basis, unless the parent/guardian, or other person having charge, control, or custody of the child submits a written request to drop the child from the school rolls.

Once enrolled in the district, the district expects the student to attend regularly and for the student's parents/guardians 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 district board 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 regarding attendance, investigating truancy, and reporting suspected incidences of educational neglect to the Children's Division (CD) of the Department of Social Services.

Part-Time Attendance

Although the district believes that all students will benefit from attending the DistrictCommonName full-time, state law allows students to attend public school part-time, as long as their total educational experience meets the requirements of the state compulsory education law and the student is not already enrolled full-time in another public school. The superintendent or designee will create procedures on enrollment of part-time students to ensure that such enrollments do not jeopardize the discipline, health, and academic standards of the district. The board also directs the superintendent to annually analyze the number of students attending school part-time and to create vocational, dual-credit, advanced placement, or other programs and incentives to encourage these students to attend school full-time. Eligible students may also participate in the School Flex Program per district policy.

Students Withdrawing from or Dropping Out of School

Once enrolled, the student will be considered a district student until the district is directed by the parent/guardian to withdraw the student or until multiple unsuccessful attempts have been made to contact the parents/guardians or student to confirm continued enrollment after several absences. The district will encourage all families and students to consult with district staff prior to withdrawing a student.

Any student age 16 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.

Married and Pregnant 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 to receive all honors like 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.

Academic Probation

High school students 16 years of age or older who have the ability and background to do acceptable work and have failed to earn 2.5 credits in the previous semester are placed on academic probation. Academic probation may lead to an administrative placement in an alternative education program.

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Version JEA-C.1G.FER (10/24)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.539, RSMo.	State Statute
§ 161.670, RSMo.	State Statute
§ 163.011, RSMo.	State Statute
§ 163.012, RSMo.	State Statute
§ 167.042, RSMo.	State Statute
§ 167.275, RSMo.	State Statute
§ 211.034, RSMo.	State Statute
§§ 167.031-.111, RSMo.	State Statute

Administrative Procedure JEA-AP(1): COMPULSORY AND PART-TIME ATTENDANCE - (Part-Time Attendance)

Status: DRAFT

Original Adopted Date: Pending

The following rules apply to students enrolling in the district on a part-time basis:

1. Students enrolling part-time must complete the same enrollment forms and requirements as full-time students including, but not limited to: proof of residency, vaccination and other disclosures required for enrollment and attendance.

2. Part-time students must meet the same eligibility and prerequisite requirements expected of full-time students when enrolling for a course.

3. Unless the student needs to meet with district staff, a student will not be on school grounds more than five minutes prior to the beginning of or five minutes after the end of any class in which they are enrolled. Students must wait in the office if their transportation has not arrived.

4. Students must check in and out of the office when leaving and returning to the campus.

5. Part-time students are subject to the same disciplinary consequences as full-time students, including in-school suspension and detention.

6. Part-time students may participate in all district extracurricular activities as long as they meet the eligibility requirements of the activity.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.539, RSMo.	State Statute
§ 161.670, RSMo.	State Statute
§ 163.011, RSMo.	State Statute
§ 163.012, RSMo.	State Statute
§ 167.042, RSMo.	State Statute
§ 167.275, RSMo.	State Statute
§ 211.034, RSMo.	State Statute
§§ 167.031-.111, RSMo.	State Statute

Policy JEC-1: SCHOOL ADMISSIONS **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

(K–12 Districts)

The admission of all students shall be under the direction of the superintendent, subject to the approval of the board of education. Persons seeking admission to the district and its instructional programs must satisfactorily meet all legal requirements to be enrolled. In addition, the district requests additional information from parents/guardians so that the district may better serve the student.

The district encourages parents/guardians to preregister their children in the spring prior to initial enrollment or register their children prior to the beginning of school so that the district can hire the appropriate staff and adequately prepare for the school year. In accordance with law, students enrolling in the district whose parents/guardians are transferring to Missouri under military orders will be allowed to register remotely without the parent/guardian or student being physically present.

Students who are homeless, in foster care, or are otherwise entitled to admission will be admitted in accordance with board policy and law.

Immunizations

Unless otherwise required by law or board policy, the district will not allow a student to attend school, including a district-sponsored preschool, daycare, or nursery school, until the district has satisfactory evidence on file demonstrating that the student has been immunized, that the immunization process has begun and satisfactory progress is being accomplished, or that the student is exempted from obtaining immunizations in accordance with law.

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.

Students falling under policy IGBCA, 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 parent/guardian or a physician's written statement that must show types and dates of immunization.

Residency or Eligibility to Enroll

For admission into the district, students must reside in the district or otherwise be entitled to enrollment in accordance with law and policy JECA.

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.

Proof of Age

During the admission process, the district may require the parent/guardian to provide documentation of the student's age for the purpose of determining whether the student satisfies state entrance age requirements. Such documentation may include, but is not limited to, a birth certificate, immunization records, a baptism certificate, any government-issued identification, or an affidavit sworn by the parent/guardian in the presence of a district official.

The given and last name appearing on the student's birth certificate, or changed by court order, shall be used on the registration form and on all official school records. Other names may be indicated in parentheses. Report cards are not considered official records.

Entrance Ages

In general, students between the ages of 5 and 21 years old who do not have a high school diploma may attend the

district's K–12 program. Any senior qualifying for graduation at the end of the school semester and attaining age 21 during the course of the school year may be offered an educational placement for the remainder of the school year tuition-free.

In accordance with law, students are eligible for admission to attend the Ferguson-Florissant School District, and are eligible for admission to summer school the summer prior to entering kindergarten, if they:

1. Reach the age of five before August 1 of the school year in which they plan to enroll;

2. Have attended school, or the summer school prior to a kindergarten school term, in the St. Louis City School District or the Kansas City 33 School District, regardless of the age of the student; or

3. Are a child in the household of an active-duty member of the military, including some veterans who are deceased or injured as defined by law, who has successfully completed an accredited prekindergarten program or has attended an accredited kindergarten in another state, regardless of the age of the student.

Students who meet one of the entrance age requirements in this subsection and have previously attended a kindergarten program or otherwise demonstrate to the district's satisfaction that they are socially and academically ready to progress may be placed in a class, grade, or program that would best meet their educational needs, after consultation with their parents/guardians. Likewise, students who demonstrate that they are not socially or academically ready to enter kindergarten or the grade in which they would otherwise be placed may be placed in a preschool or other appropriate class or program offered by the district, after written notice is given to their parents/guardians.

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.

Preschool and Prekindergarten Entrance Ages

In accordance with law, if the district maintains a preschool or prekindergarten program for which state aid is collected, children are eligible for admission to attend the preschool or prekindergarten program if they reach the age of three before August 1 of the school year in which they plan to enroll.

Special Education Entrance Ages

Federal law requires the district to provide special education services to qualifying resident students as well as qualifying nonresident students attending private schools located in the district who are between the ages of 3 and 21.

Requests for Student 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.

Within two business days of enrolling a student, the school official enrolling the student shall request those records required by district policy for student transfer, including discipline and health records, from all schools previously attended by the student within the last 12 months.

Within 48 hours of enrolling a nonresident student placed in the district via foster homes, residential care facilities, or child-placing agencies pursuant to law, the school official enrolling the student shall request those records required by district policy for student transfer, including discipline records, from all schools and facilities previously attended by the student; the Department of Social Services; the Department of Mental Health; the Department of Elementary and Secondary Education; and any entity involved with the placement of the student within the last 24 months.

The district will accept hand-carried or unofficial records for the purpose of enrolling a student transferring from

another state who is in the household of an active duty-member of the military, including some veterans who are deceased or injured as defined by law, but will request official records within 48 hours in accordance with this policy.

Statement of Prior Suspension, Expulsion, or Criminal Offense

The board of education requires the parent, guardian, or other person having control or charge of a child of school age to provide upon enrollment a signed statement indicating whether the student has been suspended or expelled from a public or private 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 Restrictions" 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

Without the superintendent's or designee's permission, no student may enroll in a school in the district during a suspension or expulsion from another in-state or out-of-state school district, including a private, charter, or parochial school or school district, if it is determined upon attempt to enroll that the student's conduct would have resulted in a suspension or expulsion in this district. The parent/guardian or student may request a conference with the superintendent or designee to consider whether the conduct of the student 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 have resulted in a suspension or expulsion in this district. 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 school or district effective. The superintendent or designee will consider whether the student has received the due process required by law before making any decision.

A remedial conference will be held in accordance with board policy prior to the enrollment of any student following a suspension or expulsion from another school for an act of school violence as defined in § 160.261.2, RSMo. The remedial conference will be held regardless of whether such act was committed at a public or private school in this state, provided that such act shall have resulted in the suspension or expulsion of such student in the case of a private school.

Admission Restrictions

In accordance with § 167.171, RSMo., students may not be readmitted or enrolled to a regular program of instruction in the school district if they have been convicted of or charged with an act that 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, as it existed prior to August 28, 2013, or rape in the first degree under § 566.030, RSMo.
5. Forcible sodomy, as it existed prior to August 28, 2013, or sodomy in the first degree 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., as it existed prior to January 1, 2017, or robbery in the first degree under § 570.023, RSMo.
9. Distribution of drugs to a minor under § 195.212, RSMo., as it existed prior to January 1, 2017, or delivery of a controlled substance under § 579.020, RSMo.
10. Arson in the first degree under § 569.040, RSMo.
11. Kidnapping, or kidnapping in the first degree, when classified as a class A felony under § 565.110, RSMo.

Nothing in this section shall prohibit the readmittance or enrollment of any student if 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. If the district maintains an alternative education program and the district determines that the placement is appropriate, a student subject to these admission restrictions may be admitted to such an alternative education program.

Social Security Numbers

The district will not require the disclosure of a Social Security number as a condition for registration purposes but may request that a parent/guardian provide a student's Social Security number if the district explains in writing how the district will use the information and that such disclosure is voluntary.

Documentation

The district seeks to provide a safe learning environment for students and will work with both parents/guardians to meet the student's educational needs. However, the district will not mediate disputes between parents/guardians or enforce or monitor visitation arrangements and parenting plans. The district may request court orders or documentation of custody for the limited purpose of verifying who the legal parents/guardians are and who may have contact with 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 always be contacted by telephone.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.051, RSMo.	State Statute
§ 160.053, RSMo.	State Statute
§ 160.055, RSMo.	State Statute
§ 160.261, RSMo.	State Statute
§ 167.023, RSMo.	State Statute
§ 167.101, RSMo.	State Statute
§ 167.122, RSMo.	State Statute
§ 167.161, RSMo.	State Statute
§ 167.171, RSMo.	State Statute
§ 168.071, RSMo.	State Statute
§ 171.097, RSMo.	State Statute
§ 210.003, RSMo.	State Statute
§ 43.408, RSMo.	State Statute
§ 565.020, RSMo.	State Statute
§ 565.021, RSMo.	State Statute
§ 565.050, RSMo.	State Statute
§ 565.110, RSMo.	State Statute
§ 566.030, RSMo.	State Statute
§ 566.032, RSMo.	State Statute
§ 566.060, RSMo.	State Statute

State	Description
§ 566.062, RSMo.	State Statute
§ 569.020, RSMo.	State Statute
§ 569.040, RSMo.	State Statute
§ 570.023, RSMo.	State Statute

Federal	Description
42 U.S.C. §§ 11431-11435	McKinney - Vento Homeless Children's Assistance Act
5 U.S.C. § 552a	Privacy Act

Policy JECA-2: ELIGIBILITY TO ENROLL **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 07/24/2024

(District Allows Nonresident Students to Enroll and Attend Only When Required by Law)

The Ferguson-Florissant School District (District) encourages all eligible students to enroll in the District. The superintendent or designee will develop an admission process that meets legal requirements and is efficient and welcoming to parents/guardians and students.

Enrollment

In general, in order to enroll a student in the District, the parent, legal guardian, military guardian, person acting as a parent, or the student must provide proof of legal residency in the District or request a waiver of proof of residency (as outlined in this policy) and must complete all admission requirements as determined by board policies, regulations, and procedures. Students whose parents/guardians are being relocated to Missouri under military orders and who are registering remotely are required to provide proof of residency within ten days of the student's actual attendance in the District.

The District does not allow nonresident students to enroll in and attend the District upon payment of tuition except as detailed in this policy.

Resident and Nonresident Students

A student is a "resident" student if the student meets at least one of the following criteria:

1. The student physically resides and is domiciled in the District. The domicile of a minor child shall be the domicile of a parent, military guardian pursuant to a military-issued guardianship, or court-appointed legal guardian. A "power of attorney" document alone, with the exception of a special power of attorney document relevant to the guardianship of a child in the household of an active duty member of the military, is insufficient to satisfy the "court-appointed legal guardian" requirement.

2. The student does not live with a parent, military guardian, or court-appointed guardian but does physically reside in the District for reasons other than obtaining access to the District's schools and has a waiver of proof of residency on file.

3. The student will soon physically reside in the District due to relocation to Missouri of one or both of the student's parents/guardians under military orders.

Students who do not meet the requirements to be a resident student of the District, as defined in board policies and law, will be considered nonresidents.

Waiver of Proof of Residency

In cases where a student living in the District wishes to enroll, but the student does not live with a parent, military guardian, or court-appointed guardian in the District and is not otherwise allowed by law or a contractual relationship with another school district to attend, the student, parent, military guardian, legal guardian, or person acting as a parent must request a waiver of proof of residency. Waivers of proof of residency will be granted only on the basis of hardship or good cause. Good cause shall include situations where the student is living in the District for reasons other than attending school in the District. Under no circumstances shall athletic ability be a valid basis of hardship or good cause for the issuance of a waiver.

The board delegates to the superintendent or designee the responsibility for bringing to the board's attention any waiver application in which the student is not clearly entitled to attend school in the District. All other applications will be accepted and granted by the superintendent or designee on behalf of the board. Once a waiver application has been identified for board review, 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. The board president may appoint a committee of the board to act in lieu of the board to consider waiver requests.

If a waiver request has been forwarded to the board for review, the superintendent or designee may permit a

student to temporarily enroll and attend school until the board meets to decide whether the waiver request will be granted, if it is determined to be in the best interest of the student. If the board grants the waiver request, the student will be allowed to continue attending school in the District. If the board denies the waiver request, the student shall not be allowed to continue attending school in the District.

In instances where there is reason to suspect that admission of the student will create an immediate danger to the safety of other students and employees, the superintendent or designee may convene a hearing within five working days of the enrollment request to determine whether the student may enroll.

Students Otherwise Entitled by Law to Enroll

In accordance with law, students will be enrolled and admitted without going through the waiver process when they attend under one of the following conditions, and tuition for these students, when applicable, will be charged in accordance with policy DFI. These conditions include students who:

1. Are considered homeless in accordance with state and federal law (42 U.S.C. § 11431 - 11435; § 167.020, RSMo.).

2. Are attending as participants in an interdistrict transfer program established under a court-ordered desegregation program (§ 167.020, RSMo.).

3. Are wards of the state and have been placed in a residential care facility within the District by state officials (§ 167.020, RSMo.).

4. Have been placed in a residential care facility within the District due to a mental illness or developmental disability (§ 167.020, RSMo.).

5. Have been placed in a residential care facility within the District by a juvenile court (§ 167.020, RSMo.).

6. Are assigned to the District by the commissioner of education due to an unusual or unreasonable transportation hardship (§ 167.121, RSMo.). The school district the student lives in will pay the tuition.

7. Have been identified as students with disabilities under state eligibility criteria and are in the District for reasons other than accessing the District's educational program (§ 167.020, RSMo.).

8. Have a permanent or temporary home in the District and are orphans, have only one parent living, or their parents do not contribute to their support, as long as the students are between the ages of 6 and 20 years old and are unable to pay tuition (§ 167.151, RSMo.).

9. Are children whose parent:

    - Currently owns residential or agricultural real property in the District or is a named beneficiary of a trust that owns such property;

    - Provides proof of ownership, or proof of the trust's ownership, of the property for at least the previous four consecutive years;

    - Provides proof that the parent or the trust has annually paid a minimum of $2,000 in school taxes to the school district levied on the property;

    - Resides in the same county as the District; and

    - Provides 30 days' written notice to the District of their intent to enroll the child.

    The parent may send up to four of their children to the District under this provision. For the purposes of this exception, “residential real property” does not include multi-family residential property that exceeds four units.

10. Have been placed by the Missouri Department of Mental Health, the Missouri Department of Social Services, or by court order in facilities or programs located within the District, even if their domicile is in another school district (§ 167.126, RSMo.). Tuition will be collected in accordance with policy DFI.

11. Have been placed in a psychiatric residential treatment facility under a physician's order because of a

determination of medical necessity for a diagnosed mental illness, even if their domicile is in another school district (§ 167.126, RSMo.). Tuition will be collected in accordance with policy DFI.

12. Are residing in a Missouri school district that has been declared unaccredited by the Missouri State Board of Education (State Board) and that is located in the same county as the District or an adjoining county (§167.895, RSMo.). The unaccredited school district will pay tuition as required by law. The District is not responsible for providing transportation.

13. Are living in a school district that does not provide education for all grade levels (such as K–6 or K–8 school districts) that is located in the same county as the District or an adjoining county. The school district the student lives in will pay tuition as calculated by the District or the State Board in accordance with law. The District is not responsible for providing transportation. Before the District will enroll the student, the student must first enroll in the school district the student lives in and verify residency in that school district.

14. Are placed in the care of another person living in the District because one or both of their parents/guardians have been stationed or deployed out of state or deployed within Missouri by the military or because of active duty military service. These students will be allowed to attend without the payment of tuition (§§ 160.2000, 167.020, RSMo.). In addition, if the active duty orders expire during the school year, the students may finish the school year in the District in accordance with law.

15. Were enrolled in the District but, due to the active duty military service of a parent/guardian, are placed in the care of a person who resides in another school district. These students will be allowed to continue to attend school in the District without payment of tuition (§ 160.2000, RSMo.).

16. Attend a private school within the District and are enrolled in the District for the limited purpose of special education identification and the receipt of some special education services when available as mandated by federal special education law (§ 167.020, RSMo.).

17. Previously attended the District and have been placed in foster care in an adjacent school district (§ 167.019, RSMo.).

18. Are otherwise required by law to be enrolled and admitted.

Enrollment at the Option of the District

The board, in its discretion, may also allow students to enroll and attend under the following circumstances without going through the waiver process. Unless required by law, no student will be enrolled if the enrollment might result in overcrowding, disruption to the educational environment, or a financial hardship to the District.

1. The District may enroll and educate nonresident students on a contractual basis with another school district that will pay the tuition or educational expenses (§ 167.020, RSMo.). For example, students may attend a District alternative education program on a contractual basis or as part of a regional or cooperative education program.

2. The children of nonresident teachers and regular employees may enroll without paying tuition when the resident school district is not otherwise liable for tuition (§§ 163.011, 168.151, RSMo.). In accordance with law, these students will be considered resident students for the purpose of determining average daily attendance, and the board shall not solicit or receive money from a teacher employed by the District for the purpose of paying tuition or any other expenses for the operation of schools.

3. The District may enroll students pursuant to a contractual arrangement that complies with the Enrollment Option Act when permitted by law (§§ 162.1040 - .1059, RSMo.). A nonresident student enrolled pursuant to an enrollment option program shall be counted as a resident student for the purposes of determining state aid.

4. In accordance with law, the District may enroll nonresident students in its summer school program if there is room in the program to accommodate the students and the students are not attending summer school in another school district (§ 167.227, RSMo.). The District will either count the students as residents for state aid purposes or allow them to attend upon payment of tuition by another school district or the parents/guardians.

   The District will not enroll nonresident students in summer programs funded entirely by federal funds unless there is an interdistrict agreement to provide those services.

5. Foreign exchange students living within the boundaries of the District who have obtained a J-1 visa and who are sponsored by an organization listed on the Council on Standards for International Educational Travel (CSIET) Advisory List will be allowed to enroll in the District. Such enrollment will be conditioned upon approval of the superintendent and in accordance with procedures set forth by the superintendent or designee. The board of education reserves the right to limit the number of foreign exchange students enrolled in a given year. Attendance by foreign exchange students is a privilege, not a right.

6. Children residing in institutions located within the district that provide a place of residence for three or more such children whose domicile is not in the state of Missouri may be admitted pursuant to a contractual arrangement, provided that the District, its taxpayers, the state of Missouri or its political subdivisions bear no financial burden as a result of the placement (§ 167.126, RSMo.).

Tuition

This District does not allow nonresident students to enroll and attend the District upon payment of tuition unless otherwise required by law. However, when the law requires enrollment of nonresident students on a tuition basis, the District will determine the amount of tuition in accordance with law and policy DFI.

Removal of Students Ineligible to Attend

The superintendent or designee will investigate any information the District receives indicating that a student is not a resident of the District or not otherwise entitled to attend the District in accordance with law or this policy. If the superintendent or designee determines after the investigation that the student is not a resident of the District and is not otherwise entitled to enroll in and attend the District in accordance with law and the District's policy, the District will notify the student's parents/guardians, ask them to withdraw the student by a specific date, and offer the parents/guardians a hearing. If the parents/guardians do not request a hearing by the specified deadline and do not withdraw the student, the District will formally remove the student from its rolls and notify the parents/guardians that the student may no longer attend school in the District.

Unless otherwise prohibited by law, the District may exclude students from the district's education programs for failure to pay tuition after the responsible party is notified of the delinquency and given a reasonable amount of time to pay the District.

Educational Larceny

It is a crime to provide the District false information regarding residency. The board authorizes the superintendent or designee to make a criminal complaint and pursue civil recourse against any person who fraudulently claims or attempts to fraudulently claim residency in the District.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.2000, RSMo.	State Statute
§ 163.011, RSMo.	State Statute
§ 167.019, RSMo.	State Statute
§ 167.020, RSMo.	State Statute
§ 167.022, RSMo.	State Statute
§ 167.027, RSMo.	State Statute
§ 167.121, RSMo.	State Statute
§ 167.126, RSMo.	State Statute
§ 167.131, RSMo.	State Statute

State	Description
§ 167.151, RSMo.	State Statute
§ 167.227, RSMo.	State Statute
§ 167.895, RSMo.	State Statute
§ 167.898, RSMo.	State Statute
§ 168.151, RSMo.	State Statute
§ 210.1360, RSMo.	State Statute
§ 431.058, RSMo.	State Statute
§ 475.060, RSMo.	State Statute
§§ 162.1040-.1059, RSMo.	State Statute
MO COURT	Blue Springs R-IV Sch. Dist. v. Sch. Dist. of Kansas City, 415 S.W.3d 110 (Mo. banc 2013)
MO COURT	Breitenfeld v. Sch. Dist. of Clayton, 399 S.W.3d 816 (Mo. 2013)

Federal	Description
42 U.S.C. §§ 11431-11435	McKinney - Vento Homeless Children's Assistance Act
8 U.S.C. § 1101	Federal Statute
FEDERAL COURT	Martinez v. Bynum, 461 U.S. 321 (1983)
FEDERAL COURT	Washington v. Ladue Sch. Dist. Bd. of Educ., 564 F. Supp. 2d 1059 (E.D. Mo. 2008)
FEDERAL COURT	Horton v. Marshall Public Sch., 769 F.2d 1323 (8th Cir. 1985)

Administrative Procedure JECA-2-AP(1): ELIGIBILITY TO ENROLL - (Foreign Exchange Students) **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 07/24/2024

Foreign exchange students living within the boundaries of the school district who have obtained a J-1 visa and who are sponsored by an organization listed on the Council on Standards for International Educational Travel (CSIET) Advisory List will be allowed to enroll in the district without paying tuition. Compliance with district policies and procedures is required before the district will enroll a foreign exchange student.

A foreign exchange student is defined as a foreign national having a residence in a foreign country who has been granted a J-1 visa for temporary admission to the United States for the purpose of participating in an educational exchange program.

District Requirements for Consideration and for Filing an Application

1. The district will accept foreign exchange students from sponsoring agencies approved and published by the CSIET. The district will only enroll foreign exchange students with a J-1 visa.

2. Foreign exchange students must be proficient in both written and oral English. The district may deny enrollment to a foreign exchange student if it appears that the student will have significant communication problems. It is the responsibility of the sponsoring agency to verify the English proficiency of foreign exchange students in their program, and proof of English proficiency must be submitted to the district.

3. Foreign exchange students must be between the ages of 15 and 18 at the time of enrollment.

4. Foreign exchange students must live with a host family residing within the boundaries of the district.

5. Foreign exchange students must file their registration at the high school principal's office no later than July 1 prior to the start of the school year for which they are applying and no later than November 1 if applying for the second semester.

6. The exchange student or the sponsoring agency must supply the district with the following registration information:

    - A completed enrollment form.

    - A complete academic history of the student, including a completed academic transcript, translated into English if necessary; the number of years of school completed prior to enrollment; the number of years required in the student's home country for the completion of secondary school; and proof of English proficiency.

    - A signed medical release and proof of health insurance.

    - The host family's name, address and telephone number.

    - The placement representative's name, address and telephone number.

    - The confirmation of the visa status of the student.

7. Foreign exchange students must also provide proof of immunization and meet other enrollment requirements as set forth in state law and board policy.

8. The superintendent will make the decision to admit or deny enrollment to any foreign exchange student. Enrollment may still be denied even if all of the above information has been provided to the district.

General Rules

1. All foreign exchange students will take a full academic course load.

2. The district will assign foreign exchange students to grades and classes based upon the student's transcript

information. The district may reassign students if it later determines reassignment to be in the student's best interest.

3. Unless otherwise required by law, the sponsoring agency, not the district, will provide additional services that the exchange student may require (e.g., tutors, special reading programs, etc.).

4. All foreign exchange students shall be subject to all rules, regulations and policies of the district. In addition to normal disciplinary sanctions, violations of these rules may result in removal or expulsion of the foreign exchange student from the high school, as well as referral to the sponsoring agency.

5. The district may grant the foreign exchange student a diploma if it determines that the student has met all the necessary requirements set forth by the board of education or if the student would have met all necessary requirements for graduation set forth in his or her home country. However, the foreign exchange student is not guaranteed the right to graduate from the district or to receive a diploma.

District Requirements of Sponsoring Agencies and Parents of Foreign Exchange Students

1. The sponsoring agency is responsible for obtaining all necessary records and information regarding the foreign exchange student and for submitting those records to the high school principal in accordance with district deadlines.

2. The sponsoring agency is responsible for the placement of students with appropriate families and for dealing with any of the personal problems affecting the exchange students in relationship to their families and their residential assignments.

3. The sponsoring agency is responsible for reporting to the high school principal any change in the placement of the foreign exchange students.

4. The sponsoring agency and the parents of the foreign exchange student are jointly responsible for obtaining and maintaining all required legal documentation.

5. The sponsoring agency and the parents of the foreign exchange student are jointly responsible for determining what, if any, credit is granted by any other school for academic work in the Ferguson-Florissant School District.

6. The sponsoring agency will be available to school personnel for consultation and advice on any matters and problems relative to their program and to those students who are enrolled in the district.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.2000, RSMo.	State Statute
§ 163.011, RSMo.	State Statute
§ 167.019, RSMo.	State Statute
§ 167.020, RSMo.	State Statute
§ 167.022, RSMo.	State Statute
§ 167.027, RSMo.	State Statute
§ 167.121, RSMo.	State Statute
§ 167.126, RSMo.	State Statute
§ 167.131, RSMo.	State Statute
§ 167.151, RSMo.	State Statute
§ 167.227, RSMo.	State Statute

State	Description
§ 167.895, RSMo.	State Statute
§ 167.898, RSMo.	State Statute
§ 168.151, RSMo.	State Statute
§ 210.1360, RSMo.	State Statute
§ 431.058, RSMo.	State Statute
§ 475.060, RSMo.	State Statute
§§ 162.1040-.1059, RSMo.	State Statute
MO COURT	Blue Springs R-IV Sch. Dist. v. Sch. Dist. of Kansas City, 415 S.W.3d 110 (Mo. banc 2013)
MO COURT	Breitenfeld v. Sch. Dist. of Clayton, 399 S.W.3d 816 (Mo. 2013)

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42 U.S.C. §§ 11431-11435	McKinney - Vento Homeless Children's Assistance Act
8 U.S.C. § 1101	Federal Statute
FEDERAL COURT	Martinez v. Bynum, 461 U.S. 321 (1983)
FEDERAL COURT	Washington v. Ladue Sch. Dist. Bd. of Educ., 564 F. Supp. 2d 1059 (E.D. Mo. 2008)
FEDERAL COURT	Horton v. Marshall Public Sch., 769 F.2d 1323 (8th Cir. 1985)

Policy JECC-1: ASSIGNMENT OF STUDENTS TO GRADE LEVELS/CLASSES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

(K–12 Districts)

The board believes that a student should be placed in the grade level and classes that best meet the student's academic needs, after consultation with the student's parent/guardian. A student's social and emotional needs will also be considered to the extent that they affect academic progress. Although the district will first consider placing students in grade levels or classes with students of similar age, age will not necessarily be the determining factor. Other factors include 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. The district's administrative staff will make the final decision regarding the assignment of students to grade levels or classes.

Principals will make every effort to assign students with disabilities equitably among teachers in each grade level and class. Further, any student's placement may be adjusted by the principal or designee as needed, after consultation with the student's parent/guardian. The district's administrative staff will make the final decision regarding assignment of students to grade levels or classes. Students receiving special education services will be placed in accordance with law.

Transfers from Accredited Schools

For the purposes of this policy, an "accredited school" includes a Missouri public school district, a Missouri charter school, the Missouri Course Access Program (MOCAP); a private agency where students with disabilities are placed by a public school; or any school or school district accredited by the Missouri State Board of Education, AdvancED or the Independent Schools Association of the Central States (ISACS). If a school or school district is located in another state, that school or school district must be accredited by that state's department of education, AdvancED, ISACS or the equivalent organizations.

In general, if a student transfers to the district from an accredited school, this district will accept the units of credit completed in the previous school or school district and rely on the grade-level placement in the previous school to the extent that it coincides with the district's program. However, the district may adjust the student's placement as needed to meet his or her educational needs after consultation with the student's parent/guardian.

All credits must be equated to the Carnegie Unit as defined in Missouri. Only credits that correspond to course offerings accepted by the Missouri State Board of Education or by the district may be accepted to meet graduation requirements.

Transfers from Unaccredited Schools

For the purposes of this policy an "unaccredited school" is any public or private school or school district or home school that does not meet the definition of "accredited" above.

In general, if a student transfers to the district from an unaccredited school, the principal or designee will examine a number of criteria to determine grade-level or class placement including age, achievement tests or other performance data, transcripts, course descriptions, textbooks used, home-schooling logs, and interviews with the student and his or her parents/guardians. If necessary, the district will administer additional tests to aid placement decisions. Once placed, the district may further adjust the student's placement to meet his or her educational needs after consultation with the student's parent/guardian.

The district will attempt to award credit for classes completed in previous schools if there is sufficient evidence of achievement. All credits must be equated to the Carnegie Unit as defined in Missouri. Only credits that correspond to course offerings accepted by the Missouri State Board of Education or by the district may be accepted to meet graduation requirements.

Transfers While Enrolled in MOCAP

Students who transfer to the district while enrolled in one or more MOCAP courses will remain enrolled in the courses as required by law.

Transfers of Students of Military Families

If a transfer student is in the household of an active duty member of the military, including students in the household of certain veterans who are deceased or injured as defined by law, the district will initially place the student in the same courses and programs the student was in while attending the previous district, to the extent the 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, Advanced Placement, English learner and gifted programs. 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 parent/guardian.

Transfers of Students in Foster Care

Students in foster care will be placed in courses and programs pursuant to law and the district's policy on foster care students.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.2000, RSMo.	State Statute
§ 167.031, RSMo.	State Statute
§ 171.171, RSMo.	State Statute
5 C.S.R. 20-100.230	State Regulation

Policy JED: STUDENT ABSENCES AND EXCUSES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board recognizes the importance of regular student attendance to a successful learning experience. Research supports the fact that attendance is crucial to improving student achievement. At least one study identified attendance as the single greatest indicator of student achievement. The board further recognizes that:

1. Frequent absences of students from regular classroom learning experiences disrupt the continuity of the instructional process.

2. The benefits of classroom instruction, once lost, cannot be entirely regained.

3. The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences, and study in order to meet the district's student achievement goals.

4. Holding students and their parents/guardians responsible for attendance is part of the district's larger mission to train students to be productive citizens and employees.

5. State law reflects the importance of regular attendance by establishing compulsory school attendance and charging this board to enforce that law.

6. State law authorizes school boards to make all needful rules for organization and government in the district.

Therefore, regular and punctual patterns of attendance of at least 90% will be expected of each student enrolled in the district.

Development of Rules and Procedures

The superintendent, with the assistance of building-level administrators and other administrative and professional staff, shall establish rules and procedures for student attendance, tardiness, and re-admittance within the district. The primary purpose of the district's attendance rules and procedures shall be to change behavior, not to punish students. Such rules and procedures shall be published on the district's website and in appropriate handbooks and shall be subject to review by the board of education.

Under the direction of the building administrator in charge, such rules and procedures shall be included in the building manual distributed electronically, with a hard copy available upon request and distributed to, and discussed with, students annually before the end of the first month of school. The building administrator and/or the office professional in charge of attendance shall check irregular student attendance to determine the cause of absence. The office professional in charge of attendance may obtain the causes for absences by telephone calls, emails, verified notes from parents or guardians, contacts with other members of the student's family, or home visits.

The administration will develop rules and procedures that minimally include:

1. Clear and reasonable attendance standards with consistently enforced consequences for violating those standards.

2. Early intervention strategies for students in primary and elementary grades.

3. Targeted intervention strategies.

4. Strategies to increase engagement with students and families.

In developing these rules and procedures, the administration will collect data to determine why students are absent. Data collected will include, but not be limited to:

1. Reasons for student absences.

2. The extent to which frequently absent students feel engaged with the school.

3. The extent to which family members of students who are frequently absent feel engaged in student learning.

4. Academic needs of frequently absent students.

5. Nonacademic service needs of frequently absent students.

In response to the data collected, the superintendent or designee will implement one or more of the following strategies:

1. Academic support programs for students and families.

2. Use of alternative educational methods, such as distance learning and homebound instruction.

3. Use of available, appropriate community resources.

4. Staff-Student advisory or mentoring programs designed to increase student engagement with the school.

5. Procedures for student and family contact when students are absent.

No rule or procedure will preclude a student from making up work missed due to any type of absence, including absences due to suspension. Procedures and rules must include a due process component that includes notice before consequences are imposed and that allows students and their parents/guardians to appeal any imposed consequence to the superintendent. The board will not hear appeals of consequences for excessive absences.

The district will maintain a comprehensive system of attendance records 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/guardians about student absences and for submitting attendance 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 reasonable cause to suspect 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.

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.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.2000, RSMo.	State Statute
§ 167.018, RSMo.	State Statute
§ 167.019, RSMo.	State Statute
§ 167.031, RSMo.	State Statute
§ 171.011, RSMo.	State Statute
§ 171.053, RSMo.	State Statute
§ 171.151, RSMo.	State Statute
§ 210.115, RSMo.	State Statute
§ 452.375, RSMo.	State Statute
§ 595.209, RSMo.	State Statute
§§ 167.031-.111, RSMo.	State Statute

MSIP	Description
CC-2	MSIP STANDARDS
DB-1	MSIP STANDARDS
TL-1	MSIP STANDARDS
TL-10	MSIP STANDARDS
TL-7	MSIP STANDARDS

Administrative Procedure JED-AP(1): STUDENT ABSENCES AND EXCUSES - (Grades K-8) **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

As directed by the board, the following procedures will be used to implement the District's attendance policy.

Definitions

Attendance – A student is considered to be in attendance if the student is physically present in a class; participating in a District-sponsored or District-approved activity; participating in a class through alternative methods or media as allowed by board policy; receiving homebound services; or receiving services at another location pursuant to law or by arrangement of the District.

Parent – A parent, guardian, or person acting as a parent in the absence of the parent or guardian if the student is under 18. If the student is 18 or otherwise emancipated, the student will serve as the parent for purposes of this procedure.

Tardy – A student is tardy if the student arrives after the expected time class or school begins, as determined by the District. Tardiness will be counted as an absence in situations where the student arrives too late to have meaningful participation in the class, lesson, or activity.

Truancy – A student is truant if the student is absent from class or school without the knowledge and consent of the parents and the administration. A student is also considered truant if the student leaves school without the consent of the principal or accumulates excessive unjustifiable absences, even with parental consent. Truancy is a type of unexcused absence.

Attendance Standards

The following absences will be excused. Documentation must be provided as indicated.

1. Illness or injury of the student, with written excuse from parent.
2. Illness or injury of a member of the student's family when the student's presence is necessary or expected, with written excuse from parent.
3. Medical appointments, with written appointment confirmation by medical provider.
4. Funeral, with written excuse from parent. The principal may require a program or other evidence of attendance as additional verification.
5. Religious observances, with written excuse from parent.
6. Other appointments that cannot be scheduled outside attendance hours, such as court appearances, with written excuse from parent.
7. Out-of-School suspension.
8. Absence of a student in foster care 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.
9. Absence due to mental or behavioral health concerns, with written documentation from a licensed mental health professional stating that the student is not able to attend school due to such concerns.
10. Visits with a parent or legal guardian who is an active-duty member of the military who has been called to duty for, is on leave from, or is immediately returned from deployment to a combat zone or combat support posting, with permission of the superintendent or designee.
11. Complying with a subpoena to testify in a criminal proceeding, attending a criminal proceeding, or participating in the preparation of a criminal proceeding.
12. At the principal's direction, absence of an educational nature or of educational benefit to the student may be

excused.

All other absences and any absence for which required documentation is not provided are unexcused.

Consequences for Violations

Grades K–5

Attendance in early grades is crucial to later academic development. In addition, attendance habits are formed in early grades, and many later attendance problems can be averted with intensive family and student interventions in early grades. For this reason, principals, with the assistance of building staff, will closely monitor student attendance and implement intervention strategies and other actions as follows:

1. Any time a student is absent and the parents have not contacted the school, the principal or designee will notify the teacher. The teacher will contact the parent by phone or in person.

2. When a student has accumulated five excused absences or one unexcused absence in any semester, the principal or designee will set up a conference with the parent at a time convenient for the parent to discuss the student's attendance and current level of academic performance. One or more of the student's teachers will be in attendance. The purpose of the conference is to clarify the school's expectations regarding attendance and elicit suggestions from the parent on how to improve the student's attendance, including identifying reasons why the student is not attending school regularly.

3. When a student has accumulated eight excused absences or two unexcused absences in a semester, the principal will schedule a conference with the parents at a time convenient for the parents. All of the student's teachers will be present, and the parents will be encouraged to bring other family members. The purpose of this conference is to determine why the student is not attending school regularly; to examine the student's academic performance; to communicate District attendance expectations; to provide information about compulsory attendance laws and educational neglect; to elicit suggestions from family members about increasing the student’s engagement with school; and to create an attendance plan that includes specific intervention strategies designed to improve the student’s attendance.

4. When a student has accumulated ten excused absences or three unexcused absences in a semester, a staff member from the District will arrange an in-home visit to discuss the student's attendance plan and any necessary modifications to the student's attendance plan.

5. When a student has accumulated 12 excused absences or three unexcused absences in a semester, the District will determine whether there is reason to suspect educational neglect or whether the parent is violating the compulsory attendance laws. If so, the District will contact the Children's Division (CD) of the Department of Social Services or the local prosecutor.

6. More than 12 excused absences or three unexcused absences in a semester will be a factor in determining whether the student may be retained or required to attend summer school as a condition of promotion.

Students are expected to make up assignments from missed classes within the time period established by their teachers. Students who do not complete missed assignments in the required time may be required to attend academic support sessions outside of the regular school day.

Any conference may be waived by the principal if the absences were caused by a specific event or long-term illness. In cases where the District is aware that a student must be absent for an extended period of time, the District will arrange for the student to receive instruction by other appropriate means.

Grades 6–8

The school may implement any of the consequences and interventions outlined above for students in grades six through eight. Because students in grades six through eight are expected to take more responsibility for their actions, students will be included in conferences and interventions.

Students will be expected to make up all work regardless of whether an absence is excused or unexcused. Each teacher may set reasonable limits regarding the timeframe in which missed work may be completed. Attendance and participation are part of a successful learning experience. Except in certain situations with foster care children in

accordance with law, students with more than nine excused absences or any unexcused absences in any class in a semester will be issued an academic penalty in the form of grade reductions as follows:

Excused Absences	Grade Reduction	Unexcused Absences	Grade Reduction
10	2%	1	4%
11	4%	2	8%
12	8%	3	16%
13	16%	4	32%
14	32%	5 +	50%
15 +	50%		

This academic penalty represents the participation portion of the student's grade and is intended as a deterrent to excessive absences. Academic consequences accumulate more quickly for unexcused absences, since they are completely avoidable. Penalties are cumulative so that a student with ten excused absences and one unexcused absence would be penalized six percent. Unexcused absences will not count in the excused total, so a student with nine excused absences and one unexcused absence would receive a four percent penalty.

Any student may reduce accrued absences by attending make-up study or counseling sessions scheduled by the principal during noninstructional times. Students must notify the principal that they wish to make up attendance days, and the principal will provide students information on the next available session. Make-up sessions do not match the educational value of actual class attendance, so no student will be allowed to make up more than five absences by attending make-up sessions.

The district will contact the CD or the local prosecutor in cases where the district has reasonable cause to suspect that a student's lack of attendance constitutes educational neglect on the part of the parents or that parents 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.

Notice and Due Process

A summary of the board-adopted attendance policy and related procedures will be published in student and other handbooks and posted on the District's website. In addition, students and their parents will be notified prior to the imposition of any consequence and given the opportunity to appeal the imposition of the consequence to the superintendent. On appeal, students and their parents may present evidence that the student has missed fewer days than the District's records show or that an absence recorded as unexcused should have been recorded as excused. An appeal will not be taken based on whether the reason for the absence justifies an exception to this rule.

Intervention and Engagement Strategies

The District will utilize the following intervention and engagement strategies as part of the District's overall approach to improve student attendance and achievement. The superintendent or designee will:

1. Conduct community-wide public relations efforts that stress the importance of school attendance.

2. Collaborate with community groups and other organizations that engage youth in activities to create a consistent message about the importance of education.

Building-level administrators and staff will:

1. Post daily attendance in a prominent place by number, percentage, and fraction so students and staff can monitor attendance levels. Individual student attendance information will not be publicly posted.

2. Provide recognition in the form of ribbons, book certificates, special recognition, or other non-food rewards to students with improved attendance.

3. Assign truant students to academic support, detention, or in-school suspension rather than out-of-school suspension.

4. Assign students who are frequently absent to a staff mentor or participation in a group advisory program.
5. Assign students to tutoring outside of the regular academic day.
6. Provide access to behavioral counseling, including information about community resources.

Evaluation

Principals, with the assistance of building staff, will conduct annual evaluations of all strategies used to improve student attendance. The evaluations will include:

1. A summary of which strategies are being implemented.
2. The number of participants.
3. Records of targeted interventions for particular students.
4. Changes in overall attendance rates.
5. Changes in attendance rates and academic achievement of students participating in the various strategies.
6. Changes in attendance rates and academic achievement of individual students receiving targeted intervention.
7. Any other data that can be used to assess the effectiveness of strategies and interventions.

Strategies found to be ineffective will be modified or replaced. The principal will provide evaluation information to the superintendent.

Restriction on 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 physical education or recess due to illness or injury for up to three school calendar days without a physician's order.

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State	Description
§ 160.2000, RSMo.	State Statute
§ 167.018, RSMo.	State Statute
§ 167.019, RSMo.	State Statute
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§ 171.011, RSMo.	State Statute
§ 171.053, RSMo.	State Statute
§ 171.151, RSMo.	State Statute
§ 210.115, RSMo.	State Statute
§ 452.375, RSMo.	State Statute

State	Description
§ 595.209, RSMo.	State Statute
§§ 167.031-.111, RSMo.	State Statute

MSIP	Description
CC-2	MSIP STANDARDS
DB-1	MSIP STANDARDS
TL-1	MSIP STANDARDS
TL-10	MSIP STANDARDS
TL-7	MSIP STANDARDS

Administrative Procedure JED-AP(2): STUDENT ABSENCES AND EXCUSES - (Grades 9-12) **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

As directed by the board, the following procedures will be used to implement the district's attendance policy.

Definitions

Attendance – A student is considered to be in attendance if the student is physically present in a class; participating in a district-sponsored or district-approved activity; participating in a class through alternative methods or media as allowed by board policy; receiving homebound services; or receiving services at another location pursuant to law or by arrangement of the district.

Parent – A parent, guardian, or person acting as a parent in the absence of the parent or guardian if the student is under 18. If the student is 18 or otherwise emancipated, the student will serve as the parent for purposes of this procedure.

Tardy – A student is tardy if the student arrives after the expected time class or school begins, as determined by the district. Tardiness will be counted as an absence in situations where the student arrives too late to have meaningful participation in the class, lesson, or activity.

Truancy – A student is truant if the student is absent from class or school without the knowledge and consent of the parents and the administration. A student is also considered truant if the student leaves school without the consent of the principal or accumulates excessive unjustifiable absences, even with parental consent. Truancy is a type of unexcused absence.

Attendance Standards

The following absences will be excused. Documentation must be provided as indicated.

1. Illness or injury of the student, with written excuse from parent.
2. Illness or injury of a member of the student's family when the student's presence is necessary or expected, with written excuse from parent.
3. Medical appointments, with written appointment confirmation by medical provider.
4. Funeral, with written excuse from parent. The principal may require a program or other evidence of attendance as additional verification.
5. Religious observances, with written excuse from parent.
6. Other appointments that cannot be scheduled outside attendance hours, such as court appearances, with written excuse from parent.
7. Out-of-School suspension.
8. Absence of a student in foster care 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.
9. Absence due to mental or behavioral health concerns, with written documentation from a licensed mental health professional stating that the student is not able to attend school due to such concerns.
10. Visits with a parent or legal guardian who is an active-duty member of the military who has been called to duty for, is on leave from, or is immediately returned from deployment to a combat zone or combat support posting, with permission of the superintendent or designee.
11. Complying with a subpoena to testify in a criminal proceeding, attending a criminal proceeding, or participating in the preparation of a criminal proceeding.

12. At the principal's direction, absence of an educational nature or of educational benefit to the student may be excused.

All other absences and any absence for which required documentation is not provided are unexcused.

Consequences for Violations

Students will be expected to make up all assignments from missed classes regardless of whether an absence is excused or unexcused. Each teacher may set reasonable limits regarding the timeframe in which missed work may be completed. Attendance and participation are part of a successful learning experience. Except in certain situations with foster care children in accordance with law, students with more than nine excused absences or any unexcused absences in any class in a semester will be issued an academic penalty in the form of grade reductions as follows:

Excused Absences	Grade Reduction	Unexcused Absences	Grade Reduction
10	2%	1	4%
11	4%	2	8%
12	8%	3	16%
13	16%	4	32%
14	32%	5 +	50%
15 +	50%		

This academic penalty represents the participation portion of the student's grade and is intended as a deterrent to excessive absences. Academic consequences accumulate more quickly for unexcused absences, since they are completely avoidable. Penalties are cumulative so that a student with ten excused absences and one unexcused absence would be penalized six percent. Unexcused absences will not count in the excused total, so a student with nine excused absences and one unexcused absence would receive a four percent penalty.

Any student may reduce accrued absences by attending make-up study or counseling sessions scheduled by the principal during noninstructional times. Students must notify the principal that they wish to make up attendance days, and the principal will provide students information on the next available session. Make-up sessions do not match the educational value of actual class attendance, so no student will be allowed to make up more than five absences by attending make-up sessions.

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 reasonable cause to suspect that a student's lack of attendance constitutes educational neglect on the part of the parents or that parents 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.

Notice and Due Process

A summary of the board-adopted attendance policy and related procedures will be published in student and other handbooks and posted on the district's website. In addition, students and their parents will be notified prior to the imposition of any consequence and given the opportunity to appeal the imposition of the consequence to the superintendent. On appeal, students and their parents may present evidence that the student has missed fewer days than the district's records show or that an absence recorded as unexcused should have been recorded as excused. An appeal will not be taken based on whether the reason for the absence justifies an exception to this rule.

Intervention and Engagement Strategies

The district will utilize the following intervention and engagement strategies as part of the district's overall approach to improve student attendance and achievement. The superintendent or designee will:

1. Conduct community-wide public relations efforts that stress the importance of school attendance.

2. Collaborate with community groups and other organizations that engage youth in activities to create a consistent message about the importance of education.

Building-level administrators and staff will:

1. Contact the family any time a student is absent.
2. Assign truant students to academic support, detention, or in-school suspension rather than out-of-school suspension.
3. Assign students who are frequently absent to a staff mentor or participation in a group advisory program.
4. Assign students to tutoring outside of the regular academic day.
5. Provide access to behavioral counseling, including information about community resources.
6. Facilitate family counseling sessions focusing on the power of the family to provide solutions.
7. Conduct in-home visits.
8. Post attendance numbers and percentages each day to make students and staff aware of the attendance rate. Create friendly competition by posting attendance rates by grade level or class. Individual student attendance information will not be publicly posted.

Evaluation

Principals, with the assistance of building staff, will conduct annual evaluations of all strategies used to improve student attendance. The evaluations will include:

1. A summary of which strategies are being implemented.
2. The number of participants.
3. Records of targeted interventions for particular students.
4. Changes in overall attendance rates.
5. Changes in attendance rates and academic achievement of students participating in the various strategies.
6. Changes in attendance rates and academic achievement of individual students receiving targeted intervention.
7. Any other data that can be used to assess the effectiveness of strategies and interventions.

Strategies found to be ineffective will be modified or replaced. The principal will provide evaluation information to the superintendent.

Restriction on 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 physical education or recess due to illness or injury for up to three school calendar days without a physician's order.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.2000, RSMo.	State Statute
§ 167.018, RSMo.	State Statute
§ 167.019, RSMo.	State Statute
§ 167.031, RSMo.	State Statute
§ 171.011, RSMo.	State Statute
§ 171.053, RSMo.	State Statute
§ 171.151, RSMo.	State Statute
§ 210.115, RSMo.	State Statute
§ 452.375, RSMo.	State Statute
§ 595.209, RSMo.	State Statute
§§ 167.031-.111, RSMo.	State Statute

MSIP	Description
CC-2	MSIP STANDARDS
DB-1	MSIP STANDARDS
TL-1	MSIP STANDARDS
TL-10	MSIP STANDARDS
TL-7	MSIP STANDARDS

Policy JEDB: STUDENT DISMISSAL PRECAUTIONS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

It is the goal of the district to provide a safe environment for students. The district recognizes that rules regarding the dismissal of students are a necessary part of the district's safety program. District administrators will publicize this policy to parents and create procedures regarding the dismissal of students.

Dismissal from School

District administrators will create student dismissal procedures that protect the safety of students while also addressing the necessary flow of traffic to and from school. These procedures may vary depending on the age of the student. District personnel will monitor the parking lot and other locations where students board the district's transportation or meet parents or others. At the request of a parent, school personnel will verify the identity of a parent or other authorized person before releasing the student. District staff may refuse to release a student and will notify the principal if they have concerns regarding the student's safety or whether a person is authorized to transport the student. Otherwise, the district will assume that the student knows with whom he or she may leave.

Early Dismissal

Students shall not be excused into any person's custody without the direct prior approval and knowledge of the building principal or designee. Each building principal will establish procedures to validate requests for early dismissal to assure that students are released only for proper reasons and only to authorized persons.

Procedures must adhere to the following rules:

- Parents/guardians should send a written request to the school principal or designee who may grant permission for early dismissal.
- In case of emergency, illness, or other cause, the student must receive permission from the principal or designee to leave school, in which case the parents /guardians will be notified immediately.
- Students will only be released to the parent/guardian or designee of the parent/guardian or to other individuals or agencies as permitted or required by law.
- The district will release a student to either parent unless the district has a valid court order directing otherwise or unless the parent requesting release is only entitled to supervised visitation. If district staff have concerns about releasing the student to a parent, the student may be held while additional precautions are taken, including, but not limited to, verifying custody orders, contacting the other parent or contacting appropriate authorities.
- Students who are 17 years old and living independently and students 18 or older must validate their own attendance and dismissal.
- Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent/guardian.
- Any person requesting release of a student must present proper identification prior to release of the student.

For the purposes of this policy, a parent is defined as 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/guardian.

Dismissal from School Activities

If an activity occurs immediately after school, the district will follow the same procedures used for dismissing students from the regular school day. Otherwise, students are expected to return from activities with the student's parents or the same person(s) who transported them to the activity. If the district provides the student transportation to an activity, the student is expected to return using district transportation. However, district administrators may develop procedures for releasing students from a school activity to parents or other authorized persons, keeping the safety of students in mind.

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Version JEDB-C.1E.FER (05/05)

Policy JFCA: STUDENT DRESS CODE

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/26/2025

In alignment with the Ferguson-Florissant School District Board of Education's 2023 decision, all students in grades K–12 are required to wear school uniforms.

The board's decision is grounded in a shared belief among district leadership, educators, and the majority of parents and caregivers that requiring school uniforms will promote improved school safety, enhance academic focus, and strengthen a positive school culture.

Additionally, survey results demonstrated strong community support for the policy, with a majority of parents and caregivers agreeing that school uniforms can have a positive effect on safety, academic engagement, and school climate.

The district remains committed to fostering an environment that supports learning, equity, and a sense of unity. School uniform requirements will be outlined in greater detail in each school's student handbook and implemented with a focus on accessibility and family support.

Version JFCA-C.1B.FER

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 167.166, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1681	Title IX of the Education Amendments of 1972
FEDERAL COURT	Bishop v. Colaw, 450 F.2d 1069 (8th Cir. 1971)
FEDERAL COURT	Stephenson v. Davenport Comm. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)

Administrative Procedure JFCA-AP(1): STUDENT DRESS CODE

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board of education expects student dress and grooming to be neat, clean and in good taste so that each student may share in promoting a positive, healthy and safe atmosphere within the school district.

Student dress and grooming will be the responsibility of the individual and parents/guardians, within the following guidelines:

1. Dress and grooming will be clean and in keeping with health, sanitary, and safety requirements.
2. All students must wear clothing, including a shirt with pants, skirt, shorts, or the equivalent to cover undergarments, with shoes, boots, or other types of footwear.
3. Dress and grooming will not disrupt the educational environment.
4. Class activities that present a concern for student safety may require the student to adjust hair and/or clothing during the class period in the interest of maintaining safety standards.
5. Additional dress guidelines may be imposed upon students participating in certain extracurricular activities.

When, in the judgment of the principal, a student's appearance or mode of dress does not comply with the above criteria, the student may be required to make modifications. No employee or volunteer shall direct a student to remove an emblem, insignia or garment, including a religious emblem, insignia or garment, as long as it is worn in a manner that does not promote disruptive behavior.

Additional requirements may be detailed in building handbooks.

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Version JFCA-AP1.1C.FER (12/04)

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State	Description
§ 167.166, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1681	Title IX of the Education Amendments of 1972
FEDERAL COURT	Bishop v. Colaw, 450 F.2d 1069 (8th Cir. 1971)
FEDERAL COURT	Stephenson v. Davenport Comm. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)

Policy JFCB: CARE OF SCHOOL PROPERTY BY STUDENTS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 07/24/2024

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 of the school concerned, or a designated person, 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 action.

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 $2,000. 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.

A juvenile court may also enter a judgment of restitution against parents and offending child. District officials may participate in any appropriate court proceedings to procure and enforce these restitution orders.

Version JFCB-S.1A.FER

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 537.045, RSMo.	State Statute

Policy JFCC: STUDENT CONDUCT ON SCHOOL TRANSPORTATION

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Students, parents/guardians, bus drivers and school officials must work together to provide for the safe transportation of students. The school buses, bus stops, and all other forms of transportation provided by the district or provided incidental to a school activity are considered school property. Students are subject to district authority and discipline while waiting for, entering and riding district transportation. The superintendent or designee will create and enforce administrative procedures detailing the conduct expected of students and will make that information available to students and parents.

Students who fail to observe district rules or fail to contribute to a safe transportation environment will be subject to disciplinary action described in the student code of conduct, and suspension of the privilege of riding the bus. Students with disabilities will be disciplined in accordance with their Individualized Education Program (IEP) or applicable law. The bus driver or other authorized personnel shall report all misbehavior or dangerous situations to the principal as soon as possible.

The district will take proactive measures to ensure that student expectations are communicated, and to ensure that bus drivers are trained in crisis intervention techniques.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.261, RSMo.	State Statute
§ 571.030, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
34 C.F.R Part 300	Individuals with Disabilities Education Act

Administrative Procedure JFCC-AP(1): STUDENT CONDUCT ON SCHOOL TRANSPORTATION

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

All persons riding in school district vehicles shall adhere to the following rules. The driver, sponsor or chaperones are to follow the school bus discipline procedure for student violations of this procedure, and students who violate these rules may be denied access to school transportation for a specified period of time in relation to the severity of the violation. Video cameras may be in operation on the school buses.

1. Bus riders shall be at the designated loading point before the bus arrival time.
2. Bus riders shall wait until the bus comes to a complete stop before attempting to enter.
3. Riders must not extend arms or heads out of the windows at any time.
4. Aisles must be kept cleared at all times.
5. All bus riders shall load and unload through the right front door. The emergency door is for emergencies only.
6. A bus rider will depart from the bus at the designated point unless written permission to get off at a different location is given to the driver.
7. A rider may be assigned a seat by the driver.
8. Riders who damage seats or other equipment will reimburse the district for the cost of the repair or replacement.
9. Riders are not permitted to leave their seats while the vehicle is in motion.
10. Permission to open windows must be obtained from the driver.
11. Classroom conduct is to be observed by students while riding the bus except for ordinary conversation.
12. The driver is in charge of the students and the vehicle, and the driver is to be obeyed promptly and courteously.
13. A bus rider who must cross the roadway to board or depart from the bus shall pass in front of the bus (no closer than ten feet), look in both directions and proceed to cross the road or highway only on signal from the driver.
14. Students shall not throw objects about the vehicle nor out the windows.
15. Students shall keep feet off the seats.

The student discipline code will apply to students using school transportation services. This includes conduct occurring at or in the close vicinity of a bus stop while students are waiting for the bus, or immediately after the students have disembarked.

Procedures for Handling Student Behavior Incidents

The following guidelines are to help drivers deal with student behavior problems and/or fights on the bus.

If there is a significant student behavior problem and/or a fight on the bus, the driver will take the following steps:

1. Stop the bus in a safe manner.
2. Use verbal de-escalation techniques.
3. Notify dispatch (including bus number, location, and a brief description of the problem) for assistance if the 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, proceed with the route.

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 (including bus number, location, and a brief description of the problem) of the continuing incident 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).
5. After the incident becomes controlled, continue with the route.
6. Complete an incident report and discipline referral so disciplinary actions can be determined by the administrator.

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Version JFCC-AP1.1B.FER (05/01)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.261, RSMo.	State Statute
§ 571.030, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
34 C.F.R Part 300	Individuals with Disabilities Education Act

Policy JFCE: SECRET ORGANIZATIONS

Status: DRAFT

Original Adopted Date: Pending

The board of education prohibits the organization of school-sponsored fraternities, sororities or secret organizations wherein membership is determined by members themselves rather than on the basis of free choice. The board considers those organizations or memberships in those organizations detrimental to the good conduct and discipline of the school. Interference with the instructional program of the district by those groups will not be condoned, and no organizational activities are permitted under the sponsorship of the school district or its personnel.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 171.141, RSMo.	State Statute

Policy JFCF: BULLYING **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

General

In order to promote a safe learning environment for all students, the district prohibits all forms of bullying. The district also prohibits reprisal or retaliation against any person who reports an act of bullying among or against students.

Definitions

Bullying – In accordance with state law, bullying is defined as intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; that substantially interferes with the educational performance, opportunities or benefits of any student without exception; or that substantially disrupts the orderly operation of the school. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or property damage; oral, written, or electronic communication, including name-calling, put-downs, extortion, or threats; or threats of reprisal or retaliation for reporting such acts.

Cyberbullying – A form of bullying committed by 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 over cyberbullying that uses the district's technology resources or that originates on district property, at a district activity or on district transportation. Even when cyberbullying does not involve district property, activities or technology resources, the district will impose consequences and discipline for those who engage in cyberbullying if there is a sufficient nexus to the educational environment, the behavior materially and substantially disrupts the educational environment, the communication involves a threat as defined by law, or the district is otherwise allowed by law to address the behavior.

School Day – A day on the school calendar when students are required to attend school.

Designated Officials

The principal of each building is hereby designated as the individual to receive and investigate reports of bullying. Each building principal shall designate at least two teachers or administrators in the building who are authorized to receive and investigate reports of bullying in the principal's absence or at the principal's discretion.

The district compliance officer appointed in policy AC will serve as the districtwide antibullying coordinator. The antibullying coordinator will receive all completed investigative reports from all buildings and analyze the reports to identify any information that would inform the district's antidiscrimination and antibullying education and training programs. In addition, the antibullying coordinator will assist in making any relevant reports as required by state and federal law.

Reporting Bullying

School employees, substitutes or volunteers are expected to intervene to prevent student bullying, appropriately discipline the perpetrator, assist the victim and report the incident to the building principal or designee for further investigation and action. Any school employee, substitute or volunteer who witnesses or has firsthand knowledge of bullying of a student must report the incident to the building principal or designee as soon as possible, but no later than 24 hours in writing, via email, through a telephone call, in person report, or on the electronic platform.

Students who have been subjected to bullying, or who have witnessed or have knowledge of bullying, are encouraged to promptly report such incidents to a school employee. Any school employee receiving such a report shall promptly transmit the report to the building principal or designee.

If the bullying incident involves students from more than one district building, the report should be made to all principals involved or designee of the building in which the incident took place or, if more appropriate, to the principal or designee of the building attended by the majority of the participants in the incident.

Investigation

Upon receipt of the report, the principal or designee will open an investigation. Reports that involve students from multiple buildings will be investigated cooperatively by the principals of each building involved, or those principals may request that the district's compliance officer designated in policy AC conduct the investigation. If at any time during the investigation the principal determines that the bullying involves illegal discrimination, harassment or retaliation as described in policy AC, the principal will report the incident to the compliance officer designated in that policy, who will assist in the investigation. If the alleged bullying involves a special education student or a student with disabilities, the principal will also notify the special education director.

The investigation shall be completed within ten school days of the date the report of bullying was received unless good cause exists to extend the investigation. Upon completion of the investigation, the principal will decide whether bullying or harassment occurred and, if so, whether additional discipline is warranted in accordance with the district's student discipline code. The principal will generate a written report of the investigation and findings and send a copy of the completed report to the district's antibullying coordinator. The principal or designee will document the report in the files of the victim and the alleged or actual perpetrator of bullying. All reports will be kept confidential in accordance with state and federal law.

If the incident involved allegations of illegal discrimination or harassment, the principal's decision may be appealed in accordance with policy AC. Student discipline may be appealed when allowed by law in accordance with board policy.

The principal or other appropriate district staff will work with victims and their families to access resources and services to help them deal with any negative effects that resulted from the incident.

Consequences

Students who participate in bullying or who retaliate against anyone who reports bullying will be disciplined in accordance with the district's Student Expectation Code (SEC). Such discipline may include detention, in-school suspension, out-of-school suspension, expulsion, removal from participation in activities, exclusion from honors and awards, and other consequences deemed appropriate by the principal or superintendent. The district will also contact law enforcement when required by law or notify social media companies of inappropriate online activity when appropriate.

Even in situations where the district does not have jurisdiction to discipline a student for bullying, such as when the acts take place off campus and there is an insufficient nexus to the district, the principal or designee will take appropriate actions to assist student victims. Such actions may include, but are not limited to, contacting the parents/guardians of the victim and the alleged perpetrators, communicating that this behavior is not allowed on district grounds or at district activities, notifying the appropriate district staff to assist the victim, and taking additional action when appropriate, such as notifying law enforcement or social media companies of inappropriate online activity.

District employees and substitutes who violate this policy will be disciplined or terminated. Discipline may include suspension with or without pay, a negative evaluation, prohibition from being on district property or at district activities, mandated training or other appropriate remedial action. Volunteers who violate this policy will no longer be permitted to volunteer.

Policy Publication

The district shall annually notify students, parents/guardians, district employees, substitutes and volunteers about this policy and the district's prohibition against bullying. A copy of this policy shall be included in student handbooks and posted on the district's website.

Training and Education

The district's antibullying coordinator will provide information and appropriate training designed to assist employees, substitutes and volunteers who have significant contact with students in identifying, preventing and responding to incidents of bullying.

The district will provide education and information about bullying and this policy to students every year. The principal of each school, in consultation with school counselors and other appropriate school employees, will determine the best methods for facilitating the discussion. Methods may include, but are not limited to: assemblies; homeroom presentations; class meetings; team or club meetings; special presentations by counselors, social workers or mental health professionals; and open-house events. When practical, parents/guardians will be invited to attend.

In addition to educating students about the content of this policy, the district will inform students of:

1. The procedure for reporting bullying.
2. The harmful effects of bullying.
3. Any initiatives the school or district has created to address bullying, including student peer-to-peer initiatives.
4. The consequences for those who participate in bullying or engage in reprisal or retaliation against those who report bullying.

School counselors, social workers, mental health professionals, school psychologists or other appropriate district staff will educate students who are victims of bullying about how to overcome the negative effects of bullying including, but not limited to:

1. Cultivating the student's self-worth and self-esteem.
2. Teaching the student to defend him- or herself assertively and effectively without violence.
3. Helping the student develop social skills.
4. Encouraging the student to develop an internal locus of control.

Additional School Programs and Resources

The board directs the superintendent or designee to implement programs and other initiatives to address bullying, respond to such conduct in a manner that does not stigmatize the victim, and make resources or referrals available to victims of bullying. Such initiatives may include educating parents/guardians and families on bullying prevention and resources.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.261, RSMo.	State Statute
§ 160.775, RSMo.	State Statute
§ 565.090, RSMo.	State Statute

Policy JFCG: HAZING

Status: DRAFT

Original Adopted Date: Pending

In order to promote a safe learning environment for all students, the district prohibits all forms of hazing.

For purposes of this policy, hazing is defined as any activity, on or off school grounds, that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student organization or district-sponsored activity.

Hazing may include those actions that subject a student to extreme mental stress including, but not limited to, sleep deprivation, physical confinement, forced conduct that could result in extreme embarrassment or criminal activity, or other stress-inducing activities. Hazing may also include, but is not limited to: acts of physical brutality; whipping; beating; branding; exposing to the elements; forcing inhalation or consumption of any food, liquor, drug, tobacco product, or other substance; or any other forced physical activity that could adversely affect the physical health or safety of an individual.

Hazing can occur even when all students involved are willing participants. Hazing does not occur when a student is required to audition or try out for an organization when the criteria are reasonable, approved by the district and legitimately related to the purpose of the organization.

District staff, coaches, sponsors and volunteers will not permit, condone or tolerate any form of hazing or plan, direct, encourage, assist in, engage in or participate in any activity that involves hazing. District staff will report incidents of hazing to the building principal. The principal shall promptly investigate all complaints of hazing and administer appropriate discipline to all individuals who violate this policy. District staff who violate this policy may be disciplined or terminated.

Students participating in or encouraging inappropriate conduct will be disciplined in accordance with JG-R1. Such discipline may include, but is not limited to, suspension or expulsion from school and removal from participation in activities. The district will report hazing incidents to law enforcement when required by law. Students who have been subjected to hazing are instructed to promptly report such incidents to a school official.

The superintendent will provide for appropriate training designed to assist staff, coaches, sponsors and volunteers in identifying, preventing and responding to incidents of hazing.

The district shall annually inform students, parents/guardians, district staff and volunteers that hazing is prohibited. This notification may occur through the distribution of the written policy, publication in handbooks, presentations at assemblies or verbal instructions by a coach or sponsor at the start of a season or program.

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State	Description
§ 565.110, RSMo.	State Statute

Policy JFCH: STUDENT ALCOHOL AND DRUG USE

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The district recognizes its share of responsibility for the health, welfare, and safety of its students. Therefore, the district will inform all parents/guardians and students annually about the district's policy on drug and alcohol use. The district will also provide age-appropriate, developmentally based drug and alcohol education and prevention programs to all students. The district will conduct a biennial review of its education and prevention programs to determine their effectiveness, to implement necessary changes, and to ensure that the disciplinary sanctions are consistently enforced.

Definitions

Controlled Substances – Substances listed in schedules I, II, III, IV, and V of the federal Controlled Substances Act, 21 U.S.C. § 812. For the purposes of this policy, a controlled substance shall also include any controlled substance, counterfeit substance, or imitation controlled substance as defined in § 195.010, RSMo., and any chemical substances structurally similar to and treated as controlled substances under state law.

District Activity – Any activity, event, or function that is sponsored or approved by the district and where students are under district supervision, such as field trips or athletic events.

District Property –Any property owned or leased by the district, including any vehicle owned, leased, or used for district purposes, and any location where a district-sponsored or district-approved activity takes place.

Prohibited Substances – For the purposes of this policy, a prohibited substance shall include:

1. Alcohol
2. Controlled substances for which the student does not have a valid prescription.
3. Unauthorized inhalants.
4. Counterfeit or imitation controlled substances.
5. Marijuana or marijuana-infused products.
6. Any other illegal drug.
7. Any drug or medicine prohibited on district property by law or policy.
8. Substances intended to create a false negative on a drug test.

Prohibited Substances

The district prohibits individuals from manufacturing, using, selling, transferring, distributing, possessing, or being under the influence of prohibited substances on district property, at district activities, and in any district-owned or district-approved vehicle used to transport students to or from district activities. The use, sale, transfer, or possession of drug-related paraphernalia is also prohibited.

The district may conduct searches of students in accordance with policy JFG.

Marijuana

Because marijuana and marijuana-infused products are prohibited under federal law, the district does not permit their possession, use, or administration for medicinal or other purposes on district property or at district events even with a valid, Missouri-issued medical marijuana card.

Under the Influence

If there is evidence that a student is under the influence of a substance prohibited by this policy, the student may be removed from school or activities and may be disciplined depending on the circumstances. The student will be given

an opportunity to explain the apparent impairment prior to being removed. The district may conduct student drug testing in accordance with policy JFCI.

Consequences

Students who violate this policy will be disciplined in accordance with the district's code of student conduct. In accordance with law, the district is required to immediately notify law enforcement when a student is in possession of a controlled substance and will also notify law enforcement when a student is in possession of any other illegal substance or illegal drug paraphernalia.

The board encourages the superintendent or designee to consider alternative discipline for students who are willing to seek treatment or counseling options.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 167.115, RSMo.	State Statute
§ 167.117, RSMo.	State Statute
§ 167.161, RSMo.	State Statute
§ 167.171, RSMo.	State Statute
§ 195.017, RSMo.	State Statute
§ 577.625, RSMo.	State Statute
§ 577.628, RSMo.	State Statute
§§ 578.250-.265, RSMo.	State Statute
Mo. Const. art. XIV §§ 1-2	State Statute

Federal	Description
20 U.S.C. §§ 7102-7165	Safe and Drug-Free Schools and Community Act
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
21 U.S.C. § 812(c)	Federal Statute
21 U.S.C. §§ 841, 844, 860	Federal Statute
34 C.F.R. § 300.520	Federal Regulation

Policy JFCJ: WEAPONS IN SCHOOL

Status: DRAFT

Original Adopted Date: Pending

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 property. No student may possess a weapon on school property at any time, except as specifically authorized during a school-sponsored or school-sanctioned activity permitting weapons. The school district will provide secured storage of student firearms if necessary.

School property is defined as: Property utilized, supervised, rented, leased, or controlled by the school district including but not limited to school playgrounds, parking lots and school buses, and any property on which any school activity takes place.

A weapon is defined to mean one or more of the following:

1. A firearm as defined in 18 U.S.C. § 921.
2. A blackjack, concealable firearm, firearm, firearm silencer, explosive weapon, gas gun, knife, knuckles, machine gun, projectile weapon, rifle, shotgun, spring gun, switchblade knife, as these terms are defined in § 571.010, RSMo.
3. A dangerous weapon as defined in 18 U.S.C. § 930(g)(2).
4. All knives and any other instrument or device used or designed to be used to threaten or assault, whether for attack or defense.
5. Any object designed to look like or imitate a device as described in 1-4.

Pursuant to the Missouri Safe Schools Act and the federal Gun-Free Schools Act of 1994, any student who brings or possesses a weapon as defined in #1 or #2 above on school property will be suspended from school for at least one 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 bring or possess weapons as defined in #3, #4 and #5 and not otherwise included in #1 and #2, will also be subject to suspension and/or expulsion from school and may be referred to the appropriate legal authorities.

Students with disabilities who violate this policy will be disciplined in accordance with policy JGE.

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.

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State	Description
§ 160.261, RSMo.	State Statute
§ 571.010, RSMo.	State Statute
§ 571.030, RSMo.	State Statute

Federal	Description
18 U.S.C. § 921	Federal Statute
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act

Policy JFCL: A+ SCHOLARSHIP PROGRAM

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 09/11/2024

The district encourages its students to further their education and training after they graduate from the district. For that reason, the district will participate in the state A+ Scholarship Program to provide students an opportunity to pursue postsecondary education at a low cost. The district will follow the requirements established by state law and regulation for the implementation and administration of its A+ Scholarship Program.

The district shall employ an A+ Scholarship coordinator, as required by law. The coordinator will be responsible for implementing this policy and the Dual Credit/Dual Enrollment Scholarship Program.

Program Goals

The district is committed to ensuring that:

1. All students graduate from high school.
2. All students complete a selection of high school studies that is challenging and for which there are identified learning expectations.
3. All students proceed from high school graduation to a college, postsecondary career-technical school, or high-wage job with workplace skill development opportunities.

Citizenship Component

An important component of the A+ Scholarship Program is the fostering of good citizenship in our district's students. Students demonstrate good citizenship by showing respect for self, law, property, and the rights of others. Students have not demonstrated good citizenship if, while in grades nine through twelve, they have:

1. Pled guilty or *nolo contendere* (no contest) to, received a suspended imposition of sentence or suspended execution of sentence for, agreed to a deferred prosecution for, or been convicted or found guilty of a misdemeanor or felony.
2. Unlawfully used or possessed drugs, drug paraphernalia, or alcohol on or off school property.
3. Been suspended for more than ten days.
4. Violated the district's rules governing academic dishonesty (plagiarism, cheating, etc.).

Participation Agreement, Discipline, and Appeal

All students wishing to participate in the A+ Scholarship Program for postsecondary education after high school must submit a completed A+ Participation Agreement. If the coordinator determines that a student who has submitted a participation agreement has violated the terms of that agreement or district policies or procedures regarding A+ participation, the coordinator will notify the student in writing and may put the student on probation or expel the student from the program. The student or the student's parents/guardians may appeal expulsions from this program, in accordance with written district procedures, to the board of education or to a committee of board members appointed by the president of the board and given the authority to act for the board. The board or the board's committee will hear the student's appeal in closed session and notify the student of its decision.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.545, RSMo.	State Statute

State	Description
5 C.S.R. 20-100.200	State Regulation
6 C.S.R. 10-2.190, .195	State Regulation

Administrative Procedure JFCL-AP(1): A+ SCHOLARSHIP PROGRAM

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The Ferguson-Florissant School District will follow the requirements established by state law and regulations for the administration of the A+ Scholarship Program. The district's A+ Scholarship Program coordinators are:

College and Career Specialist
Innovation High at Cool Valley
1351 S. Florissant Rd., St. Louis, MO 63121
Phone: (314) 521-5622 / FAX: (314) 521-5624

College and Career Readiness Specialist
McCluer High
1896 S. New Florissant Rd., Florissant, MO 63031
Phone: (314) 506-9400 / FAX: (314) 506-9401

College and Career Specialist
McCluer North High
705 Waterford Dr., Florissant, MO 63033
Phone: (314) 506-9200 / FAX: (314) 506-9201

College and Career Specialist
STEAM High at McCluer South-Berkeley
201 Brotherton Ln., Ferguson, MO 63135
Phone: (314) 506-9800 / FAX: (314) 274-6928

A+ Scholarship Partnership Plan

The A+ Scholarship Program coordinator shall organize a local advisory committee to develop a partnership plan to be approved by the board. The advisory committee shall include local businesspersons, labor leaders, teachers, senior citizens, college and postsecondary career/technical school representatives, representatives of nonpublic schools that are located in the district and participate in the A+ Scholarship Program, and parents/guardians. The partnership plan shall specify a mechanism to receive information on an annual basis from the plan developers and community leaders to update the plan in order to best meet the goals of the A+ Scholarship Program.

The plan shall:

1. Detail the procedures used to identify students who might drop out of school and the intervention services to be used to meet the needs of such students.

2. Outline counseling and mentoring services provided to students who will enter the workforce upon graduation from high school.

3. Contain procedures for the recruitment of community volunteers to serve in schools receiving program grants.

4. Address internship and apprenticeship programs.

Under the guidance of the coordinator, the advisory committee shall evaluate, review, and update the partnership plan annually.

Eligibility

To be eligible, a student must:

1. Be a U.S. citizen or permanent resident of the United States.

2. Attend a designated A+ high school for two years prior to graduation. Enrollment during the two years in which the student was in attendance at an A+ designated high school must total a minimum of 80 percent of the instructional days required by the high school from which the student graduates. Interruptions in enrollment cumulatively totaling no more than 20 percent of instructional days in the two years in which the

student was attending an A+ high school may occur consecutively or intermittently.

A student who is an active duty military dependent or a dependent of retired military personnel who relocate to Missouri within one year of the date of retirement from active duty is excused from the requirement to attend a designated A+ high school for two years prior to graduation if the student attends a designated A+ school in the school year immediately preceding graduation and has met all other eligibility requirements.

3. Graduate from a designated A+ high school with an overall grade point average of 2.5 or higher on a 4.0 scale or the equivalent on another scale.

4. Have at least a 95 percent attendance record overall for grades 9–12. Any student appropriately counted for average daily attendance will be considered as in attendance, whether physically present or not.

5. Perform 50 hours of unpaid tutoring or mentoring, of which up to 25 percent may include job shadowing, prior to high school graduation. However, the district may make an exception and extend the time for completing this requirement on a case-by-case basis when there are circumstances beyond the student's control that prevent the student from completing this requirement. The length of the extension will be determined by the district but will not exceed six months beyond high school graduation.

6. Maintain a record of good citizenship and avoid the unlawful use of alcohol and drugs, as defined by district policy, while in grades 9–12.

7. Achieve a score of proficient or advanced on the official Algebra I end-of-course exam or a higher-level, DESE-approved, end-of-course exam in the field of mathematics, or meet other criteria established by the Coordinating Board for Higher Education, unless the district has met all of the DESE requirements for a waiver of the Algebra I end-of-course exam for the recipient.

8. Prior to graduation, enter into a written agreement with the district to participate in the A+ Scholarship Program.

9. Meet any additional eligibility requirement set out in state law.

Appeals

If the coordinator determines that a student who has submitted a participation agreement has violated the terms of that agreement or district policies or procedures regarding A+ participation, the coordinator will notify the student in writing. The notice will include a statement of which condition was violated and the facts constituting the violation. The student will be provided copies of documents or other evidence supporting the determination. The coordinator may put the student on probation or expel the student from the A+ Scholarship Program.

The student may appeal an expulsion from the program to the board of education, or a committee created by the board, by notifying the coordinator within five working days of receiving the notice. The coordinator will provide notice of the appeal to the board along with a copy of the reason for the expulsion. The board or the board's committee will hear the student's appeal in closed session within 20 working days of receiving the notice of appeal. The board will notify the student of its decision in writing within five working days of hearing the appeal.

Receipt of Funds

In order to receive A+ financial assistance, an eligible student must:

1. Make a good-faith effort to secure all sources of federal funding that could be applied to tuition reimbursement.

2. Be admitted and enrolled at a participating institution on a full-time basis in accordance with law unless the student is enrolled in all the available hours applicable to the student's program of study in a given term, the student is participating in a required internship, or the student is enrolled in prerequisite courses that do not require full-time enrollment.

3. Not be enrolled in or intend to use the award to enroll in a course of study leading to a degree in theology or divinity.

4. Not have a criminal record preventing receipt of federal Title IV student financial aid.

5. Meet the institution's definition of satisfactory academic progress as determined by the institution's policies and law.

6. Meet the course completion standards as required by law.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.545, RSMo.	State Statute
5 C.S.R. 20-100.200	State Regulation
6 C.S.R. 10-2.190, .195	State Regulation

Policy JFG: SEARCHES OF STUDENTS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

To maintain a safe learning environment and properly investigate potential misconduct, district personnel may search student property and district property used by students. In some limited situations, the district may require students to undergo drug and/or alcohol testing. All searches will be conducted professionally and in accordance with law. The superintendent or designee is directed to provide staff with appropriate training and is authorized to contact the district's attorney for advice prior to conducting any search.

Searches by District Personnel

Searches of District Property

Students do not have an expectation of privacy in district-provided property. Lockers, desks, technology, and other district property are provided for the convenience of students and are subject to periodic inspection in accordance with law.

Searches of Student Property

Student property, including vehicles parked on district property, may be searched based on reasonable suspicion of a violation of law, district policy, or other rules applicable to students. Reasonable suspicion must be based on facts known to the administration, credible information, or reasonable inference drawn from such facts or information. Searches of student property shall be limited in scope based on the original justification for the search and shall be carried out in the presence of adult witnesses when possible. Students' privacy and dignity shall be respected.

Searches of Students

If reasonable under the circumstances, district administrators performing a search may require students to empty pockets or remove jackets, coats, shoes, and other articles of exterior clothing that when removed do not expose undergarments not otherwise observable.

District administrators will contact law enforcement officials to perform a search if they reasonably suspect that a student is concealing controlled substances, drug paraphernalia, weapons, stolen goods, or evidence of a crime beneath their clothing and the student refuses to surrender such items. District administrators may contact law enforcement officials for assistance in performing a search in any case in which a student refuses to allow a search or in which the search cannot be conducted safely.

District employees, administrators, and volunteers, other than commissioned law enforcement officials, shall not strip search students, as defined in state law, except that an administrator may conduct such a search if a commissioned law enforcement officer is not immediately available and the administrator has reason to believe that the student possesses a weapon, explosive, or substance that poses an imminent threat of physical harm to the student or others.

If a student is strip searched, as defined in state law, by an administrator or a commissioned law enforcement officer, the district will attempt to notify the student's parents/guardians as soon as possible. For the purposes of this section, the term "strip search" shall not include the removal of clothing in order to investigate the potential abuse or neglect of a student, give medical attention to a student, or screen a student for medical conditions.

Drug-Detection Dogs

The district may arrange for law enforcement officials to use professionally trained dogs to detect the presence of drugs on district property. A drug-detection dog alerting to the presence of drugs will constitute reasonable suspicion for district administrators to conduct a search. Drug-detection dogs will not come into direct contact with students. The superintendent or designee shall develop procedures for the use of drug-detection dogs.

Student Drug and Alcohol Testing

If district personnel have reasonable suspicion that a student is under the influence of drugs or alcohol, the district may require the student to take a drug or alcohol test, with consent of the parent/guardian. Students who refuse to

participate in drug or alcohol testing may be disciplined as if they tested positive for the substance. Drug and alcohol testing are not a necessary or exclusive means of determining from the available evidence that a violation of district policy has occurred.

In accordance with law, the district may implement a random student drug-testing program for students in extracurricular activities.

School Resource Officers

A school resource officer (SRO) may accompany district officials executing a search or may perform searches under the direction of district officials based on the reasonable suspicion standard. However, the SRO may choose not to participate in the search if the SRO believes that such participation might interfere with the successful future criminal prosecution of the student.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 167.166, RSMo.	State Statute
§ 210.145, RSMo.	State Statute
§ 544.193, RSMo.	State Statute
MO COURT	Burlisonv. Springfield Pub. Schs., 708 F3d 1034 (2013)
Mo. Const. art. XIV §§ 1-2	State Statute

Federal	Description
21 U.S.C. §§ 841, 844, 860	Federal Statute
FEDERAL COURT	New Jersey vs. T.L.O., 469 U.S. 325 (1985)
U.S. Const. amend. IV	U.S. Constitution

Administrative Procedure JFG-AP(1): SEARCHES OF STUDENTS - (Drug-Detection Dogs) **Status:** DRAFT

Original Adopted Date: Pending

The primary purpose of this procedure is to protect the safety and health of the district's staff and students by discouraging and detecting the presence of illegal drugs and controlled substances on district property. The district reserves the right to use trained dogs to conduct surveys for detecting prohibited items.

Control of Operation

The district will work in cooperation with law enforcement entities that provide appropriately trained drug-detection dogs. The district will maintain control and direction of the scope of the operation.

Scope of Operation

1. As deemed necessary by district administrators, drug-detection dogs may be used to survey all district grounds, buildings and any other physical structure on district property.

2. Prior to beginning the survey, the district shall obtain from the law enforcement entity documentation that the handler and dog are properly trained. The district will retain a copy of the documentation.

3. The superintendent or designee will be responsible for selecting the locations to be surveyed and scheduling the surveys.

4. At no time will a drug-detection dog be used to physically sniff students, and appropriate precautions shall be used to ensure the drug-detection dog does not come into direct contact with any students during an arranged survey. The survey will not target any person.

Procedure for Conducting Drug-Detection Dog Survey

1. The district will make a video recording of the drug-detection dog survey and retain a copy of the recording.

2. Students will not be present in the area or room while the drug-detection dog is working. All students shall depart the general area to be surveyed prior to the drug-detection dog entering. District staff shall be present to record the survey.

3. When an area is surveyed, any students present shall leave all personal items in the area including, but not limited to, smartphones and other electronic devices, backpacks, gym bags, book bags, purses and similar items. After the students have left the general area, the handler and dog shall enter and conduct the survey.

4. The handler will mark any item a drug-detection dog alerts to during a survey.

5. The handler and drug-detection dog will leave the building after the survey is complete, and students and staff will then be permitted to return.

Procedure Following the Drug-Detection Dog Survey

At no time during the drug-detection dog survey will a student's belongings be subject to a search by law enforcement or school administrators. However, a drug-detection dog alert will create reasonable suspicion for district administrators to search the student's property after the survey in accordance with policy JFG, Searches of Students. The procedures for conducting such searches follow.

Search of Personal Items

1. District administrators will confiscate any item identified by a drug-detection dog and marked by the handler.

2. District administrators will then contact the student who owns or was last in possession of the item and conduct a search of the item in front of them.

3. If drugs or contraband are found, the district administrator will contact the student's parents/guardians, and the student shall be subject to discipline according to district policy. The district will retain the results of the

search in the student's record.

4. Prohibited items, such as controlled substances, drug paraphernalia and firearms, will be tagged for identification and turned over to the proper authorities.

Search of Student Vehicles

The following procedure will be used if the drug-detection dog alerts on a student's vehicle:

1. A district administrator will locate the driver of the vehicle.

2. The driver will be present for the search.

3. If the vehicle is locked and the student refuses to unlock it, the district administrator will make a report to local law enforcement for further action.

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State	Description
§ 167.166, RSMo.	State Statute
§ 210.145, RSMo.	State Statute
§ 544.193, RSMo.	State Statute
MO COURT	Burlisonv. Springfield Pub. Schs., 708 F3d 1034 (2013)
Mo. Const. art. XIV §§ 1-2	State Statute

Federal	Description
21 U.S.C. §§ 841, 844, 860	Federal Statute
FEDERAL COURT	New Jersey vs. T.L.O., 469 U.S. 325 (1985)
U.S. Const. amend. IV	U.S. Constitution

Policy JFGA: INTERVIEWS WITH OR REMOVAL OF STUDENTS **Status:** DRAFT

Original Adopted Date: Pending

Purpose

The purpose of this policy is to set rules for entities other than district employees who request to interview students at school. This policy does not apply to the day-to-day conversations between students and district employees. Such conversations will be conducted in accordance with board policy governing communications between students and staff, board policy governing parent and family involvement, and state and federal law.

School Resource Officers (SROs)

An SRO's role in interviewing students or taking students into custody will be addressed in the agreement between the district and the law enforcement agency commissioning the SRO.

Crimes Committed on District Property or at District Activities

If a student is suspected of committing a crime on district property or at a district activity, school officials will contact law enforcement as required by law and board policy. School officials will also contact the student's parent/guardian. District staff will interview the student as part of the misconduct investigation and student discipline process, but law enforcement will not be allowed to interview the student except as described below.

Law Enforcement Interviews

Law enforcement officials requesting to interview a student at school will provide the principal or designee the reason for the interview and provide any applicable warrant or court order. The principal or designee will record the identity of the law enforcement officials and the stated reason for the interview.

The district will not allow law enforcement officials to interview students at school unless one of the following applies:

1. The law enforcement official has presented an applicable warrant or court order authorizing the official to take custody of the student or interview the student.

2. Consent for the interview is provided by the parent/guardian or the student if the student is 18 or older and is otherwise competent to consent.

3. Exigent circumstances exist that school officials consider sufficient to justify the interview. Exigent circumstances are sufficient if the law enforcement officials demonstrate that delaying the interview may pose a danger to the health or safety of the student, other students, district employees or others.

If the interview is permitted, the principal or designee will be present during the interview. Unless the parent/guardian was already contacted, the principal or designee will attempt to contact the parent/guardian immediately after the interview.

Removal of Students from School by Law Enforcement Officials

If a law enforcement official or other legally authorized person wishes to remove a student from school, the principal or designee must take the following steps:

1. Verify the identity of any law enforcement official or other legally authorized person before they are allowed to take a student into custody.

2. Verify, to the best of their ability, the official's authority to take custody of the student before they are allowed to take a student into custody.

3. Require officials who are determined to have the authority to take custody of a student to remove the student in a manner that minimizes disruption to the school environment.

4. Attempt to notify the student's parents/guardians that the student is being removed from school.

Children's Division (CD) Interviews

CD representatives may meet with students on campus. The district liaison will work with the CD to arrange such meetings to be minimally disruptive to the student's schedule. If the student is an alleged victim of abuse or neglect, the CD may not meet with the student in any school building or childcare facility where the abuse of the student allegedly occurred. The principal or designee will verify and record the identity of any CD representatives who request to meet with or take custody of a student.

Guardian Ad Litem and Court-Appointed Special Advocate Interviews

When a court-appointed guardian ad litem or special advocate finds it necessary to interview a student during the school day or during periods of extracurricular activities, the principal or designee must be notified prior to the scheduled interview. The principal or designee will verify and record the individual's identity through the court order that appointed the individual. The interview must be conducted in a private setting and with the least disruption to the student's schedule.

Student Records Access

Student records will be provided only in accordance with state and federal law.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 210.145, RSMo.	State Statute
§ 544.193, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1232g	Family Educational Rights and Privacy Act

Policy JG: STUDENT DISCIPLINE

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

It is essential that the district maintain a safe school environment and a climate that allows teachers to communicate effectively with all students in the class and allows all students in the class to learn. Discipline will be equitably applied and viewed as a learning opportunity with the ultimate goal of improving behavior, safety, and the school climate. The district seeks to minimize the unnecessary exclusion of students from classrooms and school and encourages the superintendent and district staff to exclude students only when necessary to maintain a safe and appropriate learning environment.

The superintendent or designee is authorized to contact the district's attorney for advice on the legality of district discipline or the discipline process. The board encourages the superintendent to recommend changes to board policy related to student discipline as needed.

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.

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 their own actions.

These expectations and the district's Student Expectation Code will be part of the building procedures to be distributed and discussed with the students annually under the direction of the building administrator in charge before the end of the first month of school.

The Student Expectation Code of the Ferguson-Florissant School District provides a uniform standard of conduct for all students. It is meant as a guideline and not as an exhaustive list of all prohibited acts. 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.

Discipline Code

To assist district staff in maintaining the necessary education environment, the board of education has created a discipline code that addresses the consequences for students whose conduct is prejudicial to good order and discipline in the schools or impairs the morale or good conduct of other students.

The district's comprehensive written code of conduct includes, but is not limited to, this policy, JG-R1, JGA, JGB,

JGD, JGE, JGF, and associated procedures. The district's comprehensive written code of conduct will be placed on the district's website, and a copy will be available in the superintendent's office during normal business hours. The district will distribute the code of conduct to all students, parents/guardians, and district staff at the beginning of each school year, which may be accomplished by directing them to the district's website. These policies, regulations, and procedures will apply to all students in attendance in the district's instructional and support programs as well as at district-sponsored activities and events.

Equity

All district staff are required to enforce district policies, regulations, and procedures in a manner that is consistent, developmentally appropriate, and equitable. District staff who increase or decrease the consequences for student misconduct based on individual circumstances must document the reasons for the variance. The superintendent or designee will regularly review district discipline data to determine whether district policies are being equitably enforced and, when necessary, make recommendations to the board for policy changes, training, or resources to further the district's goals for providing equitable education to all students.

Discipline for Off-Campus Misconduct

Students may be disciplined for misconduct that occurs off district grounds and outside a district activity when allowed by law including, but not limited to, the following situations:

1. The district's technology is used.

2. The student's conduct negatively impacts the education environment or there is a nexus to the education environment and the conduct is not otherwise protected by law.

3. The student has been charged with, convicted of, or pled guilty to the commission of a felony in a court of general jurisdiction (not a juvenile court). The board may suspend such students after a hearing in accordance with law.

4. The student has been indicted on, charged with, or convicted of one of the specific crimes listed in § 167.171, RSMo. (see in policy JEC) or a petition has been filed or adjudicated in juvenile court involving one of the specific crimes listed in § 167.171, RSMo. The district shall exclude such students from school or from the general education environment after appropriate due process.

5. The student transfers to the district during a suspension or expulsion from another public school or a private or parochial school, and the district determines that the conduct would have resulted in a suspension or expulsion in this district. The district may honor a student's suspension or expulsion in such cases after providing appropriate due process when necessary.

Immediate Removal

The board authorizes the immediate removal of a student upon a finding by a principal or superintendent that the student poses a threat of harm to self or others, as evidenced by the prior conduct of such student. Any such removal will be subject to the appropriate due process procedures and in accordance with law.

Enforcement

All district employees shall share responsibility for supervising the behavior of students and for enforcing the standards of conduct established by the board. When necessary, any district employee may engage in reasonable physical restraint of students to maintain orderly student conduct as authorized by law and board policy.

Building principals are responsible for the development and enforcement of additional student conduct rules needed to maintain proper behavior in schools under their supervision. All such rules shall be consistent with board-adopted discipline policies and regulations.

Disregard for policies, rules, and regulations may result in suspension by the superintendent or expulsion by the board, subject to appropriate due process. The superintendent may suspend a student for up to 180 days; however, expulsion of students is a function only of the board.

When flagrant misconduct, as defined in the discipline code, 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/guardians will be contacted as soon as possible.

Teachers have the authority and responsibility to make and enforce necessary rules for discipline in the classroom, subject to review by the building principal. The board expects each teacher to maintain a satisfactory standard of conduct in the classroom.

All district staff enforcing student discipline should seek to minimize, as much as possible, the amount of instructional time the student loses.

Training

All district employees shall annually receive instruction related to the specific contents of the district's comprehensive code of conduct and any interpretations necessary to implement its provisions including, but not limited to, confidentiality requirements and the approved methods for dealing with acts of school violence and disciplining students with disabilities.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.261, RSMo.	State Statute
§ 160.262, RSMo.	State Statute
§ 167.117, RSMo.	State Statute
§ 167.161, RSMo.	State Statute
§ 167.171, RSMo.	State Statute
§ 171.011, RSMo.	State Statute
MO COURT	D.J.M. v. Hannibal Pub. Sch. Dist., 647 F.3d 754 (8th Cir. 2011)
MO COURT	Mahanoy Area Sch. Dist. v. B.L., 141 S. Ct. 2038 (2021)

Federal	Description
FEDERAL COURT	Beussink v. Woodland R-IV Sch. Dist., 30 F. Supp. 2d 1175 (E.D. Mo 1998)

MSIP	Description
CC-1	MSIP STANDARDS

Regulation JG-R1: STUDENT DISCIPLINE

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The Student Expectation Code is designed to foster student responsibility, respect for others, and to provide for the orderly operation of district schools. No code can be expected to list each and every offense that may result in disciplinary action; however, it is the purpose of this code to list certain offenses which, if committed by a student, will result in the imposition of a certain disciplinary action. Any conduct not included herein, any aggravated circumstance of any offense, or any action involving a combination of offenses may result in disciplinary consequences that extend beyond this code of conduct as determined by the principal, superintendent, and/or board of education. In extraordinary circumstances where the minimum consequence is judged by the superintendent or designee to be manifestly unfair or not in the interest of the district, the superintendent or designee may reduce the consequences listed in this policy, as allowed by law. This code includes, but is not necessarily limited to, acts of students on district property, including playgrounds, parking lots and district transportation, or at a district activity, whether on or off district property. The district may also discipline students for off-campus conduct that negatively impacts the educational environment, to the extent allowed by law.

Reporting to Law Enforcement

It is the district's policy to report all crimes occurring on district property to law enforcement including, but not limited to, the crimes the district is required to report in accordance with law. A list of crimes the district is required to report is included in policy JGF.

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.

In addition, the superintendent shall notify the appropriate division of the juvenile or family court upon suspension for more than ten days or expulsion of any student who the district is aware is under the jurisdiction of the court.

Documentation in Student's Discipline Record

The principal, designee or other administrators or school staff will maintain all discipline records as deemed necessary for the orderly operation of the schools and in accordance with law and policy JGF.

The unit administrator should approve communication of disciplinary consequences between staff members, parents, or patrons before the communication is sent.

Conditions of Suspension, Expulsion and Other Disciplinary Consequences

All students who are suspended or expelled, regardless of the reason, are prohibited from participating in or attending any district-sponsored activity, or being on or near district property or the location of any district activity for any reason, unless permission is granted by the superintendent or designee. When appropriate, the district may prohibit students from participating in activities or restrict a student's access to district property as a disciplinary consequence even if a student is not suspended or expelled from school. Likewise, a student may become ineligible for or be required to forfeit any honors and awards as a disciplinary consequence.

In accordance with law, any student who is suspended for any offenses listed in § 160.261, RSMo., or any act of violence or drug-related activity defined by policy JGF as a serious violation of school discipline, shall not be allowed to be within 1,000 feet of any district property or any activity of the district, regardless of whether the activity takes place on district property, unless one of the following conditions exist:

1. The student is under the direct supervision of the student's parent, legal guardian, custodian or another adult designated in advance, in writing, to the student's principal by the student's parent, legal guardian or custodian, and the superintendent or designee has authorized the student to be on district property.

2. The student is enrolled in and attending an alternative school that is located within 1,000 feet of a public school in the district.

3. The student resides within 1,000 feet of a public school in the district and is on the property of the student's residence. This can be modified by the superintendent on a case-by-case basis.

Students who violate the prohibitions in this section may be suspended or expelled in accordance with the offense, "Failure to Meet Conditions of Suspension, Expulsion or Other Disciplinary Consequences," listed below.

Pursuant to law, no student will be confined in an unattended locked space except in an emergency situation while awaiting the arrival of law enforcement personnel.

Impact on Grades

As with any absence, absences due to an out of school suspension may result in the student earning a lower grade in accordance with the district's policy on absences.

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

1. Compile work assigned during the student's absence and forward it daily 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 on the date that the assigned work is transmitted electronically or when the family retrieves the materials in person.
2. Compile work assigned during the absence for completion upon the student's return to school. In this case, teachers are responsible for assuring that the student is given the same amount of time to complete assignments that the student would normally have when in school.

Work submitted within the appropriate timeframe is submitted for full credit. Additional time beyond the appropriate timeframe for the suspension will not be given. If a student is serving an out-of-school suspension during a scheduled final exam, the exam shall be administered by a school staff member who is not responsible for scoring final exams or reporting semester grades (unless the classroom teacher requests to administer the exam).

Prohibited Conduct

The following are descriptions of prohibited conduct and potential consequences for violations. Building-level administrators are authorized to more narrowly tailor potential consequences as appropriate for the age level of students in the building within the ranges established in this regulation. In addition to the outlined consequences, school officials may notify law enforcement and document violations in the student's discipline file in accordance with applicable laws and board policy.

Academic Dishonesty – 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, including unauthorized use of generative artificial intelligence (AI), such as large language models (chatbots).

First Offense: Warning/parent contact, or no credit for the work, and disciplinary office referral to document the offense.

Subsequent Offense: No credit for the work, grade reduction, course failure, or removal from extracurricular activities.

Arson – Starting or attempting to start a fire, or causing or attempting to cause an explosion.

First Offense: Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. Restitution if appropriate.

Subsequent Offense: 1-180 days out-of-school suspension or expulsion. Restitution if appropriate.

Assault

1. 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 or fourth degree.

- First Offense: Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

- Subsequent Offense: In-school suspension, 1-180 days out-of-school suspension, or expulsion.

2. Knowingly causing or attempting to cause serious physical injury or death to another person, recklessly causing serious physical injury to another person, or any other act that constitutes assault in the first or second degree.

    - First Offense: 10-180 days out-of-school suspension or expulsion.

    - Subsequent Offense: Expulsion.

Automobile/Vehicle Misuse – Uncourteous or unsafe driving on or around district property, unregistered parking, failure to move vehicle at the request of school officials, failure to follow directions given by school officials or failure to follow established rules for parking or driving on district property.

First Offense: Suspension or revocation of parking privileges, detention, or in-school suspension.

Subsequent Offense: Revocation of parking privileges, detention, in-school suspension, or 1-10 days out-of-school suspension.

Bullying and Cyberbullying (see board policy JFCF) – Intimidation, unwanted 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; that substantially interferes with the educational performance, opportunities or benefits of any student without exception; or that substantially disrupts the orderly operation of the school. Bullying includes, but is not limited to, physical actions, including violence, gestures, theft, or property damage; oral, written, or electronic communication, including name-calling, put-downs, extortion, or threats; or threats of reprisal or retaliation for reporting such acts. Cyberbullying is a form of bullying committed by 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.

First Offense: Detention, in-school suspension, or 1-180 days out-of-school suspension.

Subsequent Offense: 1-180 days out-of-school suspension or expulsion.

Bus or Transportation Misconduct (see board policy JFCC) – Any offense committed by a student on transportation provided by or through the district shall be punished in the same manner as if the offense had been committed at the student's assigned school. In addition, transportation privileges may be suspended or revoked.

Dishonesty – Any act of lying, whether verbal or written, including forgery.

First Offense: Nullification of forged document. Principal/Student conference, detention, or in-school suspension.

Subsequent Offense: Nullification of forged document. Detention, in-school suspension, or 1-180 days out-of-school suspension.

Disrespectful or Disruptive Conduct or Speech (see board policies AC and ACA if illegal harassment or discrimination is involved) – Verbal, written, pictorial or symbolic language or gesture that is directed at any person that is in violation of district policy or is otherwise rude, vulgar, defiant, considered inappropriate in educational settings or that materially and substantially disrupts classroom work, school activities or school functions. Students will not be disciplined for speech in situations where it is protected by law.

First Offense: Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.

Subsequent Offense: Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Drugs/Alcohol (see board policies JFCH, JFCI, and JHCD)

1. Possession, sale, purchase, transfer, manufacture, or distribution of any over-the-counter drug, herbal preparation, or imitation drug or herbal preparation.

- *First Offense*: In-school suspension or 1-180 days out-of-school suspension.
- *Subsequent Offense*: 1-180 days out-of-school suspension or expulsion.

2. Possession of drug paraphernalia or possession of or attendance while under the influence of any unauthorized prescription drug, alcohol, illegal drug, controlled substance (including marijuana and marijuana-infused products) as defined under schedules I, II, III, or IV of the Controlled Substances Act, unauthorized inhalant, counterfeit substance, imitation controlled substance, any substance intended to create a false negative on a drug test, or any substance prohibited on district property by law or policy.
    - *First Offense*: In-school suspension or 1-180 days out-of-school suspension.
    - *Subsequent Offense*: 11-180 days out-of-school suspension or expulsion.
3. Sale, purchase, transfer, manufacture, or distribution of any unauthorized prescription drug, alcohol, illegal drug, controlled substance (including marijuana and marijuana-infused products) as defined under schedules I, II, III, or IV of the Controlled Substances Act, unauthorized inhalant, counterfeit substance, imitation controlled substance, any substance intended to create a false negative on a drug test, any substance prohibited on district property by law or policy, or drug-related paraphernalia.
    - *First Offense*: 1-180 days out-of-school suspension or expulsion.
    - *Subsequent Offense*: 11-180 days out-of-school suspension or expulsion.

Extortion – Threatening or intimidating any person for the purpose of obtaining money or anything of value.

First Offense: Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.

Subsequent Offense: In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Failure to Care for or Return District Property – Loss of, failure to return, or damage to district property including, but not limited to, books, computers, calculators, uniforms, and sporting and instructional equipment.

First Offense: Restitution. Principal/Student conference, detention, or in-school suspension.

Subsequent Offense: Restitution. Detention or in-school suspension.

Failure to Meet Conditions of Suspension, Expulsion or Other Disciplinary Consequences – 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. See the section of this regulation titled, "Conditions of Suspension, Expulsion and Other Disciplinary Consequences."

As required by law, when the district considers suspending a student for an additional period of time or expelling a student for being on or within 1,000 feet of district property during a suspension, consideration shall be given to whether the student poses a threat to the safety of any child or school employee and whether the student's presence is disruptive to the educational process or undermines the effectiveness of the district's discipline policy.

First Offense: Verbal warning, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. Report to law enforcement for trespassing if expelled.

Subsequent Offense: In-school suspension, 1-180 days out-of-school suspension, or expulsion. Report to law enforcement for trespassing if expelled.

False Alarms (see also "Threats or Verbal Assault") – Tampering with emergency equipment, setting off false alarms, making false reports, communicating a threat or false report for the purpose of frightening or disturbing people, disrupting the educational environment, or causing the evacuation or closure of district property.

First Offense: Restitution. Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Subsequent Offense: Restitution. In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Fighting (see also, "Assault") – Mutual combat in which both parties have contributed to the conflict either verbally or by physical action.

First Offense: Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.

Subsequent Offense: In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Gambling – Betting on an uncertain outcome, regardless of stakes; engaging in any game of chance or activity in which something of real or symbolic value may be won or lost. Gambling includes, but is not limited to, betting on outcomes of activities, assignments, contests and games.

First Offense: Principal/Student conference, loss of privileges, detention, or in-school suspension.

Subsequent Offense: Principal/Student conference, loss of privileges, detention, in-school suspension, or 1-10 days out-of-school suspension.

Harassment, including Sexual Harassment (see board policies AC and ACA and note that additional provisions of the code of conduct may apply to the student's behavior)

1. 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 protected by law.

    - *First Offense*: Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

    - *Subsequent Offense*: In-school suspension, 1-180 days out-of-school suspension, or expulsion.

2. 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.

    - *First Offense*: In-school suspension, 1-180 days out-of-school suspension, or expulsion.

    - *Subsequent Offense*: 1-180 days out-of-school suspension or expulsion.

3. Student is found "responsible" for sexual harassment under Title IX upon conclusion of a formal complaint under policy ACA.

    - *Any Offense*: 10-180 days out-of-school suspension or expulsion.

Hazing (see board policy JFCG) – Any activity that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student organization or district-sponsored activity. Hazing can occur even when all students involved are willing participants.

First Offense: In-school suspension or 1-180 days out-of-school suspension.

Subsequent Offense: 1-180 days out-of-school suspension or expulsion.

Incendiary Devices or Fireworks – Possessing, displaying or using matches, lighters or other devices used to start fires unless required as part of an educational exercise and supervised by district staff; possessing or using fireworks.

First Offense: Confiscation. Warning, principal/student conference, detention, or in-school suspension.

Subsequent Offense: Confiscation. Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.

Nuisance Items – Possession or use of items such as toys, games, and portable media players that are not authorized for educational purposes.

First Offense: Confiscation. Warning, principal/student conference, detention, or in-school suspension.

Subsequent Offense: Confiscation. Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.

Public Display of Affection – Consensual physical contact that is inappropriate for the school setting including, but not limited to, kissing and groping.

First Offense: Principal/Student conference, detention, or in-school suspension.

Subsequent Offense: Detention, in-school suspension, or 1-10 days out-of-school suspension.

Sexting and/or Possession of Sexually Explicit, Vulgar or Violent Material (see board policies AC and ACA) – Students may not 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.

First Offense: Confiscation. Principal/Student conference, detention, or in-school suspension.

Subsequent Offense: Confiscation. Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Sexual Activity – Consensual acts of sex or consensual simulations of sex including, but not limited to, intercourse or oral or manual stimulation.

First Offense: Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.

Subsequent Offense: Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Technology Misconduct (see board policies EHB and KKB and procedure EHB-AP1)

1. 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.

    - *First Offense*: Restitution. Principal/Student conference, loss of user privileges, detention, or in-school suspension.

    - *Subsequent Offense*: Restitution. Loss of user privileges, 1-180 days out-of-school suspension, or expulsion.

2. 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 time, unless the use is part of the instructional program, required by a district-sponsored class or activity, or otherwise permitted by the building principal.

    - *First Offense*: Confiscation, principal/student conference, detention, or in-school suspension.

    - *Subsequent Offense*: Confiscation, principal/student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

3. Violations, other than those listed in (1) or (2) above, of board policy EHB, procedure EHB-AP1 or any policy or procedure regulating student use of personal electronic devices.

    - *First Offense*: Restitution. Principal/Student conference, detention, or in-school suspension.

    - *Subsequent Offense*: Restitution. Loss of user privileges, 1-180 days out-of-school suspension, or expulsion.

4. Use of audio or visual recording equipment in violation of board policy KKB.

    - *First Offense*: Confiscation. Principal/Student conference, detention, or in-school suspension.

    - *Subsequent Offense*: Confiscation. Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.

Theft – Theft, attempted theft or knowing possession of stolen property.

First Offense: Return of or restitution for property. Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.

Subsequent Offense: Return of or restitution for property. 1-180 days out-of-school suspension or expulsion.

Threats or Verbal Assault – Verbal, written, pictorial, or symbolic language or gestures that create a reasonable fear of physical injury or property damage including "cyberthreats" or electronic communications that threaten or raise concerns about violence against others, suicide, or self-harm.

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, including fighting. The prohibition applies to behavior that may occur while on school property, at any school function, on the way to or from school, or on school transportation.

Any student who is threatened or physically assaulted should immediately leave the scene and report the incident to a staff member.

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.

First Offense: Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Subsequent Offense: In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Tobacco

1. Possession of any tobacco products, electronic cigarettes (vaping products), other nicotine-delivery products or imitation tobacco products, as defined in policy AH, on district property, on district transportation or at any district activity. Nicotine patches or other medications used in a tobacco cessation program may be possessed only in accordance with district policy JHCD.

    - *First Offense*: Confiscation of prohibited product. Principal/Student conference, detention, or in-school suspension.

    - *Subsequent Offense*: Confiscation of prohibited product. Detention, in-school suspension, or 1-10 days out-of-school suspension.

2. Use of any tobacco products, electronic cigarettes (vaping products), imitation tobacco products or other nicotine-delivery products, as defined in policy AH, on district property, on district transportation or at any district activity. Nicotine patches or other medications used in a tobacco cessation program may be used only in accordance with district policy JHCD.

    - *First Offense*: Confiscation of prohibited product. Principal/Student conference, detention, in-school suspension, or 1-3 days out-of-school suspension.

    - *Subsequent Offense*: Confiscation of prohibited product. In-school suspension or 1-10 days out-of-school suspension.

Truancy or Tardiness (see board policy JED and procedures JED-AP1 and JED-AP2) – Absence from school without the knowledge and consent of parents/guardians and the school administration; excessive non-justifiable absences, even with the consent of parents/guardians; arriving after the expected time class or school begins, as determined by

the district.

First Offense: Principal/Student conference, detention, or 1-3 days in-school suspension.

Subsequent Offense: Detention or 3-10 days in-school suspension, and removal from extracurricular activities.

Unauthorized Entry – Entering or assisting any other person to enter a district facility, office, locker, or other area that is locked or not open to the general public; entering or assisting any other person to enter a district facility through an unauthorized entrance; assisting unauthorized persons to enter a district facility through any entrance.

First Offense: Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.

Subsequent Offense: 1-180 days out-of-school suspension or expulsion.

Vandalism (see board policy ECA) – Willful damage or the attempt to cause damage to real or personal property belonging to the district, staff or students.

First Offense: Restitution. Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Subsequent Offense: Restitution. In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Weapons (see board policy JFCJ)

1. Possession or use of any weapon as defined in board policy, other than those defined in 18 U.S.C. § 921, 18 U.S.C. § 930(g)(2) or § 571.010, RSMo.
    - *First Offense*: In-school suspension, 1-180 days out-of-school suspension, or expulsion.
    - *Subsequent Offense*: 1-180 days out-of-school suspension or expulsion.
2. 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(g)(2).
    - *First Offense*: One calendar year suspension or expulsion, unless modified by the board upon recommendation by the superintendent.
    - *Subsequent Offense*: Expulsion.
3. Possession or use of ammunition or a component of a weapon.
    - *First Offense*: In-school suspension, 1-180 days out-of-school suspension, or expulsion.
    - *Subsequent Offense*: 1-180 days out-of-school suspension or expulsion.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Mo. Const. art. XIV §§ 1-2	State Statute

Federal	Description
21 U.S.C. §§ 841, 844, 860	Federal Statute

Policy JGA-2: CORPORAL PUNISHMENT

Status: DRAFT

Original Adopted Date: Pending

For the purposes of this policy, corporal punishment is the use of physical force as a method of correcting student behavior. No person employed by or volunteering on behalf of the district shall administer corporal punishment or cause corporal punishment to be administered upon a student attending district schools.

A staff member may, however, use reasonable physical force against a student for the protection of the student or other persons or to protect property. Restraint of students in accordance with the district's policy on student seclusion and restraint is not a violation of this policy.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.261, RSMo.	State Statute
§ 160.263, RSMo.	State Statute
§ 171.011, RSMo.	State Statute
§ 563.061, RSMo.	State Statute

Policy JGB: DETENTION AND/OR IN-SCHOOL SUSPENSION OF STUDENTS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The provisions of detention or an in-school suspension program for student violations of policies, rules and procedures shall provide principals with an additional alternative for dealing with disciplinary problems that occur in the schools. When this alternative is appropriate, students will be assigned to serve a specified time period in the in-school suspension program. These assignments, and the determination of the time period for them, shall be determined by the principal, or his or her designee.

To the extent possible, in-school suspension will be restorative and supportive in nature and respond to the needs of students.

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State	Description
§ 160.261, RSMo.	State Statute

Policy JGD: STUDENT SUSPENSION AND EXPULSION

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The following procedures apply to all students. However, additional procedures for discipline for students with disabilities are sometimes required, as discussed in policy JGE, Discipline of Students with Disabilities.

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 procedures of the school district. This observance of school policies, rules and procedures is essential for permitting others to learn at school.

Therefore, the administration may exclude a student from school because of violation of school rules and procedures, 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 students, or conduct which endangers the student, other students, or the property of the school. Furthermore, if a student poses a threat to self or others, as evidenced by the prior conduct of such student, the administration may immediately remove the student from school. Such actions will be taken in accordance with due process and with due regard for the welfare of both the student and the school.

The terms "suspension" and "removal" refer to an exclusion from school that will not exceed a specific period of time and shall be subject to the due process procedures set forth for "suspensions" in this policy. The term "expulsion" refers to exclusion for an indefinite period.

The district may honor suspensions and expulsions from another in-state or out-of-state school district including a private, charter or parochial school or school district pursuant to law and policy JEC, Student Admissions. Before making any decision to honor such suspensions or expulsions, the superintendent or designee will consider whether the student has received the due process required by law.

The term “discipline reassignment” refers to moving a student for disciplinary reasons to another school, program, or course that is different from the assigned school based on residence.

Suspensions

In Missouri, a principal may suspend a student for up to ten school days. A 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) if the student denies the accusation, explain, either orally or in writing, the facts that form the basis of 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. If the student has a disability as defined in the Individuals 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 (between the teacher, student, and principal and/or between the parent, student, and principal) have been held and have failed to change the student's behavior.

4. If a suspension of up to ten school days is deemed warranted, the principal or designee shall promptly notify the student and the student’s parent/guardian, or caretaker by letter of the final decision. Such notification shall include the date(s) of suspension, the reason for suspension, information on how to access or complete school during the suspension, and information on who to contact for student support and additional resources.

5. Any suspension by a principal must be reported in a timely manner to the superintendent or designee by providing a copy of the suspension letter to the superintendent. The superintendent may revoke the suspension at any time, in part or in full. If the suspension is revoked, the student’s records shall be amended to eliminate the suspension.

Long-Term Suspension or Discipline Reassignment

Where warranted and authorized, a principal may recommend a long-term suspension or discipline reassignment beyond ten school days. The superintendent may suspend a student for up to 180 school days or reassign a student to another school or program as a continuation of discipline. When a long-term suspension or discipline reassignment is being considered by the superintendent or designee, the following procedural steps shall be followed:

1. Prior to a long-term suspension or discipline reassignment, the superintendent or designee shall follow steps 1(a) through 1(c) as outlined above.

2. A written report of the incident shall be sent to the superintendent or designee within three school days from the beginning of the principal's suspension.

3. Within ten school days, the superintendent or designee shall notify the suspended student, parent/guardian, or caretaker in writing of the recommendation for long-term suspension or discipline reassignment and the reasons therefore and provide for a meeting with a committee of representatives from the administration. This notification shall also include a copy of the student's rights and responsibilities. At that meeting, the student and the parent/guardian, or caretaker shall have 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 possible disciplinary action.

4. The superintendent shall review the matter and make a final determination concerning whether:

    - The student should be suspended for up to 180 school days; or

    - Expulsion proceedings should be initiated; or

    - Discipline reassignment should be considered; or

    - Some other disciplinary approach should be pursued.

5. The superintendent will notify the student and student's parent/guardian, or caretaker by email and certified letter of the final decision concerning additional disciplinary action. Such notification shall include the date(s) of suspension or reassignment, the reason for suspension or reassignment, notice of the right to appeal the outcome to the board of education, information on how to access or complete school during the suspension or reassignment, and information on who to contact for student support and additional resources.

6. If the student, parent/guardian, or caretaker continues to object to the long-term suspension and/or discipline reassignment, and the superintendent wishes to proceed with it, the student, parent/guardian, or caretaker shall have the right to appeal the superintendent's decision to the board of education.

7. If a long-term suspension is issued or a discipline reassignment is made, a conference will be held within ten school days with the student, parent/guardian, or caretaker, and appropriate district personnel to set goals during the long-term suspension or discipline reassignment to decide what progress is needed to consider early return, to identify the contact person for the district, and to discuss student support and additional resources.

Note: Legally emancipated students shall receive all notices required under this policy and may request the hearing and appeals provided under this policy.

Reassignment to Virtual Education

The superintendent shall have the authority to assign or reassign a student to a district virtual education school, program, or course under the following conditions:

1. The superintendent makes a preliminary determination that virtual education placement is in the best interests of the student.
2. The superintendent notifies the student and parent/guardian, or caretaker in writing of the reasons for considering reassignment and provides them with a copy of this policy.
3. A conference is held with the student and parent/guardian, or caretaker prior to the placement where the superintendent or designee presents the reasons for the virtual education placement and the student and parent/guardian, or caretaker are given an opportunity to present their position on the placement.

4. The superintendent shall notify the student and the parent/guardian, or caretaker in writing of the final decision as soon as possible after the conference, and prior to placing the student in a virtual school, program, or course. The notification will include the date the reassignment will become effective, notice of the right to appeal the decision, and information on who to contact for student support and additional resources.
5. Within ten school days of the notice about placement in virtual education, a conference will be held with the student, parent/guardian, or caretaker and appropriate district personnel to set goals for the student while in virtual education, and to provide information concerning the progress needed to consider early return from the discipline reassignment, the district's contact person, and to discuss student support and additional resources. This conference shall occur prior to the actual placement of the student in the virtual school, program, or course.
6. The superintendent shall notify the student, the parent/guardian, or caretaker by email and certified letter of the final reassignment decision and include information that they have the right to appeal the superintendent's decision to the board of education. Notification shall be provided as soon as possible and prior to placing the student in a virtual school, program, or course. If the student, parent/guardian, or caretaker continues to object to the virtual reassignment, and the superintendent wishes to proceed with it, the student, parent/guardian, or caretaker shall have the right to appeal the superintendent's decision to the board of education.

Any discipline reassignment to virtual education by the superintendent pursuant to this policy shall be effective for only that current school year. At the request of a student, parent/guardian, or caretaker, the superintendent or designee shall periodically review the student's virtual placement.

Suspensions For More Than 180 School Days and Expulsions

Only the board 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 that a student be expelled or suspended for more than 180 school days, the superintendent must follow the procedures for long-term suspension or discipline reassignment.

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 that the student be expelled or suspended for more than 180 school days. The superintendent may also immediately suspend the student for up to 180 school days.

    b. Upon receipt of the superintendent's recommendation, the board 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 for readmission. Only the board can readmit an expelled student.

Student Discipline Hearings

The board of education may originate student discipline hearings upon recommendation of the superintendent. In such cases, the board of education will review the superintendent's report and determine whether to conduct a discipline hearing.

Only the board may convene discipline hearings for expulsions. Expulsions hearing will be held by the entire board, or a quorum thereof.

The board, or a board committee appointed by the board president, may hold hearings upon written request of the student or the student's parent/guardian, or caretaker to consider appeals for student suspensions in excess of ten school days, discipline reassignments, or reassignment to virtual schools, programs, or courses. The board may conduct any hearing, or portions thereof, in person, virtually, or using videoconferencing provided that all parties have an opportunity to participate and equal access to the proceedings is maintained.

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, an emancipated student, the parent or guardian 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 adhered to:

1. If the student, parent/guardian, or caretaker gives notice that they wish to appeal the suspension, discipline reassignment, or reassignment to virtual education, the suspension or reassignment 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 a threat of disruption of the academic process in which case the student may be immediately removed from school, and the notice and hearing must follow as soon as practicable.

2. All notices of appeal shall be transmitted, in writing, by the appealing party to the executive assistant to the board of education, with a copy to the superintendent. The executive assistant may provide accommodations or assistance in drafting the notice of appeal if requested.

3. The superintendent, when notified of an appeal, shall promptly transmit to the board a full written report of the facts relating to the suspension or reassignment, the action taken by the superintendent, and the reasons for said action.

4. Upon receipt of a notice of appeal, the board or a board committee appointed by the board president, which shall have full authority to act in lieu of the board as a whole, will schedule a hearing and shall notify the student and the parent/guardian, or caretaker of the date, time and place of the hearing; the allegations against the student; 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, or caretaker.

5. The board shall make a good-faith effort to have the parent/guardian, or caretaker present at the hearing.

6. Prior to the board hearing, the student and the student's parent/guardian, or caretaker 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 administration will provide the student and the parent/guardian, or caretaker with copies of the documents to be introduced at the hearing.

7. Prior to a board hearing, the student and the parent/guardian, or caretaker will also be required to advise the executive assistant to the board of the identity of their witnesses and the nature of their testimony. The student and the parent/guardian, or caregiver will provide the executive assistant to the board with copies of any documents that they will introduce at the hearing.

8. The hearing will be closed unless the board decides otherwise. The hearing will be open to the public only with parental consent. At the hearing, the administration or their counsel will present the charges and such testimony and evidence to support such charges. The student, the parent/guardian, or their counsel shall have the right to present witnesses, introduce evidence, and to cross-examine witnesses called in support of the charges.

9. 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; to uphold the discipline reassignment, to expel the student from the schools of the district, or to take such other action it deems appropriate. The administration or its counsel, by direction of the board of education, shall promptly prepare and transmit to the student, parent/guardian, or caretaker a written notice of the decision.

Remedial 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 board policy JGF, 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. This information will be recorded on a plan 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 or 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 shall notify, in writing, the parents or guardians and all other parties of the time, place and agenda of any such conference. This requirement applies to enrolling students transferring from another school as well, regardless of whether the "act of school violence" was

committed at a public school or at a private school in Missouri, provided that such act shall have resulted in the suspension or expulsion of such student in the case of a private school.

Note: Failure of any party to attend a scheduled conference or hearing shall not preclude the district from holding the conference or hearing.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.261, RSMo.	State Statute
§ 167.164, RSMo.	State Statute
§ 167.166, RSMo.	State Statute
§ 167.171, RSMo.	State Statute
§§ 162.955-.963, RSMo.	State Statute
Ch. 536, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act

Policy JGE: DISCIPLINE OF STUDENTS WITH DISABILITIES

Status: DRAFT

Original Adopted Date: Pending

It is the goal of the district to provide a safe and productive learning environment for all students. The district does not believe in a double standard for misbehavior and holds the welfare and safety of all persons in the district in highest regard. Students with disabilities will be disciplined in accordance with the district's discipline code applicable to all students, subject to the modifications mandated by law. All students, including those with disabilities, will be referred for law enforcement action when required by law and when their conduct constitutes a crime.

The district will comply with all state and federal laws governing the discipline of students with disabilities, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, applicable regulations and state and local plans for compliance with the law. In addition to the process outlined in special education law, students with disabilities will receive the same due process afforded other students.

The board delegates to the superintendent or designee the authority to seek the removal of a student with a disability as allowed by federal or state law to an alternative educational setting through the state hearing process or to seek a court injunction ordering removal or a different educational placement.

The superintendent or designee will provide all district employees training on violence prevention, the district's discipline code and the legal requirements for disciplining students with disabilities. The board delegates to the superintendent or designee the authority to contact the district's legal counsel for legal advice or training on the district's responsibilities.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.261, RSMo.	State Statute
§ 162.680, RSMo.	State Statute
§ 167.161, RSMo.	State Statute
§ 167.164, RSMo.	State Statute
§ 167.166, RSMo.	State Statute
§ 167.171, RSMo.	State Statute
§§ 162.955-.963, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
21 U.S.C. § 812(c)	Federal Statute
28 C.F.R. Part 35	Nondiscrimination Based on Disability
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 104	Section 504 of the Rehabilitation Act of 1973
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act
FEDERAL COURT	Light v. Parkway C-2 Sch. Dist., 41 F.3d 1223 (8th Cir. 1994)
FEDERAL COURT	Honig v. Doe, 484 U.S. 305 (1988)

Administrative Procedure JGE-AP(1): DISCIPLINE OF STUDENTS WITH DISABILITIES - (Students Eligible for Special Education Services)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The following procedure is intended to give guidance to district personnel when disciplining students who are eligible for special education services under state and federal law and relevant regulations. This procedure is not intended to replace adequate training and the guidance of the special education director. The special education director or designee must be contacted when a student receiving special education services is suspended from school or school services. Current law will govern and may supersede this procedure.

Definitions

Short-Term Suspension – Suspension for ten school days or fewer of a student receiving special education services who violates a code of student conduct, but only to the extent that such an alternative is applied to students without disabilities. In-school suspension is not usually considered a “suspension” under this procedure unless the student is not receiving the necessary special education services while in that setting or unless it occurs so frequently that it constitutes a change in placement.

Long-Term Suspension or Expulsion – Suspensions in excess of ten consecutive school days, or suspensions in excess of ten school days cumulatively in a school year where a pattern of suspension is created. A long-term suspension or expulsion is a change of placement and may not be imposed if the manifestation determination team concludes the conduct subject to discipline is related to the disability.

Pattern of Suspension – Determination of whether a "pattern of suspension" is created is based on factors such as the length of each removal, total amount of time a student is removed and the proximity of the removals to one another. The type of conduct involved in each incident has no bearing on whether a pattern is created. The special education director or designee will determine whether the suspension will create a pattern.

Manifestation Determination Team – The manifestation determination team is composed of the parent/guardian, representatives of the school district and relevant members of the Individualized Education Program (IEP) team, as determined by the parent/guardian and the district. Although membership of the manifestation determination team may be similar or identical to an IEP team, the manifestation determination is not a function of the IEP team.

Interim Alternative Educational Setting – An alternative setting in which the student continues to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. As appropriate, it includes the student receiving a functional behavioral assessment, behavioral intervention services and modifications that are designed to prevent unacceptable behavior from recurring.

Selection of Discipline Options

The selection of the appropriate discipline option for a student with disabilities will be based on:

1. The nature of the behavior subject to discipline.
2. The number of days of suspension warranted by the misconduct.
3. The history of suspensions or other disciplinary actions imposed during the current school year.
4. Violent or dangerous characteristics of the student's behavior.
5. Other unique circumstances on a case-by-case basis.

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.

School personnel may not impose disciplinary measures to a greater degree than those applied to students without disabilities for the same or a comparable offense.

Discipline Options and Procedures

Suspension for Ten School Days or Fewer (Consecutive or Cumulative in a School Year)

1. The principal suspends the student for up to ten school days in accordance with the discipline code.

2. The principal notifies the parents/guardians of the decision to suspend on the day the decision is made and will contact law enforcement if a crime has occurred.

3. No services or other special procedures are required.

Short-Term Suspension when Services May Need to Be Provided

1. In accordance with the discipline code, the principal imposes a suspension for up to ten school days that in combination with prior suspensions for the school year exceeds a total of ten cumulative school days.

2. The principal notifies the parents/guardians of the decision to suspend on the day the decision is made and will contact law enforcement if a crime has occurred.

3. A determination is made as to whether a pattern of suspension will be created by the suspension. This determination is made by the director of special education or designee.

    - If it is determined that a pattern of suspension does exist, the suspension will constitute a change of placement, and the procedures under long-term suspension or expulsion must be followed, including providing a copy of the procedural safeguards and "The Parents' Bill of Rights" or a document that integrates the procedural safeguards and "The Parents' Bill of Rights."

    - If it is determined that a pattern of suspension does not exist, proceed to Step 4.

4. Services are required on the eleventh cumulative school day of removal in a school year and thereafter if necessary to enable the student to appropriately progress, as determined by school staff. The special education director or designee, in consultation with the student's teacher, will determine which, if any, services are needed.

Long-Term Suspension/Expulsion

1. The principal suspends the student for up to ten school days and recommends a longer period of suspension to the superintendent in accordance with the discipline code. The principal notifies the parents/guardians of the decision to suspend on the day the decision is made and, in accordance with law, provides them with a copy of the procedural safeguards and a copy of "The Parents' Bill of Rights" or a document that integrates the procedural safeguards and "The Parents' Bill of Rights." The district will contact law enforcement if a crime has occurred.

2. If the superintendent concludes the misconduct warrants a long-term suspension, he or she will notify the director of special education or designee.

3. Within ten school days of the suspension or as soon as practical when a pattern of suspension is created, the manifestation determination team shall review all relevant information in the student's file—including the student's IEP, any teacher observations and any relevant information provided by the parents/guardians—to determine if the conduct in question was:

    - Caused by or had a direct and substantial relationship to the student's disability.

    - The direct result of the local educational agency's failure to implement the IEP.

    If the manifestation determination team determines that either of the two situations above is applicable to the student, the conduct will be determined to be a manifestation of the disability.

4. If the manifestation determination team determines that the behavior is a manifestation of the disability, the IEP team shall:

    - Conduct a functional behavioral assessment and implement a behavioral intervention plan if one has not been developed already.

- Review the behavioral intervention plan, if one has been developed, and modify it to address the behavior, if necessary.

- Return the student to the prior educational placement, unless the parent/guardian and the district agree to a change of placement as part of the modification of the behavioral intervention plan, or follow the procedure for a 45-day removal if applicable.

5. If the manifestation determination team concludes that the behavior is not a manifestation of the disability, the relevant disciplinary procedures may be applied to the student in the same manner and for the same length of time applicable to students without disabilities.

    - If the superintendent or designee decides to assign a long-term suspension or expulsion, he or she will notify the parents/guardians of the decision and the right to appeal to the board.

    - The IEP team will determine how the student will continue to receive educational services so that the student can participate in the general education curriculum and progress toward meeting IEP goals.

    - As appropriate, the student may receive a functional behavioral assessment, behavioral intervention services and modifications designed to address the behavior violation.

Automatic Removal for 45 School Days

School personnel may remove a student to an interim alternative educational setting for up to 45 school days, regardless of whether the behavior is a manifestation of the student's disability, for the following acts if committed on school grounds or at a school function:

1. Carrying or possessing a weapon as defined in 18 U.S.C. § 930.

2. Knowingly using, possessing, selling, or soliciting a sale of certain illegal drugs identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act.

3. Inflicting serious bodily injury upon another person.

This 45-day removal is not considered a "suspension" in accordance with law. The following procedures are used to implement a 45-day removal:

1. The principal contacts law enforcement, the superintendent and the special education director or designee immediately.

2. The principal suspends the student for ten school days in accordance with the discipline code. The principal will notify the parents/guardians of the decision on the day the decision is made and, in accordance with law, provide them with a copy of the procedural safeguards and a copy of "The Parents' Bill of Rights" or a document that integrates the procedural safeguards and "The Parents' Bill of Rights." The principal will also notify the parents/guardians that the student will be removed to an interim alternative educational setting for 45 school days.

3. The IEP team will conduct an IEP meeting to determine how the student will receive a free appropriate education while in the interim alternative educational setting, and the manifestation determination team will conduct a manifestation determination.

4. If the manifestation determination team determines that the behavior is a manifestation of the disability, the IEP team shall:

    - Conduct a functional behavioral assessment and implement a behavioral intervention plan if one has not already been developed.

    - Review the behavioral intervention plan, if one has been developed, and modify it to address the behavior, if necessary.

    - Return the student to the prior educational placement after the initial 45-day removal unless the parent/guardian and the district agree to a change of placement as part of the modification of the

behavioral intervention plan.

5. If the manifestation determination team determines that the behavior is not a manifestation of the disability, the student will be suspended for the same length of time applicable to other students after the 45-day removal ends.

    - As appropriate, the student may receive a functional behavioral assessment, behavioral intervention services and modifications designed to address the behavior violation.

Expedited Hearing by Hearing Officer

A parent/guardian who disagrees with any decision regarding placement or the manifestation determination will be provided an expedited hearing in accordance with law. The student will remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the disciplinary action, whichever occurs first, unless the parent/guardian and the district agree otherwise.

If the district believes that the current placement of a special education student is substantially likely to result in injury to the student or others, the district may request an expedited hearing through the Department of Elementary and Secondary Education (DESE), Division of Special Education.

Court Injunction

The district, through legal counsel, may seek a court injunction ordering the removal of or a change of placement for a dangerous or violent student.

Students Not Yet Identified

A student who has not been determined to be eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA) may assert any of the protections afforded to special education students if the district had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

If the district did not have such knowledge prior to taking disciplinary measures against the student, the student may be disciplined in the same manner as students without disabilities who engage in comparable behaviors. However, if a request is made for an evaluation during the time period in which the student is subject to disciplinary measures, an expedited evaluation will be conducted.

If the student is determined to be eligible for special education and related services, the district will provide those services. Pending the results of the evaluation, the student will remain in the educational placement determined by school authorities.

The district will be considered to have knowledge that a student is a student with a disability if, prior to the behavior subject to disciplinary action, any one of the following conditions exists:

1. The parent/guardian has expressed concern in writing to supervisory or administrative personnel or the student's teacher that the student is in need of special education and related services.

2. The parent/guardian has requested an initial evaluation of the student.

3. The student's teacher or other district personnel have expressed specific concerns directly to the special education director or to other district supervisory personnel in accordance with the agency's established Child Find or special education referral systems about a pattern of behavior demonstrated by the student.

The district is considered not to have knowledge that a student has a disability requiring special education services if any of the following apply:

1. The parent/guardian of the student has not allowed an evaluation.

2. The parent/guardian of the student has refused services.

3. The student has been evaluated and it was determined that the student was not a student with a disability pursuant to the IDEA.

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State	Description
§ 160.261, RSMo.	State Statute
§ 162.680, RSMo.	State Statute
§ 167.161, RSMo.	State Statute
§ 167.164, RSMo.	State Statute
§ 167.166, RSMo.	State Statute
§ 167.171, RSMo.	State Statute
§§ 162.955-.963, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
21 U.S.C. § 812(c)	Federal Statute
28 C.F.R. Part 35	Nondiscrimination Based on Disability
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 104	Section 504 of the Rehabilitation Act of 1973
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act
FEDERAL COURT	Light v. Parkway C-2 Sch. Dist., 41 F.3d 1223 (8th Cir. 1994)
FEDERAL COURT	Honig v. Doe, 484 U.S. 305 (1988)

Administrative Procedure JGE-AP(2): DISCIPLINE OF STUDENTS WITH DISABILITIES - (Students Receiving Accommodations under Section 504 but Not Special Education Services)

Status: DRAFT

Original Adopted Date: Pending

The following procedure is intended to give guidance to district personnel when disciplining students with disabilities as defined by Section 504 of the Rehabilitation Act of 1973. However, this procedure is not intended to replace adequate training and the guidance of the district's 504 coordinator. The district's 504 coordinator or designee must be notified when a student with disabilities is suspended from school or school services. Current law will govern and may supercede this procedure.

Students with disabilities may also qualify for special education services. Special education students must be disciplined in accordance with state and federal law, as outlined in JGE-AP1.

Definition

Suspension – Removal of a student receiving accommodations under Section 504 from the student's current placement or to another educational setting that is not contemplated by a student's 504 plan. In-school suspension is not a "suspension" under this procedure unless the student is not receiving the necessary accommodations while in that setting.

Suspension for Ten School Days or Fewer

1. The principal suspends the student for up to ten school days in accordance with the discipline code, and the parents are notified.

2. The student is not entitled to educational services during the suspension unless those services are offered to students without disabilities during a suspension.

Suspension for More than Ten School Days

1. The principal suspends the student for ten school days in accordance with the discipline code, recommends a longer suspension to the superintendent and notifies the 504 coordinator and the parents.

2. If the superintendent determines that a longer suspension is warranted, the superintendent notifies the 504 coordinator.

3. A multidisciplinary team meets to determine whether the behavior is a manifestation of the student's disability and forwards the results of that determination to the superintendent. This meeting will be held during the period of the ten-day suspension imposed by the principal.

   If the multidisciplinary team determines that the behavior is a manifestation of the student's disability, the student will not be suspended beyond ten school days and the team will consider whether additional accommodations are necessary.

4. If the behavior that resulted in the suspension is not a manifestation of the student's disability, the superintendent will assign additional suspension time as he or she determines is appropriate and notify the parents of their rights to appeal to the board. The student is not entitled to receive educational services during the suspension unless those services are offered to students without disabilities.

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Version JGE-AP2.1A (05/05)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.261, RSMo.	State Statute

State	Description
§ 162.680, RSMo.	State Statute
§ 167.161, RSMo.	State Statute
§ 167.164, RSMo.	State Statute
§ 167.166, RSMo.	State Statute
§ 167.171, RSMo.	State Statute
§§ 162.955-.963, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
21 U.S.C. § 812(c)	Federal Statute
28 C.F.R. Part 35	Nondiscrimination Based on Disability
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 104	Section 504 of the Rehabilitation Act of 1973
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act
FEDERAL COURT	Light v. Parkway C-2 Sch. Dist., 41 F.3d 1223 (8th Cir. 1994)
FEDERAL COURT	Honig v. Doe, 484 U.S. 305 (1988)

Policy JGF: DISCIPLINE REPORTING AND RECORDS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

In compliance with state law, the board of education establishes clear channels of communication between teachers, administrators, law enforcement officials and other schools concerning acts of school violence and other behaviors that endanger the welfare or safety of students, staff or patrons of the district. The purpose of this policy is to designate specific actions committed by students that must be reported to teachers, administrators and/or law enforcement officials as well as those actions that must be documented in a student's discipline record.

Definitions

The following definitions and terms apply to this policy:

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 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 at 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.

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.

School or District Property – Property utilized, supervised, owned, rented, leased or controlled by the school district including, but not limited to, school playgrounds, parking lots, school transportation and any property on which any school activity takes place.

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.

Serious Violation of District's Discipline Policy – One or more of the following acts if committed by a student enrolled in the district:

1. Any act of school violence/violent behavior.

2. Any offense that occurs on district property, on district transportation or at any district activity and that is required by law to be reported to law enforcement officials.

3. Any offense that results in an out-of-school suspension for more than ten school days.

Reporting to School Staff

School administrators shall report acts of school violence to all teachers at the attendance areas in which the involved students are educated and to other school district employees with a need to know the information to adequately supervise the students and to protect themselves or others. 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 any teachers and other district employees with a need to know the information.

The superintendent or designee will inform district employees with a need to know of any criminal act committed or allegedly committed by a student in the district that 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 entity in accordance with state law. Such reports shall not be used as the sole basis for denying educational services to a student.

Reporting to Law Enforcement Officials

School administrators are required by law to report certain crimes to law enforcement. In an effort to support timely and accurate reporting, the board encourages all employees who have information about any criminal act to share that information with their supervisors. The board expects employees to share information regarding serious criminal acts, and employees must report criminal acts when required by law and board policy.

Any crime listed in this section, or any act that if committed by an adult would be a crime listed in this section, that is committed on school property, on any school transportation or at any school activity must be reported immediately by the appropriate school administrator to the appropriate law enforcement entity. The following criminal acts are subject to this reporting requirement:

1. First- or second-degree murder under §§ 565.020, .021, RSMo.
2. Voluntary manslaughter under § 565.023, RSMo.
3. Involuntary manslaughter in the first or second degree under §§ 565.024, .027, RSMo.
4. First- or second-degree kidnapping under §§ 565.110, .120, RSMo.
5. First-, second- or third-degree assault under §§ 565.050, .052, .054, RSMo.*
6. Rape in the first or second degree under §§ 566.030, .031, RSMo.
7. Sodomy in the first or second degree under §§ 566.060, .061, RSMo.
8. Burglary in the first or second degree under §§ 569.160, .170, RSMo.
9. Robbery in the first degree under § 570.023, RSMo.
10. Possession of a weapon under chapter 571, RSMo., 18 U.S.C. § 921
11. Manufacture of a controlled substance under § 579.055, RSMo.
12. Delivery of a controlled substance under § 579.020, RSMo.
13. Arson in the first degree under § 569.040, RSMo.
14. Property damage in the first degree under § 569.100, RSMo.
15. First-, second- or third-degree child molestation under §§ 566.067, .068, .069, RSMo.
16. Sexual misconduct involving a child pursuant to § 566.083, RSMo.
17. Sexual abuse in the first degree pursuant to § 566.100, RSMo.
18. First-degree harassment under § 565.090, RSMo.
19. First-degree stalking under § 565.225, RSMo.

* Immediate reporting of third-degree assault under § 565.054, RSMo., may not be required if an agreement with law enforcement exists.

If the district is aware that a student who is suspended for more than ten days or expelled is under court jurisdiction, the superintendent shall notify the appropriate division of the juvenile or family court of the suspension or expulsion.

All employees shall immediately report to the principal any incident that constitutes a crime, including any incident in which a person is believed to have committed an act that if committed by an adult would be first-, second- or third-degree assault, rape in the second degree or sodomy in the second degree against a student or school employee, while on school property, school transportation or at school activities. Employees shall also inform the principal if a student is discovered to possess a controlled substance or weapon in violation of the district's policy. The principal shall immediately report these listed offenses to the appropriate law enforcement entity and the superintendent. However, if the district has entered into an agreement with law enforcement regarding the reporting of third-degree assaults, the district will report third-degree assaults to law enforcement in accordance with that agreement.

School districts may report or disclose education records to law enforcement entities and juvenile justice authorities if the disclosure concerns the law enforcement entity's or juvenile justice authority's 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 state and federal law.

Reporting Third-Degree Assault

The superintendent and the appropriate local law enforcement entity may develop a written agreement outlining the procedure for reporting any incident in which a student is believed to have committed an act that if committed by an adult would be third-degree assault. If such an agreement exists in the district, the principal shall report third-degree assaults to the appropriate local law enforcement entity in accordance with the agreement.

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 district employees with a need to know and shall be provided to any school district in which the student subsequently attempts to enroll within five business days of receiving the request, in accordance with state law. If a student is placed in another school by the CD, the records will be transferred to the new school within two business days after notification by the CD. Personally identifiable student records will only be released or destroyed in accordance with state and federal law.

Pursuant to Department of Secondary and Elementary Education (DESE) data reporting requirements, the district shall report rates and durations of, and reasons for, student suspensions of ten days or longer and expulsions.

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 are maintained in the schools.

Liability

Teachers and authorized district personnel, including volunteers selected with reasonable care by the district, shall not be civilly liable when acting in accordance with the board's policies, including the board's discipline policies, or when reporting acts of school violence or threatened acts of school violence to the appropriate supervisor or other person, pursuant to law and district policy.

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Version JGF-C.1L.FER (11/16)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.261, RSMo.	State Statute
§ 167.020, RSMo.	State Statute
§ 167.115, RSMo.	State Statute
§ 167.117, RSMo.	State Statute
§ 167.122, RSMo.	State Statute
§ 210.865, RSMo.	State Statute
§ 211.032, RSMo.	State Statute
§ 565.002, RSMo.	State Statute

Policy JGGA: SECLUSION AND RESTRAINT

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The district will treat all students with dignity and provide a safe learning environment for students and a safe working environment for district personnel. Seclusion and restraint interventions will be used only when necessary and in accordance with this policy, and they will never be used as a form of punishment or for the convenience of district personnel. The restrictions in this policy apply to the district and any other provider of educational or related services to the student on behalf of the district.

The board directs the superintendent or designee to train and direct district personnel to use with fidelity measures to proactively address student behaviors, such as positive behavior support techniques, and to identify students with disabilities who may need behavior intervention plans.

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.

Definitions

Behavior Intervention Plan (BIP) – A plan that sets forth specific behavior interventions for a specific student who displays chronic patterns of problem behavior.

District Personnel – All persons employed by the district or performing services on behalf of or at the direction of the district, including persons working with students as independent contractors or on behalf of an independent contractor.

Mechanical Restraint – The use of any device or equipment to restrict a student's freedom of movement. This term 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 service professional that are used for specific and approved purposes for which such devices were designed, such as the following:

1. Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;

2. Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;

3. Restraints for medical immobilization; or

4. Orthopedically prescribed devices that permit a student to participate in activities without risk.

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. This term shall not include:

1. A physical escort, which is a temporary touching or holding of the hand, wrists, arm, shoulder or back for the purpose of inducing a student to walk to a safe location;

2. Comforting or calming a student;

3. Holding a student's hand to transport the student for safety purposes;

4. Intervening in a fight; or

5. Using an assistive or protective device prescribed by an appropriately trained professional or professional team.

Positive Behavior Supports – A range of instructional and environmental supports to teach students prosocial alternatives to problem behavior and allow them multiple opportunities to practice prosocial skills and receive high rates of positive feedback.

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 – Includes, but is not limited to, mechanical restraint, physical restraint and prone restraint.

Seclusion – The involuntary confinement of a student alone in a room or area that the student is physically prevented from leaving. This term shall not include:

1. A timeout;
2. In-school suspension;
3. Detention; or
4. Other appropriate disciplinary measures.

Timeout – A behavior management technique that is part of an approved program, involves the monitored separation of the student in a nonlocked setting, and is implemented for the purpose of calming.

Seclusion and Restraint Limitations

District personnel will reserve the use of seclusion or restraint for situations or conditions in which there is imminent danger of physical harm to self or others. Any student placed in seclusion or restraint shall be removed from such seclusion or restraint as soon as district personnel determine that the student is no longer an imminent danger to self or others.

Seclusion Spaces

In the limited situations where seclusion is used, it must occur in a room that complies with applicable building codes. The space in which the student is confined should be a normal-sized meeting room or classroom commonly found in a school setting with standard lighting, ventilation, heating, cooling, and ceiling height and that is free of objects that could cause harm to the student.

Use of 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.

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 emergency.

Mechanical, Physical or Prone Restraint Limitations

District personnel are prohibited from using any mechanical, physical, or prone restraint technique that:

1. Obstructs views of the student's face;
2. 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;
3. Places pressure or weight on or causes the compression of the student's chest, lungs, sternum, diaphragm, back, abdomen or genitals;
4. Obstructs the student's circulation of blood;
5. 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, soft objects such as pillows, blankets, or washcloths;
6. Endangers the student's life or significantly exacerbates the student's medical condition;
7. Is purposely designed to inflict pain; or

8. 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 their hands free of restraint for brief periods unless district personnel determine that such freedom appears likely to result in harm to self or others.

Parent/Guardian Notifications

The district will attempt to notify the parents/guardians of the student as soon as possible but no later than one hour after the end of the school day on which seclusion or restraint occurred. Notification will be oral or electronic and will include a statement indicating that the district or district contractor will provide the parents/guardians a copy of the report required by law and this policy within five school days.

Monitoring and Reporting

District personnel shall monitor the use of student seclusion or restraint and shall complete a report for each incident that minimally contains the following:

1. The date, time of day, location, duration and description of the incident and interventions;
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 any injury to the student;
5. Whether the student has an IEP or other plan;
6. Whether the student was disciplined;
7. The date and time of day the parents were notified;
8. The names, roles and certifications of any district personnel involved in the use of seclusion or restraint;
9. The name, role and signature of the person who prepared the report;
10. The name of an employee whom the parent/guardian can contact regarding the incident and use of seclusion or restraint;
11. The name of an employee to contact if the parent/guardian wishes to file a complaint; and
12. A statement directing parents/guardians to a sociological, emotional, or behavioral support organization and a hotline number to report child abuse and neglect.

The report will be an education record of the student. The district or district contractor will provide a copy of the report to the parent/guardian of the student within five school days, and a copy of each incident report will be given to the Department of Elementary and Secondary Education within 30 days of the incident.

Training

All district personnel, as defined in this policy, will annually review this policy and district procedures involving the use of seclusion and restraint. Personnel who use seclusion or restraint shall annually complete mandatory training in the specific seclusion and restraint techniques used by the district.

Retaliation Prohibited

School board members, administrators and district personnel will not retaliate against any person for reporting a violation of this policy or failure to follow state law regarding seclusion and restraint. Likewise, retaliation is prohibited against any person for providing information regarding a violation of law regulating seclusion and restraint.

Nothing in this policy is intended to prevent a law enforcement officer who is employed as a school resource officer, an off-duty police officer, or a school district security officer from exercising appropriate authority either when attempting to prevent a criminal act from occurring or when responding to a criminal act.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.261, RSMo.	State Statute
§ 160.263, RSMo.	State Statute
§ 563.061, RSMo.	State Statute

Policy JHA: STUDENT INSURANCE

Status: DRAFT

Original Adopted Date: Pending

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.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 208.658, RSMo.	State Statute

Policy JHC: STUDENT HEALTH SERVICES AND REQUIREMENTS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board of education supports the health and physical well-being of students by establishing a districtwide coordinated student health services program. The district nursing staff has oversight of the coordinated student health services program and will work with a school health advisory council, which is composed of school nurses, preferably one from each level, a Ferguson-Florissant National Education Association representative, a counselor, and interested members of the community having knowledge of student health and wellness related issues. The purpose of the advisory council is to incorporate community priorities and values into the district's student health services plan. The district's school nurse manager will chair the committee, which will meet at least twice a year. The meetings, records, and votes of the advisory council will adhere to the requirements of the Missouri Sunshine Law.

Nurses and clinic aides employed to staff the health services program shall serve under the direction of the school nurse manager or designee and, to the extent required by law, under the supervision of a physician or registered nurse, who may be offsite. The nurse, principal, or designee will be responsible for all notifications to parents/guardians regarding health services. The services provided by the nursing staff will include:

1. Administration of laws that protect the health of children attending Missouri public schools, including:
    - Ensuring compliance with immunization requirements.
    - Excluding students who have contagious diseases from attendance when authorized by law.
    - 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, including emergency medications stocked by the district, pursuant to board policy, including training unlicensed authorized employees in the administration of medications. The nurse coordinator is responsible for developing procedures for training unlicensed authorized employees as well as devising protocols for the administration of medications by unlicensed authorized employees.
4. Assistance in carrying out the district's responsibilities outlined in Section 504 plans and individualized education programs (IEPs).
5. Development of individualized health plans (IHPs) and individualized emergency health plans (IEHPs) for students in consultation with parents/guardians and health care providers, including IHPs and IEHPs for students with epilepsy or seizure disorders.
6. Guidance and counseling concerning health problems of students.
7. Maintenance of student health records, including the maintenance of emergency information forms for each student. The nurse will store health records in a secure location, and any health information provided to the nurse orally will be written electronically and stored appropriately. The superintendent or designee shall have access to student health records when there is a legitimate educational purpose or access is necessary to supervise staff. 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.
8. Age-appropriate health education in the district's instructional program, in accordance with Missouri School Improvement Program (MSIP) Standards and Missouri Grade-Level Expectations (GLEs), including information about the prevention and control of communicable diseases, the use of standard precautions when handling bodily fluids, allergy prevention and response, diabetes, asthma and other chronic conditions. The nurse will maintain information developed by the Missouri Department of Health and Senior Services (DHSS) relating to human papillomavirus (HPV) and may provide this information directly to parents/guardians but not to students. The nurse will also provide parents/guardians and students information that is produced by or similar to information produced by the Centers for Disease Control and Prevention on influenza and influenza vaccinations.
9. Screening for health conditions in accordance with board policy and administrative procedures.

10. Notification of the school nurse manager if informed of a condition that could require accommodation under federal law.

11. Sharing information with parents/guardians about publicly available health insurance options for students.

12. Development and annual review of a Health Services Plan.

13. Training staff as necessary to implement the district's health and safety program.

14. Access to Material Safety Data Sheet (MSDS) for all hazardous materials used in the district.

15. Such other services as assigned by the 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. Referral to the family practitioner for such devices or drugs will be made only in accordance with the parental notification checklist requirements of state law.

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. Subject to a written agreement, the district may solicit or permit an outside entity to assist with student health screening. The agreement will include a provision requiring the entity to turn over all records collected during the screening, destroy the information after providing it to the district, keep all student information confidential and hold the district harmless for the entity's actions. The superintendent or designee may contact the district's attorney for assistance in drafting the agreement.

Parents/Guardians will receive a written notice of any screening result that indicates a condition that might interfere with a student's academic progress or health.

In general, the school district will not conduct physical examinations of a student without parental consent unless the health or safety of the student or others is in question or unless by court order.

Further, parents/guardians will be notified of the specific or approximate dates during the school year when any nonemergency, 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, head lice or scoliosis screening.

Parents/Guardians or eligible students will be given the opportunity to opt out of the above-described nonemergency, 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.

All parents/guardians will be notified at least at the beginning of the school year of the district's policy on physical examinations and screening of students. Parents/Guardians will also be notified within a reasonable period of time after any substantive change in the policy.

Specialized Health Care Services

Specialized health care services are nursing activities performed only by a registered professional nurse in accordance with the Missouri "Nursing Practice Act" (§§ 335.011-.096, RSMo.). These services may include, but are not limited to, intermittent catheterization and tube feeding.

The board of education believes the district must meet the needs of 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 are not performed at school unless they are clearly necessary and cannot be accomplished on an alternate schedule.

The student's parent/guardian must submit a written request for the district to provide specialized health care services.

The student's qualified licensed physician should provide a written request for specialized health care services to be provided, 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 "Nursing Practice Act", a written prescription from the student's qualified licensed physician is required to order certain services and procedures.

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 parent/guardian, health care providers, and school personnel.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 167.611, RSMo.	State Statute
§ 167.625, RSMo.	State Statute
§ 167.635, RSMo.	State Statute
§ 167.637, RSMo.	State Statute
§ 170.015, RSMo.	State Statute
§ 208.670, RSMo.	State Statute
§ 208.677, RSMo.	State Statute
§§ 167.181-.195, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1232h	Protection of Pupil Rights Amendment
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 300	Individuals with Disabilities Education Act
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act

Administrative Procedure JHC-AP(1): STUDENT HEALTH SERVICES AND REQUIREMENTS - (Screening and Referral Programs)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The health screening programs of the Ferguson-Florissant School District are designed to examine the populations at highest risk at a time when early intervention has the most benefit. The following guidelines govern the district's health screening program:

1. The district will examine past screenings and assess them for effectiveness in order to ensure future screening programs effectively meet the needs of the district. The district plan for assessing the district's screening needs is: *[The nursing staff should devise a written plan based on best practice recommendations, resources for screening and referral, and results of former screening programs.]*

2. Based on the district's assessment plan above, the district's screening plan is: an annual exam for all students. Hearing screening for odd grades and new students to the district. Annual dental screening for all students with parental consent. The DHSS Preventative Service Program screens oral health and provides fluoride varnish to help prevent cavities for all students with parental consent.

3. The nurse will produce a calendar reflecting the approximate dates for screenings, re-screenings and screening follow-up that is coordinated with the overall school calendar.

4. The nursing staff will assist the superintendent or designee in identifying individual personnel to be utilized in the screening process.

5. The district will use the following procedures to notify parents/guardians of pertinent information pertaining to screening:

   Student Handbooks – All student handbooks will include a description of the types of screenings the district will conduct, the timing for those screenings, and the process for excusing the student from a screening.

   All screening information is on the district website. The school nurse notifies parents of failed screenings for additional testing and/or referrals.

6. Follow-ups to screenings will include: Follow-up screenings are communicated to parents by school nurses in writing, email, and letters to gain parental consent for follow-up care. Parental consent is required for all follow-up/referral care needed.

   Parents/Guardians who need to consult with district staff regarding the results of any screening should contact the school nurse.

7. Members of the nursing staff are responsible for monitoring the results of all screenings and notifying the special education department or other appropriate staff members if a student may need classroom adaptations, special education services or accommodations.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 167.611, RSMo.	State Statute
§ 167.625, RSMo.	State Statute
§ 167.635, RSMo.	State Statute
§ 167.637, RSMo.	State Statute
§ 170.015, RSMo.	State Statute

State	Description
§ 208.670, RSMo.	State Statute
§ 208.677, RSMo.	State Statute
§§ 167.181-.195, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1232h	Protection of Pupil Rights Amendment
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 300	Individuals with Disabilities Education Act
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act

Administrative Procedure JHC-AP(2): STUDENT HEALTH SERVICES AND REQUIREMENTS - (Head Lice)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 07/24/2024

In keeping with the Ferguson-Florissant School District's policy of avoiding the unnecessary exclusion of students from school, the district will not exclude otherwise healthy students from school due to nit infestations. Students with head lice infestations will be excluded from school only to the minimum extent necessary for treatment. To avoid the unnecessary exclusion of students from school, the administration provides the following procedure:

1. Schools will not perform routine schoolwide head lice screening. However, should multiple cases be reported, the nurse will identify the population of students most likely to have been exposed and arrange to have that population of students examined.

2. If the school nurse or teacher discovers head lice or nits on a student, the parent/guardian of that student will be notified, and other students who reside with the infected student will also be checked.

3. The school nurse will instruct the parent/guardian concerning various shampoos, sprays and other appropriate treatments that can be purchased to eliminate head lice or nits and will also give information concerning necessary procedures to be taken in the home to ensure that the head lice are eliminated.

4. If the student was infected with live head lice, the student should not return to school for 24 hours after the discovery of the head lice to allow for treatment.

5. When a student who had a live head lice infestation returns to school, the student will be examined by the school nurse. If live head lice are found at that time, the parent/guardian will again be called and reinstructed concerning treatment. The student will be excluded from school for 24 hours to allow for additional treatment. This process will continue until the student is free of head lice.

6. A student who was identified as having nits but not a live head lice infestation will be re-examined within five calendar days of the initial identification. If this examination reveals nits are still present, the parent/guardian will again be instructed on treatment options. This process will repeat until the student is free of nits.

7. The school nurse will keep accurate and confidential records of students infected with head lice or nits.

8. If it appears the parent/guardian of an infested student is failing to secure timely treatment for the infestation after having been given notice of the existence of head lice or nits in accordance with these procedures, the nurse will notify the school principal, who may report the matter to the Children's Division (CD) of the Department of Social Services.

The school nurse will develop education programs regarding the diagnosis, treatment and prevention of head lice for staff, students, parents and the community.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 167.611, RSMo.	State Statute
§ 167.625, RSMo.	State Statute
§ 167.635, RSMo.	State Statute
§ 167.637, RSMo.	State Statute
§ 170.015, RSMo.	State Statute
§ 208.670, RSMo.	State Statute

State	Description
§ 208.677, RSMo.	State Statute
§§ 167.181-.195, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1232h	Protection of Pupil Rights Amendment
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 300	Individuals with Disabilities Education Act
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act

Administrative Procedure JHC-AP(3): STUDENT HEALTH SERVICES AND REQUIREMENTS - (Students with Epilepsy or Seizure Disorder)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Epilepsy and Seizure Disorder Health Plans

1. If a parent/guardian requests care for epilepsy or seizure disorder for their student, the school nurse will create an individualized health plan (IHP) and an individualized emergency health plan (IEHP) for the student.

2. Parents/Guardians must provide the school nurse written authorization for implementation of the plan annually.

3. The school nurse will update the plans before the beginning of each school year and as necessary if there is a change in the health status of the student.

4. The school nurse or the administrator/designee serving in the absence of the school nurse will coordinate the provision of epilepsy or seizure disorder care.

5. Both the IHP and the IEHP will include, but not be limited to, the following:

    - Notice about the student's condition for all employees who interact with the student.
    - Written orders from the student's physician or advanced practice nurse describing the required care.
    - The student's symptoms and recommended care.
    - Whether the student may fully participate in exercise and sports, any contraindications to exercise and any required accommodations.
    - Accommodations for school-related activities, such as school trips, after-school activities and class parties.
    - Information for school employees about how to recognize indicators of and provide care for epilepsy and seizure disorder; epilepsy or seizure disorder first aid; when to call for assistance; and parent/guardian and emergency contact information.
    - Medical treatment issues that may affect the student's educational process.
    - The student's understanding of and ability to manage the epilepsy or seizure disorder.
    - How to maintain communication with the student, parents/guardians, the student's healthcare team, and the school nurse or the school administrator designated to work with the student in the absence of the school nurse.

Training

The district will coordinate the provision of epilepsy and seizure disorder care and ensure that all school employees are trained every two years through an online or in-person course of instruction approved by the Department of Health and Senior Services in the care of students with epilepsy and seizure disorders including, but not limited to, school employees working with school sponsored programs outside of the regular school day. The training must be provided by a reputable, local, Missouri-based healthcare or nonprofit organization that supports the welfare of individuals with epilepsy.

Medical Information

The school nurse or the administrator/designee serving as the school nurse in the absence of the school nurse will obtain a release from the parent/guardian to authorize the sharing of medical information between the student's physician or advanced practice nurse and other healthcare providers. The release must also authorize the nurse or administrator/designee to share information with other school employees in the district as necessary. The sharing of

information under this policy is not a violation of HIPPA, if the student's parent or guardian has provided a release.

Liability Protection

No employee or agent of the school shall be held liable for any good-faith act or omission consistent with Section 167.625, RSMo., as amended, and implementing this procedure. Further, no school nurse will be subject to action before the State Board of Nursing for action taken by a school employee trained by the school nurse in good faith. "Good faith" shall not be construed to include willful misconduct, gross negligence, or recklessness.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 167.611, RSMo.	State Statute
§ 167.625, RSMo.	State Statute
§ 167.635, RSMo.	State Statute
§ 167.637, RSMo.	State Statute
§ 170.015, RSMo.	State Statute
§ 208.670, RSMo.	State Statute
§ 208.677, RSMo.	State Statute
§§ 167.181-.195, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1232h	Protection of Pupil Rights Amendment
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 300	Individuals with Disabilities Education Act
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act

Policy JHCB: IMMUNIZATION OF STUDENTS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

It is the policy of the Ferguson-Florissant School District that all students attending the district schools shall be immunized in accordance with law.

The district will not allow a student to attend school until the district has satisfactory evidence on file demonstrating that the student has been immunized, that the immunization process has begun and satisfactory progress is being accomplished or that the student is exempted from obtaining immunizations in accordance with law.

Immunization Exceptions

A student is exempted from obtaining immunizations if the district has the completed, original forms from the Missouri Department of Health and Senior Services (DHSS) necessary to prove that the student will not be immunized for religious or medical reasons. An exemption for medical reasons requires certification by a licensed doctor of medicine or doctor of osteopathy that either the immunization would seriously endanger the child's health or life or that the child has documentation of laboratory evidence of immunity to the disease. An exemption for religious reasons requires written certification from one parent/guardian that immunization of the student violates his or her religious beliefs.

Homeless students, students in the custody of the Children's Division (CD) of the Department of Social Services and students in the household of an active duty member of the military who do not have an exemption and cannot provide evidence of having received immunizations required under Missouri law shall be immediately enrolled and given 30 days to provide satisfactory evidence that the student has completed all age-appropriate immunizations or has begun the process of immunization. If the student has begun the process of immunization, the student may continue to attend as long as the process is being accomplished according to the schedule recommended by DHSS.

Failure to Provide Evidence of Required Immunizations

The district will exclude from school all students who are not immunized or exempted as required by law.

The district must report to DHSS the names of any parents/guardians who neglect to immunize their student or refuse to permit the immunization of a nonexempted student. The district will also report to the CD any instance of educational or medical neglect.

Pursuant to law, any contacts with parents/guardians regarding immunizations will also include information about influenza and influenza vaccines.

District-Sponsored Preschool, Daycare Centers and Nursery Schools

No child is permitted to enroll in or attend district-sponsored preschools, daycare centers or nursery schools until the district has satisfactory evidence demonstrating that the child has been immunized unless:

1. There is satisfactory proof that immunizations are in progress and that the process is being accomplished in accordance with the schedule recommended by DHSS; or

2. The student is homeless or in the custody of the CD and cannot provide satisfactory evidence of required immunizations. Such students will be given 30 days to provide satisfactory evidence of completion or evidence that immunizations are in process.

3. A parental, medical or religious exemption is on file. Exemptions must be on original forms from DHSS.

Upon request from a parent/guardian of a student enrolled in or attending district-sponsored preschools, daycare centers or nursery schools, the district will inform the parent/guardian whether any student enrolled or currently attending the facility in which the district-sponsored preschool, daycare center or nursery school is located has an immunization exemption on file. The district will verify only whether any student has an exemption on file. The district will not release any information that would identify a particular student with an exemption or a particular type of exemption.

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.

Records

The superintendent or designee shall institute procedures for the maintenance of health records that show 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 DHSS.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.2000, RSMo.	State Statute
§ 161.900, RSMo.	State Statute
§ 167.181, RSMo.	State Statute
§ 167.182, RSMo.	State Statute
§ 167.183, RSMo.	State Statute
§ 167.191, RSMo.	State Statute
§ 210.003, RSMo.	State Statute
19 C.S.R. 20-28.010	State Regulation
19 C.S.R. 20-28.040	State Regulation

Federal	Description
20 U.S.C. § 6312	Elementary and Secondary Education Act

Administrative Procedure JHCB-AP(1): IMMUNIZATION OF STUDENTS **Status:** DRAFT

Original Adopted Date: Pending

Students Enrolling in the District

1. Students will not be permitted to attend classes until they provide satisfactory evidence of immunization. Students who do not provide satisfactory evidence of immunization will be permitted to attend classes if they provide a statement on the appropriate form from the Department of Health and Senior Services (DHSS) that:

    - Immunization is medically contraindicated, or
    - A parent or legal guardian objects to immunization on religious grounds, or
    - The immunization process is in progress.

    Situations involving homeless students who cannot provide immediate proof of immunization will be handled in accordance with board policy and the law. Students who are in the household of an active duty member of the military and who cannot provide immediate proof of immunization will be given 30 days to satisfy the requirements of law.

2. The school nurse will notify parents/guardians of immunization requirements and provide information regarding where to obtain immunizations.

3. If a student has not provided required evidence of immunization or one of the three exception statements listed above, the nurse will contact the parents/guardians to arrange for the student to obtain the required immunizations. At that time, the nurse will also notify the parent/guardian that failure to provide required evidence of immunization or a statement of an exception within five more school days may result in a report of medical or educational neglect to the Children's Division (CD) of the Department of Social Services.

4. If a student has not provided the required evidence of immunization or a statement of the exceptions listed above within seven school days of enrollment, the nurse will make a neglect report to the CD.

Students with Immunizations in Progress

1. The nurse will monitor the progress of students who have provided evidence that immunizations are in progress.

2. Students who fail to meet their next scheduled immunization appointment will be suspended from attending school until such immunization is obtained or until an exception statement is provided.

3. If evidence of immunization or evidence of exemption from immunization is not provided within three school days of the suspension, the nurse will make a neglect report with the CD.

Students Due for Immunization after Enrollment

1. In cases where a student comes due for immunization after the student is enrolled, the nurse will provide notice to the parents/guardians 30 days prior to the date that proof of immunization is required.

2. If the student has not provided evidence of immunization or a statement of one of the three exceptions above within three school days of the deadline, the nurse will contact the parent/guardian to arrange for the student to obtain the required immunization. The nurse will also notify the parent/guardian that failure to obtain the required immunization will result in the student being excluded from school and may result in a report of medical or educational neglect to the CD.

3. A student who has not obtained the required immunization or provided a statement of exception by the required date will be suspended in accordance with law until such immunization is obtained or until an exception statement is provided.

4. The nurse will make a neglect report to the CD for students who have been suspended for three school days for failure to meet the immunization requirement who still have no proof of immunization or exception

statements on file.

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Version JHCB-AP1.1B (01/10)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.2000, RSMo.	State Statute
§ 161.900, RSMo.	State Statute
§ 167.181, RSMo.	State Statute
§ 167.182, RSMo.	State Statute
§ 167.183, RSMo.	State Statute
§ 167.191, RSMo.	State Statute
§ 210.003, RSMo.	State Statute
19 C.S.R. 20-28.010	State Regulation
19 C.S.R. 20-28.040	State Regulation

Federal	Description
20 U.S.C. § 6312	Elementary and Secondary Education Act

Policy JHCD: ADMINISTRATION OF MEDICATIONS TO STUDENTS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Definitions

Authorized Prescriber – Includes a healthcare provider licensed or otherwise authorized by state law to prescribe medication.

Diabetes Medical Management Plan – A document developed by the student's personal healthcare team that sets out the health services needed by the student at school and that is signed by the student's personal healthcare team and parent/guardian.

Medications – For the purposes of this policy, medications include prescription drugs and over-the-counter drugs, including herbal preparations and vitamins. Medications also include substances that claim or purport to be medicinal or performance enhancing, including essential oils, cannabidiol (CBD) products, and CBD derivatives.

General

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. However, the board recognizes that some students may require medication for chronic or short-term illnesses to enable them to remain in school and participate in the district's education services. The board directs the superintendent or designee to employ, contract with, and train the necessary personnel to administer medications to students. Medications will be administered at school only when it is not possible or effective for the student to receive the medication at home.

Parents/Guardians are encouraged to submit any relevant information regarding the medications their student needs and other information the district may use to develop an individualized education program (IEP), Section 504 Plan, or individualized health plan (IHP). The district will review all information parents/guardians submit and work with them to create a plan to meet their student's medical needs while at school or school activities.

The superintendent, in collaboration with the district nursing staff, will establish administrative procedures for implementing this policy.

Nurses and Other Personnel

The administration of medications is a nursing activity that must be performed by or under the supervision of a registered professional nurse (RN). Other district personnel may be required to administer medications to a student as long as they have been appropriately trained and are supervised by an RN.

District employees who administer medications must maintain documentation of all medications provided to students and stored on district property.

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.

Over-the-Counter Medications

The student’s physician shall provide the school with a written request that the student be given over-the-counter medication during school hours. The request shall state the name of the student, name of the drug, dosage, frequency of administration, 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.

The district may administer over-the-counter medication to a student if the district has received written permission to do so from the parent/guardian. A parent/guardian or responsible adult must transport the medication to and from school. Over-the-counter medications must be delivered to the school principal or designee in the manufacturer's original packaging and will be administered only in accordance with the manufacturer's label.

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 district may administer prescription medication to a student if the district has received a written request from the parent/guardian that the school district comply with the physician's request to give the 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. Medications should not exceed a 30-day supply.

Medications District Personnel Will Not Administer

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 the authorized prescriber's 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.

Unless required by law to administer a medication to accommodate a disability, nurses who question the necessity of administering a particular medication during the school day may, after consultation with the superintendent or designee, require a written directive by the student's healthcare provider that states why the medication must be administered at school. The district may also refuse to administer any medication for other reasons listed in this policy. The district will not administer any medication that is not regulated by the U.S. Food and Drug Administration.

The district may refuse to 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 unless the district has verified the dosage with the prescriber. Except for the medications that are used only in an emergency situation, the district will not knowingly administer the first dose of any medication. The district expects parents/guardians to administer medications at home. The principal or designee may arrange for the parent/guardian to administer medications to their child at school.

Staff, students, and all other individuals are prohibited from possessing or administering any medication that is illegal pursuant to state or federal law on district grounds, on district transportation, or during district activities. The superintendent or designee is authorized to obtain a legal opinion from the district's attorney when there is a question regarding the legality of administering any medication.

Medical Marijuana

The district does not permit the possession, use, or administration of marijuana or marijuana-infused products for medicinal or other purposes on district property or at district events since these products are prohibited under federal law. This prohibition applies even if the student has a valid, Missouri-issued, medical marijuana card.

Student Possession and Self-Administration of Medications

The district prohibits students from possessing or self-administering medications unless the student is allowed by law to do so and has been given permission in accordance with district procedures. 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 on district property, at district-sponsored activities, and in transit to and from school or activities in accordance with this policy and law. Students with an IEP or Section 504 plan may possess and self-administer medications in accordance with their plan.

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 techniques to the school nurse.

4. The student's parent/guardian signs 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, its employees, or agents.

Permission to possess and self-administer medications may be revisited if there is evidence that a student is not handling or administering medication appropriately or that the student's actions may be harming the student's health or the health and safety of others.

Emergency Medications

All student-occupied buildings in this district are equipped with prefilled epinephrine auto syringes, asthma-related rescue medications, and naloxone. 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 serious or life-threatening reaction or episode. A prescription or written permission from a parent/guardian is not necessary to administer these medications in an emergency situation.

Epinephrine, naloxone, and asthma-related rescue medications will be administered only in accordance with written protocols provided by an authorized prescriber. Naloxone (brand name Narcan) will be administered by nurses and other trained employees to students suspected of having an opioid-related drug overdose. The board will purchase an adequate supply of prefilled epinephrine auto syringes, asthma-related rescue medications, and naloxone based on the recommendation of the school nurse, who will be responsible for maintaining adequate supplies based on previous use levels and replacing expired syringes and medications.

The school principal or designee will maintain a list of students who cannot, according to their parents/guardians, receive epinephrine, naloxone, or asthma-related rescue medications. A current copy of the list will be kept with the medications at all times.

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.

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Version JHCD-C.1N.FER (11/23)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 192.945, RSMo.	State Statute
§ 192.947, RSMo.	State Statute
§ 335.016, RSMo.	State Statute
§ 335.066, RSMo.	State Statute
§ 338.059, RSMo.	State Statute
§ 577.625, RSMo.	State Statute
§§ 167.621-.635, RSMo.	State Statute
§§ 167.800-.824, RSMo.	State Statute
Mo. Const. art. XIV §§ 1-2	State Statute

State	Description
Mo. Const. art. XIV §§ 21	State Statute
Mo. Const., art. XVI § 1	State Constitution

Federal	Description
21 U.S.C. §§ 841, 844, 860	Federal Statute
FEDERAL COURT	Davis v. Francis Howell Sch. Dist., 138 F.3d 754 (8th Cir. 1998)
FEDERAL COURT	DeBord v. Board of Educ. of Ferguson-Florissant Sch. Dist., 126 F.3d 1102 (8th Cir. 1997)

Administrative Procedure JHCD-AP(1): ADMINISTRATION OF MEDICATIONS TO STUDENTS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Medication Administration

1. All medications must be delivered to the school nurse or designee by the parent/guardian or responsible adult in an appropriately labeled prescription container.
2. All medications must be accompanied by the Medication at School form with parent/guardian and health care provider signatures. This form must be completed each school year.
3. Medications will be stored in an environmentally appropriate locked area to which the school nurse and school principal have keys.
4. The school nurse will maintain proper documentation of all medications and their administration. Documentation will minimally include the:
    - Student's name.
    - Prescriber's name.
    - Pharmacy.
    - Prescription number.
    - Name of the medication.
    - Dosage.
    - Date and time administered.
    - Reasons for *not* giving medications as prescribed (e.g., vomiting, spills, refusal), if applicable.
    - Name and signature of person who actually administered the medication.
5. The first dose of medication is not to be administered by school personnel.
6. No non-prescription medications/over-the-counter medication will be given without written permission from the doctor and a note from the parent or legal guardian.
7. Medications to be given for a limited time period (such as an antibiotic) must be in a properly labeled pharmacy container and be accompanied by a note from the parent/guardian.
8. Students requiring daily medication must have a signed statement from their physician.
9. Medication not picked up at the end of the school year will be destroyed after 30 days.
10. The school district reserves the right to reject requests for administering medications.

Handling and Disposal of Medications

1. All medications shall be counted and documented upon receipt. Schedule II controlled substances shall be counted and documented every two weeks.
2. The record of the drug count shall be maintained in a log or on the student's medication record. Any count discrepancies shall be reported to the school nurse manager for further investigation.
3. Controlled substances shall be kept in double-locked storage, such as a locked cabinet within a locked office, to which the school nurse and the school principal or designee shall have keys.

4. Expiration dates on all medications will be checked on a routine basis.

5. Parents/Guardians may retrieve their student's medications from the school at any time during school hours.

6. When possible, all unused, discontinued or expired medication shall be returned to the parent/guardian and the return documented.

7. The school nurse may destroy medications if the parent/guardian consents, if a witness observes and if the destruction is properly documented.

8. All medications shall be returned to the parent/guardian or destroyed at the end of the school year.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 192.945, RSMo.	State Statute
§ 192.947, RSMo.	State Statute
§ 335.016, RSMo.	State Statute
§ 335.066, RSMo.	State Statute
§ 338.059, RSMo.	State Statute
§ 577.625, RSMo.	State Statute
§§ 167.621-.635, RSMo.	State Statute
§§ 167.800-.824, RSMo.	State Statute
Mo. Const. art. XIV §§ 1-2	State Statute
Mo. Const. art. XIV §§ 21	State Statute
Mo. Const., art. XVI § 1	State Constitution

Federal	Description
21 U.S.C. §§ 841, 844, 860	Federal Statute
FEDERAL COURT	Davis v. Francis Howell Sch. Dist., 138 F.3d 754 (8th Cir. 1998)
FEDERAL COURT	DeBord v. Board of Educ. of Ferguson-Florissant Sch. Dist., 126 F.3d 1102 (8th Cir. 1997)

Administrative Procedure JHCD-AP(2): ADMINISTRATION OF MEDICATIONS TO STUDENTS - (Self-Administration of Medication)

Status: DRAFT

Original Adopted Date: Pending

The district prohibits students from possessing or self-administering medications unless the student is allowed by law to do so and has been given permission in accordance with this procedure. Students may not possess or self-administer marijuana or marijuana products even if the student has a valid, Missouri-issued medical marijuana card.

Students with individualized education programs (IEPs) or Section 504 plans may possess and self-administer medications in accordance with their IEP or Section 504 plan. Students who do not have an IEP or Section 504 plan may possess and self-administer medications in accordance with the following:

1. **Students with Diabetes:** Upon written request from a parent/guardian and upon authorization by a student's diabetes medical management plan, the district will permit a student with diabetes to perform blood glucose checks, administer insulin through the student's insulin delivery systems, treat hypoglycemia and hyperglycemia, and otherwise attend to the care and management of the student's diabetes. The district will permit the student to possess all necessary supplies and equipment to perform these monitoring and treatment functions. The student shall have access to a private area for performing diabetes care tasks should the parent/guardian or student request such access. Students with diabetes who wish to possess and self-administer medications are subject to the same requirements (below) as students with other chronic health conditions.

   Diabetes Medical Management Plan – A document developed by the student's personal healthcare team that sets out the health services needed by the student at school and that is signed by the student's personal healthcare team and parent/guardian.

2. **Students with Other Chronic Health Conditions:** Students may possess and self-administer medications for the treatment of asthma, anaphylaxis, and other chronic health conditions in accordance with this policy and law. The district will not permit students to possess and self-administer medications unless all of the following requirements are met:

   - The medication was prescribed or ordered by the student's physician.
   - The physician has provided a written treatment plan for the condition for which the medication was prescribed or authorized. The treatment plan must include 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.
   - The student has demonstrated proper self-administration technique to the school nurse.
   - The student's parent/guardian has 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.

Permission to possess and self-administer medications may be revisited if there is evidence that the student is not handling or administering the medication appropriately or that the student's actions may be harming the student's health or the health and safety of others.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 192.945, RSMo.	State Statute
§ 192.947, RSMo.	State Statute

State	Description
§ 335.016, RSMo.	State Statute
§ 335.066, RSMo.	State Statute
§ 338.059, RSMo.	State Statute
§ 577.625, RSMo.	State Statute
§§ 167.621-.635, RSMo.	State Statute
§§ 167.800-.824, RSMo.	State Statute
Mo. Const. art. XIV §§ 1-2	State Statute
Mo. Const. art. XIV §§ 21	State Statute
Mo. Const., art. XVI § 1	State Constitution

Federal	Description
21 U.S.C. §§ 841, 844, 860	Federal Statute
FEDERAL COURT	Davis v. Francis Howell Sch. Dist., 138 F.3d 754 (8th Cir. 1998)
FEDERAL COURT	DeBord v. Board of Educ. of Ferguson-Florissant Sch. Dist., 126 F.3d 1102 (8th Cir. 1997)

Policy JHCE: DO NOT RESUSCITATE (DNR) ORDERS

Status: DRAFT

Original Adopted Date: Pending

Each request for the district to honor a do not resuscitate order (DNR) will be dealt with individually.

The district will develop an individualized health plan (IHP), or modify an existing IHP, for any student subject to a DNR. The IHP will be developed in conjunction with the parents; the student if appropriate; a school nurse and other appropriate staff; the student's physician; emergency medical personnel, if possible; and other specialists as needed. If the student is receiving special education services pursuant to the Individuals with Disabilities Education Act (IDEA) or accommodations pursuant to Section 504 of the Rehabilitation Act of 1973, the Individualized Education Program (IEP) team or 504 team will be involved in the development of the IHP.

In addition to the usual contents of an IHP, the IHP of a student with a DNR order will specify which life-sustaining procedures will be used by district personnel in the case of an emergency. Emergency medical personnel will be summoned in all emergency situations as required in board policy. A copy of the DNR will be attached to the IHP and provided to emergency medical personnel.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal	Description
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act

Policy JHCF: STUDENT ALLERGY PREVENTION AND RESPONSE

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

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.

Students with Known Allergies

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.

Prevention

Staff members shall not use air fresheners, oils, candles or other such items intended to add fragrance in any district facilities. This provision will not be construed to prohibit the use of personal care items that contain added fragrance, but the principal may require staff members to refrain from the use of personal care items with added fragrance under particular circumstances.

Staff members are prohibited from using cleaning materials, disinfectants, pesticides or other chemicals except those provided by the district.

The district will not serve any processed foods, including foods sold in vending machines, 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 prefilled epinephrine auto injectors and the administration of asthma-related rescue medications.

In accordance with law, qualified employees will be held harmless and immune from civil liability for administering epinephrine or asthma-related rescue medications 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. Each building will maintain an adequate supply of prefilled epinephrine auto syringes and asthma-related rescue medications to be administered in accordance with board policy.

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Version JHCF-C.1B FER (12/12)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 167.208, RSMo.	State Statute
§ 167.635, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 104	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 300	Individuals with Disabilities Education Act
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act
42 U.S.C. §§ 1751-1760	Richard B. Russell National School Lunch Act
42 U.S.C. §§ 1777-1785	Child Nutrition Act
7 C.F.R. Part 210 et seq.	National School Lunch Program

Administrative Procedure JHCF-AP(1): STUDENT ALLERGY PREVENTION AND RESPONSE

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Definitions

Allergen – A substance that triggers an allergic reaction.

Allergic Reaction – An immune system response to a substance that itself is not harmful but that the body interprets as being harmful. Allergic reactions trigger inflammation in the skin (hives, itching, a rash), the respiratory system (coughing, wheezing, difficulty breathing), the gastrointestinal tract (vomiting, diarrhea, stomach pain) and the cardiovascular system (lowered blood pressure, irregular heartbeat, shock).

Anaphylaxis – A life-threatening allergic reaction that involves the entire body. It may be characterized by symptoms such as lowered blood pressure, wheezing, nausea, vomiting, diarrhea, swelling or hives. Anaphylaxis may result in shock or death.

Emergency Action Plan (EAP) – A written plan for students who have life-threatening conditions, such as an allergy. This plan is designed to inform school district personnel who may be called upon to respond.

Individualized Health Plan (IHP) – A document created by the district in cooperation with the parents/guardians and, when appropriate, a student's healthcare provider, for students who have specific healthcare needs. An IHP is a nursing care plan that has student-centered goals and objectives and describes the nursing interventions designed to meet the student's short- and long-term goals.

General

In accordance with board policy, the nurse or designee will provide training to all staff members about severe allergic reaction (anaphylaxis), causes, signs and symptoms, and how to use an EpiPen. This training will be provided to current staff members within 30 days of the adoption of the Student Allergy Prevention and Response policy. Staff members who are hired after this training has been conducted will be provided the information within ten work days of the first day of employment.

Students may carry medication for the treatment of allergies when allowed by board policy. In addition, EpiPens and asthma-related rescue medications are available in each building and stored in the following locations:

Building	Locations
Bermuda Primary School	5835 Bermuda Drive St. Louis, MO 63121
Central Primary School	201 Wesley Avenue Ferguson, MO 63135
Commons Lane Primary School	2700 Derhake Road Florissant, MO 63033
Duchesne Primary School	100 S. New Florissant Road Florissant, MO 63031
Griffith Intermediate School	200 Day Drive Ferguson, MO 63135
Halls Ferry Intermediate School	13585 New Halls Ferry Road Florissant, MO 63033
Holman Primary School	8811 Harold Drive St. Louis, MO 63134
Lee-Hamilton Intermediate School	401 Powell Avenue Ferguson, MO 63135
Robinwood Intermediate School	955 Derhake Road Florissant, MO 63033
Parker Road Primary School	2800 Parker Road Florissant, MO 63033
Walnut Grove Primary School	1248 N. Florissant Road St. Louis, MO 63135

Johnson-Wabash Sixth Grade Center	685 January Avenue Ferguson, MO 63135
Wedgwood Sixth Grade Center	14275 New Halls Ferry Road Florissant, MO 63033
Cross Keys Middle School	14205 Cougar Drive Florissant, MO 63033
Ferguson Middle School	701 January Avenue Ferguson, MO 63135
STEAM Academy Middle School	201 Brotherton Lane Ferguson, MO 63135
McCluer High School	1896 S. New Florissant Road Florissant, MO 63031
McCluer North High School	705 Waterford Drive Florissant, MO 63033
STEAM Academy at McCluer South-Berkeley High School	201 Brotherton Lane Ferguson, MO 63135
Restoration and Wellness Center	1555 Derhake Road Florissant, MO 63033

Staff will respond to allegations of harassment or bullying on the basis of an allergy in accordance with the district's policy on bullying.

All staff will be instructed in approved cleaning methods, including the use of soap and hot water, and will be required to use approved methods in any location in which food is served.

Response to an Allergic Reaction

Any staff member who becomes aware that a student is having an allergic reaction must:

1. Stay with the student.
2. Notify the nurse immediately.
3. Contact the parents/guardians.

If a staff member determines that the allergic reaction is potentially life threatening, the staff member will implement the student's Section 504 plan, IHP or EAP if the staff member is familiar with the plan.

If the student does not have a Section 504 plan, IHP or EAP, the staff member is not familiar with the Section 504 plan, IHP or EAP or such plan is not immediately available, the staff member will immediately take or direct another person to take the following actions:

1. Administer EpiPen, if available, at the direction of the school nurse or designee. If the school nurse is not present, the staff member may administer epinephrine, if available, if the staff member determines it is necessary to safeguard the health of the student. An employee who has not been trained in the administration of epinephrine may choose not to administer epinephrine. If so, the employee should attempt to locate someone who can administer epinephrine to the student.
2. Call 911.
3. Notify the school nurse or, if the nurse is not available, notify the nurse manager.
4. Notify the parents/guardians.
5. Provide first responders with information about the student's allergy, reaction and any actions already taken.
6. Remain with the student until a parent/guardian or emergency contact arrives or until the student is transported from the district by first responders.

As soon as possible after the allergic reaction, the nurse will consult with the Section 504 coordinator and the student's parent/guardian to determine whether a Section 504 plan or IHP/EAP would be appropriate for the student.

Instructional Areas

No food preparation or consumption will take place in any instructional area unless the instructor has permission from the building administrator. Courses that include food preparation or consumption as a regular part of the curriculum are exempt from this provision, but instructors in these courses have an increased responsibility to monitor student adherence to prevention procedures.

Dining Areas

The school nurse or designee will provide the food service director with a copy of any Section 504 plan or IHP that concerns diet, along with a photograph of the student. In lieu of providing a copy of the actual plan, the nurse or designee may provide a document with all the pertinent information. Any Section 504 plan or IHP that requires food substitutions must include a written statement from a licensed physician that:

1. Describes the disability or condition.
2. Explains how the student is restricted as a result of the disability or condition.
3. Identifies the major life activities affected by the disability or condition.
4. Lists omitted and permitted foods.

The food service director will provide information to food service personnel as necessary. Food service personnel will not act on individual requests for dietary accommodations. If a student or parent/guardian of a student who does not have a Section 504 plan or IHP/EAP on file with the food service director requests an accommodation, he or she will be referred to the school nurse for assistance.

The food service director will arrange for all food service staff to be trained in food label reading, cross-contamination avoidance, safe food handling and food item labeling requirements.

If there is any change in menu after the menu has been posted, the food service director will notify the school nurse or designee. The nurse or designee will notify parents/guardians of students with a Section 504 plan or IHP/EAP for food allergies if necessary.

The principal may designate one or more tables in the dining area as peanut- and tree nut-free areas. Students who use these tables may not have any food or beverage that contains or may contain peanuts or tree nuts. If any student has been identified as having life-threatening allergies to a food or beverage other than peanuts or tree nuts, the principal may designate one or more tables as allergen-free areas and specify the prohibited foods and beverages. Staff responsible for cleaning dining areas will clean any such designated tables prior to each use according to U.S. Department of Agriculture (USDA) recommendations using separate cleaning supplies. No student will be required to sit at a designated table.

Staff members supervising dining areas will promote a "no sharing/no trading" environment to prevent students from trading foods, beverages or dining utensils.

Transportation and Off-Site Activities

Except as otherwise outlined in this procedure, drivers will not allow students to eat or drink on district transportation unless the student has written permission from his or her principal. Written permission will be provided if the student has a medical need to consume food or beverages during the time the student is transported. A student who has a medical need to consume food or beverages on district transportation must have a Section 504 plan or IHP that addresses which foods or beverages the student may consume if he or she is transported with any other student who has a life-threatening food allergy.

Students being transported to and from activities on district transportation may be allowed to consume food and beverages if the staff member serving as sponsor has verified that none of the students being transported have documented life-threatening food allergies.

Staff members must submit a list of students taking part in off-site activities, such as competitions and field trips, to the nurse at least five days prior to the activity. The nurse will verify which, if any, students have allergies and provide the staff member with a copy of the relevant Section 504 plans, IHPs/EAPs and any medications that may be needed in the case of an allergic reaction.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 167.208, RSMo.	State Statute
§ 167.635, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 104	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 300	Individuals with Disabilities Education Act
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act
42 U.S.C. §§ 1751-1760	Richard B. Russell National School Lunch Act
42 U.S.C. §§ 1777-1785	Child Nutrition Act
7 C.F.R. Part 210 et seq.	National School Lunch Program

Policy JHD: STUDENT COUNSELING PROGRAM

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

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 Counseling Advisory Council (SCAC) – A committee composed of a variety of stakeholders, such as parents/guardians, community leaders, agency personnel, students, teachers, and school board members.

General

The 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 education 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 create and implement a written school counseling curriculum that promotes students' academic, career and social/emotional 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 planning survey 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.

Prior to their ninth-grade year, students will work with school counselors to 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 success-ready students.

Students identified as at risk of not graduating from high school success-ready will receive additional support in accordance with law and policy IGBD.

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

Academic and Career Counseling Program

The district may establish an academic and career counseling program in cooperation with parents/guardians and the local community that is in the best interest of and meets the needs of students in the community.

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 social/emotional development. Responsive services will be implemented through individual counseling, small group counseling, consultation, and referral.

Referrals shall be made in accordance with board policies and 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. The district's crisis intervention plan will include methods for continuing counseling support even in the event of a long-term school closure.

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, 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. Social/Emotional 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

    - Provide resources for students to apply skills needed for academic achievement.
    - Teach students skills to aid them as they transition between grade levels or schools.
    - 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 Program Evaluation

The SCAC will systematically review the district's comprehensive school counseling program, including the school counseling curriculum, 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.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 167.266, RSMo.	State Statute
§ 167.903, RSMo.	State Statute
§ 167.905, RSMo.	State Statute
§ 170.048, RSMo.	State Statute

Policy JHDA: SURVEYING, ANALYZING OR EVALUATING STUDENTS **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

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 JO.

The provisions of this policy applicable to parents will transfer to a student who is 18 years old or emancipated.

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, students and the school program must be protected from exploitation by outside agencies seeking to use students in research projects. Each request by an outside agency to conduct research with students shall be judged on its own merits when submitted for approval 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.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§§ 610.010-.030, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1232h	Protection of Pupil Rights Amendment

Policy JHDE : BEHAVIORAL RISK ASSESSMENT

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 07/24/2024

To further the goal of school safety, and in accordance with the Missouri School Improvement Program, the Ferguson-Florissant School District has established a system for reporting and addressing threats of violence or physical harm to self or others and other behaviors that are indicative of potential threats. All statements (written or verbal), actions or gestures that threaten the safety of any person at any district facility will be taken seriously regardless of intent.

All district employees, volunteers and contractors are required to report any expressed threat(s) or behavior(s) that might represent a danger to district students or staff or indicate a potential for self-harm. Nothing in this policy shall preclude district personnel from acting immediately to address an imminent threat before notifying the superintendent or designee of any individual who poses a threat of violence or physical harm to self or others.

Behavioral Risk Assessment Team

The superintendent or designee shall establish one or more behavioral risk assessment teams (Team or Teams) in accordance with this policy. Each Team should include persons with expertise in counseling, instruction, school administration and law enforcement. One Team may serve more than one school in the district. Teams will utilize best practices in developing strategies for identifying and addressing potential threats to district students or staff.

Each Team will:

1. Receive professional training in the behavioral risk assessment (also known as threat assessment) model the district uses.

2. Train and provide guidance to students and staff on recognizing threatening behavior or other behavior that might represent a danger to district students or staff or indicate a potential for self-harm.

3. Identify and designate members of the school community to whom threatening behaviors should be reported.

4. Be responsible for and implement assessment and intervention protocols for individuals whose behavior might pose a threat to the safety of district students or staff. Unless it is not feasible to do so, all Team members will be involved in the assessment and intervention. Intervention methods may include alternative delivery of educational services when allowed by law.

5. Provide information on community resources, such as drug treatment, health services, mental health services and other needed services.

Teams will meet regularly to ensure that students are appropriately assessed and, if needed, referred to services. However, if there is an imminent threat to school or district safety, the superintendent or designee will convene an emergency threat assessment meeting to address the imminent threat. After an incident, Teams will conduct an after-action debriefing to identify possible improvements to the assessment process.

Students may be subject to disciplinary action and referral to law enforcement in accordance with board policy and state law and regardless of the actions any Team takes.

Student Record Disclosure

The Team may share personally identifiable student records and information from those records only in accordance with state and federal law and policy JO.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.261, RSMo.	State Statute
§ 167.115, RSMo.	State Statute
§ 167.117, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1232g	Family Educational Rights and Privacy Act
34 C.F.R Part 99	Family Educational Rights and Privacy Act

Policy JHDF: SUICIDE AWARENESS AND PREVENTION **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 05/16/2025

Purpose

Suicide is a leading cause of death among youths in Missouri and is a public health concern impacting all Missouri citizens. The district is committed to maintaining a safe environment to protect the health, safety, and welfare of students.

This policy outlines key protocols and procedures the district will use to raise awareness of suicide and the steps that can be taken to prevent it. The goal of the district is to help students, including students receiving their education virtually, who may be at risk of suicide without stigmatizing students or excluding them from school. The board will provide the resources necessary to meet this goal. No student will be excluded from school based solely on the district's belief that the student is at risk of suicide.

Definitions

Crisis Response Team (CRT) – A team of district employees trained in suicide awareness and prevention.

Student at Risk of Suicide – A student who is demonstrating individual, relationship, community, or societal factors that are associated with suicide and that in combination indicate that an individual might be contemplating suicide.

Suicide Crisis – A situation in which a person is attempting suicide or is seriously contemplating or planning suicide. Planning may include, but is not limited to, a timeframe and method for attempting suicide or obtaining or attempting to obtain the means to attempt suicide. A suicide crisis is considered a medical emergency requiring immediate intervention.

Crisis Response Team

The district will establish a district-level CRT and, if practical, a team in each building. CRT members will include administrators, counselors, and the school nurse and may also include school social workers, school resource officers, teachers, and community members as appropriate. The CRT will be responsible for implementation of the district's response plan.

Response Plan

District employees will respond immediately in situations where they have a reasonable belief that a student may be at risk of suicide or may be having a suicide crisis.

Students Who May Be at Risk of Suicide

Any district employee who has a reasonable belief that a student may be at risk of suicide, even though the student is not having a suicide crisis as defined in this policy, will take the following steps:

1. Find another employee and make every effort to locate the student immediately. One of the employees must stay with the student.

2. While one employee stays with the student, the other will notify a CRT member or the building administrator or designee. If the employee cannot reach the building administrator, designee, or any of the CRT members, the employee will contact the student's parent/guardian. If the parent/guardian is also unavailable, or at the parent's/guardian's request, the employee will contact emergency services.

When a CRT member or the building administrator or designee receives notification that a student may be at risk of suicide, the CRT member, administrator, or designee will take the following steps:

1. If the student cannot be located or leaves after being located, contact the parent/guardian to explain the district's concern.

2. If the student has been located, use an evidence-based/informed tool to determine whether the student is at

risk of suicide and the appropriate response. Regardless of the determination, the building administrator or designee will contact the student's parent/guardian to discuss the concern.

3. If it is determined that the student may be at risk of suicide, appropriate members of the CRT will meet with the student and the student's parents/guardians to discuss support and safety systems, available resources, coping skills, and collaborative ways to support the student.

Students Who May Be Having a Suicide Crisis

If an employee reasonably believes that a student is having a suicide crisis, the employee will take the following steps:

1. Find another employee and make every effort to locate the student immediately. One of the employees must stay with the student.

2. Immediately report the situation to a CRT member or the building administrator or designee. If the employee cannot reach the building administrator, designee, or any of the CRT members, the employee will notify the student's parent/guardian and contact emergency services. The employee may also contact the National Suicide Prevention Lifeline (800-273-8255) or 988 for assistance. As soon as practical, the employee will notify the building administrator or designee.

When a CRT member or the building administrator or designee receives notification that a student is believed to be having a suicide crisis, the CRT member, administrator, or designee will take the following steps:

1. If the student cannot be located or leaves after being located, a CRT member or the building administrator or designee will contact the parent/guardian to explain the district's concern.

2. If the student has been located, the CRT member and the building administrator or designee will, based on their training and an assessment of the student, determine the appropriate action, including whether to call emergency services, and implement the appropriate response.

3. At an appropriate time after the crisis has passed, appropriate CRT members will meet with the student and the student's parents/guardians to discuss support and safety systems, available resources, coping skills, and collaborative ways to support the student.

Students Attending Virtually

In addition to monitoring the attendance and academic progress of students receiving education virtually (virtual learners), the district must also monitor virtual learners who may be at risk for suicide. Building administrators will develop procedures for monitoring the social/emotional health, including suicide risk, of virtual learners in conjunction with monitoring attendance and academic progress that will include:

1. Identifying staff members who will contact virtual learners on a regular basis;

2. Providing hard copies of student contact information to those assigned to contact virtual learners as a backup to Internet access of student records;

3. Creating a few questions designed to assess a virtual learner's social and emotional health that will be asked in conjunction with questions about academic progress;

4. Creating a written set of instructions for employees to follow if the employee suspects the virtual learner may be at risk of suicide or self-harm; and

5. Notifying the CRT.

To the extent possible, the superintendent or designee will work with the teachers hired by Missouri Course Access and Virtual School Program (MOCAP) providers to solicit information about the social and emotional health of the virtual learners in their courses.

Confidentiality

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.

Abuse and Neglect

If any employee of the district has reasonable cause to believe a student has been or may be subjected to abuse or neglect or observes the student being subjected to conditions or circumstances that would reasonably result in abuse or neglect, the employee will contact the Child Abuse and Neglect Hotline in accordance with law and board policy.

Accommodating a Disability

If at any time a parent/guardian informs the district that a student has a medical condition or impairment that could require accommodation, district employees will contact the district's compliance coordinator to determine whether the student has a disability.

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 CRT member will follow up with students who have been identified as being at risk of suicide or who have had a suicide crisis and their parents/guardians to offer additional assistance. The CRT will determine the number and frequency of follow-up visits. If a student transfers to virtual learning or is otherwise not present in school, the district will, to the extent possible, continue providing any supportive services the student was receiving from the district while in physical attendance.

The district will request permission from the parent/guardian to consult with the student's outside medical provider to assist in determining what interventions the district should use.

Beginning July 1, 2025, identification cards issued to students in grades 7–12 shall include the three-digit dialing code that directs calls and routes text messages to the Suicide and Crisis Lifeline, 988, and the nonemergency phone number of the local police department. Cards purchased prior to this date may be used until the supply is depleted.

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.

Return to School Following a Suicide Attempt

Students who have attempted suicide are at greater risk to attempt to harm themselves again and require support when returning to school. The building administrator will designate an appropriate employee to serve as a case manager for a student returning to school after a suicide attempt. The case manager will:

1. Meet with the student and family prior to the return date;

2. Study the student's records, including the events that precipitated the attempt if available;

3. Provide information about the student to teachers and other staff members to the extent necessary to support the student's return;

4. Meet with the student regularly; and

5. Assist the student and family in finding supportive services outside of the school.

Staff Education on Suicide Prevention and Response Protocol

All district employees will receive information 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 and will include:

1. Strategies that can help identify students who are at possible risk of suicide;

2. Strategies and protocols for helping students at possible risk of suicide; and

3. Protocols for responding to a suicide death.

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.

Policy Publication

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.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 170.047-.048, RSMo.	State Statute

MSIP	Description
CC-1	MSIP STANDARDS
TL-10	MSIP STANDARDS
TL-7	MSIP STANDARDS

Policy JHG: REPORTING AND INVESTIGATING CHILD ABUSE AND NEGLECT

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The district and its board members, 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. Board members and school personnel must cooperate fully with investigations of child abuse and neglect. The district prohibits discrimination, negative job action or retaliation against any person who in good faith reports alleged child abuse or neglect, including alleged misconduct by another district employee.

Employees 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. Board members who fail to follow this policy and applicable law may be subject to adverse action by the board and criminal prosecution.

Definitions

Abuse – Any physical injury, sexual abuse or emotional abuse inflicted on a child other than by accidental means by those responsible for the child's care, custody and control or by any other person, except that discipline including spanking, administered in accordance with law, shall not be construed as abuse. Physical injury, sexual abuse and emotional abuse are defined by the Children's Division (CD) of the Department of Social Services in 13 C.S.R. 35-31.010.

Child – Any person under 18 years of age.

Mandated Reporter – Employees, officials, school board members and others with care, custody and control of children in the district.

Neglect – The failure to provide, by those responsible for the care, custody and control of the child, the proper or necessary support, education as required by law, nutrition or medical, surgical or any other care necessary for the child's well-being.

Sexual Misconduct – Engaging in any conduct with a student, on or off district property, that constitutes the crime of sexual misconduct involving a child under § 566.083, RSMo.; sexual contact with a student under § 566.086, RSMo.; illegal sexual harassment as defined in policy AC, as determined by the district; or child abuse involving sexual behavior, as determined by the Children's Division (CD) of the Department of Social Services.

Those Responsible for the Care, Custody and Control of the Child – Includes, but is not limited to, any person exercising supervision over a child for any part of a 24-hour day and school personnel, contractors and volunteers who establish a relationship with a student through the school or through school-related activities, even if the alleged abuse or neglect occurred outside school hours or off school grounds.

Public School District Liaison

The superintendent shall designate a specific person or persons to serve as the public school district liaison(s) and forward that information to the local division office of the CD. The liaison(s) shall develop protocols 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.

Training

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.

For Board Members

Board members will participate in training on identifying signs of sexual abuse in children and danger signals of abusive relationships between children and adults as required by law.

For Employees

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. Such training shall:

1. Provide current and reliable information on identifying signs of sexual abuse in children and danger signals of potentially abusive relationships between children and adults.

2. Emphasize how to establish an atmosphere of trust so that students believe that their school has concerned adults with whom they feel comfortable discussing matters related to abuse.

3. Emphasize that all mandatory reporters shall, upon finding reasonable cause, directly and immediately report suspected child abuse or neglect. These reports must be made even if the person suspected of abusing the child is another mandated reporter, such as another school employee.

4. Emphasize that no supervisor or administrator may impede or inhibit any reporting under state law.

5. Emphasize that no person making a report in accordance with law shall be subject to any sanction, including any adverse employment action, for making such a report.

For Students

In accordance with policy IGAEB, the district will provide trauma-informed, developmentally appropriate training to students in grades 6–12 on identifying and reporting sexual abuse.

Reporting Child Abuse and Neglect

The board of education requires mandated reporters to comply with the state child abuse and neglect laws. Mandated reporters acting in their official capacities who know or have reasonable cause to suspect that a child has been subjected to abuse or neglect or is being subjected to conditions or circumstances that would reasonably result in abuse or neglect must directly and immediately make a report to the CD, including any report of excessive absences that may indicate educational neglect. No internal investigation shall be initiated until such a report has been made.

Mandated reporters who make such reports to the CD must notify the school principal, assistant area superintendent, or designee immediately after making a report. In addition, when a student reports alleged sexual misconduct on the part of a teacher or other school employee to School Personnel, such School Personnel must report the allegation to the district's Title IX coordinator, and the allegations will be investigated under the district's Title IX procedures. Allegations of sexual misconduct between students should also be referred to the Title IX coordinator. 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.

The principal or designee will notify the superintendent or designee and the district liaison(s) about the report. The school principal or designee may also notify law enforcement or the juvenile office when appropriate. Mandated reporters who have reason to believe that a victim of abuse or neglect is a resident of another state or was injured as a result of an act that occurred in another state may make a report to the child protection agency with the authority to receive such reports, pursuant to law, in the other state in addition to notifying the Missouri CD pursuant to this policy.

Reporting requirements are individual, and no supervisor or administrator may impede or inhibit any reporting under this section. Employees who make a report in accordance with law shall not be subject to any sanction, including any adverse employment action, for making such a report. Further, the superintendent and other district administrators shall ensure that employees mandated by law to make a report have immediate and unrestricted access to the communication technology necessary to make an immediate report. Employees shall also be temporarily relieved of other work duties for the time required to make a mandated report.

Investigating Child Abuse and Neglect

The CD investigates reports of child abuse and neglect.

When the CD receives a child abuse report alleging that an employee of the district has abused or neglected a student, the CD will notify the superintendent or designee (or the president of the school board in situations concerning the superintendent), and the district's Title IX coordinator 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 in accordance with law and board policy. All other reports of any nature will be immediately returned to the CD for investigation.

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 district employees 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 be shared only 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.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 160.261, RSMo.	State Statute
§ 162.069, RSMo.	State Statute
§ 162.203, RSMo.	State Statute
§ 167.122, RSMo.	State Statute
§ 167.123, RSMo.	State Statute
§ 170.045, RSMo.	State Statute
§ 210.865, RSMo.	State Statute
§§ 210.110-.165, RSMo.	State Statute
13 C.S.R. 35-31.010	State Regulation

Federal	Description
20 U.S.C. § 1232g	Family Educational Rights and Privacy Act

Policy JK: WORK CERTIFICATES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

Under state law, children between the ages of 14 and 16 must first obtain a work certificate to be employed during the regular school year, as defined by the school calendar of the school the child attends. The district board of education believes that it is in the best interest of children to focus on educational opportunities and to delay entering the workforce until the student has proven successful in the classroom. The board recognizes that there may be circumstances in which children may benefit from employment, and the board will support the child's initiative to the extent that the child may be employed and still progress educationally.

District employees are directed to notify the Missouri Department of Labor and Industrial Relations if they receive information that indicates that a child is being employed without a certificate or if the nature or length of employment violates state or federal laws. In accordance with law, the district will not charge a fee for work certificates.

Authorized Employees

By law the following district employees may issue work certificates:

1. The superintendent.
2. A person holding a student services certificate who is authorized in writing by the superintendent.
3. A person designated in writing by the superintendent when the person with a student services certificate is not available or, if the district does not employ a person with a student services certificate, when the superintendent is not available.
4. A principal or another administrator designated by the principal, but only for students attending the school he or she administers.

Authorized district employees will only issue work certificates in accordance with law and when they are satisfied that employment will serve the best interest of the child. Except as permitted for home-schooled students, no district employee may issue a work certificate to his or her own child.

Work Certificates Issued by a District Principal or Designee

Prior to issuing a work certificate to a district student, a principal or a person designated by a principal to issue work certificates will provide a self-certification that he or she understands the requirements in existing law for issuing a work certificate. A copy of this self-certification will be maintained in the personnel record of the principal or designee.

The principal or designee will submit a copy of each work certificate he or she issues, along with copies of supporting documentation, to the superintendent. The superintendent may revoke the work certificate if the superintendent becomes aware of any grounds upon which the student may be deemed ineligible for a work certificate under existing law. The superintendent will provide the student and the person employing the student written notice of the revocation and the reasons for the revocation.

Work Certificates Issued by the Principal or Designee of a Private School

In accordance with law, the principal of a private school, or the chief executive officer (CEO) of a charter school located in the district, may issue work certificates and is required to submit a copy of the work certificate to the superintendent of the district. If the school does not employ or contract with a person holding a student services certificate, the principal/CEO or the equivalent position at the school may authorize, in writing, a person who does not hold that credential to issue work certificates during periods of time in which the principal/CEO is absent from the school.

The superintendent may revoke the work certificate if he or she becomes aware of any grounds upon which the child may be deemed ineligible for a work certificate under existing law.

Requirements

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.

District employees authorized to issue work certificates (authorized employees) will only issue work certificates if they are satisfied that the employment will serve the best interest of the child, and the authorized employee has received and approved the following:

1. Documentation for a work certificate that includes the written consent of the parent/guardian. The authorized employee may require the child and the parent/guardian to first meet with the authorized employee.

2. A statement of intention to employ signed by the prospective employer setting forth the specific nature of the occupation in which the employer 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.

3. The child's birth certificate or other documentary evidence of age, as prescribed by the authorized employee.

4. A certificate from the principal of the school the child attends or has attended giving the grades received by the child. If a child is permanently excused from attending school under law, this requirement may be waived.

5. A certificate by a licensed physician who has personally examined the child stating that the child is in good mental and physical health and can perform labor without injury, if required by the authorized employee in accordance with law.

A new work certificate may be issued to a student whose certificate has been returned by the employer to the authorized employee.

Work Certificates Issued to Residents Not Enrolled in the District

In accordance with law, the superintendent or persons authorized by the superintendent other than principals or principal designees may issue work certificates to children living in the district who are not students of the district. These children must supply the same documents the authorized employee requires for district students. Children who are home schooled or educated by a private tutor must receive work certificates from their primary education provider.

Cancellation

If an authorized employee is notified that a work certificate has been improperly granted or illegally used or that the child is being injured, or is likely to be injured, by the employment, the authorized employee will cancel the work certificate. The authorized employee will provide the child and the person employing the child written notice of the cancellation and the reasons for the cancellation.

State Notice and Recordkeeping

When issued, the authorized employee will send the work certificate directly to the employer. The authorized employee issuing a work certificate will send a copy of each work certificate issued and notice of the revocation or cancellation of any work certificate to the Missouri Department of Labor and Industrial Relations, in accordance with law.

Copies of work certificates issued and supporting documentation will be maintained in a district student's file. Work certificates returned by employers will be maintained in the district student's file along with documentation regarding cancellation or revocation of work certificates. If the superintendent or designee issues a work certificate for children residing in the district who are not students of the district, copies of the work certificate, supporting documentation and other relevant information will be maintained in the central office.

Procedures and electronic links to forms to apply for work certificates can be found on the district's website.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§§ 294.011-.110, RSMo.	State Statute

Policy JO-1: STUDENT RECORDS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

(K–12 Districts)

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, develop appropriate procedures for maintaining student records, and standardize procedures for the collection and transmittal of necessary information about individual students throughout the district. The superintendent and building principals will develop a student records system that includes protocols for releasing student education records and for granting parents/guardians access to the education records of their children as soon as possible, but in no case more than 45 days after the request is made.

Principals are responsible for maintaining and protecting student education records in each school. In addition, the school officials or their 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 federal and state statutes regarding confidentiality of student records and disclosure of personally identifiable information.

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.

Definitions

Eligible Student – A student or former student who has reached age 18 or is attending a postsecondary school.

Parent – A biological or adoptive parent of a student, a guardian of a student, or an individual acting as a parent or guardian in the absence of the student's parent or guardian.

Student – Any person who attends or has attended a school in the school district and for whom the district maintains education records.

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 and review their child's education records, seek amendments, consent to disclosures, and file complaints regarding the records as allowed by law unless a court order, statute, or legally binding document prohibits such access. 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 a student turns 18. 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 appeals procedures created by the superintendent or designee to request that the district amend the record.

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 child or to be informed of the specific information regarding their child that is contained in the document or material.

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 or unless disclosure is otherwise prohibited by law. 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 email 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.

General Directory Information – The following information the district maintains about a personally identifiable student may be disclosed by the district to the school community through, for example, district publications, or to any person without first obtaining written consent from a parent or eligible student:

> Student's name; date and place of birth; parents' names; grade level; enrollment status (e.g., full-time or part-time); student identification number; user identification or other unique personal identifier used by the student for the purposes of accessing or communicating in electronic systems as long as that information alone cannot be used to access protected educational records; participation in district-sponsored or district-recognized activities and sports; weight and height of members of athletic teams; athletic performance data; dates of attendance; major field of study, degrees, honors, and awards received; artwork or coursework displayed by the district; schools or school districts previously attended; and photographs, videotapes, digital images, and recorded sound unless such records would be considered harmful or an invasion of privacy.

Limited Directory Information – In addition to general directory information, the following information the district maintains about a personally identifiable student may be disclosed to parent groups or booster clubs that are recognized by the board and are created solely to work with the district, its staff, students, and parents and to raise funds for district activities for the purposes of encouraging membership or participation in the group or club; parents of other students enrolled in the same school as the student whose information is released when the release is for the purpose of facilitating communication between parents; governmental entities including, but not limited to, law enforcement, the juvenile office, and the Children's Division (CD) of the Department of Social Services for official governmental purposes:

> The student's address, telephone number, and email address and the parents' addresses, telephone numbers, and email addresses.

The district may require a person or entity that requests limited directory information to certify in writing that the information will not be redisclosed without the prior written consent of the parent or eligible student.

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 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. However, if a parent, or a secondary school student who is at least 18, submits a written request, the district will not release the information without first obtaining written consent from the parent or the student. The district will notify parents, and secondary school students who are at least 18, that they may opt out of these disclosures.

Volunteer Access

District staff will not allow volunteers to access student records unless the volunteer has completed a criminal background check and the district has determined that the volunteer should have access. A volunteer who has completed a criminal background check may access student education records only under the supervision of staff members and when necessary to assist the district.

Records Retention

The district shall retain all student records in accordance with applicable federal and state law, as well as the current version of the Missouri Secretary of State's Public School Records Retention Schedule and General Records Retention Schedule. The district will permanently maintain student individualized education programs (IEPs), individualized family service plans (IFSPs), and Section 504 plans as required by law.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 167.020, RSMo.	State Statute
§ 167.022, RSMo.	State Statute
§ 167.027, RSMo.	State Statute
§ 167.115, RSMo.	State Statute
§ 167.122, RSMo.	State Statute
§ 167.123, RSMo.	State Statute
§ 168.133, RSMo.	State Statute
§ 210.115, RSMo.	State Statute
§ 210.1360, RSMo.	State Statute
§ 210.865, RSMo.	State Statute
§ 452.375, RSMo.	State Statute

State	Description
§ 452.376, RSMo.	State Statute
§ 589.664, RSMo.	State Statute
§§ 610.010-.030, RSMo.	State Statute
§§ 610.010-.030, RSMo.	State Statute
MO COURT	Oregon County R-VI Sch. Dist. v. LeMon, 739 S.W.2d 533 (Mo. Ct. App. 1987)

Federal	Description
20 U.S.C. § 1232g	Family Educational Rights and Privacy Act
20 U.S.C. § 1232h	Protection of Pupil Rights Amendment
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
20 U.S.C. § 7908	Elementary and Secondary Education Act
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 104	Section 504 of the Rehabilitation Act of 1973
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act

Administrative Procedure JO-1-AP(1): STUDENT RECORDS - (K-12 Districts) **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 07/24/2024

Definitions

For the purposes of this procedure, the following terms are defined:

Student – Any person who attends or has attended a school in the school district and for whom the district maintains education records.

Eligible Student – A student or former student who has reached age 18 or is attending a postsecondary school.

Parent – A biological or adoptive parent of a student, a guardian of a student, or an individual acting as a parent or guardian in the absence of the student's parent or guardian.

Education Record – A record that is directly related to a personally identifiable student and that is maintained by the school district or an agent acting on behalf of the school district. An education record may include information that is handwritten, in print or recorded using digital, electronic or other means and includes biometric records such as fingerprints. Education records do not include:

1. Records kept in the sole possession of the maker of the record, used only as a personal memory aid and not accessible or revealed to any other person except a temporary substitute for the maker of the record.

2. Records created and maintained by the school district law enforcement unit for law enforcement purposes.

3. An employment record that relates exclusively to an individual in his or her capacity as an employee of the school district and that is not available for use for any other purpose.

4. Records that contain information about a student after he or she is no longer in attendance at the district and that are not directly related to the person's attendance as a student, such as alumni records.

5. Grades on peer-graded papers before they are collected and recorded by a teacher.

Directory Information – Information contained in an education record of a student that generally would not be considered harmful or an invasion of privacy if disclosed. The school district defines directory information in policy JO.

Health Records – Any record relating to a student's health or disability including, but not limited to, doctor's orders, doctor's notes, medical evaluations, medical diagnoses, information regarding medications, Section 504 plans, individualized education programs (IEP) and individualized health plans (IHP). A health record is a type of education record.

School Official – A person who has a legitimate educational interest and who meets one of the following criteria:

1. A person employed by the district as an administrator, supervisor, instructor or support staff member, including health or medical staff.

2. A school board member of the Ferguson-Florissant School District.

3. A person paid by the district to perform a special task that requires access to student records, such as an attorney, auditor, medical consultant or therapist.

4. Members of the school district's law enforcement unit in accordance with federal guidance.

5. A person serving on an official committee, such as a disciplinary committee, a care team, a threat-assessment team or grievance committee, or who is assisting another school official in performing his or her tasks.

6. A contractor, consultant, volunteer or other party performing services on behalf of the district if 1) the service would have otherwise been performed by district employees, 2) the person or party is under the direct control of the district regarding the use and maintenance of education records, and 3) the person or party agrees to follow confidentiality laws regarding the redisclosure of information. In accordance with law, volunteers must

have successfully completed a background check to have access to student records.

Legitimate Educational Interest – A school official has a legitimate educational interest if the official is:

1. Performing a task that is specified in his or her position description or by a contract.

2. Performing a task related to a student's education in accordance with the school official's position.

3. Performing a task related to the discipline of a student in accordance with the school official's position.

4. Providing a service or benefit relating to the student or student's family, such as healthcare, counseling, job placement or financial aid.

5. Maintaining the safety and security of the campus.

6. Under the direct supervision of a staff member and, with authorization from the district, assisting a staff member in performing his or her job.

Education Records

A. **General**

1. Education records shall be retained according to the guidelines set forth in the retention schedules developed by the Office of the Missouri Secretary of State. The district will not destroy an education record if there is an outstanding request by a parent or eligible student to review the record.

2. Teacher and staff comments on education records will be professional and for the limited purpose of serving the student.

3. Parents and/or students may refuse to disclose a student's Social Security number to the district unless required by law.

4. Pursuant to state law, the permanent record of a student reading below the fifth-grade reading level at the end of his or her sixth-grade year shall carry a notation advising that such student has not met minimal reading standards. The notation shall stay on the student's record until such time as the district determines that the student has met minimal reading standards.

5. It is the responsibility of the principal and the professional staff of the school to see that such records are kept secure and confidential and are utilized in accordance with the law.

B. **Review of Education Records by Parents or Eligible Students**

1. Education records shall be open for inspection by parents and eligible students. Both parents have access to their child's school records until and unless a court order, statute or legally binding document limits or revokes these rights. Therefore, a copy of any applicable court order or other legal document must be filed with the school principal in order to demonstrate to the district that a parent's access rights are limited or denied. If a school employee has good reason to believe, based on personal knowledge or information from a reliable source, that a parent's access rights have been limited by a court order or other document that is not on file with the district, the employee may delay that parent's access for a reasonable amount of time, but no longer than three business days, in order to verify whether such an order has been issued or such a document exists. If no such order or document is found, the parent's request will be granted.

2. The parents or the eligible student should submit to the school principal a written request that identifies as precisely as possible the record or records they wish to inspect. The principal (or appropriate school official) will make the needed arrangements for access as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected. Access must be given as soon as possible, but within three business days. However, the period for document production may exceed three days for reasonable cause.

3. If a parent or eligible student requests an education record that contains information on more than one identifiable student, the district will not disclose the record unless the district is able to effectively redact

information pertaining to the other student(s), all parents or eligible students consent to the disclosure in writing, or the law otherwise allows for the disclosure.

4. If a parent or eligible student believes the education records related to the student contain information that is inaccurate, misleading or in violation of the student's privacy, the parent or eligible student may ask the district to amend the record by following the appeals process outlined in this procedure.

C. **Transfer of Education Records**

1. The district will respond to a request for records from another school district enrolling a student within five business days of receiving the request. However, if the student's record has been marked pursuant to notification by the Missouri State Highway Patrol that the student has been classified as a missing child, the record shall not be forwarded to the requesting district, and the district will notify the missing persons unit of the Missouri State Highway Patrol of the record request.

2. Upon notification that a student has transferred to any other school district, the district will forward to the superintendent of the new district any written notification the Ferguson-Florissant School District has received from a juvenile officer, sheriff, chief of police or other appropriate law enforcement authority that a petition has been filed in juvenile court alleging that the student has committed an offense listed in § 167.115.1, RSMo., and the notification of disposition of such case.

D. **Annual Notification of Rights to Parents and Students**

1. The district shall annually notify eligible students currently in attendance and parents of students currently in attendance of their rights under the Family Educational Rights and Privacy Act (FERPA) and FERPA regulations by publication in the student handbook(s) or by distributing notification to the parents and eligible students at the beginning of the school year.

2. The district shall annually notify eligible students currently in attendance and parents of students currently in attendance of the directory information the district will release without written permission.

3. The district shall notify parents, and secondary school students who are at least 18, that the district is required to release the student's name, address and telephone listing to military recruiters and institutions of higher education upon request. The district will also notify parents, and secondary school students who are at least 18, that they may request in writing that the district not release this information, and the district will comply with the request.

4. The district will notify parents at least annually of its policy on the collection, disclosure or use of personal information collected from students for the purposes of marketing or for selling or otherwise providing that information to others for a marketing purpose, including arrangements to protect student privacy that are provided by the district in the event of such collection, disclosure or use (see policies JHDA and KI). Parents will be directly notified annually at the beginning of the school year of the specific or approximate dates during the school year when such collection, disclosure or use of personal information is scheduled or expected to be scheduled. The district will also offer an opportunity for the parent or eligible student to opt the student out of participation in any such activity.

E. **Annual Notification of Directory Information**

1. The district shall annually notify parents and eligible students of the directory information the district will release without written consent. Parents or eligible students will have ten school days after the annual public notice to provide notice in writing to the school district that they choose to not have this information released. Unless notified to the contrary in writing within the ten-school-day period, the school district may disclose any of those items designated as directory information without the parent's or eligible student's prior written consent, including in print and electronic publications of the school district.

2. 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 email 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.

3. Directory information is considered a "public record" that must be released by the district to any person who requests it under the Missouri Sunshine Law.

F. **Release of Education Records**

Disclosure of information from a student's education records will be made only with the written consent of the parent or eligible student, subject to the following exceptions. The district may disclose education record information without consent in accordance with law, including when the disclosure is:

1. To school officials who have a legitimate educational interest in the records.

2. To officials of another school in which a student is enrolled or seeks or intends to enroll as long as the disclosure is for purposes related to the enrollment or transfer.

3. Directory information. If the district annually notifies parents and eligible students that directory information may be released without prior written consent and gives parents and eligible students the opportunity to notify the district in writing that they do not want the information released, the district may release directory information without prior consent.

4. To military recruiters or institutions of higher education that have requested the names, addresses and telephone listings of secondary school students. However, if a parent, or a secondary school student who is at least 18, submits a written request, the district will not release the information without first obtaining written consent from the parent or the student.

5. To organizations conducting studies for or on behalf of the district or other educational agencies or institutions to develop, validate or administer predictive tests, administer student aid programs or improve instruction if the legal requirements for disclosure are met.

6. To state and local authorities, when allowed by state statute, 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 may be required to certify in writing that the information will not be disclosed to any other party except as allowed by law or with the written consent of the parent.

7. To accrediting organizations to carry out their accrediting functions.

8. To parents of a dependent student, as defined in section 152 of the Internal Revenue Code of 1986.

9. To parents of a student who is not an eligible student unless a court order, statute or legally binding document relating to divorce, separation or custody prohibits the release of the record.

10. To the student.

11. To comply with a judicial order or a lawfully issued subpoena. Unless otherwise ordered, and except in cases where a parent is a party to a court proceeding involving child abuse or neglect or dependency matters and the order or subpoena is issued in the context of that proceeding, the district will make a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or student may seek protective action.

12. In connection with a student's request for or receipt of financial aid to determine the eligibility, amount or conditions of the financial aid or to enforce the terms and conditions of the aid.

13. To authorized representatives of the comptroller general of the United States, the attorney general of the United States, the secretary of the U.S. Department of Education or state and local education authorities in connection with an audit or evaluation of federally or state-supported education programs or for the enforcement of or compliance with federal legal requirements relating to these programs.

14. To appropriate parties when there is an articulable and significant threat to the health or safety of a student or other persons. The nature of the threat and the persons to whom the information was

disclosed must be recorded.

15. To an agency, caseworker or other representative of a state or local child welfare agency or tribal organization who has a right to access the student's case plan, as determined by the state or tribal organization, when such agency or organization is legally responsible for the care and protection of the student. This disclosure is limited to student records or information from those records used for the purpose of addressing the student's education needs.

16. To other persons authorized to receive education records pursuant to FERPA and 34 C.F.R., Part 99, or other applicable laws.

G. **Redisclosure**

In accordance with law, the district may disclose personally identifiable information from education records only on the condition that the person to whom the information is disclosed will not redisclose the information to other persons or entities without the prior consent of the parent or eligible student. When required by law, a party may be required to first sign a statement in which he or she agrees to abide by this provision and agrees to use the information disclosed only for the purposes for which the disclosure was made. This provision does not apply to disclosures made to the officers, employees and agents of the person or entity to which the information was released for the purposes for which the disclosure was made; disclosures made to the student or parents of a dependent or minor student; disclosures made to comply with a judicial order or subpoena; and disclosures of directory information.

H. **Recordkeeping**

Unless exempted below, the school district will maintain a record of all requests for and disclosures of information from a student's education records. The district will maintain the record of requests and disclosures with the education records of the student as long as the records are maintained. The record will indicate the name of the party making the request, any additional party to whom the information may be redisclosed and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the parents or the eligible student.

When the district discloses personally identifiable information from education records to third parties without parental consent in a health or safety emergency, the district will record the articulable and significant threat to the health or safety of individuals that formed the basis for the disclosure and the parties to whom the district disclosed the information.

The district is not required to maintain a record of requests by or disclosures to:

1. The parent or eligible student.

2. School officials within the district who have a legitimate educational interest in the student's education records.

3. A party with written consent from the parent or eligible student.

4. A party seeking directory information.

5. A party seeking or receiving the records as directed by a law enforcement subpoena if the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed.

I. **Charging Fees**

The district may charge a fee for copies of student education records, unless the charge effectively prevents a parent or eligible student from exercising the right to inspect and review the student's education records. The fee will not exceed the amount authorized under the Missouri Sunshine Law.

J. **Appeals Procedures**

Parents or eligible students have the right to request correction of education records that they believe are

inaccurate, misleading or in violation of their privacy rights. Following are the procedures for the correction of education records:

1. Parents or the eligible student must ask the school district to amend a record. In so doing, they must identify the part of the record they want changed and specify why they believe it is inaccurate, misleading or in violation of the student's privacy rights. The request should be made to the building principal.

2. The building principal or an employee designated by the superintendent will decide, within a reasonable period of time after receiving the request, whether to amend the record as requested. The district will notify the parents or eligible student of the decision and, if the request for amendment is denied, will inform them of their right to a hearing to challenge the content of the student's education records on the grounds that the information included is inaccurate, misleading or in violation of the student's privacy rights.

3. The school district will hold a hearing within a reasonable period of time after a request for a hearing is received. The district will notify the parents or eligible student, reasonably in advance, of the date, place and time of the hearing.

4. The hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the district. The parents or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The parents or eligible student may be assisted by one or more individuals of their choice, including an attorney.

5. The hearing officer will prepare a written decision based solely on the evidence presented at the hearing and provide a copy to the district and the parents or the eligible student within a reasonable period of time after the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.

6. If the hearing officer decides that the information is inaccurate, misleading or in violation of the student's privacy rights, the district will amend the record and notify the parents or eligible student of the amendment in writing.

7. If the hearing officer decides that the challenged information is not inaccurate, misleading or in violation of the student's privacy rights, the district will notify the parents or eligible student that they have a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If the school district discloses the contested portion of the record, it must also disclose the statement.

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Version JO-1AP1.1F (12/19)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 167.020, RSMo.	State Statute
§ 167.022, RSMo.	State Statute
§ 167.027, RSMo.	State Statute
§ 167.115, RSMo.	State Statute
§ 167.122, RSMo.	State Statute
§ 167.123, RSMo.	State Statute
§ 168.133, RSMo.	State Statute
§ 210.115, RSMo.	State Statute

State	Description
§ 210.1360, RSMo.	State Statute
§ 210.865, RSMo.	State Statute
§ 452.375, RSMo.	State Statute
§ 452.376, RSMo.	State Statute
§ 589.664, RSMo.	State Statute
§§ 610.010-.030, RSMo.	State Statute
§§ 610.010-.030, RSMo.	State Statute
MO COURT	Oregon County R-VI Sch. Dist. v. LeMon, 739 S.W.2d 533 (Mo. Ct. App. 1987)

Federal	Description
20 U.S.C. § 1232g	Family Educational Rights and Privacy Act
20 U.S.C. § 1232h	Protection of Pupil Rights Amendment
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
20 U.S.C. § 7908	Elementary and Secondary Education Act
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 104	Section 504 of the Rehabilitation Act of 1973
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act

Administrative Procedure JO-1-AP(2): STUDENT RECORDS - (Disclosure of Photographs, Images and Recordings Maintained by the District)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 08/07/2024

The district uses photographs, digital images and video and audio recordings ("images and recordings") for educational and safety purposes. In general, these images and recordings are made for internal purposes to be viewed by district staff and are not intended to be disclosed to parents, students, the media, law enforcement or other interested persons.

Images and recordings that the district maintains are subject to the Missouri Open Meetings and Records Act ("Sunshine Law"), and any person may request to view or obtain a copy of an image or recording by contacting the district's custodian of records. However, in some situations, images and recordings may be considered a closed, confidential record under state and federal law, particularly when the image or recording is directly related to a personally identifiable student.

This procedure provides guidance for administrators when handling requests for disclosure of images or recordings the district makes or maintains that are directly related to a personally identifiable student. This procedure does not apply in situations where an image or recording is created and maintained by a parent, the news media or a person or entity other than the district or district employees or agents acting on behalf of the district.

Definitions

Directly Related – An image or recording is directly related to a student if a student is a focus of the image or recording, or the image or recording is used for an official purpose including, but not limited to, discipline of a student; proof that a student is a victim; proof that a student has violated the law; or evidence of a health emergency. An image or recording is also directly related to a student if the audio or visual content contains personally identifiable information contained in a student's education records. Typically an image or recording is not directly related to a student if the student's image or voice is incidental or captured only as part of the background or a student is shown participating in school activities that are open to the public and the student is not the focus of the recording.

Disclosure – Providing an image or recording or a copy of an image or recording to a person or entity or allowing them to listen to or view an image or recording.

Eligible Student – A student who is at least 18 years old or is attending a postsecondary institution.

Images or Recordings – Any audiotape, digital sound, photograph, video or digital image maintained by the district or on behalf of the district.

Isolated Images and Recordings – Images or recordings that have been separated or cut from an original image or recording so that one or more students are not personally identifiable.

Parent – A biological or adoptive parent of a student, a guardian of a student, or an individual acting as a parent or guardian in the absence of the student's parent or guardian.

Personally Identifiable Student – A student who can be identified by a person in the school community with reasonable certainty.

Redacted Images and Recordings – Images or recordings that have been altered so that one or more students are not personally identifiable.

Requests for Disclosure

All requests for disclosure of an image or recording by persons other than school officials with a legitimate educational interest in the image or recording must be made to the district's custodian of records designated in board policy or to other persons designated by the superintendent. Any concerns regarding the legality of disclosing an image or recording may be brought to the superintendent or designee so that the district's attorney may be consulted.

Images and Recordings without Personally Identifiable Students

If there is no personally identifiable student in the image or recording, the image or recording must be disclosed to any person who requests it under the Sunshine Law unless it is considered a closed record under the Sunshine Law or is confidential under another state or federal law.

Images and Recordings of Personally Identifiable Students

If an image or recording includes a personally identifiable student and is directly related to the student, the district will isolate or redact the image so that the student is no longer personally identifiable if the district has the technology and ability to do so without changing the meaning of the image or recording. The isolated or redacted image or recording will be disclosed when required by law.

If an image or recording directly relates to a personally identifiable student and the district is unable to isolate or redact the image or recording as required above, the district will disclose the image or recording only if one or more of the following exceptions apply:

1. *Disclosure to School Officials* – School officials, as defined in JO-AP1, may have access to images and recordings of personally identifiable students if the school officials have a legitimate educational interest in the image or recording and are otherwise authorized to access student records.

2. *Disclosure to Parents or Eligible Students* – Parents may inspect records of their personally identifiable student, including images and recordings. Eligible students may inspect images and recordings of themselves. If an image or recording is directly related to more than one personally identifiable student, the district will attempt to isolate or redact the image of the other students. However, if an image or recording is directly related to more than one student and the recording cannot be isolated or redacted without destroying its meaning, the recording must be disclosed to all eligible students and parents of students to which the recording is directly related.

3. *Parent or Eligible Student Has Consented to the Disclosure* – If the parents or eligible students of all personally identifiable students depicted in the image or recording have consented in writing to the disclosure, the district will disclose the image or recording. The written consent must be signed, dated and state the purpose of the disclosure and the parties to whom the disclosure may be made. An electronic signature may be used if it identifies and authenticates a particular person as the source of the consent.

4. *Disclosure of Images and Recordings as Directory Information* – The district sometimes creates and maintains images and recordings that are either intended to be disclosed to the public or are otherwise not considered harmful or an invasion of privacy if disclosed to the public, even if the image or recording is directly related to a personally identifiable student. For example, the district, or agents of the district, frequently create images and recordings of concerts, athletic performances and graduations.

   If the district has notified parents and students annually of the district's definition of directory information in policy JO and that definition includes images and recordings, the district will disclose an image or recording of one or more personally identifiable students to any person or entity as long as the image or recording is not being used as a discipline record of a student or is not otherwise considered confidential under law. However, if the parents of a student or an eligible student have opted out of the disclosure of directory information and the image or recording is directly related to that identifiable student, the district will not disclose the image or recording unless the district is able to isolate or redact the image or recording to protect the student's identity or unless another exception applies. The district will disclose the image or recording if a student is merely pictured in a crowd at a public event and is not the subject of the image or recording.

5. *Disclosure to the Juvenile Office* – An image or recording may be disclosed to the juvenile office if it impacts the juvenile authorities' ability to effectively serve, prior to adjudication, a student in the image or recording.

6. *Disclosure to Law Enforcement* – An image or recording that includes a personally identifiable student may be disclosed to law enforcement officials other than the juvenile office if:

   - It impacts law enforcement's ability to effectively serve, prior to adjudication, the student whose records are released;

   - The district has received written consent from the parents or eligible student for the disclosure;

   - There is a judicial order or subpoena for the image or recording; or

- Another exception listed in this procedure or law applies.

7. *Disclosure Based on Judicial Order or Subpoena* – The district may disclose an image or recording that includes a personally identifiable student in order to comply with a judicial order or a lawfully issued subpoena. When required by law, the district will notify the parent or eligible student of the order or subpoena in advance of compliance.

8. *Disclosure to the Children's Division* – The district will disclose an image or recording to the Children's Division (CD) of the Department of Social Services when necessary to comply with the state's mandated reporter laws or when the CD is legally responsible for the care and protection of the student.

9. *Disclosure to Appropriate Parties in Connection with an Emergency* – The district will disclose an image or recording if the district determines there is an articulable and significant threat to the health or safety of students or other persons and the disclosure is to a person whose knowledge of the image or recording is necessary to protect the health or safety of students or other individuals.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 167.020, RSMo.	State Statute
§ 167.022, RSMo.	State Statute
§ 167.027, RSMo.	State Statute
§ 167.115, RSMo.	State Statute
§ 167.122, RSMo.	State Statute
§ 167.123, RSMo.	State Statute
§ 168.133, RSMo.	State Statute
§ 210.115, RSMo.	State Statute
§ 210.1360, RSMo.	State Statute
§ 210.865, RSMo.	State Statute
§ 452.375, RSMo.	State Statute
§ 452.376, RSMo.	State Statute
§ 589.664, RSMo.	State Statute
§§ 610.010-.030, RSMo.	State Statute
§§ 610.010-.030, RSMo.	State Statute
MO COURT	Oregon County R-VI Sch. Dist. v. LeMon, 739 S.W.2d 533 (Mo. Ct. App. 1987)

Federal	Description
20 U.S.C. § 1232g	Family Educational Rights and Privacy Act
20 U.S.C. § 1232h	Protection of Pupil Rights Amendment
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
20 U.S.C. § 7908	Elementary and Secondary Education Act
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 104	Section 504 of the Rehabilitation Act of 1973
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act

Policy KA: SCHOOL-COMMUNITY RELATIONS GOALS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/02/2025

The board of education bears full responsibility for informing the public about the operations of the school district. The ultimate goal of school-community relations is to improve the quality of education for all students in the district. In order to achieve this goal, the board establishes the following objectives for school-community relations:

- To develop understanding of the school system throughout its operation.
- To determine what the community wishes the school system to accomplish.
- To foster public understanding of the need for constructive change, and to seek public recommendation on how to achieve educational goals.
- To create and implement programs in the district and in individual schools that will bring together home, school, and community by meeting the needs of the children in the schools.
- To earn the goodwill, respect, and confidence of the public with regard to school staff and services.
- To foster a true spirit of collaboration between the board and the community by jointly leading efforts to enhance the community.
- To promote public interest and participation in the operation of the school system.

To achieve these objectives, it is essential for the board and the professional and support staff, individually and collectively, to demonstrate positive attitudes toward the district in their daily interactions with students, parents/guardians, patrons, and each other. They should also consistently and sincerely seek to understand the perspectives and interests of patrons, while effectively communicating the district's programs, challenges, and successes to the public.

Version KA-S.1A.FER

Policy KB: PUBLIC INFORMATION PROGRAM

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/03/2025

Open communication with the district's students, parents/guardians, employees, and the public is essential for the school district to operate effectively and maintain public trust. The district will regularly communicate to all district stakeholders the progress toward the district's mission, vision, and goals, as well as other information about the use of taxpayer funds and district operations.

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 district will make a systematic effort to communicate with the public using a variety of communication channels. The board authorizes the expenditure of funds for the purpose of preparing and distributing information to the general public. Employees and board members will maintain an effective working relationship with the news media.

Spokespersons

The superintendent, board president, or designee will serve as official spokespersons for the district. All employees and board members will direct public or media requests for official statements about district business to the district's spokespersons. Board members should emphasize to the media and members of the public that they may speak only as individual board members unless empowered by the board to speak on its behalf.

Communications Plan

The board directs the superintendent or designee to create a written communications plan that outlines multiple methods for two-way, reliable communication with all stakeholders. The superintendent or designee will review this plan on a regular basis and present it to the board.

The board directs the superintendent or designee to develop and disseminate written guidelines to staff to further the goals of the communications plan, including:

1. Employee communications with the media.
2. Communicating during emergency situations.
3. Use of the district's website and social media.
4. Sharing information within the district.
5. Sharing information with the public.

Effective Communications

The district recognizes that board members and employees have regular contact with students, parents/guardians, and the public in general. When interacting with the public, all district employees and board members are responsible for communicating accurate information about district policies and programs and promoting effective school-home-community partnerships.

In all communications, the board and its employees will:

1. Disseminate accurate and timely information about district policies, programs, procedures, achievements, decisions, and critical issues.
2. Eliminate rumors and misinformation.
3. Observe confidentiality and other restrictions imposed by law and board policy.
4. Promote a climate of trust.

District employees will not be disciplined for speech that is protected by law.

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Version KB-C.1F.FER (05/25)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 105.055, RSMo.	State Statute
§ 160.522, RSMo.	State Statute
§ 160.570, RSMo.	State Statute
§ 161.670, RSMo.	State Statute
§ 162.208, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 300	Individuals with Disabilities Education Act
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act
7 C.F.R. § 210.12	Federal Regulation
7 C.F.R. § 245.5	Federal Regulation

MSIP	Description
L-8	MSIP STANDARDS

Administrative Procedure KB-AP(1): PUBLIC INFORMATION PROGRAM - (K–12 Districts)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/03/2025

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. (§ 610.020, RSMo.)

2. All written board policies, related documents and district handbooks will be available on the district's website. (§ 162.208, RSMo.)

3. A written copy of the district's discipline policy 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. (§ 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. § 6311, § 160.522, RSMo.)

5. The district's policy on student participation in statewide assessments 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. § 6312, § 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. § 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. (§ 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. (§ 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. (§ 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. § 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. (§ 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. § 210.12)

    The district will publicly announce the eligibility criteria for free and/or 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. § 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. § 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. (§ 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. §§ 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. § 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 shall be required to participate in any federally funded program survey, analysis, or evaluation that discloses their or their parents'/guardians' political affiliations or beliefs, mental or psychological issues, sexual behaviors and attitudes, illegal or antisocial behavior, self-incriminating actions, critical assessments of close family members, legally recognized privileges, income (unless necessary for financial aid eligibility or program participation), religious practices, affiliations, or beliefs without prior consent from a parent/guardian, or from the student if they are an adult or an emancipated minor.

    - 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. § 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. § 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. § 1232h)

22. The district will inform students or their parents/guardians about asbestos inspections, reinspections, surveillance, response actions and post-response action activities at least once a year. (40 C.F.R. § 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. (§ 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. (§ 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. (§ 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. (§ 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. (§ 161.1050, RSMo.)

28. The district will provide annual notice to students, parents/guardians and staff of policy JFCF, Bullying. (§ 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. § 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. § 6312)

31. If the district receives a grant or subgrant 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. § 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. § 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). (§ 161.670, RSMo.)

34. The district will prominently post a copy of § 105.055, RSMo., the state "whistleblower" statute, in locations where it can reasonably be expected to come to the attention of all employees. (§ 105.055, RSMo.)

35. The district will develop, maintain and make publicly available on the district's 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. (§ 160.066, RSMo.)

36. If the district provides information on immunizations, infectious diseases, medications or other school health issues to parents/guardians of K–12 students, the district will also provide parents/guardians of K–12 students influenza and influenza vaccination information that is identical or similar to that produced by the Centers for Disease Control and Prevention. (§ 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. (§ 167.902, RSMo.)

38. The district will notify the parents/guardians of students who are planning to use a computer science class as a math credit that some institutions of higher education will still require four math credits for admission. Parents/Guardians must sign and submit a written statement acknowledging that taking a computer science course to fulfill a unit of academic credit in math may have an adverse effect on college admissions. (§ 170.018, RSMo.)

39. The district will notify parents/guardians of the content of the district's trauma-informed, developmentally appropriate sexual abuse training for students. Such notice must be provided prior to instruction and will include notice that parents/guardians may excuse their student from training by submitting a written request. (§ 170.045, RSMo.)

40. If the district or any school in the district is determined to be in the bottom five percent on the annual performance report (APR) submitted to DESE, the superintendent or designee will mail a letter to the parents/guardians of students in the district or school. The letter will inform parents/guardians that the district or school has been determined to be in the bottom five percent based on the APR and that options are available to impacted students. In addition, the district will display APR data provided by DESE at each attendance center and in a clear and easily accessible manner on the district website and as part of the annual school accountability report card.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 105.055, RSMo.	State Statute
§ 160.522, RSMo.	State Statute
§ 160.570, RSMo.	State Statute
§ 161.670, RSMo.	State Statute
§ 162.208, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
34 C.F.R Part 300	Individuals with Disabilities Education Act
42 U.S.C. §§ 12101-12213	Americans with Disabilities Act
7 C.F.R. § 210.12	Federal Regulation
7 C.F.R. § 245.5	Federal Regulation

MSIP	Description
L-8	MSIP STANDARDS

Policy KC: COMMUNITY ENGAGEMENT **Status:** DRAFT

Original Adopted Date: Pending

The board recognizes the importance of ongoing community engagement in supporting the district's mission and is committed to engaging the community in meaningful and intentional ways.

Definitions

Community – The district's community includes district parents/guardians; residents; students; taxpayers; representatives from business, social services and local government; civic organizations; advocacy groups; religious leaders; employers; and others who have a stake in the district's success. The composition of community members participating in any particular engagement activity will vary depending on the purpose and type of the activity.

Community Engagement – The process by which school boards actively involve diverse citizens in dialogue, deliberation and collaborative thinking around common interests for their public schools. Community engagement focuses on long-term, significant issues involving the district's values, beliefs, mission, vision and goals. The board and district administration make operational decisions.

Engagement Activities – Include, but are not limited to, community forums, focus groups, study groups, listening circles, training and education on education-related topics, dialogue, visioning, polling/surveys, media strategies, webinars, wikis and shared workspaces.

Written Communication

It is crucial that district residents have the opportunity to communicate directly with the board, including outside of board meetings, where time is limited and where the district must conduct business. Community members may provide written comments to the board on a school-related topic by submitting the comments, electronically or otherwise, to the board secretary or the board president. Any communications directed to the board will be provided to all board members. When appropriate, the board president will respond on behalf of the board.

The district may post on the district's website an email address or other electronic tool for the public to use to submit comments to individual board members or the board as a whole.

Board Meetings

The board encourages the public to attend open school board meetings. As required by law and provided in policy BDDH, the board allows district residents to request that an agenda item be added to regularly scheduled board meetings. The board provides other opportunities for the public to speak at board meetings as well. The board will, with community input, review the process that allows community members to place items on a meeting agenda.

Community Engagement Plan

The board will, with input from the community, create a plan for ongoing community engagement that is consistent with this policy and outlines additional engagement activities the board and district will use the following year. The board will coordinate the community engagement plan with the district- and building-level parent and family engagement plans required by law to maximize engagement opportunities and prevent unnecessary duplication. The board will annually review and adopt the community engagement plan in collaboration with the community.

The community engagement plan will clearly articulate a purpose for each engagement activity. Engagement activities will include at least three of the following four levels of community engagement:

1. Informing – Providing the community with balanced and objective information to assist in understanding the problem and the alternatives or solution.

2. Consulting – Obtaining community feedback on analysis, alternatives and/or decisions.

3. Involving – Working directly with the community to ensure that community issues and concerns are consistently understood and considered.

4. Collaborating – Involving the community in each aspect of a decision, including the development of

alternatives and the identification of the preferred solution.

Generally, activity participants will reflect the demographics of the community. If participants are selected based on specialized skills, knowledge or other characteristics, the participants should reflect community demographics to the extent possible. The district will actively seek involvement from community members who reflect the district's demographics and have diverse viewpoints.

The district will conduct engagement activities using a variety of methods, including virtual, written and in-person methods. The district will schedule engagement activities at locations and times convenient to community participants. The district will hold in-person activities in accessible locations, when possible, and may provide childcare, language interpretation and other services to increase participation and understanding.

The board will evaluate all engagement activities in collaboration with activity participants to determine the activity's effectiveness. Depending on the type of activity, the evaluation may be ongoing over the course of the activity, conducted after the activity ends, or both.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§§ 162.058, 167.700	State Statute

Policy KDA: CUSTODIAL AND NONCUSTODIAL PARENTS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/03/2025

The district board of education encourages parents to be actively involved in their child's education. Further, Missouri law states a preference for continuing and meaningful contact with both parents. Therefore, in accordance with board policy, the district will not prohibit parents from accessing records, attending activities or participating in conferences pertaining to their child unless otherwise required by court order or law.

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 the 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 with board policy 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 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.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 452.375, RSMo.	State Statute
§ 452.376, RSMo.	State Statute

State	Description
§§ 610.010-.030, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1232g	Family Educational Rights and Privacy Act

Policy KG: COMMUNITY USE OF DISTRICT FACILITIES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/03/2025

As a service to the community and in accordance with law, the board of education may allow community groups, as defined in this policy, and individuals to use district facilities for educational, recreational, social, civic, philanthropic, and other similar purposes when the facilities are not being used by the district or district-sponsored groups. The superintendent or designee is directed to create and implement procedures addressing facility use and may approve or deny facility use requests in accordance with this policy.

Granting a request to use district facilities does not constitute district endorsement of the activity, organization, organization's mission or any opinion expressed by the individual, groups or members of the groups.

Definitions

Community Groups (Groups) – Governmental entities and nonprofit organizations operating in or located in the district.

District Equipment – Any property owned by the district that is not permanently affixed to the building including, but not limited to, athletic gear, kitchen appliances and utensils, electronic equipment, desks and chairs. District equipment includes property donated to the district or purchased with donated funds.

District Facility – Buildings, rooms, gymnasiums, auditoriums, athletic fields, courtyards or other spaces on district property an individual or group seeks to use.

District-Sponsored Activity – Any activity organized by the district as part of the district's education program or co-sponsored by the district with other organizations. District-sponsored activities may include, but are not limited to: clubs, athletic events and practices, tutoring, dances, musical performances and carnivals. District-sponsored activities include activities sponsored by student-initiated groups at the secondary level organized in accordance with policy and law.

Eligible Users

Use of district facilities is a privilege, not a right. Except as otherwise permitted in this policy or the accompanying procedure, any community group or individual who wishes to use district facilities must complete the application process. The district intends to maintain district facilities as nonpublic forums and reserves the right to exclude individuals or groups from its facilities or cancel or modify any permission granted, to the extent allowed by law.

District facilities may not be used by for-profit entities or by any individual or group conducting business for the primary purpose of making a profit for an individual or group. Priority will be given to applicants who wish to use district facilities for purposes that directly benefit district students. Use of district facilities will not be granted if the use conflicts or interferes with a district-sponsored activity, and all uses granted are contingent upon the district's needs. Permissions may be canceled for good cause without prior notice. An individual or group whose request for the use of facilities has been denied by the superintendent or designee may request to speak to the board regarding the usage. The board will make the final decision if any dispute over usage occurs.

Staff use of district property and facilities is subject to this policy and applicable procedures when the use is for personal purposes or reasons other than performing the staff member's duties with the district.

Boy Scout Equal Access Act

In accordance with law, when the district allows youth or community groups not affiliated with the district to use district facilities outside of school hours, the district will provide equal access and related services and benefits to groups officially affiliated with the Boy Scouts of America, Girl Scouts of the United States of America, Big Brothers Big Sisters of America, Boys and Girls Clubs of America, or other groups or organizations listed in Title 36 of the U.S. Code that are intended to serve young people under the age of 21.

Use Restrictions

The superintendent or designee will determine which district facilities are available for public use and may determine that some district facilities or equipment are not available for public use. The superintendent or designee may limit the hours or days that district facilities may be used based on the availability of staff and other relevant factors and

may prohibit some uses that might be disruptive or damaging to district property. To accommodate as many groups and individuals as possible, the superintendent or designee may limit the number of times a particular individual or group may use district facilities in a school year if there are multiple requests to access the same facilities. Only community groups and individuals directly serving district students are permitted to use school buildings two hours before and two hours after the official academic day.

Because students are frequently on school grounds even when school is not in session, the district expects all individuals and groups to behave in a manner that is appropriate around children, as determined by the district. All individuals and groups using district facilities are subject to applicable district policies, procedures and staff directives.

No Application Required

Unless the district has physically blocked entrance to the area or posted notice that a space is not available for public use, individuals or community groups do not need to go through the application process, pay fees, provide insurance or agree to indemnify the district to use the following spaces:

1. Tracks, walking trails, tennis courts and outdoor basketball courts may be used any time they are not being used by the district.

2. Playgrounds and playground structures may be used any time school is not in session and they are not otherwise being used by the district.

Persons using these spaces do so at their own risk, must use them for the purposes for which they were built and cannot be destructive or disruptive. Persons using these spaces must follow applicable district policies and procedures. The administrator or designee of the school will make the final decision regarding whether the district is using the space at any given time. If another individual or group has reserved the space through the application process, others may use the space only with the permission of the individual or group that reserved it.

Security and Safety

All groups and individuals using district facilities must follow district security rules. Only district employees will unlock district facilities or possess keys or security codes unless the superintendent or designee provides authorization to others. District facilities may not be used for any purpose prohibited by law, and use must comply with state and local fire, health and safety regulations.

The district may require a group or individual to pay for and provide additional security for the group's events if additional security is deemed necessary for traffic control, crowd control or the protection of persons or property.

Fees

The district may charge rental fees for the use of district facilities. The board will set the fees annually after a recommendation from the superintendent or designee. The district may also charge for additional costs associated with the use, such as the cost of custodial services, food services, technician services or security services, as deemed necessary by the superintendent or designee. The superintendent or designee may require a group or individual to provide a security deposit prior to using the district's facilities. The superintendent or designee may waive the fees for individuals and groups created to support the district; nonprofit organizations; and groups with a reciprocal relationship with the district, such as the Parent Teacher Association (PTA) and booster clubs. However, any group created to support or oppose a ballot issue must pay fees for facility use, even if the ballot issue is in support of the district.

Regardless of whether fees have been waived, groups and individuals using district facilities must provide proof of insurance in an amount set by the superintendent or designee and must agree to indemnify and hold the district harmless for any damages and pay for the actual cost of replacing or repairing damaged property. The district may require payment of owed fees prior to allowing use of the facility.

Cancellation

The district reserves the right to cancel a scheduled use of district facilities at any time including, but not limited to, instances when the district needs to use the space in the event of or as a result of inclement weather or an emergency. When a scheduled use must be canceled, the district will provide as much notice as possible.

Use of Equipment

The superintendent or designee may authorize the use of district equipment by local community groups, organizations, employees, and individuals for educational, recreational, social, civic, philanthropic, and other similar purposes consistent with state law and board policies. In granting such use, the board shall not surrender its control of the equipment. Equipment will not be removed from district property without permission from the superintendent or designee.

District employees may use equipment away from district facilities only for district-related purposes. Employee use of the equipment may not interfere with the conduct of the operations of the district. Employees must submit requests to the appropriate district administrator or supervisor for permission to use district equipment.

Fees may be charged for equipment usage in accordance with this policy.

Emergency Uses

The superintendent or designee may authorize the use of district facilities as an emergency shelter or for other emergency purposes if such use does not otherwise conflict with the district's needs.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 115.646, RSMo.	State Statute
§ 177.031, RSMo.	State Statute

Federal	Description
20 U.S.C. § 7905	Boy Scout Equal Access Act
FEDERAL COURT	Lamb's Chapel v. Center Moriches Union Free Sch. Dist., 508 U.S. 384 (1993)
FEDERAL COURT	Good News Club v. Milford Central Sch., 533 U.S. 98 (2001)
FEDERAL COURT	Victory Through Jesus Sports Ministry Found. v. Lee's Summit R-7 Sch. Dist., 640 F.3d 329 (8th Cir. 2011)
U.S. Const. amend. I	U.S. Constitution

Administrative Procedure KG-AP(1): COMMUNITY USE OF DISTRICT FACILITIES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/03/2025

The Ferguson-Florissant School District permits the use of district facilities by individuals and groups as defined in policy KG.

Application for Use

All individuals and groups permitted to use district facilities in accordance with policy KG may reserve facilities by completing an application and submitting it to the superintendent or designee.

1. The application should be made at least two weeks prior to the date of requested use to allow for processing.

2. The individual or group representative applying to use district facilities must be at least 21 years old and must sign the district's application.

3. The group representative must have the legal authority to bind the group contractually. This representative is responsible for the actions of the group and is required to arrive prior to the gathering and remain until all persons leave.

4. The application must be accompanied by proof of insurance in the same amount that the district carries, a completed indemnity and hold harmless agreement signed by the individual or group representative, and any applicable deposits and fees. The district may provide information regarding event insurance, when applicable.

Once approved by the superintendent or designee, a copy of the application will be provided to the individual or group to serve as a permit authorizing use of the facility.

Scheduling an Event

Before attempting to schedule an event, individuals and groups should consult the district's activity calendar, available on the district's website, to determine the availability of facilities. This calendar reflects currently scheduled district activities. Questions about the calendar should be directed to the superintendent's office.

Fees

Facility use fees are set annually by the board. If the superintendent or designee determines that an employee is necessary to assist an individual or group using district facilities, and that providing this assistance will disrupt the employee's regular job duties or cause the employee to work extra hours, the district will charge for the cost incurred by the district for providing the employee assistance. When an employee's presence is deemed necessary, individuals and groups may not use the facility unless the designated employee is available at the requested time. Employees may volunteer to provide such employee assistance only with the approval of their supervisor and only when volunteering will not require the payment of overtime or compensatory time and is otherwise permitted pursuant to the Fair Labor Standards Act. Adequate police or security protection, as determined by the superintendent or designee, may be required at the expense of the individual or group using the district's facilities. A member of the district's food service staff must be present when a kitchen used by the district for its food service program is used by an individual or group.

Special permission is necessary 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 to a district project. The basic fee and/or employee fee may be assessed whether or not the facility is used, unless notice of cancelation 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 more than the approved custodial fee may be charged for actual custodial duties required. No payment shall be made directly to district employees. Fees must be paid within 30 days after receiving invoices. Lack of prompt payment is justification for refusing or canceling future use of district facilities.

Available Spaces

Only the following spaces are available for use, unless an explicit exception is granted by the superintendent or designee:

1. Classrooms
2. Auditoriums
3. Stadiums
4. Athletic fields
5. Gymnasiums
6. Playgrounds
7. Cafeterias
8. Kitchens
9. Hallways
10. Pools
11. Lobby/Atrium
12. Library/Media Center

Day and Time Restrictions

The following rules apply unless an explicit exception is granted by the superintendent or designee:

1. District-sponsored groups and activities will receive priority over any other use. The district will deny requests if the superintendent or designee determines that the use may disrupt a district-sponsored activity or event nearby or otherwise distract from a district function. A scheduled use may be canceled, and any fees refunded, if a district-sponsored group needs to use the facility.

2. Use during the school day will be approved only when the superintendent determines that the use would not interfere with the orderly operation of the district or create a safety issue to students or staff. Unless otherwise approved by the superintendent or designee, community use of district facilities will begin no earlier than 6:00 a.m. and conclude by 10:00 p.m.

3. The superintendent or designee will maintain the official community use calendar and clearly designate any days on which the district's facilities may not be used.

4. When the district or the district building to be used is closed due to inclement weather or an emergency, all uses will be canceled for that day and fees will be refunded.

5. Individuals and groups must notify the district of cancellations at least 24 hours prior to the date of the scheduled use to be eligible for a full refund of fees paid for facility use unless there are extenuating circumstances rendering such notice impossible.

Use Requirements and Restrictions

The following rules apply unless an explicit exception is granted by the superintendent or designee:

1. Approved applications will serve as permits to use district facilities. Users must make the permits available for district staff to review during all authorized use periods. A permit to use district facilities granted to one individual or group is not transferrable to a different individual or group.

2. Groups and individuals will be provided access only to the rooms or spaces specifically requested in the application and only for the dates requested and approved.

3. Individuals and groups may use desks, chairs, and tables located in the room or facility designated for the individual's or group's use, but otherwise a permit to use district facilities does not give permission for the individual or group to use district equipment, such as interactive whiteboards, computers, electronic equipment, projectors, kitchen appliances, scoreboards, or athletic gear. The superintendent or designee may, at their discretion, provide access to equipment and may charge a fee or a security deposit for such use. The superintendent or designee may determine that some equipment may be used only by district staff. In these cases, the individual or group will be charged for the cost of providing a knowledgeable employee unless the employee volunteers to operate the equipment without charge subject to the limitations stated previously in this procedure.

4. The person who made the reservation is responsible for maintaining order and monitoring the behavior of those attending, including supervising any children in attendance. Excessive noise or disturbance to neighbors of the facility or other persons using district facilities is prohibited. The district does not assume any liability for the behavior or actions of individuals or groups.

5. All individuals and groups using district facilities are required to follow the law; district policies, regulations, and procedures; and directives from district staff. The use, possession, or sale of alcoholic beverages, illegal drugs, fireworks, explosives, or weapons is prohibited. Persons under the influence of alcohol or illegal drugs are not permitted on district property. The district prohibits possession, use, and distribution of marijuana on district property by any person even if the person has a valid, Missouri-issued medical marijuana card.

6. Gambling is prohibited, except for raffles and sweepstakes conducted by charitable organizations in accordance with law.

7. Individuals and groups may not bring live animals onto district property unless they are service animals allowed by law or pursuant to an exception granted by the superintendent or designee.

8. Individuals and groups are not allowed to use district facilities for storage.

9. Individuals and groups are expected to leave the facility neat, orderly, and as clean as it was prior to use. Nothing may be attached to the walls, ceilings, or floors without prior approval.

10. Users are prohibited from playing music, showing movies, or using any copyrighted or trademarked work without first obtaining permission from the copyright holder, securing a license for use, or otherwise ensuring that the use does not violate the law.

Consequences

Failure to obey district rules could result in forfeiture of security deposits or refunds and denial of all future requests for use. In addition, the district will take all legal action to collect for any damage done.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 115.646, RSMo.	State Statute
§ 177.031, RSMo.	State Statute

Federal	Description
20 U.S.C. § 7905	Boy Scout Equal Access Act
FEDERAL COURT	Lamb's Chapel v. Center Moriches Union Free Sch. Dist., 508 U.S. 384 (1993)
FEDERAL COURT	Good News Club v. Milford Central Sch., 533 U.S. 98 (2001)

Federal	Description
FEDERAL COURT	Victory Through Jesus Sports Ministry Found. v. Lee's Summit R-7 Sch. Dist., 640 F.3d 329 (8th Cir. 2011)
U.S. Const. amend. I	U.S. Constitution

Policy KH: PUBLIC GIFTS TO THE SCHOOLS **Status:** DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/03/2025

Definitions

Crowdfunding – The activity or process of raising money through solicitations, typically via an online community or platform. Crowdfunding does not include district requests for direct gifts made using the district's social media accounts or website.

District-Approved Crowdfunding – Crowdfunding activities approved by the superintendent or designee and initiated by the district, a district employee, or any agent or volunteer acting on behalf of the district, even if the district is not specifically named.

Gifts – For the purpose of this policy, any gift, donation, or bequest made to the district or a district foundation.

Gifts to the District Foundation

The board of education encourages the community to direct all gifts to foundations created to support the district. Gifts made to foundations allow the district greater flexibility in using the funds for the benefit of the district.

Gifts to the District

All gifts the district accepts will become district property, and the board, in its discretion, may expend or use them, in accordance with board policies and law, for the district's benefit. In general, the superintendent or designee is authorized to accept gifts to the district, but the board must vote to accept gifts of real property and gifts that require ongoing annual service, a maintenance fee, significant personnel time, or initial or continuing financial commitments from the district.

In deciding whether to accept a gift, the superintendent, the board, or its designee will minimally consider whether the gift:

1. Will further the goals of the district;
2. Will be used;
3. Is appropriate for the school environment;
4. Will unequally distribute resources in the district; and
5. Donor's mission and vision align with that of the school district.

The board requires gifts of real property to have acceptable evidence of title and the district's agreement to accept any encumbrances on the property.

The superintendent or designee will report all accepted gifts to the board. Gifts will be publicly announced and appropriately acknowledged. The donor will be officially thanked in the district’s name unless the donor wishes to remain anonymous.

Memorials

Memorials are a type of gift, subject to the general provisions above, given to commemorate an individual or event. Memorial text on physical items must be simply presented as the name of the individual or event; birth, death, or event dates and the words "donated in memory of" or "in memory of" unless the board specially permits a variation of this language. The district recognizes the following as appropriate forms of memorialization:

1. *Memorial scholarships* – The district must first approve the award criteria, the administrative process, and the process to be used if the scholarship becomes insolvent or the principal is significantly diminished.
2. *Purchases of library materials, school supplies, and equipment* – Selections must be aligned with the district's needs and curriculum.

3. *Plants and trees* – The administration must approve the type and placement of any planting before it is placed.

4. *Benches, tables, and other outdoor fixtures, such as sidewalks, stones, and statuary* – The district will accept this type of memorial only to the extent that there is a suitable location and the style is complementary to the buildings and grounds.

District-Approved Crowdfunding

The rules in this section apply only to district-approved crowdfunding activities. The purpose of these controls is not to thwart the charitable intentions of donors but to promote legal compliance, consistent messaging, and confidence in the handling of funds, as well as to prevent duplication of efforts and gift purposes.

The superintendent or designee shall vet proposed crowdfunding platforms and limit them to those with a satisfactory reputation and expected functionality for both donors and the district.

Before a solicitation through crowdfunding, the superintendent or designee must give approval in writing after reviewing all relevant details of the request. The superintendent or designee's review must include, but is not limited to:

1. An assessment of legal and district policy compliance;

2. A determination of whether the crowdfunding will interfere with other fundraising efforts;

3. Assurance that the district does not have the targeted property, supplies, or materials (if any); and

4. An investigation into whether the district can adequately support, store, or maintain the gift when received.

In district-approved crowdfunding, the requesting party hosting the solicitation is the agent of the school district for financial purposes. The personal profile of the requesting party as it appears on the website or platform must reference the party's connection to the district. All funds, supplies, materials, and property that are donated via district-approved crowdfunding are considered the property of the district, not the requesting party.

The crowdfunded gift(s) will be transferred from the crowdfunding website or platform directly to the district whenever possible. The superintendent or designee is responsible for determining how and where to use the gifts in a manner consistent with the purpose of the crowdfunding request.

The district does not issue individual acknowledgments or receipts to crowdfunding donors, although the crowdfunding site may do so. Donors are responsible for their own tax considerations and documentation when using crowdfunding to support the district.

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Policy KI: PUBLIC SOLICITATIONS/ADVERTISING IN DISTRICT FACILITIES

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/03/2025

It is the intent of the district to operate a nonpublic forum and, except as allowed in this policy, advertisement is prohibited on district property. For the purposes of this policy, advertisement includes, but is not limited to, in-person solicitation; signage; verbal announcements using communication equipment; pamphlets; handouts; distribution through district technology; other distribution of information regarding products or services available or for sale; or the solicitation of information including, but not limited to, political campaigning. This policy does not prohibit speech in circumstances where it is protected by law.

General Rule

The district may control the content of advertising as allowed by law. Minimally, advertisement on district property or at district events may not include information or materials that:

1. Are obscene to minors.
2. Are libelous.
3. Are pervasively indecent or vulgar (secondary schools) or contain any indecent or vulgar language (elementary schools).
4. Advertise any product or service not permitted to minors by law.
5. Constitute 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).
6. Present a clear and present likelihood that, either because of their content or their manner of distribution, they 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.

District-Sponsored Advertisement

This policy is not intended to limit the use of district resources or forums by district personnel to distribute district-sponsored information or advertisements. District-sponsored groups may distribute advertisements to employees and students as determined appropriate by the superintendent or designee and school principal. Materials from extracurricular organizations or professional groups created by the district are considered district sponsored.

Groups Affiliated with the District

The district may allow groups affiliated with the district to advertise on district property in the same manner and to the same extent that district-sponsored groups are allowed to advertise. For the purpose of this policy, a group is affiliated with the district if it is recognized by the board and 1) working collaboratively with the district, such as a business partner, or 2) is a group that is created solely to work with the district, its staff, students and parents and to raise funds for district activities such as parent-teacher associations, booster clubs, alumni associations, or alumni affiliated groups.

Curriculum-Related Advertisement

District staff may use resources with reasonable advertising content when such resources are consistent with and related to the district's curriculum and compliant with the district's wellness policy and procedures. District staff may distribute advertisements regarding programs, events, contests, and other activities that are not sponsored by the district when those events are consistent with and related to the district's curriculum. District staff may invite companies, organizations, or individuals to advertise during school hours or school events if the school principal determines that the information provided is consistent with and related to the district's curriculum.

Distribution Directly to Students

Only curriculum-related advertisement, district-sponsored advertisement and advertisement by groups affiliated with the district may be distributed directly to students by placing the item in the student's backpack, folder, or other

conveyance; handing the material to students; placing the material at the student's assigned place; or instructing the student to pick up material at a designated location. Placing items in a designated location where they are available to students is not direct distribution if students are not instructed to pick up the materials.

Distribution to Staff

The district's intercampus mail, staff mailboxes, and district email are reserved for communication between employees regarding district business or for distribution of district-sponsored advertisement or advertisement from groups affiliated with the district.

Advertising from any other person or group will be made available to staff by placement in staff work areas or on designated bulletin boards not easily accessible to students. Such advertising must be provided first to the school principal and must clearly state that the district does not sponsor or endorse the information. School principals may establish uniform rules about the length of time an advertisement will be available and may limit the number of advertisements available at one time.

Association Access

If an employee association has been recognized as the exclusive representative of an employee group, that association may use staff mailboxes to distribute materials, provided that such materials are addressed to, and distributed by, the association's group representative. Interschool mail may be used for the distribution of association materials provided such material is pre-assembled by the association for each building and addressed to the staff representative at the destination building and follows district policy. Each building will have bulletin board space for association communication.

Distribution by Students

Students may distribute district-sponsored advertisements on district property during noninstructional time as allowed by the school principal and group sponsor. Students may distribute noncurricular student publications and other advertisements not sponsored by the district during noninstructional time only in accordance with board policy IGDBA.

Distribution by Student-Initiated Noncurricular Groups

Student-initiated noncurricular groups that meet in district facilities shall have the same access to district communication tools and media, including publications, websites, and intercom, and are subject to the same provisions on the distribution and content of materials as district-sponsored noncurricular groups. The district may require these groups to clearly state on any advertisement or information that the group is not sponsored by the district.

Advertisement in Designated Locations

School principals may designate a bulletin board, table, or other specific location where information regarding nonprofit community events targeting students and parents may be posted or otherwise advertised. All groups fitting this description will be allowed to submit advertising to be placed at the designated location. Such advertising must be provided to the school principal first and must clearly state that the district does not sponsor or endorse the information. School principals may establish uniform rules about the length of time an advertisement will be available and may limit the number of advertisements available at one time.

Distribution at District Events

Only district-sponsored advertisement and advertisement from groups affiliated with the district may be distributed at district events, unless the district sells advertisement opportunities as described below.

Groups Using District Facilities

Boy Scouts, Girl Scouts and other Title 36 youth groups and their official affiliates who meet in district facilities pursuant to the board's policy on use of facilities may distribute advertising during any meeting, activity or event held in accordance with that policy and applicable procedures but otherwise have no greater ability to advertise or distribute information in schools than groups not using district facilities.

Revenue-Generating Advertising on District Property or in District Publications

The district may accept or solicit advertising for use on the district's website and in gymnasiums, athletic fields and other facilities primarily used for extracurricular activities. Any such advertising will be limited to the name, address, phone number, Internet address and logo of the advertiser.

The district may accept or solicit advertising on extracurricular activity schedules, programs, newspapers, yearbooks, or other district-sponsored publications at the discretion of the principal of the school involved. Advertising generally will be limited to the name, address, phone number, Internet address and logo of the advertiser except that publications may also provide the advertiser with a selection of greetings, phrases or graphics that can be included if the advertiser so chooses.

Student publications and the advertising in those publications are district-sponsored speech subject to editorial control over content in accordance with law.

All such advertising must be compliant with the district's wellness policy and procedures.

Collecting, Disclosing or Using Information for Marketing

In general, the district will not collect, disclose, or use personal information from students for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose unless required by law. For the purposes of this policy, "personal information" means individually identifiable information, including a student's or parent's first and last name, a home or other physical address, a telephone number, and Social Security number.

In the rare case where the district may collect or disclose students' personal information or allow another group or entity to collect or disclose students' personal information for the purpose of marketing or selling that information, the district will directly notify the parents/guardians in accordance with law at least annually at the beginning of the school year of the specific or approximate dates when such information will be collected. Parents/Guardians, upon request, may inspect any instrument used to collect personal information for the purpose of marketing or selling that information before the instrument is administered or distributed to a student. All parents/guardians and students of appropriate age may decline to provide the information requested.

This portion of the policy does not apply to the collection, disclosure or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, to the extent allowed by law and board policy.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§§ 610.010-.030, RSMo.	State Statute

Federal	Description
20 U.S.C. § 1232g	Family Educational Rights and Privacy Act
20 U.S.C. § 1232h	Protection of Pupil Rights Amendment
20 U.S.C. § 7905	Boy Scout Equal Access Act
34 C.F.R Part 108	Boy Scout Equal Access Act
36 U.S.C. Subtitle II	Federal Statute
FEDERAL COURT	Embry v. Lewis, 215 F.3d 884 (8th Cir. 2000)

Policy KK: VISITORS TO DISTRICT PROPERTY AND EVENTS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/03/2025

District Property

Parents/Guardians and patrons of the district are welcome to visit district schools and attend district events. All visitors during business hours, including board members, must sign or check in at the building office prior to proceeding elsewhere in the building. The building principal or designee will post appropriate signs to direct visitors to designated doors nearest the building office. It is the responsibility of all district employees to direct visitors to the office and report any person in violation of district rules.

Student Visitation

In general, visitors to district property are not allowed to speak directly with students unless it is part of the district's education program or a parent/guardian has given permission. The district understands that parents/guardians sometimes need to briefly communicate with a student during the school day or during a school activity and will accommodate such communications when possible. However, the district refuses to mediate visitation and custody disputes among parents/guardians and other relatives or accommodate visits that the district determines could be distracting to a student. The district discourages parents/guardians, grandparents, and other relatives from visiting students during school hours or school activities. The superintendent or designee has the discretion to prohibit a parent/guardian or other relative from, for example, eating lunch with a student, attending class parties or field trips, or pulling a student out of class if such a visit could interfere with the education program or be disruptive; if one of the parents/guardians objects; if there is a current dispute regarding custody or visitation of the student; or if district employees are uncertain as to whether a person may legally have contact with a student.

Classroom Observations

Parental involvement with school activities is encouraged, and the district provides opportunities for such involvement. However, because classroom visits can be disruptive to the educational process, violate the privacy of students, and compromise safety and security, the district does not permit parents/guardians or others to visit classrooms during instructional time for the purpose of observing students unless the principal has approved the visit in advance after consulting with the teacher.

Service Providers

The district does not permit outside entities to provide services to students on district property unless the service providers are working with the students in conjunction with the district's student health services program or pursuant to an agreement with the district.

Prohibited Items

Visitors to district property may not possess weapons, including concealed weapons, on district property, on district transportation, or at any district function or activity sponsored or sanctioned by the district unless the visitor is an authorized law enforcement official or is otherwise authorized by board policy. Visitors to district property may not possess or use alcohol or any substances that are illegal under state or federal law on district property, on district transportation, or at any district function or activity sponsored or sanctioned by the district. This prohibition includes the distribution, possession, and use of marijuana even if the visitor has a valid, Missouri-issued medical marijuana card. Visitors who are under the influence will be asked to leave and may be removed from district property.

Appropriate Behavior

The district believes that district events are a vital part of the total educational program and should be used as a means for developing positive social interaction, good sportsmanship, and appropriate behavior, in addition to knowledge and skills. Well-organized and well-conducted programs contribute to the morale of the student body and strengthen school-community relations. To this end, the board encourages district patrons to exhibit good sportsmanship, citizenship, ethics, and integrity at all district events and at all times while on district property. The district will work with the Missouri State High School Activities Association (MSHSAA) and other organizations to promote good behavior by patrons at athletic and other events. The board will work with parents/guardians, alumni associations, and local service organizations to keep appropriate behavior a top priority. The superintendent will

establish procedures for crowd control at district events consistent with this policy.

Registered Sex Offenders and Persons Prohibited on or Near District Property

Sex offenders required to be listed on the Missouri Highway Patrol's sex offender registry, or who have pled guilty, pled *nolo contendere*, or been convicted of crimes for which the law currently requires offenders to be listed, regardless of when those crimes were committed, are not allowed on district property or transportation or at district activities, regardless of whether those activities are held on or off district property, unless access is required by law. In accordance with law, the district also prohibits all persons who have pled guilty or *nolo contendere* to or who have been convicted of or found guilty of violating the following provisions from being on or within 500 feet of any school building, district property, district activity, or any vehicle used to transport students:

1. Any of the provisions in Chapter 566 of the Missouri Revised Statutes.
2. Incest, § 568.020, RSMo.
3. Endangering the welfare of a child in the first degree, § 568.045, RSMo.
4. Use of a child in a sexual performance, § 573.200, RSMo.
5. Promoting a sexual performance by a child, § 573.205, RSMo.
6. Sexual exploitation of a minor, § 573.023, RSMo.
7. Promoting child pornography in the first degree, § 573.025, RSMo.
8. Furnishing pornographic material to minors, § 573.040, RSMo.
9. Any offense committed in another state, a foreign country, or under tribal, federal, or military jurisdiction that, if committed in this state, would be a violation listed above.

Despite the prohibitions in this section, the superintendent may grant permission for a parent, guardian, or custodian of a student to be on district property for the limited purpose of attending meetings with district staff or in other situations where the student may benefit. Permission will be granted sparingly, if ever, and only in situations where the parent, guardian, or custodian will be supervised at all times or will not be alone with a child. If the superintendent does not grant permission, the parent, guardian, or custodian may seek permission from the board. The superintendent will inform the principal and other relevant district staff of the scope of the permission granted. This section may not apply to a student entitled by law to be on district property for educational services if the student's presence is necessary to obtain those services and the student is not otherwise prohibited by law from being on district property. The exceptions cited in this section do not apply if the person is otherwise prohibited or banned from district property by other sections of this policy.

Disruptive Conduct

If a visitor's conduct becomes disruptive, threatening, or violent, the superintendent, principal, or a designee of either may require the visitor to leave. The superintendent or designee may prohibit the visitor from all or parts of district property or events, indefinitely or for a specific period of time.

The superintendent may make exceptions or adjust an exclusion for parents, guardians, or custodians of students enrolled in the district if the person's presence is necessary to transport the student or may benefit the student educationally, or in situations where the parent, guardian, or custodian will be supervised at all times. The superintendent may make an exception for visitors to attend a meeting of the board or its committees but is not obligated to do so. This paragraph does not apply if the person is otherwise prohibited or banned from district property by other sections of this policy.

Enforcement

If a visitor prohibited from district property or events under this policy is on district property, district staff will contact law enforcement and/or escort the person from district property and inform them of the district policy prohibiting their presence. The superintendent, principal, or a designee of either may file a report or sign a complaint with law enforcement on behalf of the district. The board grants the superintendent or designee the authority to

consult an attorney for guidance or to seek a court order banning the visitor from district property. A visitor denied access to district property may communicate with the board in writing but will not be allowed back onto district property unless allowed by the board.

Appeals

When required by law, the district will provide an appropriate appeal process for persons under restriction to present their case to the school board. The board will determine whether the appeal will be through written materials, virtual conferencing, or physical attendance. After the appellant has presented their case, the board shall deliberate and shall render a decision to affirm, remove, or amend the restrictions. The administration or its counsel, by direction of the board of education, shall promptly prepare and transmit the board's decision to the individual.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 566.149, RSMo.	State Statute
§ 589.400, RSMo.	State Statute
MO COURT	Vollmecke v. Independence School District, 2024 WL 4524547 (W.D. Mo. 2024)
Mo. Const. art. XIV §§ 1-2	State Statute
Mo. Const. art. XIV §§ 21	State Statute
Mo. Const. art.IX § 1(a)	State Constitution

Federal	Description
21 U.S.C. §§ 841, 844, 860	Federal Statute
FEDERAL COURT	Embry v. Lewis, 215 F.3d 884 (8th Cir. 2000)
FEDERAL COURT	Lovern v. Edwards, 190 F.3d 648 (4th Cir. 1999)
FEDERAL COURT	Miller v. Montgomery County R-II Sch. Dist., 2011 WL 1299536 (E.D. Mo. 2011)
FEDERAL COURT	Vukadinovich v. Board of Sch. Trustees of Mich. City, 978 F.2d 403 (7th Cir. 1992)

Administrative Procedure KK-AP(1): VISITORS TO DISTRICT PROPERTY AND EVENTS - (Public Conduct on District Property)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/03/2025

The board encourages parents/guardians and other members of the public to visit district buildings and attend district events and activities; however, inappropriate behavior or conduct will not be tolerated. Examples of inappropriate conduct include, but are not limited to:

1. Possessing, distributing, using, or being under the influence of any alcoholic beverage or illegal substance, including medical and recreational marijuana.
2. Possessing a weapon in violation of board policy.
3. Violating board policy or the posted or stated rules of the event.
4. Fighting or otherwise striking or threatening another person.
5. Failing to obey the instructions of a security official or district employee.
6. Engaging in any illegal or disruptive activity.

Exclusion from District Property

The superintendent may deny admission onto district property to any individuals by providing them written notice that contains:

1. A description of the conduct;
2. The time period for which admission will be denied;
3. Which events they are prohibited from attending;
4. The parameters of exclusion from district property; and/or
5. Whether they will be prohibited from:
    - Attending open public meetings of the board of education and its committees.
    - Transporting their child to and from school and district activities.
    - Attending scheduled conferences or meetings with district personnel pertaining to their child. If a parent/guardian is entitled by law to attend a meeting, the superintendent or designee may investigate alternative options, including holding the meeting in another location.

The superintendent will notify appropriate district staff of any individuals who are prohibited from being on district property, including the dates of the ban and any applicable exceptions. Once a decision has been made to ban a person from district property, the superintendent, building principal, or designee is authorized to file a trespassing complaint with local law enforcement if the person enters district property.

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State	Description
§ 566.149, RSMo.	State Statute
§ 589.400, RSMo.	State Statute

State	Description
MO COURT	Vollmecke v. Independence School District, 2024 WL 4524547 (W.D. Mo. 2024)
Mo. Const. art. XIV §§ 1-2	State Statute
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FEDERAL COURT	Embry v. Lewis, 215 F.3d 884 (8th Cir. 2000)
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FEDERAL COURT	Miller v. Montgomery County R-II Sch. Dist., 2011 WL 1299536 (E.D. Mo. 2011)
FEDERAL COURT	Vukadinovich v. Board of Sch. Trustees of Mich. City, 978 F.2d 403 (7th Cir. 1992)

Policy KKB: AUDIO AND VISUAL RECORDING **Status:** DRAFT

Original Adopted Date: Pending

Definitions

Audio Recording – Registering sounds on tape, digitally or by other mechanical or electronic means.

Recording – For the purposes of this policy, "recording" means audio and visual recording.

Visual Recording – Registering visual images on film, tape, digitally or by other mechanical or electronic means.

General Rule

The district may create audio and visual recordings on district property, on district transportation or at district activities for:

1. Providing security;
2. Maintaining order;
3. Professional staff development;
4. Educational purposes; and
5. Other purposes related to furthering the educational mission of the district.

However, because the district predominantly serves minors, is subject to a number of confidentiality laws, respects parent/guardian and community privacy concerns and seeks to minimize disruption to the education environment, the district prohibits other persons or entities from making audio or visual recordings unless authorized in this policy.

Administrator Authority

The superintendent or designee has the authority to authorize audio and visual recording on district property or at a district activity. Likewise, even if recording is authorized under this policy, the superintendent or designee may prohibit any person or entity from recording:

1. To protect privacy interests;
2. To comply with copyright or other licensing or intellectual property limitations;
3. If the recording creates a disruption to the education or working environment;
4. If the recording is done in a location where a person may be in a state of undress; or
5. For other legitimate reasons as determined by the superintendent or designee.

Board Meetings, Performances and Activities Open to the General Public

The district allows audio and visual recording at performances, events and activities that the general public is invited to attend (such as athletic competitions, concerts and plays, open board meetings and board committee meetings) as long as district guidelines applicable to those events are followed and unless recording is prohibited by licensing or other intellectual property laws.

Events Sponsored by Individuals or Entities Authorized to Rent or Use District Facilities

The district may allow audio and visual recording of events or activities sponsored by an outside entity authorized to use or rent district facilities if permitted by the event sponsor.

Research and Educator Preparation

With permission from the superintendent or designee, staff and students may be recorded for research purposes or by preservice education professionals for evaluation purposes. Consent from all relevant parties must be secured when required by law.

Recording by the Media

The media may make audio or visual recordings on district property or at district events as authorized by the superintendent or designee.

Recording by Students

In addition to other recording authorized in this policy, students may make audio and visual recordings on district property or at district activities if allowed by a teacher or activity sponsor as part of the class or activity or as permitted by the principal, superintendent or designee. Students may be disciplined, excluded from district activities and prohibited from attending with a phone or other recording device if the student makes recordings in violation of this policy and other district rules regarding recording.

Recordings by Parents/Guardians or Family Members of Students

In addition to other recording authorized in this policy, parents/guardians or family members of students may be allowed to record performances or events to which only parents/guardians or family members are invited, such as family nights and graduation celebrations, at the discretion of the principal, superintendent or designee. However, the recording must respect the privacy of other students and families present.

Recording by District Employees and Agents

District employees and agents may make and use audio or visual recordings for professional staff development use, for educational purposes or for other purposes related to furthering the educational mission of the district when authorized by the principal, superintendent or designee. Otherwise, recording is prohibited. Recordings obtained while acting as a district employee or agent may not be used for personal purposes or posted on social media unless authorized by a supervisor.

Recording Meetings

In general, the district prohibits the recording of employee meetings and meetings between employees and parents/guardians unless authorized by the superintendent or designee.

Recording Meetings under the IDEA or Section 504

A student's parent or legal guardian may audio record any meeting about the student held under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, including individualized education program (IEP) and Section 504 meetings. The parent or legal guardian seeking to record must notify the district at least 24 hours prior to the time the meeting is scheduled to occur. Recordings made by the parent/guardian will remain the property of the parent/guardian, but the district may make its own recording. Everyone present during a recorded meeting must be notified that the meeting is being recorded unless the recording is done in such a manner that it is obvious to those present that the meeting is being recorded.

Undisclosed Recording or Transmitting

The district prohibits undisclosed recordings where persons involved do not consent to the recording and it is not otherwise obvious that recording equipment is present or being used, unless the superintendent or designee determines in rare circumstances that such recordings are necessary for security reasons. The district prohibits the simultaneous electronic transmission of any conversation by any person to a third party without the consent of all involved in the conversation even if the conversation is not recorded.

Use of Unmanned Aircraft Systems

Anyone seeking to operate unmanned aircraft systems (UAS) on or over district property or at a district event must receive authorization from the superintendent or designee. Authorization will be granted only when such operation is

on behalf of the district, supports the mission of the district or otherwise serves a public purpose.

All UAS with the potential to capture or produce visual images of district property or district events must be operated in accordance with applicable Federal Aviation Administration regulations or safety guidelines.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§§ 162.686	State Statute
§§ 577.800 RSMo.	State Statute
§§ 610.010-.030, RSMo.	State Statute

Federal	Description
14 C.F.R. Part 107	Federal Regulation
20 U.S.C. § 1232g	Family Educational Rights and Privacy Act
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act
34 C.F.R Part 99	Family Educational Rights and Privacy Act

Policy KL: PUBLIC CONCERNS AND COMPLAINTS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/03/2025

The district is interested in resolving concerns and hearing complaints from the public regarding district programs and services so that they may be improved and better meet the needs of the students and the community.

The district encourages parents/guardians, students and other members of the public to first discuss concerns with the appropriate district staff prior to bringing the issue to the board so that the issue may be thoroughly investigated and addressed in a timely fashion. The board will not act on an issue without input from the appropriate district staff and may require a parent/guardian, patron or student to meet with or discuss an issue with district staff prior to hearing a complaint or making a decision on the matter.

All district employees are expected to answer questions, receive input and professionally address concerns and complaints of parents/guardians, students and other members of the public. If an employee is unable to answer a question or resolve an issue, the employee must direct the person or the question to the appropriate district employee.

Complaint Process

Complaints regarding district compliance with nondiscrimination laws will be processed according to policy AC. Employee grievances will be processed in accordance with the established employee grievance procedure or as otherwise required by law. Complaints involving federal programs will be processed in accordance with policy KLA. Other grievances or complaints for which there is a specific policy or procedure will be addressed pursuant to that policy or procedure. If no other policy or procedure applies, the complaint may be brought as described below.

Process for Resolving a Concern or Complaint

The following steps are to be followed by parents/guardians, students or the public when concerns or complaints arise regarding the operation of the school district that cannot be addressed through other established policies or procedures.

1. Concerns or complaints should first be addressed to the teacher or employee directly involved.

2. Unsettled matters from (1) above or concerns or complaints regarding individual schools should be presented in writing to the principal of the school. The principal will provide a written response to the individual raising the concern ("complainant") within five business days of receiving the complaint or concern unless additional time is necessary to investigate or extenuating circumstances exist.

3. Unsettled matters from (2) above or concerns or complaints regarding the school district in general should be presented to the appropriate assistant superintendent, then, if necessary, to the superintendent or designee in writing. The superintendent or designee will provide a written response to the complainant within five business days of receiving the concern or complaint, unless additional time is necessary to investigate or extenuating circumstances exist.

4. If the matter cannot be settled satisfactorily by the superintendent or designee, a member of the public may request that the issue be put on the board agenda, using the process outlined in board policy. In addition, written comments submitted to the superintendent or the secretary of the board that are directed to the board will be provided to the entire board. The board is not obligated to address a complaint. If necessary, a board hearing will be scheduled to resolve the complaint. 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.

Prohibition against Retaliation

The board strictly prohibits discrimination or retaliation against any person for bringing a concern to the attention of the district or participating in the complaint process. This prohibition extends to relatives and others associated with the person who brought the concern or complaint. The board directs all district employees to cooperate in investigations of complaints.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal	Description
20 U.S.C. § 6312	Elementary and Secondary Education Act
20 U.S.C. §§ 6301-7941	Elementary and Secondary Education Act

Policy KLA: CONCERNS AND COMPLAINTS REGARDING FEDERAL PROGRAMS

Status: DRAFT

Original Adopted Date: Pending

The district receives funds under the federal Elementary and Secondary Education Act (ESEA) and is required to follow federal statutes and regulations regarding the programs governed by the ESEA. If any individual or organization (person) has a complaint or is concerned that the district may be violating these laws, the board wants the superintendent or designee to immediately investigate and address the issue. For that reason, the board has adopted this policy to address specific allegations of violations of federal statutes and regulations governing Title I, Parts A, B, C, D; Title II; Title III; Title IV, Part A; or Title V of the ESEA.

Process

The district will use the following process to address specific allegations that the district has violated a federal statute or regulation regarding a program under the ESEA:

1. The person with the complaint ("complainant") must present a written complaint to the superintendent or designee that specifies the federal law or regulation alleged to have been violated and the facts supporting the allegation. Alternatively, the Department of Elementary and Secondary Education (DESE) will forward a complaint from a complainant to the district for resolution.

   The superintendent or designee will investigate and provide a written response to the complainant within five business days of receiving the complaint unless additional time is necessary to investigate or extenuating circumstances exist. The superintendent or designee is authorized to contact the district's private attorney for assistance in determining whether a violation has occurred.

2. If the complainant is not satisfied, he or she may request that the issue be placed on the board agenda at the next board meeting, using the process outlined in board policy.

   The superintendent or designee will notify the complainant of the board's decision and will provide the complainant a copy of DESE's Every Student Succeeds Act of 2015 (ESSA) Complaint Procedures.

3. If the board does not hear the issue or if the complainant is not satisfied with the board's response, the complainant may appeal the issue to DESE in accordance with DESE's complaint procedures.

Documentation and Release of Information

The district will maintain a copy of the complaint, a written record of the investigation and documentation of any written resolution, when applicable, in accordance with law. The superintendent or designee will complete a written summary of the investigation and, if a violation has occurred, a description of how the matter was resolved. If the complaint was first filed with DESE, the written summary must be completed within 35 calendar days of the complaint being filed with DESE and must be submitted to DESE.

The summary will be released upon request when required by law. The superintendent or designee will have the district's attorney review the documents before they are released to DESE, the complainant or any other person to protect the confidentiality of legal advice.

Prohibition against Retaliation

The board strictly prohibits discrimination or retaliation against any person for bringing a concern to the attention of the district or participating in the complaint process. This prohibition extends to relatives and others associated with the person who brought the concern or complaint. The board directs all district employees to cooperate in investigations of complaints.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal	Description
20 U.S.C. §§ 6301-7941	Elementary and Secondary Education Act

Policy KLB: PUBLIC QUESTIONS, COMMENTS OR CONCERNS REGARDING DISTRICT INSTRUCTIONAL/MEDIA/LIBRARY MATERIALS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/03/2025

The board of education has the ultimate responsibility for establishing the curriculum and for purchasing instructional, media and library materials to be used by the district. While the board recognizes students' right 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. However, the board recognizes that its authority to remove or censor materials because of ideological or religious content may be limited pursuant to state and federal law.

It is the policy of the board to require that books and other instructional materials shall be chosen for the value of educational interest and the enlightenment of all students in the community. Instructional materials shall not be excluded based on 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 based on 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.

The board encourages community input and comments regarding the district's instructional, media and library materials and directs the district staff to answer all questions regarding the selection of the materials. The superintendent or designee will create procedures to efficiently address community member questions or concerns and to provide for an adequate review of the materials, if necessary.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal	Description
FEDERAL COURT	Board of Education, Island Trees Union Free Sch. Dist. v. Pico, 457 U.S. 853 (1982)

Administrative Procedure KLB-AP(1): PUBLIC QUESTIONS, COMMENTS OR CONCERNS REGARDING DISTRICT INSTRUCTIONAL/MEDIA/LIBRARY MATERIALS - (Answering Questions/Concerns)

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 06/03/2025

It is necessary to have an orderly procedure that will assure a fair hearing to those who have objections and that will provide for a thorough investigation of disputed materials. The process described below is intended to ensure that all concerns, criticism, or objections are given respectful attention and that carefully considered judgments are made to uphold the integrity of the educational program.

1. 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.

2. If the individual comes first to the teacher, they shall listen courteously and try to resolve the issue by explaining the background and educational purposes involved. If the concern remains unresolved, 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.

3. If the individual comes first to the principal, they shall invite the individual to visit with the teacher, in the presence of the department chair and/or principal, regarding the concern. If the concern is not 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.

4. If the individual decides to continue the complaint/objection procedure, the Request for Reconsideration of Instructional Materials and Practices form must be submitted to the principal.

5. The principal shall send the request form to the appropriate assistant superintendent who shall then submit it to an ad hoc Curriculum Reconsideration Committee that shall evaluate the material or practice in question. This committee shall meet with the individual before it makesa final decision.

6. The ad hoc Curriculum Reconsideration Committee shall be composed of members of the district's Curriculum Advisory Committee, including the appropriate union representative, with the appropriate assistant superintendent as chair. The ad hoc 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 teachers - also appear before the committee. This process shall be concluded as expeditiously as possible.

7. The Curriculum Reconsideration Committee shall communicate their decision in writing to the superintendent and to all interested parties.

8. Should the concern remain unresolved, 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 is final and shall be communicated in writing to all interested parties.

9. The instructionamaterial or practice under review shall remain a part of the curriculum until the Curriculum Reconsideration Committee or the board of education decides to remove it from the educational program.

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Federal	Description
FEDERAL COURT	Board of Education, Island Trees Union Free Sch. Dist. v. Pico, 457 U.S. 853 (1982)

Policy KNAJ: RELATIONS WITH LAW ENFORCEMENT AUTHORITIES

Status: DRAFT

Original Adopted Date: Pending

It shall be the policy of the school district to cooperate with law enforcement agencies in the interest of the larger welfare of all citizens of the community and for the welfare of the student population.

Relationships between the schools and officials of law enforcement agencies in investigative matters concerning pupils will take into consideration the respective roles of the schools and law enforcement agencies in assisting and protecting the interests of the community, and ensuring the rights of all concerned.

Districts may work with local law enforcement agencies to develop drug and alcohol use prevention and drug and alcohol trafficking suppression programs. School staff will fully cooperate in the prosecution of any crime or threat affecting the school district, to the extent allowed by law.

School districts 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 20 U.S.C. § 1232g (b)(1)(E).

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
§ 161.504, RSMo.	State Statute
§ 167.020, RSMo.	State Statute
§ 167.115, RSMo.	State Statute

Policy LEA: STUDENT TEACHING AND INTERNSHIPS

Status: DRAFT

Original Adopted Date: Pending **| Last Reviewed Date:** 09/18/2024

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 arrange 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 will rest with the district.
2. The conduct of the district's ongoing educational program will not be negatively affected.
3. Each student teacher will be responsible to a well-qualified, experienced member of the professional staff.
4. No staff member will be required to accept a student teacher.
5. The student teacher will receive assistance from a supervisor employed by the preparing institution.

The superintendent may approve resolutions drafted by teacher preparation institutions covering the placement of student teachers, if conditions in the resolutions do not conflict with the existing regulations and policies of the district.

Version LEA-C.1A.FER