

West Plains Schools Board of Education
Regular Session Meeting
5:00 P.M. March 27, 2012
Central Administration Office

AGENDA

- I. OPEN SESSION – for a motion to go into closed session
- II. CLOSED (EXECUTIVE) SESSION
 - A. Adjournment to Closed Executive Session 5:00 p.m.
 - 1. Pursuant to Section 610.021.3 Personnel Matters
 - B. Adjournment from Closed Executive Session
- III. CALL TO ORDER – The regular Session of the School Board meeting will be called to order at 5:45 P.M.
- IV. PLEDGE OF ALLEGIANCE –
- V. ROLL CALL AND ESTABLISHMENT OF QUORUM
- VI. APPROVAL OF AGENDA
- VII. CONSENT AGENDA - Items considered routine in nature to be voted on in one motion to conserve time. If discussion is desired, that item will be removed from the Consent Agenda and will become the first item under the Regular Agenda
 - A. Approval of Minutes From Special Meeting March 5, 2012
 - B. Payment of Bills
 - C. Monthly Finance Report
 - D. Program Evaluations: 1. Guidance & Counseling
 - E. Approval Request for resignations or terminations: Shirley Dollins, Stephanie Cash, Sara Jane Nichols, Emily Gibson
 - F. Approval will be requested for the employment of individuals as recommended by the Superintendent of Schools: Substitutes
- VIII. REGULAR AGENDA
 - A. Previous Business for Approval, Discussion or Information Only
 - 1. MSBA Region 15 Hosting Spring Meeting Thursday, April 26th
 - 2. Distinction in Performance Banquet March 5th
 - B. New Business for Approval, Discussion or Information Only
 - 1. Salary Committee Report
 - 2. Set 2011-2012 Summer School Calendar 5/21-6/14
 - 3. Adopt Professional Development Plan
 - 4. MSBA Policy 2012 Updates – 1st read
 - 5. Bi-Annual Transportation Route Approval
 - 6. Bus Inspection Report
 - 7. Superintendent Report
- IX. ADJOURNMENT
- X. ADJOURN TO ADDITIONAL CLOSED (EXECUTIVE) SESSION – this session is reserved to complete any unfinished business from the closed (executive) session from the beginning of the meeting.
- XI. ADJOURNMENT

*Next Board Meeting Scheduled for April 17, 2012, at 5:00 P.M.

West Plains R-7 Board of Education

Special Session Meeting

12:00 P.M. March 5, 2012

Central Administration Office

Minutes

- I. CALL TO ORDER:** Jim Thompson called the meeting to order at 12:45.
- II. PLEDGE OF ALLEGIANCE:** The Pledge of Allegiance was led by the members of the Board.
- III. ROLL CALL:** Board members present: Jim Thompson, Terry “Bo” Pace, Cindy Tyree, Sam Riggs, Shawn Rhoads and Lee Freeman. Absent: Chuck Robson. Also in attendance: Superintendent Dr. Fred Czerwonka, Dr. John Mulford and Board Secretary Linda Y. Collins.
- IV. APPROVAL OF AGENDA:** Mr. Thompson indicated a change in the Consent Agenda. Item C. 1. Approval Request for Resignations or Terminations: Sherry Uchtman, Amanda Douglas and Ross Ozimek should be added as additional resignations. Motion to approve the amended agenda was made by Mr. Pace. The motion was seconded by Mr. Rhoads and voted as follows:
AYE: Mr. Thompson, Mr. Pace, Mrs. Tyree, Mr. Riggs, Mr. Rhoads and Mr. Freeman. NAY: None
- V. CONSENT AGENDA -** (Items considered routine in nature to be voted on in one motion to conserve time. If discussion is desired, that item will be removed from the Consent Agenda and will become the first item under the Regular Agenda
 - A. Approval of Regular Board Meeting Minutes on February 21st, 2012**
 - B. Payment of Bills**
 - C. Approval Request for Resignations or Terminations:**
 - **Kem Harris**
 - **Sherry Uchtman (as amended)**
 - **Amanda Douglas (as amended)**
 - **Ross Ozimek (as amended)**
 - D. Approval will be requested for the employment of individuals as recommended by the Superintendent of Schools:**

Mr. Rhoads made a motion to approve the Consent Agenda as amended. The motion was seconded by Mr. Freeman and voted as follows: AYE: Mr. Thompson, Mr. Pace, Mrs. Tyree, Mr. Riggs, Mr. Rhoads and Mr. Freeman. NAY: None
- VI. REGULAR AGENDA**
 - A. Previous Business for Approval, Discussion or Information Only**
 - 1. Stadium Improvement Project.** Mr. Pace made a motion to approve the stadium improvement project initiated by the Zizzer Booster Club. The motion was seconded by Mr. Freeman and voted as follows:

AYE: Mr. Thompson, Mr. Pace, Mrs. Tyree, Mr. Riggs, Mr. Rhoads and Mr. Freeman. NAY: None

- 2. Surplus Items for Surplus Auction Thursday March 23rd. Mr. Pace made a motion to declare surplus 5 vehicles, a pressure regulator for a cutting torch unit, RTI video system 3000 VHF camera, a 12” crescent wrench and a painting presented to the district by the father of Bryce Hathcock. The motion was seconded by Mrs. Tyree and voted as follows:**

AYE: Mr. Thompson, Mr. Pace, Mrs. Tyree, Mr. Riggs, Mr. Rhoads and Mr. Freeman. NAY: None

- VII. ADJOURNMENT: At 12:48 Mr. Riggs made a motion to adjourn from Open Session. The motion was seconded by Mrs. Tyree and voted as follows: AYE: Mr. Thompson, Mr. Pace, Mrs. Tyree, Mr. Riggs, Mr. Rhoads and Mr. Freeman. NAY: None**

Jimmy E. Thompson, President

Linda Y. Collins, Secretary

***Next Board Meeting Scheduled for March 27, 2012 At 5:00 P.M.**

After February Board Checks for Approval #45267 - 45353

AP3069

West Plains R-VII School District
ACCOUNTS PAYABLE CHECK REGISTER SUMMARY LISTING
CHECKS FROM 45267 TO 45353

16:12:44 14 MAR 2012

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CK CD	CHK NUM	CK DATE	VENDOR NAME	AMOUNT
10	45267	03/05/12	001060 MSU-W. PLAINS	40.00
10	45268	03/05/12	001455 TREASURER, STATE OF MO.	60.00
10	45353	03/14/12	003213 LAW FIRM OF MICHELE K.NIGLIAZZ	1,300.00
***** GRAND TOTAL AMOUNT OF ALL CHECKS REPORTED FOR CODE 10 *****				1,400.00*

West Plains R-VII March Board Checks for Approval #45354 - 45632

AP3069

West Plains R-VII School District
ACCOUNTS PAYABLE CHECK REGISTER SUMMARY LISTING
CHECKS FROM 45354 TO 45632

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CK CD	CHK NUM	CK DATE	VENDOR NAME	AMOUNT
10	45354	03/27/12	000103 37TH JUDICIAL CIRCUIT	11,897.51
10	45355	03/27/12	000112 ABC HOME FURNISHINGS	19.80
10	45356	03/27/12	003095 AIRE-MASTER OF AMERICA, INC.	150.00
10	45357	03/27/12	000119 AIRGAS	360.21
10	45358	03/27/12	000125 RIDDELL/ALL AMERICAN SPORTS CO	2,941.07
10	45359	03/27/12	000159 ALLDATA	975.00
10	45360	03/27/12	000160 ALLIED BUS SALES INC.	793.80
10	45361	03/27/12	000167 BAY VIEW FUNDING	206.20
10	45362	03/27/12	000169 AMERICAN RED CROSS	504.00
10	45363	03/27/12	002050 ANNA MAYBERRY	20.35
10	45364	03/27/12	000186 APPLE COMPUTER INC.	2,495.00
10	45365	03/27/12	002807 APRIL CRASE	24.77
10	45366	03/27/12	002253 ARC/STSA	1,500.00
10	45367	03/27/12	003226 ASHLEY ROMANS	34.49
10	45368	03/27/12	000202 AT HOME MARKET	25.00
10	45369	03/27/12	000202 HOUNDSTOOTH & POLKA DOTS	285.00
10	45370	03/27/12	000204 AUTO ZONE	758.60
10	45371	03/27/12	002981 B2B COMPUTER PRODUCTS LLC	392.58
10	45372	03/27/12	001867 STEVE BALOUGH	123.20
10	45373	03/27/12	000770 JERRY C. BEAN	100.00
10	45374	03/27/12	000234 BEST WESTERN PRECIOUS MOMENTS	671.58
10	45375	03/27/12	001607 LUKE A BOYER	300.00
10	45376	03/27/12	000264 BRANSON HIGH SCHOOL	150.00
10	45377	03/27/12	000272 BROCAW BEARING	56.21
10	45378	03/27/12	000273 BROCAW BEARING & DRIVE	141.37
10	45379	03/27/12	000276 BROTHERTON PROPANE INC	15.00
10	45380	03/27/12	001844 KAROL BROWN	81.60
10	45381	03/27/12	001854 NANCY BROWN	26.48
10	45382	03/27/12	001730 PATRICIA BROWN	15.00
10	45383	03/27/12	001614 SETH J BRYANT	80.00
10	45384	03/27/12	000290 C.A.P.	124.61
10	45385	03/27/12	000293 CABOOL HOME CENTER	101.52
10	45386	03/27/12	002641 CANDAS MCGEE	26.42
10	45387	03/27/12	000299 CAPE ELECTRICAL SUPPLY	619.80
10	45388	03/27/12	000302 CARLS REPAIR	138.99
10	45389	03/27/12	003223 CAROL FORNEY	104.40
10	45390	03/27/12	001849 SUSAN CARTER	50.00
10	45391	03/27/12	000309 CAWVEYS ELECTRIC MOTOR	644.22
10	45392	03/27/12	000312 CENTER FOR EDUCATION &	159.00
10	45393	03/27/12	003235 CENTER FOR QUALITY LEADERSHIP	5,550.00
10	45394	03/27/12	000314 CENTRAL STATES BUS	569.63
10	45395	03/27/12	000316 CENTURYLINK	2,939.57
10	45396	03/27/12	001213 QWEST	147.97
10	45397	03/27/12	002350 CHRISTY THARP	49.17
10	45398	03/27/12	001738 CINDY MORRISON	1,143.00
10	45399	03/27/12	002607 CINTAS #569	2,056.56
10	45400	03/27/12	000332 CITY OF WEST PLAINS	230.00
10	45401	03/27/12	000332 WEST PLAINS CIVIC CENTER	2,190.75
10	45402	03/27/12	000333 CITY UTILITIES	34,076.16
10	45403	03/27/12	001616 M ZOE CLINTON	12.18
10	45404	03/27/12	001710 JESSICA COLLINS	17.50
10	45405	03/27/12	000347 COLORVISION CORPORATION	1,294.02
10	45406	03/27/12	000035 COLORVISION	110.59

West Plains R-VII School District
 ACCOUNTS PAYABLE CHECK REGISTER SUMMARY LISTING
 CHECKS FROM 45354 TO 45632

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CK CD	CHK NUM	CK DATE	VENDOR NAME	AMOUNT
10	45407	03/27/12	001602 COMMERCIAL KITCHEN SERVICES, I	523.62
10	45408	03/27/12	003185 COMMUNICAN	98.89
10	45409	03/27/12	002405 CORINNE AGNEW	61.57
10	45410	03/27/12	003116 COTTAGE FLOWERS & INTERIORS	35.91
10	45411	03/27/12	001617 JOSHUA C COTTER	181.60
10	45412	03/27/12	000383 CUSTOM MEETING PLANNERS	420.00
10	45413	03/27/12	003190 CUSTOMFORM	1,175.63
10	45414	03/27/12	001588 FRED L CZERWONKA	580.00
10	45415	03/27/12	001814 WENDY CZERWONKA	80.00
10	45416	03/27/12	000388 DAKTRONICS INC	425.00
10	45417	03/27/12	001904 KELLY DAME	547.50
10	45418	03/27/12	003196 DANCIN' DOGG GOLF	899.95
10	45419	03/27/12	003085 DAWN SANDER	27.27
10	45420	03/27/12	000412 DECORATIONS FOR CELEBRA.	49.95
10	45421	03/27/12	002982 DELL MARKETING LP	639.35
10	45422	03/27/12	003028 DENISE ESTES	21.20
10	45423	03/27/12	002729 KELLI A DERN	14.40
10	45424	03/27/12	000427 DIAMOND INTERNATIONAL	259.39
10	45425	03/27/12	003176 DAWN DIONNE	51.33
10	45426	03/27/12	000438 DOMINOS PIZZA	171.75
10	45427	03/27/12	003214 DOUG POTTS	247.00
10	45428	03/27/12	002761 DOWNTOWN ANTIQUE MALL	30.00
10	45429	03/27/12	001621 LENNY R EAGLEMAN	80.00
10	45430	03/27/12	002637 JENNIFER D EDGELLER	70.76
10	45431	03/27/12	000475 EDUCATION TO GO	246.75
10	45432	03/27/12	000482 ELSEVIER	1,468.58
10	45433	03/27/12	000488 EMRY DILDAY	75.00
10	45434	03/27/12	002348 ERIC BROTHERTON	33.88
10	45435	03/27/12	003225 EUNICE FINLEY	19.68
10	45436	03/27/12	000498 EXCEL SPORTSWEAR	1,543.62
10	45437	03/27/12	000038 FALCON TECHNOLOGIES INC	343.34
10	45438	03/27/12	000509 FASTENAL COMPANY	126.32
10	45439	03/27/12	000514 FELLERS	445.97
10	45440	03/27/12	000515 FELLERS FIXTURES INC.	111.52
10	45441	03/27/12	000524 FISHLAND	34.98
10	45442	03/27/12	001622 LISA J FOX	135.60
10	45443	03/27/12	000535 FRANCE FIRE EXTINGUISHER	749.70
10	45444	03/27/12	001936 BEKAH FRAZIER	60.00
10	45445	03/27/12	000561 GARYS TIRE & AUTOMOTIVE	140.72
10	45446	03/27/12	000580 GLOBAL GOVT/ED	2,720.37
10	45447	03/27/12	001949 ROGER GOOD	19.20
10	45448	03/27/12	000593 GRAPHIC EDGE	1,049.83
10	45449	03/27/12	002856 GREAT LIFE GOLF & FITNESS	100.00
10	45450	03/27/12	000602 GRENNAN COMMUNICATIONS	1,416.00
10	45451	03/27/12	000610 H.A. COVER AND SON	954.37
10	45452	03/27/12	001624 TAMMIE D HARPER	29.52
10	45453	03/27/12	001966 BRYAN HATHCOCK	81.60
10	45454	03/27/12	001731 DEBRA HAYES	52.00
10	45455	03/27/12	001625 KEVIN M HEDDEN	374.40
10	45456	03/27/12	000647 HERRMAN	5.96
10	45457	03/27/12	000648 HERRMAN	749.86
10	45458	03/27/12	000649 HERRMAN LUMBER CO	2.98
10	45459	03/27/12	000660 HILLYARD/SPRINGFIELD	3,745.71

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CK CD	CHK NUM	CK DATE	VENDOR NAME	AMOUNT
10	45460	03/27/12	000664 HIRSCH FEED & FARM SUPPLY	32.68
10	45461	03/27/12	000664 HIRSCH FEED & FARM SUPPLY	388.08
10	45462	03/27/12	000706 HORN PLUMBING	227.54
10	45463	03/27/12	000716 HOWELL COUNTY CLERK	6,100.00
10	45464	03/27/12	001626 SETH A HUDDLESTON	160.00
10	45465	03/27/12	000736 IKON OFFICE SOLUTIONS	3,440.67
10	45466	03/27/12	000737 IKON OFFICE SOLUTIONS	1,956.55
10	45467	03/27/12	003090 INDUSTRIAL CHEM.LABS	291.11
10	45468	03/27/12	000754 J.W. PEPPER & SON INC.	59.00
10	45469	03/27/12	000757 JACKSON TERMITE CO INC	145.00
10	45470	03/27/12	000761 JANET SPRINGER	32.49
10	45471	03/27/12	000765 JEFFERSON CITY HIGH	305.00
10	45472	03/27/12	001847 LARRY JEWELL	8.00
10	45473	03/27/12	002791 JIM'S ALL PUMP & SEPTICS, LLC	935.00
10	45474	03/27/12	003118 JOAN DIETRICH	56.16
10	45475	03/27/12	003119 JOANNE KELLY	21.84
10	45476	03/27/12	003165 COLTEN JOHNSON	70.00
10	45477	03/27/12	002012 DUANE JONES	23.00
10	45478	03/27/12	001628 KELLY L JONES	39.58
10	45479	03/27/12	000803 JOSTENS	2,402.49
10	45480	03/27/12	002731 MARCIA L KANTOLA	24.48
10	45481	03/27/12	002514 KAREY NORSWORTHY	38.30
10	45482	03/27/12	002035 KATHY LONG	149.73
10	45483	03/27/12	000826 KENNETT AREA VOCATION	4,188.00
10	45484	03/27/12	000828 KEVIN B. FINCH	1,213.75
10	45485	03/27/12	000833 KEY SPORT SHOP INC.	172.00
10	45486	03/27/12	002349 RETHA KIGER	39.60
10	45487	03/27/12	000416 DENIS KNIGHT	280.00
10	45488	03/27/12	002997 KODDY FREDRICK	140.00
10	45489	03/27/12	001629 ALLISON S LAFEVERS	10.70
10	45490	03/27/12	000859 LAKELAND REGIONAL ACQ.	70.00
10	45491	03/27/12	000864 LANCASTER HEATING & COOL	72.00
10	45492	03/27/12	002957 LARRY RUSSELL	123.60
10	45493	03/27/12	000871 LARRY SILVEY	145.00
10	45494	03/27/12	000871 LARRY SILVEY	195.00
10	45495	03/27/12	001720 LARSON FARM & LAWN INC.	609.38
10	45496	03/27/12	001630 JAMES W LAUGHARY	208.00
10	45497	03/27/12	001604 LAWSON PRODUCTS	117.89
10	45498	03/27/12	001826 MICHAEL LIBBY	350.00
10	45499	03/27/12	003222 LINDA BUNCH	53.66
10	45500	03/27/12	000890 LINK MOTOR SUPPLY	99.45
10	45501	03/27/12	000902 LUNAS DRY CLEANERS	172.00
10	45502	03/27/12	000904 LYNCH EQUIPMENT CO. LLC	12.36
10	45503	03/27/12	001047 M-R MUSIC, INC.	174.30
10	45504	03/27/12	002706 MARKOUT PRODUCTIONS	46.43
10	45505	03/27/12	000931 MASA	720.00
10	45506	03/27/12	000938 MAX YARBER CANDY CO	965.80
10	45507	03/27/12	001632 JODIE L MCKINNEY	21.64
10	45508	03/27/12	000949 MCTM	105.00
10	45509	03/27/12	000952 MEEKS	235.31
10	45510	03/27/12	003227 MELYNNE YARBER	150.66
10	45511	03/27/12	001796 METALWELD, INC.	414.04
10	45512	03/27/12	000968 MFA PROPANE	1,214.33

West Plains R-VII School District
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CK CD	CHK NUM	CK DATE	VENDOR NAME	AMOUNT
10	45513	03/27/12	002259 MICHELLE BROTHERTON	50.40
10	45514	03/27/12	002756 MISSOURI COTTON EXCHANGE	435.00
10	45515	03/27/12	000750 MISSOURI EMBROIDERY	2,256.00
10	45516	03/27/12	001000 MISSOURI S&T AR	200.00
10	45517	03/27/12	001032 MONETT HIGH SCHOOL	154.00
10	45518	03/27/12	002605 MORGAN SCHOFIELD	20.25
10	45519	03/27/12	001048 MSBA	2,788.00
10	45520	03/27/12	001052 MSHSAA	2,404.00
10	45521	03/27/12	001056 MESCM	66.00
10	45522	03/27/12	001741 MSU/SOUTHWEST RPDC	650.00
10	45523	03/27/12	001338 MUDUCKS	159.00
10	45524	03/27/12	001587 JONATHAN D MULFORD	400.00
10	45525	03/27/12	001086 NATIONAL FFA ORGANIZA.	55.00
10	45526	03/27/12	001635 ANITA NELSON	2,600.00
10	45527	03/27/12	001096 NEVADA R-S SCHOOL DIST	2,040.96
10	45528	03/27/12	002958 NICOLE WELLS	39.81
10	45529	03/27/12	001101 NIXA PUBLIC SCHOOLS	227.10
10	45530	03/27/12	002073 LARRY NOLLER	136.00
10	45531	03/27/12	001104 NORMAN ORR OFFICE SUPPLY	239.56
10	45532	03/27/12	001112 NURSING MADE INCREDIBLY EASY	24.90
10	45533	03/27/12	001580 OPAA FOOD MANAGEMENT INC.	66,206.09
10	45534	03/27/12	001128 OREILLY AUTO	609.04
10	45535	03/27/12	001129 OREILLY AUTOMOTIVE	415.42
10	45536	03/27/12	001130 OREILLY AUTOMOTIVE	85.43
10	45537	03/27/12	001131 OREILLY AUTOMOTIVE	321.39
10	45538	03/27/12	001636 BRADLEY S OWINGS	331.20
10	45539	03/27/12	001136 OZARK AWARDS COMPANY	445.35
10	45540	03/27/12	001694 OZARK CAFE	109.37
10	45541	03/27/12	001140 OZARK HORSE TRADER, INC.	37.40
10	45542	03/27/12	001141 OZARK MEDICAL CENTER	13,041.00
10	45543	03/27/12	000847 OZARK RADIO NETWORK	150.00
10	45544	03/27/12	001144 OZARKO TIRE CENTER	4,485.01
10	45545	03/27/12	001146 PALEN MUSIC CENTER	69.95
10	45546	03/27/12	001149 PARCEL EXPRESS	63.65
10	45547	03/27/12	003082 PATSY THRELKELD	76.72
10	45548	03/27/12	001168 PEPSI MIDAMERICA	584.95
10	45549	03/27/12	001171 PERMA BOUND	291.31
10	45550	03/27/12	001178 PIPE PLUS	145.00
10	45551	03/27/12	001179 EASYPERMIT POSTAGE	3,187.11
10	45552	03/27/12	001853 MEGAN PITTS	76.80
10	45553	03/27/12	000056 POCKET NURSE	1,091.66
10	45554	03/27/12	001201 PRUETT HOME IMPROVEMENTS	98.38
10	45555	03/27/12	001203 PSAT/NMSQT	280.00
10	45556	03/27/12	003236 QUESTAR ASSESSMENT INC.	21.60
10	45557	03/27/12	001209 QUILL PRESS COMPANY	803.35
10	45558	03/27/12	001214 RADIO SHACK	100.49
10	45559	03/27/12	002101 DANA REESE	35.52
10	45560	03/27/12	001254 RICHARDS BROTHERS	27.00
10	45561	03/27/12	002851 RODGERS & HAMMERSTEIN THEATRIC	1,510.96
10	45562	03/27/12	003233 AMY M ROSS	49.71
10	45563	03/27/12	002822 SANDRA D ROSS	56.00
10	45564	03/27/12	001724 ROTARY CLUB OF WEST PLAINS	178.00
10	45565	03/27/12	000100 ROY'S HOME ENTERTAINMENT	35.00

West Plains R-VII School District
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 CHECKS FROM 45354 TO 45632

CK CD	CHK NUM	CK DATE	VENDOR NAME	AMOUNT
10	45566	03/27/12	001283 SAH PRINTING	1,113.75
10	45567	03/27/12	002513 SANDY AUTRY	35.20
10	45568	03/27/12	000062 SCANTRON CORPORATION	66.84
10	45569	03/27/12	001309 SCHWEGMAN OFFICE SUPPLY	3,238.81
10	45570	03/27/12	001311 SCREEN PORCH	120.00
10	45571	03/27/12	001316 SEMINOLE RETAIL ENERGY SERVICE	9,885.07
10	45572	03/27/12	001323 SHATTINGER MUSIC COMPANY	81.84
10	45573	03/27/12	001326 SHEPHERD COMMUNICATIONS	60.00
10	45574	03/27/12	001327 SHERWIN WILLIAMS	198.90
10	45575	03/27/12	001639 KAREN J SHOLES	200.00
10	45576	03/27/12	001336 SIKESTON CAREER AND	12,098.00
10	45577	03/27/12	001640 GREG SIMPKINS	851.47
10	45578	03/27/12	001642 BRENDA SMITH	260.82
10	45579	03/27/12	001641 SCOTT SMITH	120.00
10	45580	03/27/12	001643 LANA R SNODGRAS	410.00
10	45581	03/27/12	001365 SOUTH CENTRAL RPDC	100.00
10	45582	03/27/12	001368 SOUTHERN MISSOURI HOME	220.00
10	45583	03/27/12	003201 SOUTHWEST FUNDRAISING, INC.	3,772.80
10	45584	03/27/12	001833 SPRINGFIELD GROCER COMPANY	1,187.64
10	45585	03/27/12	001386 SPRINGFIELD PUBLIC SCHOOLS	100.00
10	45586	03/27/12	001389 SPS KRAFT ADMIN. CENTER	275.00
10	45587	03/27/12	001389 SPS KRAFT ADMIN. CENTER	150.00
10	45588	03/27/12	001391 SPRINGFIELD STAMP &	10.60
10	45589	03/27/12	002137 DEBORAH STAUFFER	88.86
10	45590	03/27/12	001405 STEEL YARD INC	1,068.97
10	45591	03/27/12	001644 JOBY B STEELE	80.00
10	45592	03/27/12	003123 STERNER TOWING	30.00
10	45593	03/27/12	001412 STEWART-MORRISON REDIMIX	32.50
10	45594	03/27/12	002895 SUPER HOLIDAY TOURS	20,000.00
10	45595	03/27/12	000148 SUSANNAH CURTIS	26.88
10	45596	03/27/12	001846 LINDA TAYLOR	83.00
10	45597	03/27/12	001416 TEACHERS STORE & MORE	29.50
10	45598	03/27/12	001425 THE BATTERY STATION LLC	43.00
10	45599	03/27/12	002624 THE CHEF'S GARDEN, INC.	140.18
10	45600	03/27/12	001646 JULIE R THOMPSON	629.40
10	45601	03/27/12	001440 TIME & TALENT	23.00
10	45602	03/27/12	001444 TONYS TIRE SERVICE	52.00
10	45603	03/27/12	000762 JAY TOWELL	350.00
10	45604	03/27/12	001450 TRASHWAGON EXPRESS	268.00
10	45605	03/27/12	000070 U.S. FOODS, INC.	498.14
10	45606	03/27/12	001461 UMB BANK N.A.	571,692.20
10	45607	03/27/12	001462 UNIFORM SHOPPE	54.90
10	45608	03/27/12	003220 VALLI DALTON	148.50
10	45609	03/27/12	001648 KAREN L VAUGHN	71.96
10	45610	03/27/12	001499 W. SCHILLER & CO., INC.	848.74
10	45611	03/27/12	002171 ARNOLD A WADE	83.00
10	45612	03/27/12	001501 WAGGONER FAMILY NURSERY	165.50
10	45613	03/27/12	002720 WATCH D.O.G.S.	35.00
10	45614	03/27/12	003183 WEBB CITY	126.00
10	45615	03/27/12	001506 WEST PLAINS CHAMBER OF COMMERC	9.00
10	45616	03/27/12	001512 WEST PLAINS ELECTRIC	24.64
10	45617	03/27/12	001513 WEST PLAINS ELECTRIC	570.88
10	45618	03/27/12	001520 WEST PLAINS MUSIC STORE	177.50

West Plains R-VII School District
ACCOUNTS PAYABLE CHECK REGISTER SUMMARY LISTING
CHECKS FROM 45354 TO 45632

16:04:20 14 MAR 2012

PAGE 6

CK CD	CHK NUM	CK DATE	VENDOR NAME	AMOUNT
10	45619	03/27/12	001825 WEST PLAINS OCCUPATIONAL & INS	450.00
10	45620	03/27/12	001524 WEST PLAINS PROPANE INC.	24,440.06
10	45621	03/27/12	001529 WEST PLAINS ROOFING INC.	250.00
10	45622	03/27/12	001532 WEST PLAINS VACUUM	36.30
10	45623	03/27/12	001536 WILBANKS TIRE	8.00
10	45624	03/27/12	001540 WILLIAM V MACGILL & CO	625.11
10	45625	03/27/12	002198 MARTHA A WILLIAMS	67.20
10	45626	03/27/12	001712 J SCOTT WOMACK	482.00
10	45627	03/27/12	001545 WOOD MECHANICAL INC.	5,000.00
10	45628	03/27/12	001546 WOODWORKERS SUPPLY	428.03
10	45629	03/27/12	000095 WORLD WIDE TECHNOLOGY IN	871.18
10	45630	03/27/12	001551 XEROX CORPORATION	342.00
10	45631	03/27/12	001551 XEROX CORPORATION	122.00
10	45632	03/27/12	001650 SUSAN M YORK	26.24

***** GRAND TOTAL AMOUNT OF ALL CHECKS REPORTED FOR CODE 10 *****

905,377.96*

West Plains R-VII School District
 ACCOUNTS PAYABLE CHECK REGISTER SUMMARY LISTING
 Accounts Payable COMPUTER Check Register

10:18:29 12 MAR 2012

PAGE 1

CD	CHK NUM	CK DATE	VENDOR NAME	AMOUNT
CC	239	03/12/12	003171 ACADEMY, LTD.	238.14
CC	240	03/12/12	000172 AMSTERDAM PRINTING/LITHO	145.13
CC	241	03/12/12	002995 APPLEBEE'S	18.29
CC	242	03/12/12	002995 APPLEBEE'S	115.00
CC	243	03/12/12	003195 BANDANA'S BAR-B-QUE	13.32
CC	244	03/12/12	000032 BARNES AND NOBLE	28.99
CC	245	03/12/12	003162 BEST BUY	129.98
CC	246	03/12/12	003208 BETTER LIFE BRAND APPAREL	159.20
CC	247	03/12/12	000004 BRAINPOP.COM	995.00
CC	248	03/12/12	000281 BUREAU OF EDUCATION	225.00
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CC	250	03/12/12	001812 CAPITOL PLAZA	378.80
CC	251	03/12/12	003160 CASE PARTS COMPANY	85.63
CC	252	03/12/12	003013 CHILI'S GRILL & BAR	24.25
CC	253	03/12/12	003186 CML USA, INC.	96.26
CC	254	03/12/12	000373 COUNTRY MART	286.46
CC	255	03/12/12	003065 CRACKER BARREL STORE	89.91
CC	256	03/12/12	003206 CULVER'S	3.86
CC	257	03/12/12	000383 CUSTOM MEETING PLANNERS	210.00
CC	258	03/12/12	003125 DENNIS'S SPECIALTY CUTS	26.96
CC	259	03/12/12	002323 DIGITAL JUICE INC	69.95
CC	260	03/12/12	000437 DOLLAR GENERAL	26.38
CC	261	03/12/12	000438 DOMINOS PIZZA	149.71
CC	262	03/12/12	000077 CYBERGUYS	584.54
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CC	271	03/12/12	000719 HOWELL OREGON ELECTRIC	2,230.68
CC	272	03/12/12	002897 HOWELL VALLEY GROCERY, LLC	93.13
CC	273	03/12/12	000807 JOSTENS YEARBOOK	100.90
CC	274	03/12/12	000823 KEN MARTIN SCHOOL SUPPLY	129.90
CC	275	03/12/12	000854 LA QUINTA INN & SUITES	345.00
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CC	282	03/12/12	001066 MU CONF. OFFICE	585.00
CC	283	03/12/12	000084 NASCO	59.25
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West Plains R-VII School District
ACCOUNTS PAYABLE CHECK REGISTER SUMMARY LISTING
Accounts Payable COMPUTER Check Register

10:18:29 12 MAR 2012

PAGE 1

CD	CHK NUM	CK DATE	VENDOR NAME	AMOUNT
CC	292	03/12/12	003182 RED HOT & BLUE	13.36
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CC	297	03/12/12	003192 SHELBY'S #601	103.30
CC	298	03/12/12	000089 SKILLSUSA	33.00
CC	299	03/12/12	003191 STONE CANYON PIZZA	127.14
CC	300	03/12/12	003170 STREETCAR NAMED DESIRE	103.97
CC	301	03/12/12	000155 TAN TAR A RESORT	172.02
CC	302	03/12/12	003194 TC'S	12.50
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CC	308	03/12/12	003177 WENDY'S	19.44
CC	309	03/12/12	003151 WESTIN CROWN PLAZA HOTEL	643.38
CC	310	03/12/12	003198 ZONE SPORTS RESTAURANT & GRILL	22.81

***** GRAND TOTAL AMOUNT OF ALL CHECKS REPORTED FOR CODE CC *****

24,560.19*

REVENUES VS. EXPENDITURES

This report includes the month of February.

Printed On: March 19, 2012

Total Revenue

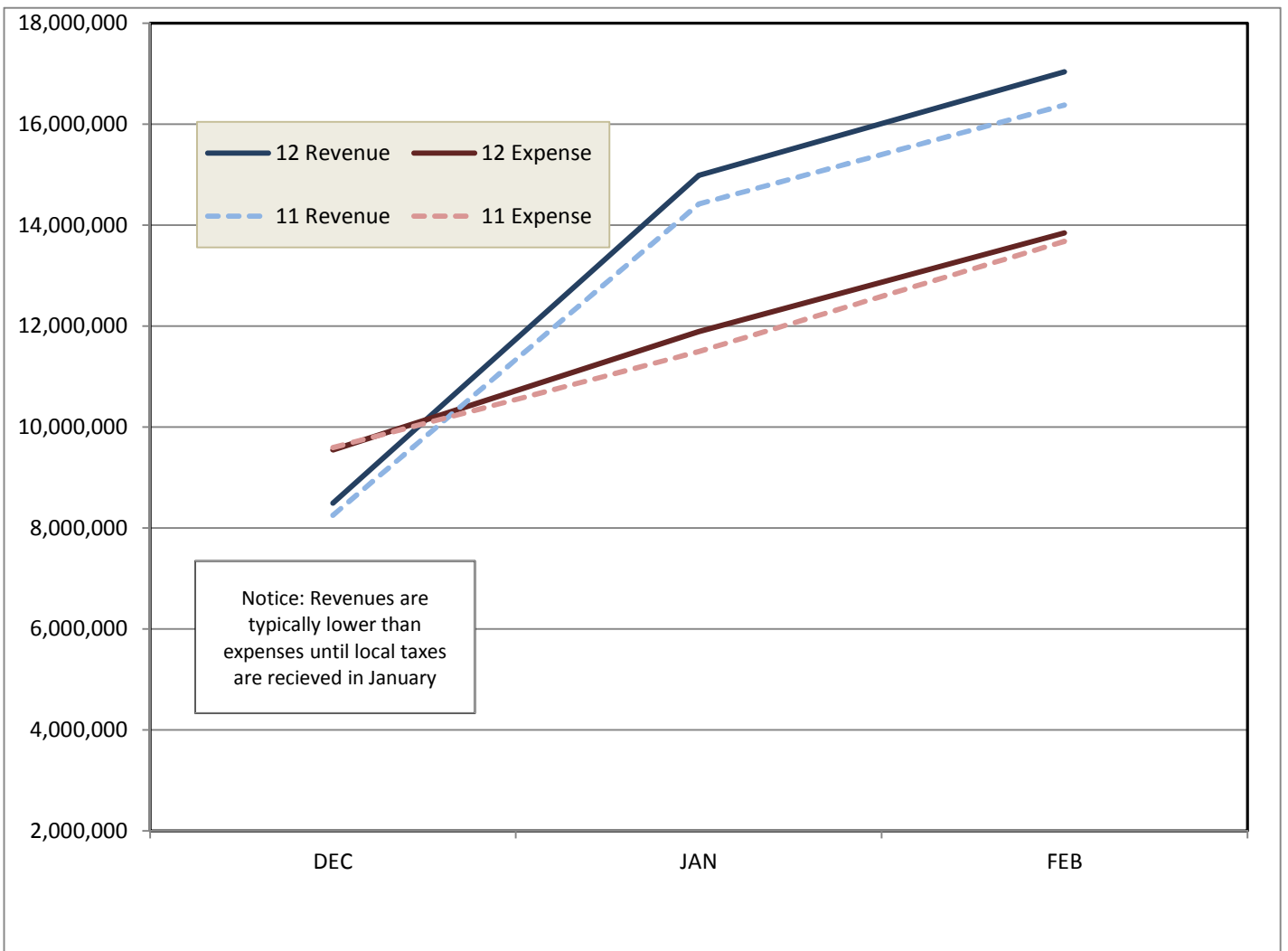
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
2011	772,372	1,682,797	2,845,597	4,036,669	5,217,884	8,252,994	14,421,187	16,378,147	18,488,290	20,242,083	22,550,815	24,957,197
2012	707,688	1,843,125	2,833,081	4,074,470	6,369,706	8,492,224	14,985,280	17,037,477				

Total Expenditures

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
2011	552,113	1,429,373	3,403,441	5,603,335	7,437,174	9,590,852	11,495,988	13,682,476	15,851,712	17,742,559	19,581,175	25,012,916
2012	611,829	1,301,044	3,513,279	5,559,367	7,574,451	9,544,951	11,893,512	13,846,851				

Revenues less Expenditures

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
2011	220,259	253,424	-557,845	-1,566,666	-2,219,290	-1,337,858	2,925,199	2,695,671	2,636,578	2,499,524	2,969,640	-55,719
2012	95,860	542,081	-680,198	-1,484,897	-1,204,745	-1,052,726	3,091,768	3,190,626				



WEST PLAINS R-VII SCHOOLS

Program Evaluation

Date: March 8, 2012

Program Title: Guidance and Counseling

Peggy Kissinger - Community Representative

*Joy Holloway - HS Counselor

*Joan Wright - SCCC Counselor

*Megan Pitts – South Fork/EL Counselor

Angie Menz – HS Parent

*Ronnie Harper-HS Counselor

Dena Shannon- MS Teacher & HS Parent

*Lori Shannon - HS Teacher & HS Parent

*Pam Becker – School/Family Coordinator

Amanda Mitchell – School Nurse & MS Parent

*Seth Bryant - MS Assistant Principal

Brenda Smith - SCCC Director

*Brad Owings - Elementary Principal

*Julie Thompson - Director of Curriculum

*Karen Sholes - Special Services Director

*Rachel Peterson – HS Parent; MSU-WP

Tracy Joiner - HS Teacher; HS Parent

Rhonda Mincey – South Fork and HS Parent

*Courtney Hughes – MS Teacher

*Indicates presence at meeting

*Rose Turnbough - HS Counselor

Jeanette Frey - MS Counselor

*Michelle Miller - EL Counselor

LaReeca Howell - MS & HS Parent

*Camisha Hunter - SF Teacher

Roy Moss - HS Teacher

Shawn Rhoads - B.O.E. Member MS Parent

*Jim Laughary - HS Principal

*Scott Smith - MS Principal

Seth Huddleston – South Fork Principal

Dr. John Mulford - Assistant Superintendent

Dr. Fred Czerwonka – Superintendent of Schools

*Ralph Whitsell- HS Parent

*Josh Cotter - Asst. Director of SCCC

Kathleen Aid – HS Senior Advisor

*Jack Randolph - HS Dean of Students

Cindy Tyree - B.O.E. Member

Rhonda Singletary – HS Parent

Leigh Spencer – South Fork Parent

Program Objectives and Goals:

1. Enhance emotional, academic and social development while increasing one-on-one career/college planning.
2. Increase the parental involvement and collaboration with family and staff to enhance student test scores and achievement by creating an environment conducive to learning and increase graduation rate.
3. Decrease student at-risk behaviors by enhancing emotional, academic, and social development with emphasis on equity (gender, racial/ethnic, disability, sexual-orientation) etc.
4. Establish a non-threatening environment where students feel safe to articulate their needs in an appropriate environment.

Program Description:

The West Plains R-7 Guidance and Counseling program is based on the Missouri State Model Guidance program. The R-7 School District employs one (1) half time and six (6) full time guidance counselors. The guidance and counseling program addresses the needs of students as they encounter and deal directly with intellectual, emotional, social, and psychological issues, as well as assist students in making informed educational and career decisions. The guidance program is an integral part of the school's total educational program designed to support, facilitate, and encourage classroom instruction and student achievement. This program offers a full range of activities and services that contribute to students' independence, personal growth, and achieving their fullest potential.

Program Evaluation Criteria:

1. Student at-risk behavior will decrease. (drop-out rate, retention rate, Missouri Options, Alternative Learning Center, discipline records, referrals to outside agencies)
2. Achievement test scores will be maintained or improved as needed.
3. Parent involvement opportunities will increase.
4. Student graduation rate will increase.
5. Attendance rates will increase.

Data to be Collected and Analyzed for Evaluation:

1. Surveys, newsletters, newspaper articles, letters to parents, websites information
2. Achievement test scores
3. Needs assessment (every 3 years)/ District survey in off years.
4. Exit interviews with graduates
5. 180 day follow-up survey
6. Drop out survey
7. Missouri Connections - College & Career Planning Assessment

8. Attendance rates
9. Graduation rates
10. Internal Improvement review & building survey.

Program Strengths:

1. Counselors have positive interactions with students, parents, and staff.
2. Standards for graduation and attendance rates in all attendance centers were met on the annual performance report.
3. Positive interaction and cooperation with outside agencies (i.e. Missouri Children's Division, Juvenile System, private counseling agencies and mental health facilities).
4. Positive interaction with administration and other personnel throughout the district. (Family /school coordinator, nurses, teachers, support staff)
5. Working with on-site juvenile officer and SRO to address students with excessive absences.
6. Transition activities from one building in the district to another facilitated by counselors.
7. Strategies are in place to identify at-risk students.
8. Curriculum implemented on all grade levels based on Missouri Comprehensive Guidance Program and Counseling Grade Level Expectations.
9. ACT Prep classes in place at the high school prior to each ACT testing session.
10. Success teams are in place at each attendance center to identify students with attendance & other types of problems and work toward solutions.
11. An Associates of Arts Degree from MSU-WP is available to qualifying high school students at the beginning of their junior year.
12. Advisory classes along with the Outreach-College Access Grant are available to the high school students.
13. The ongoing Response to Intervention (RTI) programs at the elementary and middle schools and the implementation of RTI at the high school this year.
14. The ongoing implementation of a bullying implementation program at the middle school.
15. High School scheduling process is in place for the K-8 Rural Schools, middle school, and current high school students.

Program Concerns:

1. Lack of technology available in the high school counseling office for students to work on Missouri Connections, FAFSA, NCAA, scholarship applications, and researching colleges.
2. Need to educate faculty on implementation of a district crisis plan.
3. Increasing number of at-risk students due to increased poverty rates and associated societal problems.
4. The need to reduce counselor to student ratio.
5. The need for informational meeting with teachers regarding the implementation of the Missouri Comprehensive Guidance Program.
6. Lack of time and task analysis documentation.

7. The need for an additional family services liaison due to a rise in student poverty and/or at-risk circumstances.

Program Recommendations (including action steps, person(s) responsible, and time frame for completion of recommendations):

<u>ACTION STEP</u>	<u>PERSON RESPONSIBLE</u>	<u>TIME FRAME</u>
1. Purchase of technology to be placed in the high school counseling office to aid students when applying for scholarships.	High School Principals Counselors	2012-2013
2. Educate faculty regarding to individual student crisis issues (i.e. deaths, suicidal tendencies, abuse etc.) utilizing a district crisis plan.	Building Level Counselors Building Level Administrators	Ongoing
3. Continue the At Risk Success Staffing and the utilization of outside community agencies to identify at-risk students.	High School Administration, High School Counselors, H.S. Faculty	Ongoing
4. Evaluate the need for additional counseling staff to reduce the student-counselor ratio according to the MO Comprehensive Guidance Program Standards.	Administration	Ongoing
5. Provide informational meeting for teachers regarding the implementation of the MO Comprehensive Guidance Program.	Building Level Administration	2012-2013

6. Counselors will conduct a time and task analysis to meet the comprehensive guidance & counseling program standards.	Counselors/ Building Level Administration	2012-2013
7. Evaluate the need for additional "Family Services" liaison to meet the rising needs of At- Risk population.	Building Level Administration	Ongoing

West Plains R-VII Schools
South Fork Elementary
Guidance and Counseling Program Evaluation

Program Strengths:

1. The counselor interacts with staff, students and parents on a regular basis.
2. The counselor conducts weekly classroom guidance lessons.
3. The counselor interacts and cooperates with outside agencies.
4. The counselor conducts small group and individual counseling throughout the year, as needed.
5. The counselor monitors attendance daily and corresponds with parents when necessary.
6. The counselor monitors and distributes the food backpacks as part of the Rotary Backpack Program.

Program Concerns:

1. The counselor would like the opportunity to expand on the number of hours present in the building in order to identify and meet the needs of at-risk students.
2. Lack of a school-wide bullying prevention program.
3. The need for the counselor to complete the "Time and Task Analysis", within the Missouri Comprehensive Guidance Manual.
4. Insufficient training of all staff and students related to the district wide crisis plan.

<u>ACTION STEP</u>	<u>PERSON RESPONSIBLE</u>	<u>TIME FRAME</u>
1. For the district to explore the opportunity to expand on the number of hours present in the building in order to identify and meet the needs of at-risk students.	District/ Building Level Administration	2012-2013
2. The counselor seeks to implement a school-wide bullying prevention program.	Building Level Counselors Building Level Administrators	2012-2013
3. The counselor seeks to meet the element of Time and Task Analysis within the Missouri Comprehensive Guidance Manual.	Building Administration Counselor	2012-2013

4. The counselor seeks to inform all staff and students of a district wide crisis plan.	Administration/ Counselor	2012-13
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West Plains Elementary
Counseling Program
Strengths and Areas of Need
2011-2012

Program Strengths

- *The counselors have built relationships with students through interactions, classroom guidance lessons, group counseling lessons, and other opportunities.
- *Implementation rates of 81% and above in every scored area of the Internal Improvement Review of the Missouri Comprehensive Guidance Program.
- *91.6% of West Plains Elementary teachers agree that building counselors are responsive to student needs.
- *87.5% of West Plains Elementary teachers agree that building counselors provide culturally sensitive and relevant classroom guidance lessons.
- *91.7% of West Plains Elementary teachers agree that building counselors provide timely services and are a support to staff and students.
- *87.5% of West Plains Elementary teachers believe building counselors are a support when facing difficult student situations.
- *91.6% of West Plains Elementary teachers believe building counselors keep staff informed of testing progress and results regarding their respective students.
- *Building counselors participate and provide input during regular staffing sessions for at-risk students.
- *Building counselors work in conjunction with the Missouri Children's Division and off-site Deputy Juvenile Officer to address pertinent issues.

Program Concerns

- *25% of West Plains Elementary teachers do not believe building counselors provide information about student issues or situations as they arise.
- *Building counselors are not completing Time and Task Analysis per the Missouri Comprehensive Guidance Standard.
- *One building counselor continues to practice under a Provisional Certification per the Missouri Department of Elementary and Secondary Education.
- *No revision or update to current Building Crisis Plans.
- *Evidence for the need to educate staff on the Missouri Comprehensive Guidance Program, role of the building counselor, and issues related to confidentiality.
- *The need for a full time counselor between elementary and middle school.
- *The need for a full time faculty liaison.

<u>ACTION STEP</u>	<u>PERSON RESPONSIBLE</u>	<u>TIME FRAME</u>
1. Building Counselors will share information within the bonds of confidentiality on a case by case situation. Evidence will include email or other correspondence of the exchange.	Building Administration/ Counselor	2012-2013

2. Building counselors will complete a Time and Task Analysis as outlined by the Internal Improvement Review at least five times per semester. This will be completed each calendar school year beginning with the 2012-2013 school year.	Building Level Counselors	2012-2013
3. The building counselor who currently holds a provisional certificate will complete coursework as outlined by the Certification Officer at Missouri State University and apply for an Initial Professional Certificate by the beginning of the 2012-13 school year.	Building Administration/ Counselor	2012-2013
4. The building counselors will update the current building crisis plan in conjunction with the building principal and vice-principal to begin the 2012-13 school year.	Administration/ Counselors	2012-2013
5. The building counselors will address staff at the first staff meeting of the 2012-13 school year to address the Missouri Comprehensive Guidance Program, role of the building counselor, and what information may or may not be shared in accordance to the guidelines of confidentiality.	Administration/ Counselors	2012-2013

6. Analyze the need for an additional counselor between schools to ease transition between grade levels.	Building Administration/ Counselors	Ongoing
7. Analyze the need for a full time family services liaison.	Building Administration/ Counselors	Ongoing

West Plains Middle School
Counseling Program
Strengths and Areas of Need
2011-2012

Program Strengths:

1. Counselors have positive interaction with students, parents & staff as reported on a survey with 90% agreeing or strongly agreeing that assistance or referral services are being provided by the counseling department.
2. The counselor provides appropriate individual counseling regarding personal and social issues.
3. Counselor interaction is significant with outside community agencies.
4. Counselor plays an integral role in the ongoing implementation of the RTI program at the Middle School.
5. The counselor plays a leadership role with the implementation of the scheduling and testing process for the Middle School staff and students.
6. The counselor provides positive interactions with the students, parents and staff to address "Bullying Issues".

Program Concerns:

1. Student to counselor ratio is at a minimal standard.
2. Classroom guidance activities need to increase.
3. The need to update & revise the "crisis plan."
4. The need to have a structured character education program.

<u>ACTION STEP</u>	<u>PERSON RESPONSIBLE</u>	<u>TIME FRAME</u>
1. For the District to explore the opportunity to reduce the Student to counselor ratio. The current level is at minimal standard implementation level is greater than 450 to 1.	District/Building Administration	2012-2013
2. Increase classroom guidance activities.	Building Level Counselors	2012-2013
3. Conduct a time and task analysis to meet the comprehensive guidance and counseling program standards.	Building Level Counselors	2012-2013

4. The district to explore highly successful “character education programs” and continue to enhance the implementation of character education.	District/ Building Level Administration	2012-2013
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West Plains High School
Counseling Program
Strengths and Areas of Need
2011-2012

PROGRAM STRENGTHS

1. Students are provided with information regarding career planning through the use of Missouri Connections and personal plans of study.
2. Students receive instruction about graduation requirements and subject courses necessary to take as they complete their high school graduation requirements.
3. Assistance or alternative academic strategies are provided to students who are struggling academically. This would include response to intervention, advisory and tutoring.
4. Counselors are receptive to teacher concerns and provide meaningful feedback and/or suggestions to teachers regarding students.
5. All students have completed Missouri Connections Training to explore various career paths and other options the program offers.
6. All freshmen have completed a "four year" personal plan of study for high school.
7. Academic tutoring is assigned every three weeks by the counseling staff for students in academic distress.
8. Weekly Success Staffing allows for detailed tracking of attendance, grades, and discipline, which results in increased positive interaction with students, parents, and staff.
9. Increased communication with parents through newsletters, Alert - Now calls, parent nights, and personal parent contact meetings.

PROGRAM CONCERNS

1. Lack of technology available in the high school counseling office for students to work on Missouri Connections, FAFSA, NCAA, scholarship applications, researching colleges.
2. Increasing number of at-risk students due to increased poverty rates and associated societal problems.
3. The need to educate the faculty and staff on the implementation of the Missouri Comprehensive Guidance and Counseling Program.
4. The need to educate the faculty and staff on the implementation of a district crisis plan.
5. The need to reduce counselor to student ratio.
6. The lack of counselor time to successfully document a Time and Task Analysis.
7. The need for more peer mentoring at the High School.

<u>ACTION STEP</u>	<u>PERSON RESPONSIBLE</u>	<u>TIME FRAME</u>
1. Procure technology for the high school counseling office for students to work on Missouri Connections, FAFSA, NCAA, scholarship applications, researching colleges.	High School Principals Counselors	2012-2013
2. Define and research strategies to address the increasing number of at-risk students due to increased poverty rates and associated societal problems.	Building Level Counselors Building Level Administrators	2012-2013
3. Educate the faculty and staff on the implementation of the Missouri Comprehensive Guidance and Counseling Program.	High School Administration, High School Counselors, H.S. Faculty	Ongoing
4. Educate the faculty and staff on the implementation of a district crisis plan.	District/ Building Administration, Counselors	Ongoing
5. Evaluate the need for additional counseling staff to reduce the student-counselor ratio according to the MO Comprehensive Guidance Program Standards.	Building Level Administration	Ongoing

6. Conduct a time and task analysis to meet the comprehensive guidance & counseling program standards.	H.S. Counselors	2012-2013
7. The school will implement more student mentors into the advisory program.	H.S. Counselors/ Administrators	2012-2013

Process for dissemination findings of the evaluation:

Counselor Advisory Council

Building level faculty meetings

Board Meeting

Resignations

Shirley Dollins

Stephanie Cash

Sara Jane Nichols

Emily Gibson

Andy Brown

Kathleen Aid

Amanda Douglas

Peter Bryant

NON-DEGREED Vocational Instructor Salary Schedule

Years of Creditable Service	Temporary CAC	Initial CAC	Associates Degree + Initial CAC	Bachelor's Degree + Initial CAC
1	\$ 30,000	\$ 30,600	\$ 31,212	\$ 31,836
2	\$ 30,600	\$ 31,212	\$ 31,836	\$ 32,473
3	\$ 31,212	\$ 31,836	\$ 32,473	\$ 33,122
4	\$ 31,836	\$ 32,473	\$ 33,122	\$ 33,785
5	\$ 32,473	\$ 33,122	\$ 33,785	\$ 34,461
6	\$ 33,122	\$ 33,785	\$ 34,461	\$ 35,150
7	\$ 33,785	\$ 34,461	\$ 35,150	\$ 35,853
8	\$ 34,461	\$ 35,150	\$ 35,853	\$ 36,570
9	\$ 35,150	\$ 35,853	\$ 36,570	\$ 37,301
10	\$ 35,853	\$ 36,570	\$ 37,301	\$ 38,047
11	\$ 36,570	\$ 37,301	\$ 38,047	\$ 38,808
12	\$ 37,301	\$ 38,047	\$ 38,808	\$ 39,584
13	\$ 38,047	\$ 38,808	\$ 39,584	\$ 40,376
14		\$ 39,584	\$ 40,376	\$ 41,184
15			\$ 41,184	\$ 42,007
16				\$ 42,847

*Upon completion of a Master's Degree, faculty will be transferred to the regular Certificated Salary Schedule

Years of Creditable Service	BA in Educ. or other approved degree	BA + 8 Sem. Hrs	BA + 16 Sem. Hrs	BA + 24 Sem. Hrs	Approved Master's degree	M + 8 Sem. Hrs	M + 16 Sem. Hrs	M + 24 Sem. Hrs	Second Graduate Degree
1	\$ 30,000	\$ 30,600	\$ 31,212	\$ 31,836	\$ 32,473	\$ 33,122	\$ 33,785	\$ 34,461	\$ 35,150
2	\$ 30,600	\$ 31,212	\$ 31,836	\$ 32,473	\$ 33,122	\$ 33,785	\$ 34,461	\$ 35,150	\$ 35,853
3	\$ 31,212	\$ 31,836	\$ 32,473	\$ 33,122	\$ 33,785	\$ 34,461	\$ 35,150	\$ 35,853	\$ 36,570
4	\$ 31,836	\$ 32,473	\$ 33,122	\$ 33,785	\$ 34,461	\$ 35,150	\$ 35,853	\$ 36,570	\$ 37,301
5	\$ 32,473	\$ 33,122	\$ 33,785	\$ 34,461	\$ 35,150	\$ 35,853	\$ 36,570	\$ 37,301	\$ 38,047
6	\$ 33,122	\$ 33,785	\$ 34,461	\$ 35,150	\$ 35,853	\$ 36,570	\$ 37,301	\$ 38,047	\$ 38,808
7	\$ 33,785	\$ 34,461	\$ 35,150	\$ 35,853	\$ 36,570	\$ 37,301	\$ 38,047	\$ 38,808	\$ 39,584
8	\$ 34,461	\$ 35,150	\$ 35,853	\$ 36,570	\$ 37,301	\$ 38,047	\$ 38,808	\$ 39,584	\$ 40,376
9	\$ 35,150	\$ 35,853	\$ 36,570	\$ 37,301	\$ 38,047	\$ 38,808	\$ 39,584	\$ 40,376	\$ 41,184
10	\$ 35,853	\$ 36,570	\$ 37,301	\$ 38,047	\$ 38,808	\$ 39,584	\$ 40,376	\$ 41,184	\$ 42,007
11	\$ 36,570	\$ 37,301	\$ 38,047	\$ 38,808	\$ 39,584	\$ 40,376	\$ 41,184	\$ 42,007	\$ 42,847
12	\$ 37,301	\$ 38,047	\$ 38,808	\$ 39,584	\$ 40,376	\$ 41,184	\$ 42,007	\$ 42,847	\$ 43,704
13	\$ 38,047	\$ 38,808	\$ 39,584	\$ 40,376	\$ 41,184	\$ 42,007	\$ 42,847	\$ 43,704	\$ 44,578
14		\$ 39,584	\$ 40,376	\$ 41,184	\$ 42,007	\$ 42,847	\$ 43,704	\$ 44,578	\$ 45,470
15			\$ 41,184	\$ 42,007	\$ 42,847	\$ 43,704	\$ 44,578	\$ 45,470	\$ 46,379
16				\$ 42,847	\$ 43,704	\$ 44,578	\$ 45,470	\$ 46,379	\$ 47,307
17					\$ 44,578	\$ 45,470	\$ 46,379	\$ 47,307	\$ 48,253
18					\$ 45,470	\$ 46,379	\$ 47,307	\$ 48,253	\$ 49,218
19					\$ 46,379	\$ 47,307	\$ 48,253	\$ 49,218	\$ 50,203
20					\$ 47,307	\$ 48,253	\$ 49,218	\$ 50,203	\$ 51,207
21					\$ 48,253	\$ 49,218	\$ 50,203	\$ 51,207	\$ 52,231
22						\$ 50,203	\$ 51,207	\$ 52,231	\$ 53,275
23							\$ 52,231	\$ 53,275	\$ 54,341
24								\$ 54,341	\$ 55,428
25									\$ 56,536

*Faculty members possessing a doctorate degree related to education or their specific content area will receive an additional \$2000 stipend per year.

*In order to advance horizontally on the salary schedule, a teacher must have earned at least eight (8) hours of graduate level college credit in an approved area after being awarded a Bachelor's Degree.

*In order to progress to the Masters +8, Masters + 16 or Masters +24 Column, a teacher must earn 8 graduate hours, 16 graduate hours or 24 graduate hours after they obtain their Masters Degree.

West Plains R-7

Professional Development Plan

Revised 2012-2014

Dr. Fred Czerwonka, Superintendent

Erica Walker, PDC Chair



WEST PLAINS R-7 PROFESSIONAL DEVELOPMENT PLAN

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West Plains R-7 School District

Mission Statement



Maximizing Educational Opportunities

While Creating Productive Citizens.



WEST PLAINS R-7 DISTRICT PHILOSOPHY

The West Plains R-7 School District recognizes the purpose of education is to provide students with opportunities and skills that will enable them to be productive members of a democratic society. The district adheres to the belief that cooperation among community, educators, parents, and students is essential for the success of the endeavor.

As members of the West Plains R-7 School District, we recognize that the role of the educator is to provide an environment conducive to learning in which all students are challenged to work to their fullest potential as they acquire knowledge and problem-solving skills that will help them become productive members of society.

We recognize that the role of parents/guardians is to encourage their children to give their best efforts each day. It is the responsibility of the students and parents to maximize those educational opportunities through their active participation in the educational process.

Through this collaborative effort, students of the West Plains R-7 School District will develop knowledge and technical skills that will enable them to become productive citizen prepared to meet the challenges of the 21st century. We recognize that public education is an essential instrument for the preservation and continuation of our representative democracy.

Revised September 24, 1996
West Plains R-7 Board of Education



WEST PLAINS R-7 STATEMENTS OF BELIEF

The Role of the Student

Students should learn to accept responsibility in the learning process.

Students should attend regularly with attitudes receptive to the challenges and responsibilities of their education.

Students should receive a balanced education to include skills useful in the working world and in solving academic as well as personal and social problems.

Students' individual motivations for learning should provide the stimuli for maximum development and achievement.

Students' social and academic experiences should enable them to become contributing members of society.

The Role of the Teacher

Teachers should create learning situations in which individual motivation for learning is the stimulus for maximum development and achievement.

Teachers should be skilled in a variety of teaching approaches and techniques and should use effective classroom management skills.

Teachers should have a positive self-image, which enhances their abilities to meet the needs of individual students and encourages the success of every student.

Teachers should promote, through teaching and example, the principles of the democratic way of life necessary for students to function as contributing members of society.

The Role of the School

The school should assure each individual a safe teaching and learning environment.

The school should assure that each individual is treated fairly and respected with consideration for individual differences.

The school should foster in students an awareness of multi-cultural diversity within our local culture and the worldwide community.

The school should help students become proficient in the academic, technical, physical and social skills necessary to be successful in today's changing world.

The Role of the Parents

Parents, as their child's first teachers, should provide an early learning environment which stimulates their child's development and prepares them for school entry.

Parents should encourage their child's success in school by instilling in them a positive attitude toward education and the school through their support of the school and its personnel and by providing a positive role model to their child regarding education and learning.



Parents should support their child's education through their involvement in the school and its activities and through their interest in their child's education.

The parents and the school should work cooperatively and in partnership by providing mutual support and open communication to insure that the child's educational opportunities are maximized.

The Role of the Community

The community and the surrounding West Plains R-7 district schools should co-exist to provide mutual support and maintain open communication in the educational venture.



WEST PLAINS R-7 DISTRICT GOALS

1. Develop and enhance quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Recruit, attract, develop, and retain highly qualified staff to carry out the West Plains R-7 mission, goals, and objectives.
3. Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Promote, facilitate, and enhance parent, student, and community involvement in West Plains R-7 educational programs.
5. Govern West Plains R-7 in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.



WEST PLAINS R-7

PROFESSIONAL DEVELOPMENT PROGRAM

STATEMENT OF PURPOSE

While the Excellence in Education Act of 1985 established the concept of professional development opportunities for teachers as individuals, the passage of SB 380 in 1993 called for a shift in practice. Instead of emphasizing individual professional development, the emphasis was placed on focused professional development for the entire school system.

The purpose of the Professional Development Committee (PDC) is to:

- Provide support to PLC teams as they read, study, and discuss research on instructional practices and quality professional development.
- Gather and use CSIP, formal and informal data, i.e. surveys, student achievement data, MSIP data, absentee rates, socio-economic data, and other needs assessment data to evaluate and plan staff professional development activities.
- Provide professional development opportunities that are consistent to the district CSIP plan and state requirements for high quality professional development.
- Provide a mentoring program for beginning teachers and faculty new to the district.
- Present the plan to the R-7 board and obtain approval.
- Communicate the plan and opportunities to the staff.
- Complete the annual program evaluation.

High quality professional development must:

- Actively engage teachers, over time.
- Be directly linked to improved student learning so that all children may meet the Show-Me Standards at the proficient level.
- Be directly linked to district and building school improvement plans.
- Be developed with extensive participation of teachers, parents, principals, and other administrators. (Parent participation may be at the CSIP level.)
- Provide time and other resources for learning, practice, and follow-up.
- Be supported by district and building leadership.
- Provide teachers with the opportunity to give the district feedback on the effectiveness of participation in this professional development activity.



The professional development programs stimulate and encourage the professional growth of both new and experienced teachers. Individual teachers view professional growth as a continuous process of refining skills and keeping abreast of new developments in the field of education. The programs that are provided will be well organized, systemic and a cooperative effort involving teachers and administrators.

The committee will communicate its plans to the faculty and staff in a way to foster acceptance of professional development activities as a continuation of the process of refining personal skills and keeping abreast of new developments in the field of education.



WEST PLAINS R-7 PROFESSIONAL DEVELOPMENT PROGRAM

STRUCTURE AND RESPONSIBILITIES

1. The PDC will consist of one ex-officio member from administration and eleven teachers who are elected representatives from elementary schools, middle school, high school, and career center according to this schedule:
 - 2 from West Plains Elementary
 - 1 from South Fork School
 - 2 from Middle School
 - 3 from High School
 - 2 from Career Center
 - 1 from Special Education
 - 1 Director of Curriculum & Professional Development (ex-officio)
2. Members shall be certified staff members with at least three years of teaching experience and at least two years in the West Plains R-7 School District. Terms will be of three years in length and are staggered so that approximately one-third of the committee will be new each year. New members shall be elected at the February meeting and will begin attending meetings in March. Training will begin in March and service begins in April.
3. Each school will hold an election in the event that a member must be replaced.
New member rotation schedule

1 st Year	2 nd Year	3 rd Year
Middle School -1	Special Ed	Career Center -2
Career Center -1	Elementary - 1	Middle School -2
High School -1	High School -2	Elementary -2
South Fork		High School -3

4. The committee will elect a Chairperson, Assistant Chairperson, and Secretary each year.
 - The Chairperson will call meetings as needed, create agendas and conduct meetings.
 - The Director of Curriculum will share the PDC plan with the school board at the beginning of each year.



- The Assistant Chairperson will assist the Chairperson in establishing agendas and Chair meetings in the absence of the Chairperson.
 - The Secretary will keep minutes of the meetings.
5. The PDC meeting will be held monthly. The date will be determined by the committee.
 6. All members will be responsible for communication of PDC information to administration and staff members, including:
 - Collaborating plans with the building administrator
 - Posting professional development opportunities
 - PDC awareness at staff meetings
 - Evaluation results
 7. All members will assist with the Mentor/Protégé program.
 8. The entire PDC committee will plan professional development opportunities for the certified staff to help accomplish the PDC goals.
 9. The PDC committee will develop a district focus to be addressed through professional development for each year.
 10. Each member will stay abreast and incorporate best practices into teaching by attending conferences to promote staff development. Whenever possible, all new members will attend MSDC spring conference.
 11. The PDC committee will approve the applications regarding professional development activities for salary advancement turned in by individual staff members.



WEST PLAINS R-7 PROFESSIONAL DEVELOPMENT PROGRAM

COMMITTEE MEMBERS

2012-2013

Gina Gobel	Elementary 1	April 2014
Mandy Harrison	Elementary 2	April 2015
Keesha Cotham	South Fork	April 2013
	Middle School 1	April 2015
Erica Walker	Middle School 2	April 2015
Natalie Brazeal	High School 1	April 2013
Dixie Huff	High School 2	April 2014
Tina Jolliff	High School 3	April 2015
Shirley Dollins	Special Education	April 2014
Audie Johnson	Career Center 1	April 2013
Ruby Collins	Career Center 2	April 2015
Dr. Julie Thompson	Dir. C & PD	(ex-officio)

2012-2013 OFFICERS

Chairperson: Erica Walker

Assistant Chair: VACANT

Secretary: Keesha Cotham



WEST PLAINS R-7

PROFESSIONAL DEVELOPMENT PROGRAM

GOALS AND OBJECTIVES

In the planning and development of district professional growth activities for teachers in the 2012-2013 school year, the PDC establishes the following goals and objectives based on the district's Comprehensive School Improvement Plan (CSIP):

CSIP GOAL #1: Develop and enhance quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.

CSIP GOAL #2: Recruit, attract, develop, and retain highly qualified staff to carry out the West Plains R-7 mission, goals, and objectives.

CSIP GOAL #3: Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

CSIP GOAL #4: Promote, facilitate, and enhance parent, student, and community involvement in West Plains R-7 educational programs.

CSIP GOAL #5: Govern West Plains R-7 in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

PROFESSIONAL DEVELOPMENT PROGRAM OBJECTIVES:

1. Offer high quality professional development opportunities through district workshops that address staff development needs and provide instructional strategies to improve student performance which enable students to meet their personal, academic, and career goals.
2. Provide all teachers professional development activities in the areas of technology, parental/community involvement, crisis management issues, instructional strategies, and reading.
3. Assist and oversee the mentoring program for beginning teachers and staff members new to the district.



PROFESSIONAL DEVELOPMENT PROGRAM GOALS:

In alignment with the National Staff Development Council's Standards for Professional Development we will focus our provisions toward the following goals:

1. **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. (CSIP GOALS #1 & #2)
 - a. Engage in continuous improvement
 - b. Develop collective responsibility
 - c. Create alignment and accountability
2. **Leadership:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning. (CSIP GOAL #5)
 - a. Develop capacity for learning and leading
 - b. Advocate for professional learning
 - c. Create support systems and structures
3. **Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning. (CSIP GOAL #3)
 - a. Prioritize human, fiscal, material, technology, and time resources
 - b. Monitor resources (i.e., time educators are engaged in job-embedded professional learning and technology used for professional learning)
 - c. Coordinate Resources
4. **Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. (CSIP GOALS #1 & #2)
 - a. Analyze student, educator, and system data
 - b. Assess progress
 - c. Evaluate professional learning
5. **Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes. (CSIP GOALS #1 & #2)
 - a. Apply learning theories, research, and models
 - b. Select learning designs
 - c. Promote active engagement
6. **Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change. (CSIP GOALS #1 & #2)



- a. Apply change research (sustain focus on goals and strategies to promote systems change)
 - b. Sustain implementation
 - c. Provide constructive feedback
- 7. **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards. (CSIP GOALS #1 & #2)
 - a. Meet performance standards
 - b. Address learning outcomes
 - c. Build coherence

The Professional Development Committee will assess the professional development needs of all practicing teachers. In addition, the PDC will consider the building level team data in order to determine professional development needs. A need assessment will be conducted annually, and professional development will be developed around the need assessment and data based on the school improvement plan.



**WEST PLAINS R-VII PUBLIC SCHOOLS
PROFESSIONAL DEVELOPMENT GUIDELINES
FOR
SALARY ADVANCEMENT
February 20, 2001
Board Approved
Revised
September 4, 2002
August, 2003
September 15, 2009**

A. Criteria

1. Sixteen professional development hours will be the equivalent of one graduate credit hour. A total of 48 professional development hours equaling 3 graduate credit hours can be submitted at one time for salary advancement. This advancement can only be used a total of 4 times on the salary schedule.
2. To advance horizontally on the salary schedule professional development hours are limited to a one time use in each of the following:
 - a. 48 professional development hours (3 graduate credit hours) for columns a through d.
 - b. 48 professional development hours (3 graduate credit hours) for the Master's plus 8 column.
 - c. 48 professional development hours (3 graduate credit hours) for the Master's plus 16.
 - d. 48 professional development hours (3 graduate credit hours) for Master's plus 24.
3. Professional development hours must be accumulated during employment with R-7 Schools.
4. Professional development hours must be accumulated within a 5 year time frame upon request for movement on the salary schedule.
5. For steps beyond a Master's Degree, only hours earned after achieving the Master's Degree can be used for advancement.
6. Qualifying Activities include:
 - a. Professional development activities performed **outside the regular school day** with the exception of Professional Learning Community Team Collaboration which may be counted if conducted during school hours.
 - b. Professional development activities directed toward student achievement and school improvement shall include:
 1. Focus Groups – groups established either by each building or school wide addressing specific instructional or school improvement needs and approved by the administrator. (i.e.-meetings that pertain to specific focus group with established focus group committee members or meetings addressing focus group activity that pertains to the entire faculty)



2. Workshops – events that pertain to student achievement and pre-approved by PDC and administrator with proof of attendance. (i.e. – workshops provided by colleges, universities, educational organizations, educational conferences or in-service) Workshops held during the school day may be used toward 1 hour of professional planning time.
3. Peer coaching – teachers who have participated in specific professional development activities and offer information to the faculty to implement instructional/curricular or school improvement through in-service, on-site workshops, grade level meeting, or subject area meetings approved by administrator. (i.e.-shared strategies from workshops, college courses, educational organizations, or educational conferences)
4. Teacher collaboration- on site meetings pertaining to student achievement and approved by the administrator. (i.e-teacher's meetings that address student achievement, guest speakers addressing student achievement, or curriculum development)
5. Action Research Groups- on site activities where data is obtained from student achievement and approved by the administrator. (i.e., collection and analysis of data for a particular instructional issue presented to either the faculty or the board through meetings or distribution of results to groups of interest)
6. Observations of Teaching Strategies – on-site or off-site observations of master teachers approved by PDC and/or administrator. (i.e., observations that concern issues such as teacher improvement, student behavior, classroom management, student achievement, or evaluation)
7. Non-Qualifying Activities shall include:
 - a. Faculty meetings of a general nature called by the administrator to conduct school business.
 - b. In-services and events on contracted days (**including Building Level Leadership Teams** [may use 1 hour toward professional planning time]).
 - c. Professional conferences that do not address student achievement or school improvement such as professional organizations that address only teacher needs and not student achievement.
 - d. Activities that lack documentation.
 - e. Activities that are already compensated for such as: PPP, tutoring, coaching of team sports, mentor/protégé collaboration hours, etc.



- f. Coaching workshops that pertain only to team sports and extra-curricular activities.
- g. Stated activities that do not have approval of administrator.
- h. Travel as a form of professional development.

B. Record keeping

- 1. All reimbursable activities must be approved by the building level principal **PRIOR** to attending a professional development activity. The appropriate forms along with documentation (certificates of attendance, letters of attendance, or other verification) will be provided to the building level principal for approval before being submitted to the payroll clerk.
- 2. Forms for salary advancement, along with documentation must be submitted to the PDC and will be forwarded to the assistant superintendent for human resources by the first day of September each school year.
- 3. **Only submit accumulated hours for one move.** Do not submit partial accumulation of hours. If there are carry over hours please keep those with your records until the next move.
- 4. The Professional Development Committee, Building Administrator, Central Office, and Employee will keep copies of approved forms. Individual teachers are responsible for retaining documentation and are solely responsible for hours eligible for one move per year.
- 5. Approved forms will be signed with PDC approval and returned to the teacher.
- 6. Unapproved forms will be returned to the teacher and can be resubmitted to PDC within 3 school days with necessary information requested.



Course Approval Form

Name: _____

Course starting date: _____ ending date: _____

What School is offering this course? _____

Where do you take this Course? _____

Is this a correspondence course? yes ☐ no ☐

Are you enrolled in Graduate School? yes ☐ no ☐

Course #	Course Name	Credits
_____	_____	_____
_____	_____	_____
_____	_____	_____

Approved by: _____ Date: _____

Board Policies:

- a. No one can advance more than (1) step vertically and (2) columns horizontally per year (GCBA-R5; Oct. 16, 2001).
- b. In order to advance on salary schedule for completion of additional college graduate hours, one must receive approval by Administration prior to enrolling the course (GCBA-R6; Oct. 16, 2001).
- c. It is your responsibility to have an official transcript in the personnel office by the 5th of September.
- d. Administration criteria for course approval:
 - a. Must apply toward Master's or Post-Master's Degree. If the hours are beyond Master's Degree, it should be in area of teacher's assignment and certification.
 - b. Must be from an accredited institution with a graduate program in that field.
 - c. Degrees and graduate hours in education will be approved such as M.S. in Education, M.S. in Education Administration, and M.S. in Curriculum (or ED.S.).
 - d. Staff members may send in a written request for exceptions to the above. Each case will be evaluated on a how it pertains to your teaching area.

Use a separate form for each semester

**Return this form to your building administrator for approval before forwarding to
Dr. John Mulford, Assistant Superintendent**



Date submitted _____ Building _____ Administrator _____

Professional Development Activity Portfolio For Salary Advancement

Submitted To PDC

Professional Development Portfolio for

Name: _____

First contracted year with West Plains R-7 _____ - _____

Requesting movement to _____

Date of Master's Degree _____

PDC Approval: _____ yes ☐ no ☐
Date

If not approved, the following are the reasons:

*PLC time that can be considered for salary advancement may be found in the District Professional Development Plan section:
WEST PLAINS R-VII PUBLIC SCHOOLS PROFESSIONAL DEVELOPMENT GUIDELINES FOR SALARY ADVANCEMENT

Please resubmit within 3 days for approval.

*****Note*****

This form addresses only professional development hours that accumulate for graduate credit hours for salary advancement. All other college hours and transcripts must be submitted to the Administration Office.

For PDC use only

Hours Submitted 16 ☐ 32 ☐ 48 ☐
Information Sheet included with each activity? yes ☐ no ☐
Documentation included? yes ☐ no ☐
Log of hours included? yes ☐ no ☐

_____; Date: ____/____/____
Signature PDC Chair

_____; Date: ____/____/____
Signature Human Resource Administrator





Professional Development Activities Portfolio Log

Use this form to record all Professional Development Activities.

- Use Column “SE” to mark Salary Advancement Eligible activities.
- Use Column “U” to track when activities have been used for Salary Advancement.

Guidelines for which activities are eligible can be found in the district’s PD Plan.

DATE	ACTIVITY	HRS	DOCUMENTATION	SE	U

Please fill out a **Professional Development Activity Information Sheet** on the events you attended while they are still fresh in your memory. You will be asked to submit a copy of this form for each activity when you file your request for movement on the salary scale.



Professional Development Activity Information Sheet

Activity Attended: _____

Date of Activity: _____ Eligible Hours: _____

How does this activity directly relate to improving student performance or instructional strategies?

Type of professional development activity:

Focus Group	<input type="checkbox"/>	Workshop	<input type="checkbox"/>
Peer Coaching	<input type="checkbox"/>	Teacher Collaboration (PLC*)	<input type="checkbox"/>
Action Research Group	<input type="checkbox"/>	Observation of Teaching Strategies	<input type="checkbox"/>

Please file documentation of your attendance at this event with this form. Submit a copy of that documentation with your request for salary scale advancement.



Professional Development Activity Documentation Form

To be used when there is no formal documentation for an activity.

Activity Attended: _____

Date of Activity: _____ Eligible Hours: _____

Give a brief description of the activity.

Type of professional development activity:

Focus Group	<input type="checkbox"/>	Workshop	<input type="checkbox"/>
Peer Coaching	<input type="checkbox"/>	Teacher Collaboration (PLC)	<input type="checkbox"/>
Action Research Group	<input type="checkbox"/>	Observation of Teaching Strategies	<input type="checkbox"/>

Please file this documentation of your attendance with your Professional Development Activity Information Sheet. Submit a copy of this documentation with your request for salary scale advancement.

PDC representative

Administrator

**WEST PLAINS R-7 SCHOOLS
PROFESSIONAL DEVELOPMENT
REQUEST FOR REIMBURSEMENT**

Name: _____

Building: _____

Date Submitted: _____

Date of Activity: _____

Activity: _____

Location: _____

Expenses

	Amount	PO #
Registration	_____	_____
Lodging	_____	_____
Mileage* (.40 per mile)	_____	
Substitute	_____	
Meals**	_____	
Other expenses	_____	
Total	_____	

This form must be submitted to Building Level Administrator within **30 days** of the incurred expenses.**Receipts must be attached to this form before reimbursement can be made.**

*Mileage will be paid from West Plains according to the following table:

Location	Miles	Location	Miles
Springfield	110	Columbia	190
Tan-Tar-A	150	Kansas City	275
Lodge of the Four Seasons	150	Jefferson City	160
Rolla	100	St. Louis	200

(These mileage amounts reflect mileage one way.)

** Meals will only be paid for out-of-town professional development activities. Only meals not provided through conference registration fees will be reimbursed from PDC funds. No alcoholic beverage bills may be submitted for reimbursement.

APPROVED BY BUILDING LEVEL ADMINISTRATOR: _____

Funds taken from _____

CODE: _____ CODE DESCRIPTION: _____

Include a brief description of the conference/workshop attended, how you will implement information gained and how it will impact student achievement.



Survey of Teachers - High-Quality Professional Development

To be considered high-quality professional development, the fully-implemented **combined, ongoing activities** in the district, building, and/or individual professional development plan(s) must meet all of the criteria in Part I and at least one criterion in Part II and one in Part III. Unless one-day workshops and short-term conferences or workshops are part of a fully-implemented professional development plan, they are not considered high-quality professional development. All completed activities in the plan must be aligned to a goal of the district or building CSIP.

Instructions: Reflect on your professional development experiences for the past school year. Check each criterion met. Forward your completed survey to the appropriate person in your building or district.

Part I: High-quality professional development:

- ☐ actively engages teachers in planning, skills, and implementation over time.
- ☐ is directly linked to improved student learning so that all children may meet the Show-Me Standards at the proficient level.
- ☐ is directly linked to district and building school improvement plans.
- ☐ is developed with extensive participation of teachers, parents, principals, and other administrators.
* *Parent participation may be at the CSIP level.*
- ☐ provides time and other resources for learning, practice, and follow-up.
- ☐ is supported by district and building leadership.
- ☐ provides teachers with the opportunity to give the district feedback on the effectiveness of participation in this professional development activity.

Part II: Types of activities that may be considered high-quality professional development if they meet the above requirements are:

- ☐ study groups.*
- ☐ grade-level collaboration and work.
- ☐ content-area collaboration and work.
- ☐ specialization-area collaboration and work.
- ☐ action research and sharing of findings.*
- ☐ modeling.*
- ☐ peer coaching.*
- ☐ vertical teaming.*
- ☐ other _____

*See definitions below

Part III: Topics for high-quality professional development may include:

- ☐ content knowledge related to standards and classroom instruction.
- ☐ instructional strategies related to content being taught in the classroom.
- ☐ improving classroom management skills.
- ☐ a combination of content knowledge and content-specific teaching skills.
- ☐ the integration of academic and career education.
- ☐ research-based instructional strategies.
- ☐ strategies to assist teachers in providing instruction to children with limited English proficiency to improve their language and academic skills.
- ☐ strategies to assist teachers in creating and using classroom assessments.
- ☐ instruction in the use of data to inform classroom practice.
- ☐ instruction in methods of teaching children with special needs.
- ☐ instruction in linking secondary and post-secondary education.
- ☐ involving families and other stakeholders in improving the learning of all students.
- ☐ strategies for integrating technology into instruction.
- ☐ research and strategies for the education and care of preschool children.
- ☐ research and strategies for closing achievement gaps between diverse groups of students.
- ☐ other (*Please specify*) _____

*Definitions for Some Terms in Part II of the Survey

Study Groups – groups of educators meet to learn new strategies and programs, to review new publications, or to review students' work together. (Bernhardt)

Action research – teachers and/or administrators raise questions about the best way to improve teaching and learning, systematically study the literature to answer the questions, implement the best approach (es), and analyze the results. (Bernhardt)

Modeling – demonstrating best practices, instructional strategies, and effective communication for other educators to observe.

Peer coaching – non-evaluative observation of peers in order to give confidential feedback on instructional strategies, best practices, and communication.

Vertical teaming – groups of educators, and sometimes patrons, from more than one department or grade level working collaboratively on issues of school improvement.



PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

Encouragement shall be given to professional personnel to attend meetings, take courses, belong to organizations, travel and read literature describing innovative practices and instructional problem solving. Incentives for such improvement are built into the salary schedule and the district in-service program.

The Board will provide for professional growth through such means as the following:

1. Planned in-service programs and workshops will be offered within the school district from time to time.
2. Time will be provided for attendance at conferences, workshops and educational meetings.
3. Advancement on the salary schedule will be provided for with additional education or training in accordance with Board policy.

Reimbursements for expenses related to conferences and visitations will be approved by the superintendent in accordance with Board policy and provided that the expenses are within budget allocations.

Adopted: December 21, 1993

Cross Refs: GCBA, Professional Staff Salary Schedules
GCBDA, Professional Staff Short-Term Leaves and Absences
BCLA, Professional Development Programs

Legal Refs: §§168.400, RSMo.

MSBA – 9/93

West Plains R-VII School District, West Plains, Missouri



PROFESSIONAL DEVELOPMENT PROGRAMS

The West Plains R-VII Board of Education values professional development for its faculty and is committed to providing systematic professional development for beginning and practicing teachers. The board will support the professional development committee and its professional development plan for all practicing teachers. Adequate time and funds will be included in the district's yearly calendar and budget to support the programs.

PROFESSIONAL DEVELOPMENT COMMITTEE

Responsibilities:

The professional development committee will work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; assist beginning teachers with implementation of their professional development plan; serve as confidential* consultant upon a teacher's request; arrange training programs for mentors; assess faculty needs; develop in-service opportunities for school staff; and present the coordinator of professional development activities with faculty suggestions, ideas and recommendations pertaining to classroom instruction within the school district.

* NOTE: Matters discussed by a teacher and the professional development committee will be held in confidence, but would not be considered "privileged information," if someone is called upon to testify in court. Only doctors, lawyers and clergy have a legal right to privileged information.

Structure:

The committee shall have no more than eleven members with membership on the committee spread across disciplines and attendance centers.

Committee members shall be certificated staff members with at least three years of teaching experience and at least two years in the West Plains R-VII 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 new each year. New members shall be selected no later than mid-February annually, training will begin in March, and service will start in April.

Committee members shall be selected by the classroom teachers, librarians and counselors of the district. An administrator may be selected to serve on the committee but may not participate in the selection process.



ASSISTANCE FOR NEW TEACHERS

In order to help beginning teachers refine their skills, improve their chances for success, and encourage them to stay in the profession the West Plains R-VII school district will provide a professional development plan for each faculty member who has no teaching experience. The plan will address the teacher's first two years in the classroom and the goals identified in the plan will relate to the evaluation criteria used by the district. Copies of the initial plan and all subsequent revisions shall be filed in the new teacher's building to be readily available to the teacher and mentor for review and updating.

Beginning teachers will participate in an entry year mentor program and will be assigned a mentor who will initiate preparation of the beginning teacher's professional development plan and will help the teacher tailor the plan to his or her needs as soon as appropriate.

Mentors must have five years of teaching experience and be willing to be trained as a mentor. The building principal will be responsible for selecting and placing mentors.

The superintendent or his/her designee will notify the appropriate college or universities when graduates of their universities are hired. A coordinated plan for seminars and visitations for first and second year teachers will be developed by the district and higher education representatives.

ASSISTANCE FOR PRACTICING TEACHERS

The district's professional development committee shall assess the in-service needs of practicing teachers annually. The assessment instrument shall be selected by the committee. Once identified, faculty concerns and needs should be categorized by areas such as building, grade level or subject, and the committee should prepare a recommendation for addressing the identified needs and improving classroom instruction in the district. The success of the district's in-service programs shall be regularly evaluated by the professional development committee.

Adopted: JULY 26, 1988

Cross Refs: GCBA, Professional Staff Salary Schedules
GCBDA, Professional Staff Short Term Leaves and Absences
GCL, Professional Staff Development Opportunities

Legal Refs: § 168.400, RSMo.
5 CSR 80-800.010

West Plains R-VII School District, West Plains, Missouri



Professional Development Guidelines and Changes

Missouri Department of Education

Office of Educator Quality

Revised August 15, 2010

The Outstanding Schools Act of 1993 has been modified with the passage of House Bill 1543. Section 8 specifies that in fiscal years 2011 through 2013 the requirement for school districts to dedicate 1% of their formula funding to professional development and the 75% funding and fund placement requirements for teacher salaries will be suspended if the school funding formula or transportation categorical is underfunded as specified or will be suspended in the following fiscal year if the Governor withholds funds from the school funding formula (Section 163.410).

The Excellence in Education Act requires each school district to have a Professional Development Committee (PDC). This part of the legislation has not changed. In addition, each district must still provide a plan of professional development, with assistance from the professional development committee, for a teacher's first two years of teaching. The Professional Development Committee is still charged with the responsibility of identifying instructional concerns and remedies, serving as a confidential consultant upon the teacher's request, and developing professional development opportunities for school staff. Professional Development Committees need to look at the expertise in the district and utilize these experts in providing high quality professional development to support systemic change in its schools. Collaborative planning, curriculum alignment, writing common assessments, studying student work, and hosting book study opportunities are all excellent examples of professional development opportunities that Professional Development Committees can put in place with little or no cost to the district. Most importantly, Professional Development Committees still have a role in collaborating with teachers and administrators to ensure continuous improvement for schools. (Please note the Missouri Mandates and Regulations, Roles and Responsibilities and the Planning, Implementation, and Evaluation of Professional Development sections of the Professional Development Guidelines for specific guidance.)

The professional development requirements for teacher Initial Certification, Reactivation, and Career Certification are still in place and will need to be reported each year



THE EXCELLENCE IN EDUCATION ACT OF 1985
Section 168.400.4(1) (2) & 5 RSMo.

Beginning teacher assistance programs established under this section shall include, but need not be limited to, the following provisions:

1. Such programs shall require each school district to provide a plan of professional development for the first two years of teaching for any teacher who does not have prior teaching experience. The professional development plan shall include assistance from a professional development committee, which is hereby established in each school district, which committee shall work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; serve as a confidential consultant upon a teacher's request; assess faculty needs and develop in-service opportunities for school staff; and present to the proper authority faculty suggestions, ideas, and recommendations *pertaining* to classroom instruction within the school district. The members of each professional development committee shall be selected by the teachers employed by the school district in question. The professional development plan may include guidance from a district designated faculty member employed at a grade level comparable to the instructional grade level of the beginning teacher, and such other forms of assistance which the school district may choose to offer.
2. Such programs shall include assistance from the teacher education program which provided the teacher's training if such training was provided in a Missouri college or university. Such assistance from the college or university may include retraining, internship, counseling, and in-service training.
3. The practicing teacher assistance programs established under this section shall include, but need not be limited to, programs of professional development and improvement as provided for experienced teachers by the professional development committee; and professional growth opportunities as provided by the local school district for all practicing teachers.

Effective Date: September 1, 1988



THE EXCELLENCE IN EDUCATION ACT OF 1985
Section 168.400.4(1) (2) & 5 RSMo.

Key Provisions:

1. Each district must provide a plan of professional development, with assistance from the professional development committee, for a teacher's first two years of teaching.
2. The professional development committee is charged with four responsibilities:
 - (a) identify instructional concerns and remedies
 - (b) serve as a confidential consultant upon a teacher's request
 - (c) assess faculty needs and develop inservice opportunities for school staff
 - (d) present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction
3. Members of the professional development committee are to be selected by teachers currently employed by the district.
4. The professional development committee is to work with both beginning and experienced teachers.
5. Beginning teachers who have graduated from Missouri teacher preparation programs shall receive assistance from the teacher education program which provided the teacher training.



THE OUTSTANDING SCHOOLS ACT OF 1993

SB380, Section 7; RSMo

DELAYED UNDER House Bill 1543. Section 8

Beginning with the fiscal year 1994 and for all fiscal years thereafter, in order to be eligible for state aid distributed pursuant to section 163.03 1 RSMo., a school district shall allocate one percent of monies received pursuant to section 163.03 1 RSMo., exclusive of categorical add-ons, to the Professional Development Committee (PDC) of the district as established in subdivision (1) of subsection 4 of section 168.500 RSMo. Of the monies allocated to the PDC in any fiscal year as specified by the subsection, seventy-five percent of such funds shall be spent in the same fiscal year for purposes determined by the professional development committee.

163.21.5. No school district shall receive state aid pursuant to section 163.031, if such district was not in compliance, during the preceding school year, with the requirement, established pursuant to section 7 of this act, to allocate revenue to the Professional Development Committee (PDC) of the district.

This Act is very important because, while The Excellence in Education Act of 1985 remains in effect, The Outstanding Schools Act of 1993 (SB380) changes the emphasis and the process for professional development. The Excellence in Education Act of 1985 recognized the need for teachers to grow professionally. The intent was to establish professional development opportunities for beginning and established teachers as individuals.

This latest legislation, The Outstanding Schools Act of 1993 (SB380), by its title, calls for a shift in practice. The emphasis is now on individual growth, systemic improvement, and increased student performance.

How, then, can the school system provide professional development training for its teachers so that students will become better achievers? Instead of emphasizing individual professional development based on a random needs assessment, the emphasis is on focused professional development for the entire school system. The Outstanding Schools Act of 1993 (SB380) also recognizes the importance of collaboration among the Professional Development Committee (PDC), the administration, and the board of education; thus, the language “of the monies allocated to the Professional Development Committee (PDC)...

such funds shall be spent. . . for purposes determined by the professional development committee after consultation with the administrators of the school district and approved by the local board of education as meeting the objectives of a school improvement plan of the district that has been developed by the local board.”

Although, all professional development must be tied to the objectives of the Comprehensive School Improvement Plan (CSIP), needs assessments are still



appropriate, particularly when focused on the CSIP. The Excellence in Education Act of 1985 also specified that faculty suggestions, ideas, and recommendations are to be presented to the proper authority while the Outstanding School Act of 1993 (SB380) specifies the importance of consultation with the administration and the necessity for board approval.

From these acts, Missouri has developed an in-depth, organized, systemic approach to professional development. Professional development must have a specific, clear focus for school improvement which helps students become high achievers and successful in school



THE NO CHILD LEFT BEHIND ACT OF 2001

These reforms express my deep belief in our public schools and their mission to build the mind and character of every child, from every background, in every part of America.

*President George W. Bush
January 2001*

Three days after taking office in January 2001 as the 43rd President of the United States, George W. Bush announced *No Child Left Behind*, his framework for bipartisan education reform that he described as “the cornerstone of my Administration.” President Bush emphasized his deep belief in our public schools, but an even greater concern that “too many of our neediest children are being left behind,” despite the nearly \$200 billion in Federal spending since the passage of the Elementary and Secondary Education Act of 1965 (ESEA). The President called for bipartisan solutions based on accountability, choice, and flexibility in Federal education programs.

Less than a year later, despite the unprecedented challenges of engineering an economic recovery while leading the Nation in the war on terrorism following the events of September 11, President Bush secured passage of the landmark No Child Left Behind Act of 2001 (NCLB Act). The new law reflects a remarkable consensus—first articulated in the President’s *No Child Left Behind* framework—on how to improve the performance of America’s elementary and secondary schools while at the same time ensuring that no child is trapped in a failing school.

The NCLB Act, which reauthorizes the ESEA, incorporates the principles and strategies proposed by President Bush. These include increased accountability for States, school districts, and schools; greater choice for parents and students, particularly those attending low-performing schools; more flexibility for States and local educational agencies (LEAs) in the use of Federal education dollars; and a stronger emphasis on reading, especially for our youngest children.

Increased Accountability

The NCLB Act will strengthen Title I accountability by requiring States to implement statewide accountability systems covering all public schools and students. These systems must be based on challenging State standards in reading and mathematics, annual testing for all students in grades 3-8, and annual statewide progress objectives ensuring that all groups of students reach proficiency within 12 years. Assessment results and State progress objectives must be broken out by poverty, race, ethnicity, disability, and limited English proficiency to ensure that no group is left behind. School districts and schools that fail to make adequate yearly progress (AYP) toward statewide proficiency goals will, over time, be subject to improvement, corrective action, and restructuring measures



aimed at getting them back on course to meet State standards. Schools that meet or exceed AYP objectives or close achievement gaps will be eligible for State Academic Achievement Awards.

More Choices for Parents and Students

The NCLB Act significantly increases the choices available to the parents of students attending Title I schools that fail to meet State standards, including immediate relief—beginning with the 2002-03 school year—for students in schools that were previously identified for improvement or corrective action under the 1994 ESEA reauthorization.

LEAs must give students attending schools identified for improvement, corrective action, or restructuring the opportunity to attend a better public school, which may include a public charter school, within the school district. The district must provide transportation to the new school, and must use at least 5 percent of its Title I funds for this purpose, if needed.

For students attending persistently failing schools (those that have failed to meet State standards for at least 3 of the 4 preceding years), LEAs must permit low-income students to use Title I funds to obtain supplemental educational services from the public- or private-sector provider selected by the students and their parents. Providers must meet State standards and offer services tailored to help participating students meet challenging State academic standards.

To help ensure that LEAs offer meaningful choices, the new law requires school districts to spend up to 20 percent of their Title I allocations to provide school choice and supplemental educational services to eligible students.

In addition to helping ensure that no child loses the opportunity for a quality education because he or she is trapped in a failing school, the choice and supplemental service requirements provide a substantial incentive for low-performing schools to improve. Schools that want to avoid losing students—along with the portion of their annual budgets typically associated with those students—will have to improve or, if they fail to make AYP for 5 years, run the risk of reconstitution under a restructuring plan.

Greater Flexibility for States, School Districts, and Schools

One important goal of *No Child Left Behind* was to breathe new life into the “flexibility for accountability” bargain with States first struck by President George H.W. Bush during his historic 1989 education summit with the Nation’s Governors at Charlottesville, Virginia. Prior flexibility efforts have focused on the waiver of program requirements; the NCLB Act moves beyond this limited approach to give States and school districts unprecedented flexibility in the use of Federal education funds in exchange for strong accountability for results.



New flexibility provisions in the NCLB Act include authority for States and LEAs to transfer up to 50 percent of the funding they receive under 4 major State grant programs to any one of the programs, or to Title I. The covered programs include Teacher Quality State Grants, Educational Technology, Innovative Programs, and Safe and Drug-Free Schools.

The new law also includes a competitive State Flexibility Demonstration Program that permits up to 7 States to consolidate the State share of nearly all Federal State grant programs—including Title I, Part A Grants to Local Educational Agencies—while providing additional flexibility in their use of Title V Innovation funds. Participating States must enter into 5-year performance agreements with the Secretary covering the use of the consolidated funds, which may be used for any educational purpose authorized under the ESEA. As part of their plans, States also must enter into up to 10 local performance agreements with LEAs, which will enjoy the same level of flexibility granted under the separate Local Flexibility Demonstration Program.

The new competitive Local Flexibility Demonstration Program would allow up to 80 LEAs, in addition to the 70 LEAs under the State Flexibility Demonstration Program, to consolidate funds received under Teacher Quality State Grants, Educational Technology State Grants, Innovative Programs, and Safe and Drug-Free Schools programs. Participating LEAs would enter into performance agreements with the Secretary of Education, and would be able to use the consolidated funds for any ESEA-authorized purpose.

Putting Reading First

No Child Left Behind stated President Bush's unequivocal commitment to ensuring that every child can read by the end of third grade. To accomplish this goal, the new Reading First initiative would significantly increase the Federal investment in scientifically based reading instruction programs in the early grades. One major benefit of this approach would be reduced identification of children for special education services due to a lack of appropriate reading instruction in their early years.

The NCLB Act fully implements the President's Reading First initiative. The new Reading First State Grant program will make 6-year grants to States, which will make competitive subgrants to local communities. Local recipients will administer screening and diagnostic assessments to determine which students in grades K-3 are at risk of reading failure, and provide professional development for K-3 teachers in the essential components of reading instruction.

The new Early Reading First program will make competitive 6-year awards to LEAs to support early language, literacy, and pre-reading development of preschool-age children, particularly those from low-income families. Recipients will use instructional strategies and professional development drawn from scientifically based reading research to help young children to attain the fundamental knowledge and skills they will need for optimal reading development in kindergarten and beyond.



Other Major Program Changes

The No Child Left Behind Act of 2001 also put the principles of accountability, choice, and flexibility to work in its reauthorization of other major ESEA programs. For example, the new law combines the Eisenhower Professional Development and Class Size Reduction programs into a new Improving Teacher Quality State Grants program that focuses on using practices grounded in scientifically based research to prepare, train, and recruit high-quality teachers. The new program gives States and LEAs flexibility to select the strategies that best meet their particular needs for improved teaching that will help them raise student achievement in the core academic subjects. In return for this flexibility, LEAs are required to demonstrate annual progress in ensuring that all teachers teaching in core academic subjects within the State are highly qualified.

The NCLB Act also simplified Federal support for English language instruction by combining categorical bilingual and immigrant education grants that benefited a small percentage of limited English proficient students in relatively few schools into a State formula program. The new formula program will facilitate the comprehensive planning by States and school districts needed to ensure implementation of programs that benefit all limited English proficient students by helping them learn English and meet the same high academic standards as other students.

Other changes will support State and local efforts to keep our schools safe and drug-free, while at the same time ensuring that students—particularly those who have been victims of violent crimes on school grounds—are not trapped in persistently dangerous schools. As proposed in *No Child Left Behind*, States must allow students who attend a persistently dangerous school, or who are victims of violent crime at school, to transfer to a safe school. States also must report school safety statistics to the public on a school-by-school basis, and LEAs must use Federal Safe and Drug-Free Schools and Communities funding to implement drug and violence prevention programs of demonstrated effectiveness.



DEFINITION OF KEY TERMS

CERTIFIED STAFF:

Classroom teachers, librarians, counselors, and administrators.

TEACHER:

Classroom teachers, librarians, and counselors, but not administrators.

BEGINNING TEACHER/PROTEGE:

A teacher who is employed full or part-time by a school district to serve as a classroom teacher or librarian who is in the first two years of professional employment with no prior teaching experience.

PRACTICING TEACHER:

A teacher who is employed full or part-time by the school district to serve as a classroom teacher, librarian, or guidance counselor and who has more than two years of full or part-time teaching experience.

MENTOR TEACHER:

Is a teacher with five or more years of experience (additional graduate hours preferred) who volunteers to serve in the role of a positive role model and developer of talent for a beginning teacher.

SUPPORTING TEACHER:

Is a teacher who will be assigned to any new teacher in West Plains R-7 regardless of experience. This teacher will serve as a positive role model and helper in the first year of employment in West Plains.



MSIP 5 Process Standard 10 for Professional Development

Professional development drives and supports instructional practices in the district to improve student learning.

1. All staff participate in regularly scheduled professional development as a part of ongoing school-based collaborative teams which are focused on student learning/performance as identified in the Comprehensive School Improvement Plan (CSIP).
2. Professional development promotes the practice of evidence-based skills that improve student achievement.
3. The implementation of new skills is supported through ongoing coaching, mentoring and collaboration.
4. New skills are monitored for fidelity of implementation through observation and supervision of classroom practices.
5. Professional development is evaluated based on its impact on teacher and administrator practices and student achievement.
6. Professional development includes ongoing collaborative lesson design, examination of student work, curriculum development, student assessment results, case studies and action research.
7. The district has a written procedural plan for professional development that includes the following components:
 - a. Professional Development Committee (PDC) policies and procedures (including PDC membership criteria, reimbursement procedures, request procedures, etc);
 - b. Professional development program objectives aligned with the CSIP;
 - c. Evaluation criteria for the overall professional development program;
 - d. Descriptions of the planned professional development activities that are directly related to areas of needed student improvement, a rationale for that focus, and evidence that they are aligned with the district's CSIP;
 - e. Specific mentoring provisions (including a scope and sequence for the program, allocated resources, a description of all participants' responsibilities, and evaluation processes and procedures);
 - f. Provisions for complying with specific professional development program requirements, all rules and regulations, and legislation related to professional development funding.
 - g. The district provides time and resources for the professional development of all staff members.

RE: Support Staff

School districts are encouraged to provide additional professional development for their teacher assistants and teacher aides to optimize the acquisition and application of skills. Professional development activities should be in addition to general orientation workshops provided by the district for support staff.



5 CSR 80-850.045 Missouri Mentoring Program Standards (Effective September 30, 2008)

PURPOSE: *This rule establishes standards for successful mentoring programs.*

(1) A successful mentoring program will include, but may not be limited to, the standards listed below:

(A) An introduction to the cultural environment of the community, school district, school building, and classroom that:

1. Provides awareness of school and district policies, procedures, and mission (teacher and student handbooks, Comprehensive School Improvement Plan (CSIP), goals, etc.);
2. Expresses community norms/local expectations (community tour, housing, medical facilities, faith community, etc.);
3. Complements professional organizations at district and state/national levels;
4. Discusses classroom equality gender/race/abilities;
5. Is a systematic and ongoing introduction to data analysis, assessment practice and process, etc. (not a one (1)-day workshop);
6. Includes district initiatives and parental concerns; and
7. Defines professional and district acronyms (Adequate Yearly Progress (AYP), Missouri School Improvement Program (MSIP), Individuals with Disabilities Education Act (IDEA), Parent Teacher Organization (PTO), etc.).

(B) A systemic and ongoing program review/evaluation by all stakeholders:

1. Identifies all stakeholders;
2. Identifies mentoring outcomes, how they will be measured, and timelines;
3. Gathers regular and systematic feedback from mentor, protégé, and administrators to determine if mentoring is working (might include pre- and post-surveys for mentors and protégés and may include information on retention rates/numbers, levels of job satisfaction, student achievement, or cost of turnover);
4. Is based on a foundation of best practices;
5. Requires independent/anonymous exit interviews of staff (may be connected to beginning educators' survey at state level) so clear reasons for staff departures can be determined;
6. Is supported by central office and school board—trend data; and
7. Is included in broader Professional Development (PD) program evaluation (locally and on Missouri School Improvement Program reviews).

(C) An individualized plan for beginning educators that aligns with the district's goals and needs that:

1. Is aligned with the department's Performance Based Teacher/Educator Evaluation (PBTE) standards;
2. Is a systematic and concise mentoring and professional development plan that prioritizes the immediate and future needs of the new educator;
3. Aligns with district's CSIP and certification requirements;
4. Establishes outcomes for new educators;
5. Is an extension or part of a professional development plan that may have begun during student teaching/internship or culminating project in college;
6. Establishes classroom or on-the-job observations that are guided by practices. Observations should include pre- and post- observation conferences, including reflective questions; and
7. Encourages structured experiences and expectations for all new educators.

(D) Appropriate criteria for selecting mentors that:

1. Should have a minimum of three (3) years of experience;
2. Have traits such as enthusiasm and job commitment;
3. Are committed to self-growth as well as mentoring;
4. Hold a same or similar position/job of grade/subject area (in- or out-of-building/district);
5. May use a mechanism to end pairing if either mentor or protégé is not satisfied;
6. Understand broad educational issues as well as specific teaching/education issues;



7. Have a strong understanding of pedagogy, instructional expertise, and relevant administrative issues;
8. Are available to mentor (release time, fewer additional assignments);
9. Are assigned collaboratively by administrator(s) and local professional development committee with input from grade-level or department chair; and
10. Are supported in time/effort by administration and school board.

(E) Comprehensive mentor training that:

1. Recognizes mentoring is NOT evaluation; confidentiality is required between mentor and protégé (except in situations of child endangerment);
2. Includes cognitive coaching skills along with collaborative training;
3. Includes observation and feedback training/skills;
4. Provides an awareness of phases of first-year educators (stress, depression, etc.);
5. Provides training on mentoring standards, performance-based evaluation requirements, certification requirements, and local expectations;
6. Includes a catalogue of resources available for beginning educators;
7. Recognizes the need for knowledge and strategies on classroom management;
8. Encourages small districts to form mentoring consortia (may use existing structures to form consortia (e.g., conference schools);
9. Focuses on exemplary teaching and assessment practices;
10. Builds working strategies that encourage problem solving and independent thinking;
11. Provides understanding of student assessments and how educators can utilize them to guide instruction; and
12. Includes self-assessment that identifies whether mentoring is meeting both the mentor's and protégé's expectations.

(F) A complete list of responsibilities for the mentor, beginning teacher and administrator(s) is addressed in Appendix A.

(G) Sufficient time for mentors to observe beginning educators, and for the beginning educators to observe master educators, are structured to provide multiple opportunities over time to minimize the need to require substitute teachers to facilitate observations by:

1. Aligning class schedules and planning periods to complement mentoring duties;
2. Utilizing state and local professional development funds, Career Ladder, or stipends to support mentors' additional duties;
3. Providing release time for coaching, observation, and meeting (minimum of three (3) each year); and
4. Encouraging college support of resources, on-line classes, personal visits, and/or beginning educators' assistance programs.

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Chapter 850—Professional Development 5 CSR 80-850

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SECONDARY EDUCATION Division 80-Teacher Quality and Urban Education

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Secretary of State

Chapter 850—Professional Development 5 CSR 80-850 AUTHORITY: sections 160.720, 161.092,

and 161.375, RSMo Supp. 2007. * Original rule filed Oct. 29, 2002, effective June 30,

2003. Rescinded and readopted: Filed Jan. 18, 2008, effective Sept. 30, 2008. *Original authority: 160.720, RSMo 2002, amended 2004; 161.092, RSMo 1963 amended 1973, 2002, 2003; and 161.375, RSMo 2007. *Original authority: 160.530, RSMo 1993.

(Formatted from original found in Mo Code of State Regulations, Chapter 850—Professional Development, 5 CSR 80-850. P. 13-15)



5 CSR 80-850.045 Missouri Mentoring Program Standards

Appendix A:

TOPIC	Beginning Teacher	Mentor or Professional Development Committee	Principal	District, PDC and School Board	College or University	DESE, Associations, and Others
SELECTION		PDC collaboratively assists in selection and pairing	Principal or superintendent collaboratively assists in selection and pairing	PDC collaboratively assists in selection and pairing		
TRAINING		Mentor attends training	Attends mentor training and supports mentor and protégé	Provides policy and support for ongoing mentor training program	Provides awareness or expectation for graduates and may provide training for mentors	Provides regional training for mentors with cognitive coaching information
CONTACT	Seeks contact prior to beginning of school year	Contacts protégé and welcomes him/her to community. Confirms first meeting	Contacts protégé and welcomes him/her to community. Arranges first meeting	Provides curriculum guides, handbooks and pertinent grade/subject level information	Instructs student teachers on expectation of mentoring	
COMMUNICATION	Seeks support and assistance with mentor and colleagues	Follows through on contacts and individualizes topics for protégé	Assures mentor and protégé communicate regularly	May provide district-wide opportunities for mentors and protégés	Provides a minimum of annual contact for 1 st & 2 nd year teachers	Supports communication between colleges and new teachers
CONFIDENTIALITY	Maintains confidentiality at all times and appreciates assistance	Maintains confidentiality at all times and reinforces trust	Appreciates mentor/protégé confidentiality and does not undermine effort	Remains neutral party.		
DOCUMENTATION	Maintains log/list of in-service, professional workshops, reading, and organizational activities	Reviews documentation	Reviews formal professional development plan	Keeps required documentation for beginning educators and mentors for verification purposes	May collect data on strength or weakness of first-year teachers	May assist in data collection and review
PROFESSIONAL DEVELOPMENT PLAN	Maintains and regularly evaluates personal plan; shares with mentor	Assists in development of the PD plan and encourages growth and career advancement	Supports new educators' professional development plans	Protégé and support team complete end-of-year district checklist or assessment	May provide ongoing or advanced coursework	Provides models and workshop opportunities
SUPPORT			Supports time for observation, collaboration & compensation	Formalizes written guidelines, mentor time & resources	Offer support to graduates from any Missouri college	Develops rules and standards
EVALUATION OF MENTORING PROCESS	Participate in formal evaluation of mentoring program	Participate in formal evaluation of mentoring program	Participate in formal evaluation of mentoring program	Develops mentoring assessment/evaluation tool that aligns with standards and assesses formal evaluation of mentoring and makes revisions	May utilize information to improve preparation programs	Provides models; evaluates for MSIP purposes

Policies, Procedures, & Forms

Letter from MSBA

<u>Policies:</u>		<u>Procedures:</u>	<u>New Forms:</u>
AC	GCBDA	ADF	AC1
ADF	GCPD	DN	AC2
DA	GDBDA	EB	AC3
DI	IC	EBH	AC4
DN	IGD1	GCBDA1	AC5
ECB	IGD2	GDBDA2	AC6
ECD	IGDA	IGBA1	EBH
ECG	IGDJ	IGBA2	GCD
EBH	IGDJA	IGBA3	GCI
EI	IND	IGD1	GDI
EIA	JHG	IGD2	JFCL
GBEBC	KG	IGDJ	JG
	KK	JFCL	KG1
		KG	KG2
			Update



February 28, 2012

Dr. Fred Czerwonka
West Plains R-VII School District
613 W. First St.
West Plains, MO 65775-2617

Dear Dr. Czerwonka:

MSBA is pleased to provide your district with the 2012A Update of policies, procedures and forms. Most of the changes in this update are a result of changes in state and federal law.

This Update includes several revisions to policies required by SB 54 (2011) also known as the Amy Hestir Student Protection Act. These revisions are discussed in the Explanation sections of the following policies:

- ▶ **AC, Prohibition against Discrimination, Harassment and Retaliation**
- ▶ **GBEBC, Criminal Background Checks**
- ▶ **GCPD, Suspension of Professional Staff Members**
- ▶ **JHG, Reporting and Investigating Child Abuse/Neglect**

Also remember that last November, in response to SB 1 (Special Session 2011), all districts received a revised policy **GBH, Staff/Student Relations**, addressing the so called "Facebook law." Part of the original Amy Hestir law, § 162.069, RSMo. now requires all districts to adopt a policy on electronic employee-student communications by **March 1, 2012**. If your district has questions on the revised GBH, please contact your Full Maintenance editor or the MSBA legal staff immediately to get this policy adopted before the March legislative deadline.

The final policy required by the Amy Hestir law will be a new policy regarding providing references for former employees. This policy is not included in the 2012A Update because of the possibility that the legislature may decide to revise some of the more unworkable provisions in this part of the law. MSBA will continue to monitor the situation and will release the new policy in time for districts to adopt by the deadline later this summer, if necessary. In the meantime, interested districts may consider registering on the MSBA website for a webinar on "Providing References Legally" to be held on February 29.

Thank you for being an MSBA policy subscriber. If we can be of any further assistance, please contact us at the address below, e-mail me at marchesi@msbanet.org or call toll free at 800-221-MSBA (6722), ext. 323.

Sincerely,

Kay Marchesi

Kay Marchesi
Senior Editor, Full Maintenance

Enclosures

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EXPLANATION: PROHIBITION AGAINST DISCRIMINATION, HARASSMENT AND RETALIATION

This policy was amended for the following reasons:

1. The Boy Scouts of America Equal Access Act, 20 U.S.C. § 7905, is a federal law that requires public school districts to provide equal access to Boy Scout troops and other groups recognized in Title 36 of the federal law if the district allows other community groups unaffiliated with the district to use district facilities when school is not in session. The Office for Civil Rights (OCR) has recently released guidance requiring districts to include equal access under this new law in the district's nondiscrimination notice.

See <http://www2.ed.gov/about/offices/list/ocr/docs/nondisc.html>.

In addition, the OCR has recently required at least one Missouri school district to modify its nondiscrimination policy. For this reason, MSBA is adding language regarding this law into this policy. MSBA is also adding language to policy KG, Community Use of District Facilities.

2. The Genetic Information Nondiscrimination Act (GINA) prohibits employers from discriminating against employees or prospective employees based on genetic information and makes it unlawful for employers "to request, require, or purchase genetic information" regarding an employee or a family member of an employee. 42 U.S.C. § 2000ff-1. Notably, "genetic information" has been defined to include family medical history, among other information. New regulations interpreting GINA limit the types of information employees may be required to provide to participate in wellness programs and limit the types of questions supervisors may ask employees regarding their illnesses or illnesses in their families. For more information on GINA, see <http://www.eeoc.gov/laws/types/genetic.cfm>.
3. The Amy Hestir Student Protection Act, created by Senate Bill 54 (2011), states, "Any school district employee, acting in good faith, who reports alleged sexual misconduct on the part of a teacher or other school employee shall not be discharged or otherwise discriminated against in any fashion because of such reporting" (§ 162.068, RSMo.). Arguably, this policy already provides for this protection; however, MSBA has added the term "reporting" to the protections to be consistent with the new state statute.
4. MSBA has also revised this policy for clarity and to comply with new guidance issued by the U.S. Department of Education. The U.S. Department of Education issued a

"Dear Colleague" letter on April 4, 2011, which provided guidance on how the OCR will interpret districts' obligations to protect students from sexual harassment and sexual violence under Title IX. The letter goes into great detail regarding training expectations, obligations to investigate, what constitutes an adequate investigation, and expected remedial measures. MSBA strongly recommends that district compliance officers read this letter at:

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.html>.

5. MSBA has included "retaliation" in the title because of the OCR's focus on discrimination by retaliatory action, and the word "illegal" was removed from the title because policy AC also prohibits discrimination, harassment and retaliation based on some characteristics not protected by law.

MSBA encourages districts to review the title and contact information for the compliance officer and acting compliance officer to ensure that the district's information is still accurate. The district should check related forms as well.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

X	Board Secretary	X	Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
X	Human Resources		Principals		Library/Media Center
	Health Services		Counselor	X	Special Education
	Transportation	X	Public Info/Communications		Technology

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PROHIBITION AGAINST ~~ILLEGAL DISCRIMINATION, AND HARASSMENT~~ **AND RETALIATION**

General Rule

The West Plains R-VII School District Board of Education is committed to maintaining a workplace and educational environment that is free from ~~illegal discrimination or~~ harassment in admission or access to, or treatment or employment in, its programs, **services, activities and facilities.** **In accordance with law, the district strictly prohibits d**~~Discrimination or~~ 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 ~~is strictly prohibited in accordance with law.~~ The West Plains R-VII School District is an equal opportunity employer. ~~Students, employees and others will not be disciplined for speech in circumstances where it is protected by law.~~

The Board also prohibits:

1. Retaliatory actions ~~based on making complaints of prohibited discrimination or harassment or based on participation in an investigation, formal proceeding or informal resolution concerning prohibited discrimination or harassment.~~ **including, but not limited to, acts of intimidation, threats, coercion or discrimination against those who:**
 - a) **Make complaints of prohibited discrimination or harassment.**
 - b) **Report prohibited discrimination or harassment.**
 - c) **Participate in an investigation, formal proceeding or informal resolution, whether conducted internally or outside the district, concerning prohibited discrimination or harassment.**
2. **Aiding, abetting, inciting, compelling or coercing discrimination, or harassment or retaliatory actions.**
3. **Discrimination, or harassment or retaliation** against any person because of such person's association with a person protected from discrimination or harassment ~~due to one (1) or more of the above-stated characteristics~~ **in accordance with this policy.**

All employees, students and visitors must immediately report to the district for investigation any incident or behavior that could constitute ~~illegal discrimination, or harassment~~ **or retaliation in accordance with this policy.** **If discrimination, harassment or retaliation that occurs off district property and that is unrelated to the district's activities negatively impacts the school environment,**

the district will investigate and address the behavior in accordance with this policy, as allowed by law.

Additional Prohibited Behavior

Behavior that is not unlawful or does not rise to the level of illegal discrimination, ~~or harassment or retaliation~~ might still be unacceptable for the workplace or the educational environment. Demeaning or otherwise harmful actions are prohibited, particularly if directed at personal characteristics including, but not limited to, socioeconomic level, sexual orientation or perceived sexual orientation.

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.

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. For example, the district may alter a class seating arrangement, provide additional supervision for a student or suspend an employee pending an investigation. The district will 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.

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 school grounds or otherwise restricted while on school grounds. The superintendent or designee will contact law

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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 to the Children's Division (CD) of the Department of Social Services.

Remedies provided by the district will attempt to minimize the burden on the victim. Such remedies may include, but are not limited to: providing additional resources such as counseling, providing access to community services, assisting the victim in filing criminal charges when applicable, moving the perpetrator to a different class or school, providing an escort between classes, or allowing the victim to retake or withdraw from a class. The district may provide additional training to students and employees, make periodic assessments to make sure behavior complies with district policy, or perform a climate check to assess the environment in the district.

Definitions

Compliance Officer – The individual responsible for implementing this policy, including the acting compliance officer when he or she is 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, or 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.

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.

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

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

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Compliance Officer

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

Assistant Superintendent
613 West First St., West Plains MO 65775
Ph: (417) 256-6150; Fax: (417) 256-8616
(TDD/TTY, if available)
(E-mail)

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:

Superintendent
613 West First St., West Plains, MO 65775
Ph: (417) 256-6150; Fax: (417) 256-8616
(TDD/TTY, if available)
(E-mail)

The compliance officer or acting compliance officer will:

1. Coordinate district compliance with this policy and the law.
2. Receive all grievances regarding discrimination, ~~and~~ harassment and retaliation in the West Plains R-VII School District.
3. Serve as the district's designated Title IX, Section 504 and Americans with Disabilities Act (ADA) coordinator, as well as the contact person for compliance with other discrimination laws.
4. 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.
5. Review all evidence brought in disciplinary matters to determine whether additional remedies are available, such as separating students in the school environment.
6. Determine whether district employees with knowledge of discrimination, harassment or retaliation failed to carry out their reporting duties and recommend disciplinary action, if necessary.

7. Communicate regularly with the district's law enforcement unit to determine whether any reported crimes constitute potential discrimination, harassment or retaliation.
8. 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.
9. Seek legal advice when necessary to enforce this policy.
610. Report to the superintendent and the Board aggregate information regarding the number and frequency of grievances and compliance with this policy.
711. Make recommendations regarding changing this policy or the implementation of this policy.
812. 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, and harassment and retaliation.
913. Perform other duties as assigned by the superintendent.

~~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.~~

Superintendent

613 West First St., West Plains, MO 65775

Ph: (417) 256-6150; Fax: (417) 256-8616

Public Notice

The superintendent or designee will continuously publicize the district's policy prohibiting illegal discrimination, and harassment and retaliation and disseminate information on how to report discrimination, and 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 West Plains R-VII School 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.

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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.

Unless the concern is otherwise voluntarily resolved, all persons must report incidents that might constitute illegal discrimination, or harassment or retaliation directly to the compliance officer or acting compliance officer. All district employees will direct/instruct all persons seeking to make a grievance to communicate directly to with the compliance officer. Even if the potential victim of discrimination, or harassment or retaliation does not file a grievance, district employees are required to report to the compliance officer any observations, rumors or other information regarding discrimination or harassment actions prohibited by this policy. If a verbal grievance is made, the person will be asked to submit a written complaint to the compliance officer or acting compliance officer. 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 take action upon finding a violation of law, district policy or district expectations.

Students, employees and others may address concerns directly with the person alleged to have caused harassment or discrimination in an attempt to resolve the issue, but are not expected or required to do so. Even if a grievance 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, and harassment and retaliation between students, particularly when behaviors are reported through the normal disciplinary process and not through a grievance. The administrator has the ability to immediately discipline a student for any prohibited behavior that otherwise would lead to disciplinary action in accordance with the district's discipline policy. The administrator will report all incidents of harassment and discrimination, harassment and retaliation to the compliance officer and will direct the parent/guardian and student to the compliance officer for further assistance. The compliance officer may determine that the incident has been appropriately addressed or recommend additional action. When a grievance is filed, the investigation and complaint process detailed below will be used.

Investigation

The district will immediately investigate all grievances. 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.

In determining whether alleged conduct constitutes discrimination, ~~or 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 immediate corrective action.

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. ~~Investigation and reporting deadlines are not mandatory upon the district when more time might be necessary to adequately conduct an investigation and to render a decision.~~ An extension of the investigation and reporting deadlines may be warranted if extenuating circumstances exist as determined by the district's compliance officer. ~~When extended, the~~ 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. The district will investigate all grievances, 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 only share information regarding an individually identifiable student or employee with the person filing the grievance or other persons if allowed by law and in accordance with Board policy.

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6. Upon receiving a grievance, district administrators or supervisors, after consultation with the compliance officer, will ~~take immediate action~~ **implement interim measures as described in this policy** if necessary to prevent further potential discrimination, ~~or 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, at his or her discretion, assign a school principal or other appropriate supervisor to conduct the investigation when appropriate.

Regardless of who investigates the grievance, an investigation will commence immediately, but no later than ~~five~~ **ten** working days after the compliance officer receives the grievance. **The compliance officer or designee 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 compliance officer or designee will evaluate all relevant information and documentation relating to the grievance.**

Within 30 working days of receiving the grievance, the compliance officer will complete a written report within 30 working days of receiving the grievance that 1) summarizes the facts; 2) and makes conclusions on whether the facts constitute a violation of this policy based on the appropriate legal standards; and 3) if **If a violation of this policy is found, the compliance officer will recommends corrective action to the superintendent to address the discrimination, harassment or retaliation; prevent recurrence; and remedy its effects.** If someone other than the compliance officer conducts the investigation, the compliance officer or acting compliance officer will review and sign the report. 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 has been 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, at his or her discretion, 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, in accordance with law and district policy, within five working days of the superintendent's decision, regarding whether the superintendent or designee determined that district policy has been 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 such other persons deemed necessary. The Board will issue a decision within 30 working days for implementation by the administration. The Board's decision and any actions taken are final. 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 has been 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 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.

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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 complaints to the district's compliance officer or acting compliance officer 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 additional 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.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 12/19/2000

Revised: 11/20/2007;

Cross Refs: ECG, Animals on District Property
EHB, Technology Usage
GBCB, Staff Conduct
GBCC, Staff Cell Phone Use
GBH, Staff/Student Relations
GBL, Personnel Records
GCD, Professional Staff Recruiting and Hiring
GCPD, Suspension of Professional Staff Members
GDC, Support Staff Recruiting and Hiring
IGBA, Programs for Students with Disabilities
IGBCB, Programs for Migrant Students
IGBH, Programs for English Language Learners
IGD, District-Sponsored Extracurricular Activities and Organizations Groups
IICC, School Volunteers
JFCF, Hazing and Bullying
JG, Student Discipline

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JHCF, Student Allergy Prevention and Response
JHG, Reporting and Investigating Child Abuse/Neglect
KG, Community Use of District Facilities
KK, Visitors to District Property/Events

Legal Refs: §§ 105.255, 160.261, 162.068, 213.010 - .137, 290.400 - .450, RSMo.
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1417
Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681
Boy Scouts of America Equal Access Act, 20 U.S.C. § 7905
Equal Pay Act, 29 U.S.C. § 206(d)
Age Discrimination in Employment Act, 29 U.S.C. §§ 621 - 634
The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794
Title VI of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000d - 2000d-7
Title VII of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000e - 2000e-17
Genetic Information Nondiscrimination Act, 42 U.S.C. §§ 2000ff - 2000ff-11
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101 - 6107
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213
~~Missouri Human Rights Act, §§ 213.010 - 213.137, RSMo.~~
~~Female Employees' Wages, §§ 290.400 - .450, RSMo.~~
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)
Faragher v. City of Boca Raton, 524 U.S. 775 (1998)
Burlington Industries, Inc. v. Ellerth, 524 U.S. 742 (1998)
Gebser v. Lago Vista Ind. Sch. Dist., 524 U.S. 274 (1998)
Oncale v. Sundowner Offshore Services, Inc., 523 U.S. 75 (1998)
Harris v. Forklift Systems, Inc., 510 U.S. 17 (1993)

West Plains R-VII School District, West Plains, Missouri

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Critical

EXPLANATION: DISTRICT WELLNESS PROGRAM

MSBA has modified this policy and the accompanying procedure based on the Healthy, Hunger-Free Kids Act of 2010 (HHFKA), 2010 Pub. L. 111-296, which repealed 2004 Pub. L. 108-265—the original act requiring the district to implement a wellness program for students—and substituted new law. The new law is in effect now. While HHFKA imposes many of the same requirements, some are new. For example, HHFKA retains the requirement for a committee, but changes the composition of the committee. Other changes include the addition of a requirement to set goals for nutrition promotion, more attention to evaluation, and a requirement that more information about the program be provided to parents/guardians and the community.

Unfortunately, the regulations implementing HHFKA will not be published until the fall of 2013. Those regulations will cover important information, including the definition of "nutrition promotion." Because the requirement to have nutrition promotion goals is already in effect, MSBA has created a definition for nutrition promotion and reassigned some activities previously listed in the "Other School-Based Activities" section of the procedure (ADF-AP) to the "Nutrition Promotion" section.

For more information about HHFKA and guidance for implementing changes, go to www.fns.usda.gov/cnd/.

The current version of the wellness policy produced by MSBA in cooperation with the statewide wellness workgroup in 2005 already included many of these "new" components. For example, MSBA's current policy already included having a nurse on the committee and included an evaluation process that was more robust than required by the original act.

The law does not require *annual* reports to the Board or the community; such reports need only be made "periodically." The original workgroup that created this policy recommended that the report be provided annually along with most federal programs reports; however, the district may change this provision without violating the law. MSBA also updated legal references.

Simply adopting policy ADF is not sufficient to satisfy federal law. Districts must actually have nutrition education programs, nutrition promotion programs, programs that promote physical activity and education and "other school-based programs that promote wellness." See procedure ADF-AP for examples of programs the district can implement.

FILE: ADF
Critical

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MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

	Board Secretary		Business Office	X	Coaches/Sponsors
	Facility Maintenance	X	Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
X	Health Services	X	Counselor		Special Education
	Transportation		Public Info/Communications		Technology

REFERENCE COPY

FILE: ADF
Critical

DISTRICT WELLNESS PROGRAM

The Board recognizes the relationship between student well-being and student achievement as well as the importance of a comprehensive district wellness program. Therefore, the district will provide developmentally appropriate and sequential nutrition and physical education as well as opportunities for physical activity. The wellness program will be implemented in a multidisciplinary fashion and will be evidence based.

Wellness Committee

The district will establish a wellness committee that consists of at least one: parent, student, nurse or other school health professional, physical education teacher, school food service representative, Board member, school administrator, member of the public, and other community members as appropriate. If available, a qualified, credentialed nutrition professional will be a member of the wellness committee.

Wellness Program Coordinators

The Board designates the school nurse as wellness program coordinator. Only employees of the district who are members of the wellness committee may serve as wellness program coordinators. Wellness coordinators, in consultation with the wellness committee, will be in charge of implementation and evaluation of this policy. Meetings, records and votes of the wellness committee will adhere to the requirements of the Missouri Sunshine Law.

Wellness program coordinators are responsible for ensuring that each school in the district is in compliance with this policy.

Nutrition Guidelines

It is the policy of the West Plains R-VII School District that all foods and beverages made available on campus during the school day are consistent with the Missouri Eat Smart nutrition guidelines. Guidelines for reimbursable school meals will not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to law. The district will create procedures that address all foods available to students throughout the school day in the following areas:

- ▶ National School Lunch Program and School Breakfast Program meals
- ▶ À la carte offerings in the food service program
- ▶ Vending machines and school stores
- ▶ Classroom parties, celebrations, fundraisers, rewards and school events
- ▶ Snacks served in after-school programs

Nutrition Promotion and Education

The district will provide nutrition education aligned with the Show-Me Standards and Missouri's Frameworks for Curriculum Development in Health/Physical Education in all grades. In addition, the district will disseminate nutrition messages and other nutrition-related materials received from the U.S. Department of Agriculture (USDA) to students, staff and the community through a variety of media and methods. The wellness program coordinators, in consultation with the wellness committee, will develop procedures that address nutrition education and promotion.

~~Nutrition and Physical~~ Activity and Education

The district will provide ~~nutrition and~~ physical education and opportunities for physical activity in accordance with state requirements and aligned with the Show-Me Standards and Missouri's Frameworks for Curriculum Development in Health/Physical Education in all grades. The wellness program coordinators, in consultation with the wellness committee, will develop procedures that address ~~nutrition and~~ physical education and physical activity.

Other School-Based Activities

The wellness program coordinators, in consultation with the wellness committee, are charged with developing procedures addressing other school-based activities to promote wellness.

Evaluation

The wellness committee will assess all education curricula and materials pertaining to wellness for accuracy, completeness, balance and consistency with the state's and district's educational goals and standards. Wellness program coordinators shall be responsible for devising a plan for implementation and evaluation of the district wellness policy and are charged with operational responsibility for ensuring that schools meet the goals of the district wellness policy. Wellness program coordinators will report to the Board annually regarding the content and implementation of the wellness program and make recommendations for modifications to this policy as appropriate. The report will be made available to the public on the district's website or by other appropriate means.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

REFERENCE COPY

FILE: ADF
Critical

Adopted: 06/20/2006

Revised:

Cross Refs: DJF, Purchasing
EF, Food Services Management
EFB, Free and Reduced-Cost Food Services
GCL, Professional Staff Development Opportunities
GDL, Support Staff Development Opportunities
IGAEA, Teaching about Drugs, Alcohol and Tobacco
IGBC, Parent/Family Involvement in Instructional and Other Programs
IGDF, Student Fundraising
JHCF, Student Allergy Prevention and Response
KI, Public Solicitations/Advertising in District Facilities

Legal Refs: §§ 167.720, 610.010 - .028, RSMo.

~~_____ The Child Nutrition and WIC Reauthorization Act of 2004, Section 204, P.L. 108-265~~

The Richard B. Russell National School Lunch Act, 42 U.S.C. §§ 1751 - 1769h

~~_____ The Child Nutrition Act of 1966, 42 U.S.C. §§ 1771 - 1789~~

West Plains R-VII School District, West Plains, Missouri

REFERENCE COPY

FILE: DA
Basic

EXPLANATION: FISCAL RESPONSIBILITY

Some districts have informed MSBA that auditors are recommending that school districts adopt a fraud prevention policy. Many are recommending a model policy based on a publication created by the Association of Certified Fraud Examiners (ACFE), the Institute of Internal Auditors and the American Institute of Certified Public Accountants (AICPA). This model policy is available in *Managing the Business Risk of Fraud: A Practical Guide* at: www.aicpa.org/InterestAreas/ForensicAndValuation/Resources/FraudPreventionDetectionResponse/DownloadableDocuments/managing_business_risk_fraud.pdf.

MSBA has incorporated many aspects of the ACFE model policy into the fraud prevention section of this policy.

MSBA has chosen the superintendent to investigate allegations of fraud, but the district could choose to designate a different administrator. The district should also have an alternate in case the designated individual is the subject of the investigation.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

X	Board Secretary	X	Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources		Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

FILE: DA
Basic

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FILE: DA
Basic

FISCAL RESPONSIBILITY

The Board acknowledges its fiduciary responsibility for funds received by the district. Board members, staff and others who have a business relationship with the West Plains R-VII School 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.

Audit Committee

The Board will establish an internal audit committee will be established in accordance with Board policy on the establishment of committees and annually appoint members to the committee. Members of the committee will be appointed annually by the Board. No person may serve more than two (2) consecutive terms on the internal audit committee. The audit committee will have at least one (1) teacher and one (1) building-level administrator as members. The audit committee will consist of district employees whose positions are tied to the duties of the committee. The committee may consult with members of the community with expertise relevant to the completion of the audit committee's duties. The purpose of the audit committee is to serve as a liaison between the Board/administration and the auditor. The duties of this the audit committee include:

1. Making recommendations to the Board regarding the selection of an accounting firm to conduct the annual district audit.
2. Receiving reports of alleged financial misconduct from employees, students and members of the public. All such reports will be forwarded to the superintendent or, if not appropriate, the Board president. Ensuring that fraud prevention practices are in place and effective.
3. Reviewing Board-adopted ethics and conflict of interest policies and monitoring Board member and staff adherence to those policies by Board members and staff as they relate to fiscal matters.
4. Reviewing administrative procedures relating to purchasing, payment, management of funds received by through grants, and control of receipts from student activities and fundraisers. Any recommendations for improving these procedures will be forwarded to the superintendent or designee.
5. Working with auditors and any state or federal officials to facilitate all audits.

The internal audit committee will operate in accordance with the Missouri Sunshine Law.

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.

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FILE: DA
Basic

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 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 pursuant to this policy.~~

~~All district employees who have a reasonable cause to suspect fraud or theft must report that suspicion to a member of the audit committee immediately. Reports will be kept confidential to the extent allowed by law.~~

No Board member or employee of the district will take adverse employment action against any individual who, in good faith, reports suspected fraud ~~or financial misconduct to the audit committee~~ 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.

FILE: DA
Basic

REFERENCE COPY

Students who, in good faith, report suspected fraud or financial misconduct ~~to the audit committee~~ 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.**

~~Employees who violate any portion of this policy are subject to discipline up to and including termination and referral for prosecution when appropriate.~~

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 07/1985

Revised: 12/19/2006;

Cross Refs: BBF, School Board Member Ethics
BBFA, Board Member Conflict of Interest and Financial Disclosure
BCE, Board Committees/Advisory Committees to the Board
GBCA, Staff Conflict of Interest

West Plains R-VII School District, West Plains, Missouri

REFERENCE COPY

FILE: DI
Critical

EXPLANATION: FISCAL ACCOUNTING AND REPORTING/ACCOUNTING SYSTEM

The change in this policy clarifies that the district will adhere to all Governmental Accounting Standards Board (GASB) statements so that the Board will not need to take policy action every time a new statement is issued.

According to information on gasb.org, GASB is the independent organization that establishes and improves standards of accounting and financial reporting for state and local U.S. governments. GASB is recognized by governments, the accounting industry and the capital markets as the official source of generally accepted accounting principles (GAAP) for state and local governments.

GASB is not a government entity; rather, it is an operating component of the Financial Accounting Foundation, which is a private sector not-for-profit entity. Funding for GASB comes in part from sales of its own publications and in part from state and local governments and the municipal bond community. GASB's standards are not federal laws or regulations, and the organization does not have enforcement authority. Compliance with GASB's standards, however, is enforced through the laws of some individual states and through the audit process when auditors render opinions on the fairness of financial statement presentations.

GASB periodically issues statements about the accounting procedures to be used by governmental entities, and many of these statements require the governmental entity (school district) to adopt a "policy." A recent statement included the requirement for governmental entities to adopt a GASB 54 policy on fund balance reporting. When GASB issues such requirements, auditors notify districts of the need to adopt a policy as recommended by the GASB statement. Most of the time, the "policy" required is not a policy under the definition used by most school districts. "Policy," as generally used by GASB, actually refers to an accounting practice or procedure, not a governance policy of a school board. Occasionally, a GASB statement will require the Board of Education to take action; however, most do not.

Instead of looking for a policy change, districts should revise their internal accounting procedures for adherence to any new GASB requirement. If a GASB statement were to require a policy change, MSBA would make the required modifications to its model policies and notify districts.

FILE: DI
Critical

REFERENCE COPY

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

	Board Secretary	X	Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources		Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

REFERENCE COPY

FILE: DI
Critical

FISCAL ACCOUNTING AND REPORTING/ACCOUNTING SYSTEM

The district's accounting system shall conform to requirements established by state statutes, ~~and~~ regulations of the Missouri Department of Elementary and Secondary Education (DESE), ~~based on~~ the current version of the *Missouri Financial Accounting Manual* and statements issued by the Governmental Accounting Standards Board (GASB).

The superintendent shall be responsible for receiving and properly accounting for all funds of the school district and implementing the accounting system. As specified in state law, the Board of Education shall establish funds for the accounting of all school moneys in the district. The treasurer of the district shall open an account for each fund, and all moneys received by the district 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.

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 shall also be responsible for pupil~~student~~-related accounting and shall file enrollment, attendance, food service and transportation reports as required by DESE.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 04/20/1999

Revised: 12/19/2006;

Cross Refs: IGDF, Student Fundraising

Legal Refs: § 165.011, RSMo.

West Plains R-VII School District, West Plains, Missouri

REFERENCE COPY

FILE: DN
Critical

EXPLANATION: **SURPLUS DISTRICT PROPERTY (Seven-Director Districts NOT Located Totally or Partially within St. Louis County)**

This policy was revised for clarity and to add an additional legal reference pursuant to House Bill 578 (2011), § 260.269, RSMo., which provides an alternative method of disposing of used tires than is otherwise allowed by law. Further details are provided in the administrative procedure.

Surplus property may also be sold using MSBA's business partner at www.surplusprop.com.

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	Human Resources		Principals		Library/Media Center
	Health Services		Counselor		Special Education
X	Transportation		Public Info/Communications		Technology

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Critical

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Critical

SURPLUS SCHOOL DISTRICT PROPERTY *(Seven-Director Districts NOT 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, ~~When there is within the school district any school property that is no longer required for use by the district, the Board, by an affirmative vote of a majority of the whole Board, may authorize and direct the sale or lease of the property in accordance with law. However, property located outside the boundaries of the district may not be leased.~~

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.** ~~and all p~~ Personal property may be sold or leased 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 city, state agency, municipal corporation or other governmental subdivision of the state located within the boundaries of the district ~~for public uses and purposes.~~

~~The property shall be advertised as prescribed by state statute and detailed in administrative procedures.~~ **The superintendent or designee shall create administrative procedures to implement this policy in accordance with state law on the sale of surplus property.**

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 10/16/2001

Revised:

Cross Refs: FC, School Closings, Consolidations and Reorganizations
GBCA, Staff Conflict of Interest
IIA, Instructional Materials

Legal Refs: §§ 177.091, 260.269, RSMo.

West Plains R-VII School District, West Plains, Missouri

REFERENCE COPY

FILE: ECB
Critical

EXPLANATION: BUILDING AND GROUNDS MAINTENANCE

This policy was modified to satisfy the requirements of Senate Bill 356 (2011), § 263.190, RSMo., which requires school districts and others to "control all noxious weeds growing [on district property] so often in each and every year as shall be sufficient to prevent such noxious weeds from going to seed." A "noxious weed" means "any weed designated as noxious by rules promulgated by the director of the Department of Agriculture. The department shall maintain a list of such noxious weeds and shall make such list available to the public." The complete list of noxious weeds is available at <http://mda.mo.gov/plants/pdf/noxiousweeds.pdf>.

Districts may also wish to review policy EBAC and procedure EBAC-AP on Integrated Pest Management.

The other changes to this policy are based on best practices.

1. Establishing a cleaning checklist based on disease prevention can reduce the spread of disease and improve the health, attendance and performance of students and staff. Guidance on proper cleaning methods is available online at: www.cdc.gov/flu/school/cleaning.htm.
2. The Missouri Department of Elementary and Secondary Education (DESE) was required by law to develop a list of recommended products and procedures for the use of environmentally friendly cleaning products in schools. Their report is available at: www.dese.mo.gov/divadm/govern/documents/GreenClean_2009.pdf.

School districts are not required to use these products but are encouraged to do so. Regardless of whether a district follows these guidelines, it is required to distribute the list of recommendations to each school in the district. MSBA has drafted this policy as if the district will use products from the list. This policy should be modified if the district does not choose to use these products. One suggested way to modify the policy would be to add "to the extent appropriate for the district," at the end of the first sentence of number six. However, the law still requires distribution of the list to each school.

According to the Environmental Protection Agency (EPA), the chemicals found in some cleaning products can cause health problems, including headaches and eye, nose and throat irritation. If the products contain volatile organic compounds (VOCs), adverse health effects can include asthma, upper respiratory irritation, fatigue, nasal

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Critical

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congestion, nausea and dizziness. Children are more susceptible to these problems than adults. To access the EPA's fact sheet on green cleaning, go to:

www.epa.gov/epawaste/partnerships/sc3/pdfs/green-clean.pdf.

These changes are designed to improve student health, and several studies have concluded that improved student health leads to improved attendance, fewer discipline problems and improved student performance.

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X	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

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FILE: ECB
Critical

BUILDING AND GROUNDS MAINTENANCE

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 West Plains R-VII School 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.
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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Critical

REFERENCE COPY

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 05/21/2008

Revised:

Cross Refs: DB, Annual Budget
FB, Facilities Planning
FFA, Memorials on Facilities and Grounds
KH, Public Gifts to the School

MSIP Refs: 6.5, 8.10

Legal Refs: §§ 161.365, 177.011 - .031, 263.190, RSMo.

West Plains R-VII School District, West Plains, Missouri

REFERENCE COPY

FILE: ECD
Critical

EXPLANATION: TRAFFIC AND PARKING CONTROLS

MSBA has expanded this policy to address a number of common issues districts face. In addition, districts need to be aware that House Bill 555 (2011), § 301.143, RSMo., expanded state law to add new requirements for the designation of accessible parking for individuals with disabilities. MSBA did not include all the minute details in the policy since the policy already states that the district will designate parking for persons with disabilities in accordance with law; however, here is a summary of the new requirements:

1. "Beginning August 28, 2011, when any political subdivision or owner of private property restripes a parking lot or constructs a new parking lot, one in every four accessible spaces, but not less than one, shall be served by an access aisle a minimum of ninety-six inches wide and shall be designated 'lift van accessible only' with signs that meet the requirements of the federal Americans with Disabilities Act, as amended, and any rules or regulations established pursuant thereto."
2. Beginning August 28, 2011, all new signs designating parking for individuals with disabilities cannot use the words "Handicap Parking" or "Handicapped Parking." Instead, the statute recommends "Accessible Parking."

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

	Board Secretary		Business Office		Coaches/Sponsors
X	Facility Maintenance		Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services		Counselor	X	Special Education
X	Transportation		Public Info/Communications		Technology

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FILE: ECD
Critical

TRAFFIC AND PARKING CONTROLS

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.

~~Driving and parking on school property are privileges granted by the Board of Education to persons who have reasons to be in the schools or on the school property of the West Plains R-VII School District.~~

The school administration will develop superintendent or designee, with the aid of local traffic authorities, will develop a plan for accommodating the flow of traffic on school roadways, and any necessary accompanying traffic procedures driveways, particularly at the beginning and end of the school day and before and after school events. The administrative staff will have the responsibility for the assignment of parking areas to staff, students and visitors to the schools. Convenient parking areas will be designated for persons with disabilities. 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.

FILE: ECD
Critical

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 06/20/2000

Revised:

Cross Refs: JFG, Interrogations, Interviews and Searches
JG-R, Student Discipline
KK, Visitors to District Property/Events

Legal Refs: §§ 8.610 - .655, 171.011, 177.011, 301.143, RSMo.
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213

West Plains R-VII School District, West Plains, Missouri

REFERENCE COPY

FILE: ECG
Critical

EXPLANATION: ANIMALS ON DISTRICT PROPERTY

This NEW policy was created to address several areas of concern involving animals in schools. New Americans with Disability Act (ADA) regulations set the rules for the use of service animals in schools and other public spaces by visitors to district property. The district must accommodate the use of service animals by individuals with disabilities, including employees and students, with some limitations as outlined in this policy.

Normally school districts are permitted and sometimes even required to make inquiries about student and employee disabilities. However, the U.S. Department of Justice has determined that public entities, including school districts, must permit employees and students with disabilities to use service animals without permission from the district. Districts may still make inquiries about student and employee disabilities that are unrelated to the use of a service animal. All such inquiries must be done in accordance with law.

Some school districts use therapy animals as part of their counseling or student health programs. In addition, it is possible that the district may decide that a therapy animal is an appropriate accommodation for a student or employee with a disability. There are several organizations that provide therapy animal certification, including:

- ▶ **Delta Society Pet Partners Program (deltasociety.org)**
- ▶ **Therapy Dogs International (tdi-dog.org)**
- ▶ **The Foundation for Pet-Provided Therapy (loveonaleash.org)**
- ▶ **Creatures and Kids (creaturesandkids.org)**

The district may wish to keep records about which organizations certified the therapy animals. If an animal does not work out, the district may want to prohibit other therapy animals certified by the same organization.

Districts are not required to allow the use of animals in instruction, but districts that do so should have a policy governing that use. Animals may be used for instructional purposes in a variety of ways. Younger students learn about reproduction and metamorphosis by observing tadpoles grow into frogs, eggs hatch chicks and caterpillars turn into butterflies. Small animals are sometimes used to teach compassion and responsibility, and some animals actually serve as surrogates for humans when students read to them or practice language skills with them. In addition, some schools set up bird houses, hummingbird feeders and even small ponds to be used in studying nature.

Law enforcement uses animals, usually dogs, to search for drugs, explosives and people (both alive and deceased). The most common use in school districts is to search for drugs, but

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animals may also be used to search for explosives in the case of a bomb threat or to find missing people after a fire or natural disaster. This policy allows for the use of animals by law enforcement with the caveat that the district will have input into how the animals are used.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
X	Human Resources	X	Principals		Library/Media Center
X	Health Services	X	Counselor	X	Special Education
X	Transportation	X	Public Info/Communications		Technology

ANIMALS ON DISTRICT PROPERTY

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.

Animals – 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.

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.

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 – Animals that are not service animals 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.

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 only be allowed to have an animal other than a service animal as an accommodation 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.

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Animals Used in Instruction

General

1. Animals with venom that is harmful to humans will not be allowed on district property.
2. Mammals will not be allowed on district property without proof of a current rabies vaccination.
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 and, unless specific permission from the building administrator is given otherwise, must be kept in a pen, cage or tank while on district property.
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.

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.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

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Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
GBE, Staff Health and Safety
IGBA, Programs for Students with Disabilities
JFG, Interrogations, Interviews and Searches
JHCF, Student Allergy Prevention and Response
JHD, Student Guidance and Counseling
KK, Visitors to District Property/Events

Legal Refs: 28 C.F.R. Part 35

West Plains R-VII School District, West Plains, Missouri

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FILE: EHB
Critical

EXPLANATION: TECHNOLOGY USAGE

MSBA is updating this policy for clarification and to add information that is required to be Board-adopted under the Children's Internet Protection Act (CIPA). CIPA requires school districts receiving E-Rate funds to have an Internet safety policy that provides for filtering and addresses:

- (I) access by minors to inappropriate matter on the Internet and World Wide Web;
- (ii) the safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
- (iii) unauthorized access, including so-called 'hacking,' and other unlawful activities by minors online;
- (iv) unauthorized disclosure, use, and dissemination of personal identification information regarding minors; and
- (v) measures designed to restrict minors' access to materials harmful to minors.

CIPA REQUIRES THAT THE DISTRICT PROVIDE REASONABLE PUBLIC NOTICE AND HOLD AT LEAST ONE PUBLIC HEARING OR MEETING TO ADDRESS THE PROPOSED INTERNET SAFETY POLICY. THIS CAN BE DONE SIMPLY BY MAKING ADOPTION (OR RE-ADOPTION) OF THIS POLICY AN AGENDA ITEM AND POSTING NOTICE TO THE PUBLIC OF THE HEARING IN THE SAME MANNER AS NOTICE IS POSTED FOR A REGULAR MEETING.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources		Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications	X	Technology

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TECHNOLOGY USAGE

The West Plains R-VII School District's technology exists for the purpose of maximizing 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 Board 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 they are current.

Definitions

For the purposes of this policy and related procedures and forms, the following terms are defined:

Technology Resources – Technologies, devices and resources services used to access, process, store or communicate information. This definition includes, but is not limited to: computers; modems; printers; scanners; fax machines and transmissions; telephonic equipment; mobile phones; audio-visual equipment; Internet; electronic mail (e-mail); electronic communications devices and services, including wireless access; multi-media resources; hardware; and software. Technology resources may include technologies, devices and services provided to the district by a third party.

User – Any person who is permitted by the district to utilize any portion of the district's technology resources including, but not limited to, students, employees, School Board members and agents of the school district.

User Identification (ID) – Any identifier that would allow a user access to the district's technology resources or to any program including, but not limited to, e-mail and Internet access.

Password – A unique word, phrase or combination of alphabetic, numeric and non-alphanumeric characters used to authenticate a user ID as belonging to a user.

Authorized Users

The district's technology resources may be used by authorized students, employees, School Board members and other persons approved by the superintendent or designee, such as consultants, legal

counsel and independent contractors. All users must agree to follow the district's policies and procedures and sign or electronically consent to the district's User Agreement prior to accessing or using district technology resources, unless excused by the superintendent or designee. ~~Unless authorized by the superintendent or designee, all users must have a signed User Agreement on file with the district before they are allowed access to district technology resources.~~

Use of the district's technology resources is a privilege, not a right. No potential user will be given an ID, password or other access to district technology if he or she is considered a security risk by the superintendent or designee.

User Privacy

A user does not have a legal expectation of privacy in the user's electronic communications or other activities involving the district's technology resources; including, but not limited to, voice mail, telecommunications, e-mail and access to the Internet or network drives. By using the district's network and technology resources, all users are consenting to having their electronic communications and all other use monitored by the district. A user ID with e-mail access will only be provided to authorized users on condition that the user consents to interception of or access to all communications accessed, sent, received or stored using district technology.

Electronic communications, downloaded material and all data stored on the district's technology resources, including files deleted from a user's account, may be intercepted, accessed, monitored or searched by district administrators or their designees at any time in the regular course of business to protect users and district equipment. 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 will be reasonable in inception and scope and 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 create procedures governing technology usage and 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 computer 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 maintain or improve technology resources at any time.~~ The district may remove, change or exchange hardware or other technology between buildings,

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classrooms or users at any time without prior notice. Authorized district personnel may install or remove ~~new~~ programs or information, install ~~new~~ equipment, upgrade any system or enter any system ~~to correct problems~~ at any time.

Content Filtering and Monitoring

The district will monitor the online activities of minors and operate a technology protection measure (“~~content filtering/blocking device~~”) on the network and/or all ~~computers~~ **district technology** with Internet access, as required by law. **In accordance with law,** ~~The content filtering/blocking device~~ will be used to protect against access to visual depictions that are obscene or harmful to minors or are child pornography, ~~as required by law.~~ ~~Filtering/Blocking devices~~ **Content filters** are not foolproof, and the district cannot guarantee that users will never be able to access offensive materials using district equipment. ~~Evading~~ **disabling**, or attempting to evade or disable, a **content filtering/blocking device** installed by the district is prohibited.

The superintendent, designee or the district's technology administrator may **fully or partially** disable the district's **content filtering/blocking device** to enable **access for** a non-student user ~~access for bona fide research or for other lawful purposes.~~ In making decisions to **fully or partially** disable the district's **content filtering/blocking device**, the administrator shall consider whether the use will serve a legitimate educational purpose or otherwise benefit the district.

Online Safety, Security and Confidentiality

In addition to the use of a content filter, the district will take measures to prevent minors from using district technology to access inappropriate matter or materials harmful to minors on the Internet. Such measures shall include, but are not limited to, supervising and monitoring student technology use, careful planning when using technology in the curriculum, and instruction on appropriate materials. The superintendent, designee and/or the district's technology administrator will develop procedures to provide users guidance on which materials and uses are inappropriate, including network etiquette guidelines.

All students will be instructed on safety and security issues, including appropriate online behavior and the dangers of sharing personal information about themselves or others when using e-mail, social media, chat rooms or other forms of direct electronic communication. This instruction will occur in the district's computer courses, courses in which students are introduced to the computer and the Internet, or courses that use the Internet in instruction. Students are required to follow all district rules when using district technology resources and are prohibited from sharing personal information online unless authorized by the district.

All district employees must abide by state and federal law and Board policies and procedures when using district technology resources to communicate information about personally identifiable students to prevent unlawful disclosure of student information or records.

All users are prohibited from using district technology to gain unauthorized access to a technology system or information; connect to other systems in evasion of the physical limitations of the remote system; copy district files without authorization; interfere with the ability of others to utilize technology; secure a higher level of privilege without authorization; introduce computer viruses, hacking tools, or other disruptive/destructive programs onto district technology; or evade or disable a content filter.

Closed Forum

The district's technology resources are not a public forum for expression of any kind and are to be considered a closed forum to the extent allowed by law. The district's webpage will provide information about the school district, but will not be used as an open forum.

All expressive activities involving district technology resources that students, parents/guardians and members of the public might reasonably perceive to bear the imprimatur of the district and that are designed to impart particular knowledge or skills to student participants and audiences are considered curricular publications. All curricular publications are subject to reasonable prior restraint, editing and deletion on behalf of the school district for legitimate pedagogical reasons. All other expressive activities involving the district's technology are subject to reasonable prior restraint and subject matter restrictions as allowed by law and Board policies.

Records Retention

Trained personnel shall establish a retention schedule for the regular archiving or deletion of data stored on district technology resources. ~~that complies~~ **The retention schedule must comply** with the *Public School District Records Retention Manual* as well as the *General Records Retention Manual* published by the Missouri Secretary of State.—

In the case of pending or threatened litigation, the district's attorney will issue a litigation hold directive to the superintendent or designee.

The litigation hold directive will override any records retention schedule that may have otherwise called for the transfer, disposal or destruction of relevant documents until the hold has been lifted by the district's attorney. E-mail and computer **other technology** accounts of separated employees that have been placed on a litigation hold will be maintained by the district's information technology department until the hold is released. No employee who has been so notified of a litigation hold may alter or delete any electronic record that falls within the scope of the hold. Violation of the hold may

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subject the individual to disciplinary actions, up to and including termination of employment, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

Violations of Technology Usage Policies and Procedures

Use of technology resources in a disruptive, ~~manifestly~~ 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.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

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Adopted: 09/18/2001

Revised: 12/16/2003; 05/21/2008;

Cross Refs: AC, Prohibition Against Illegal Discrimination, and Harassment and Retaliation
GBCC, Staff Cell Phone Use
GBH, Staff/Student Relations
IGDB, Student Publications
IGDBA, Distribution of Noncurricular Student Publications
JG-R, Student Discipline
JO, Student Records
KB, Public Information Program

MSIP Refs: 6.4, 6.8

Legal Refs: §§ 170.051, 182.827, 431.055, 537.525, 542.402, 569.095 - .099, 610.010 - .028,
RSMo.
Chapter 109, RSMo.
Chapter 573, RSMo.
Electronic Communications Privacy Act, 18 U.S.C. §§ 2510 - 2520
Stored Communications Act, 18 U.S.C. §§ 2701 - 2711
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g
No Child Left Behind Act of 2001, 20 U.S.C. §§ 6301 - 7941
Children's Internet Protection Act, 47 U.S.C. § 254(h)
Federal Rule of Civil Procedure 34
City of Ontario v. Quon, 130 S. Ct. 2619 (2010)
Reno v. ACLU, 521 U.S. 844 (1997)
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988)
Bethel Sch. Dist. No. 403 v. Fraser, 478 U.S. 675 (1986)
Sony Corp. of America v. Universal City Studios, Inc., 464 U.S. 417 (1984)
FCC v. Pacifica Foundation, 438 U.S. 726 (1978)
Ginsberg v. New York, 390 U.S. 629 (1968)
Biby v. Bd. of Regents of the Univ. of Nebraska, 419 F.3d 845 (8th Cir. 2005)
Henerey by Henerey v. City of St. Charles Sch. Dist., 200 F.3d 1128 (8th Cir. 1999)
Bystrom v. Fridley High Sch. Ind. Sch. Dist., 822 F.2d 747 (8th Cir. 1987)
~~*Urofsky v. Gilmore*, 216 F.3d 401 (4th Cir. 2000)~~
~~*Beussink v. Woodland R-IV Sch. Dist.*, 30 F. Supp. 2d 1175 (E.D. Mo 1998)~~
~~*J.S. v. Bethlehem Area Sch. Dist.*, 757 A.2d 412 (Pa. Commw. 2000)~~

West Plains R-VII School District, West Plains, Missouri

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FILE: EI
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EXPLANATION: INSURANCE MANAGEMENT

MSBA recommends that the district **RESCIND** this policy. It has been combined with policy EIA.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

X	Board Secretary	X	Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources		Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

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~~INSURANCE MANAGEMENT~~

~~The Board of Education shall maintain adequate insurance programs to cover district property, liability and personnel, within the requirements of good insurance management and state law. The administration will recommend to the Board the kind and amount of property, casualty and/or liability insurance needed for the protection of the district property, employees, and Board of Education, and will administer insurance authorized by the Board, unless otherwise directed.~~

~~Every effort shall be made to obtain insurance at the most economical cost consistent with required service, by obtaining quotations or by negotiations, whichever method is advantageous to the district.~~

~~* * * * *~~

~~Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.~~

~~Adopted: 07/1985~~

~~Cross Refs: BHE, Board Member Liability/Insurance
GCBC, Professional Staff Fringe Benefits
GDBC, Support Staff Fringe Benefits~~

~~Legal Refs: §§ 67.150, 162.013, .063, 376.696, RSMo.~~

~~West Plains R-VII School District, West Plains, Missouri~~

REFERENCE COPY

FILE: EIA
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EXPLANATION: PROPERTY AND LIABILITY INSURANCE

MSBA has merged pertinent information from policy EI into this policy and recommends that districts rescind EI. This policy was also revised to reflect best practices.

Please note that Senate Bill 57 (2011), § 537.620, RSMo., amended state statute to explicitly allow public entities to purchase coverage from a cooperative such as the Missouri United School Insurance Council (MUSIC) without competitive bidding. However, § 376.696, RSMo., still requires political subdivisions to submit insurance policies to competitive bidding every six years "[a]ny other law to the contrary notwithstanding...." Given this conflict between the statutes, MSBA is still recommending that districts competitively bid insurance coverage.

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	Human Resources		Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

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FILE: EIA
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PROPERTY AND LIABILITY INSURANCE

~~The district will maintain full insurance coverage on all buildings and capital outlay contents.~~ 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 district will maintain liability coverage of at least up to the statutory caps set pursuant to § 537.610, RSMo., 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.

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.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 10/16/2001

Revised:

Cross Refs: BHE, Board Member Liability/Insurance

Legal Refs: §§ 67.150, 162.013, .063, 376.696, 537.610, .620, RSMo.

West Plains R-VII School District, West Plains, Missouri

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FILE: GBEBC
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EXPLANATION: CRIMINAL BACKGROUND CHECKS

This policy was revised to reflect changes in the law in accordance with Senate Bill 54 (2011), § 168.133, RSMo., including the following:

1. Districts may rely on the background check conducted as part of the certification process when employing certified personnel as long as that background check was completed within one year prior to employment and included a search of the Family Care Safety Registry (FCSR). Currently the Department of Elementary and Secondary Education (DESE) is not requiring applicants for certification to submit to an FCSR search, although that may occur in the future.
2. The law was also amended to state that even if a background check has been conducted in the past year, a school district may require a new one, but at the district's expense.
3. The background check must now include a search of Missouri Case.net (www.courts.mo.gov/casenet/base/welcome.do). It appears districts will be responsible for conducting this search since DESE, the Highway Patrol and the FCSR do not search Missouri Case.net. Although the Case.net system is not perfect, it may provide the district additional information regarding persons charged with a crime but not yet fingerprinted. However, this requirement could be quite onerous if an applicant has a common name that pulls up numerous records on several different individuals. Because Case.net does not include Social Security numbers or other individual identifiers, using Case.net could cause the district to do a significant amount of additional research to verify the identity of those actually charged. Nevertheless, the law requires the Case.net search.
4. DESE is now required to "facilitate" an annual background check of Missouri databases on all employees holding certificates and to "facilitate procedures" for districts to conduct follow-up background checks on noncertificated employees. DESE will provide additional information on this process in the next few months . Currently several state agencies are trying to coordinate electronic databases.
5. The law was also amended to allow bus contractors direct access to the FBI background check system. However, because there is no direct statutory authority allowing the bus contractor to provide the results to the district contracting for bus services, districts should include in busing contracts clear directives to the companies on the types of offenses that are unacceptable.

In addition to changes made due to legal requirements, MSBA has softened the mandates under "Updating Information." MSBA is concerned that some districts have adopted this policy but are not following it, which could create liability for the district if harm occurs. MSBA strongly recommends that districts carefully review this policy to make sure it is followed. If the district does not intend to comply with the optional portions of the policy, please contact MSBA so that we can assist your district with modifications.

Is Your District Doing Enough to Screen Employees?

It is currently unclear exactly which databases must be searched to constitute a "background check" under the law. We know a background check must include a search of the Highway Patrol criminal history repository, the FBI databases and now Case.net. Although the law does not clearly require districts to search the FCSR or the child abuse and neglect central registry as a condition of employment, these databases are mentioned in other parts of the same statute. Regardless, MSBA advises districts to search at least one of these databases as a condition of employment because the current Highway Patrol/FBI background check process will not provide child abuse and neglect information on applicants, so districts cannot simply rely on the fingerprint background checks.

The FCSR is maintained by the Missouri Department of Health and Senior Services (DHSS) and contains the following information:

- The name-based (not fingerprint-based) state criminal history records and sex offender registry maintained by the Missouri State Highway Patrol;
- The child abuse and neglect records and foster parent licensing records maintained by the Missouri Department of Social Services (DSS);
- The employee disqualification lists and childcare facility licensing records maintained by DHSS; and
- The employee disqualification lists maintained by the Missouri Department of Mental Health.

Because the FCSR database includes even more information than the child abuse and neglect records, it is an ideal resource. However, in order to retrieve information on an applicant, each individual applicant must register with the FCSR. Currently, applicants must pay \$10 for online registration, but paper registration is free. Online registration will eventually be free as well. Once the applicant has registered, the district may check and recheck the database for free. See <http://health.mo.gov/safety/fcsr/about.php> or call 866-422-6872.

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Alternatively, districts may want to simply search the child abuse and neglect central registry, which does not provide as much information as the FCSR, but is currently a free resource. To most efficiently obtain information from the child abuse and neglect central registry, districts must fax or mail a letter from the superintendent requesting to conduct background screenings using the online system. The letter must contain the following information:

1. The official name of the school district
2. A contact person
3. The complete mailing address
4. An e-mail address
5. Telephone number
6. Fax number

This information must be submitted to:

Children's Division
Background Screening Investigations Unit
Attention: Christine Wynn
P.O. Box 88
Jefferson City, MO 65102
Phone: 573-522-8024
Fax: 573-522-4383

Please note that both the Department of Health and Senior Services and the Department of Social Services, which run these databases, are understaffed. Start early to get the best results!

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X	Board Secretary	X	Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
X	Human Resources	X	Principals		Library/Media Center
	Health Services		Counselor		Special Education
X	Transportation		Public Info/Communications		Technology

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CRIMINAL BACKGROUND CHECKS

The West Plains R-VII School District is committed to providing a safe environment for students to learn. 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 working on school grounds ~~in accordance with this policy~~. The Board directs the superintendent or designee to develop procedures and practices consistent with this policy.

Definitions

Criminal Background Check – A search of the Federal Bureau of Investigation's criminal history files; the Missouri Highway Patrol's criminal **history** database and sexual offender registry; **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; **Missouri Case.net; and** ~~or other~~ databases ~~designated~~ **required** by law or by the district.

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

Employees

Generally, the district will conduct ~~a criminal background check~~ **s** in accordance with law on all new employees ~~before they have contact with any student~~ **authorized to have contact with students prior to the employees working with students**; however, the district ~~will~~ **may** forgo a criminal background check **when:**

1. ~~A~~ **on any** teacher ~~hired~~ **is employed to work** on a part-time or substitute basis ~~if the teacher is hired~~ within one year of having retired from the West Plains R-VII School District.
2. ~~The district may forgo a criminal background check on any~~ **An** employee or potential employee ~~who has had a background check conducted by another Missouri public school within the past year if~~ **and** the district receives a copy of the background check directly from the other district. **If the district requires a new background check, it will be at the district's expense.**
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.**

Any offer of employment is contingent upon the satisfactory outcome of the criminal background check, when required by the district. The district has the sole and absolute discretion to determine whether the outcome is satisfactory.

Drivers

The district will conduct a criminal background check on all bus drivers, ~~regardless of when they were first hired~~ the district 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 that the transportation company that provides services for the district to conduct criminal background checks and will allow the district access to that information 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 search of the Missouri Highway Patrol's criminal history database and the FCSR or the central registry of child abuse and neglect of the CD on all persons volunteering in positions where they will be left alone with a single child. If the volunteer is a sponsor, advisor or coach, he or she must satisfactorily complete the criminal background check required of employees. The superintendent or designee is directed to identify the any additional volunteer positions in the district that will also require a criminal background check. The superintendent or designee must receive the results of the background check and officially approve the volunteer before he or she may begin service in the identified volunteer position.

Payment

~~At~~ 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, 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.

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Updating Information

The district reserves the right to require any ~~person~~ **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 ~~will~~ **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 ~~will~~ **may** update the driving records for all drivers of district transportation ~~at least 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.

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 district if they are charged, convicted, plead guilty to or are otherwise found guilty of any misdemeanor or felony, regardless of the imposition of sentence. This notification must be made as soon as possible, but no later than five business days after the event.

Reporting Requirements

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

Confidentiality

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

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

Consequences

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

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 12/20/2005

Revised: 12/19/2006; 04/20/2010;

Cross Refs: IICC, School Volunteers

Legal Refs: §§ 43.540, 168.133, 576.050, RSMo.

West Plains R-VII School District, West Plains, Missouri

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FILE: GCBDA
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EXPLANATION: PROFESSIONAL STAFF SHORT-TERM LEAVES AND ABSENCES

MSBA has updated this policy for clarity and to incorporate new leave requirements mandated by law.

1. MSBA has revised the definition of "immediate family" in the "Sick Leave" section for clarity and to add persons for whom the employee is the legal guardian.
2. MSBA has revised the "Holiday" section because additional language was needed to clearly allow the Board to alter holidays due to inclement weather or other unforeseen situations after the calendar is adopted. Rather than list district holidays, MSBA now recommends the following language: "The district will grant paid and unpaid holidays in accordance with the academic calendar adopted by the Board." MSBA left the district's custom language, which should be reviewed annually by the district to make sure it still reflects district practice. If the district wants to use MSBA's new language in place of the detailed, custom language, please contact your policy editor.
3. MSBA has revised the "Military Leave" section pursuant to § 105.270, RSMo., to include some specific information regarding state law on paid military leave.
4. MSBA has added "Civil Air Patrol Leave" to incorporate changes to the law made by Senate Bill 36 (2011). Only districts with 50 or more employees are required to offer this leave. If your district does not have 50 or more employees and does not offer this leave, please delete this section.

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	Transportation		Public Info/Communications		Technology

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PROFESSIONAL STAFF SHORT-TERM LEAVES AND ABSENCES

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. When a professional staff member is routinely tardy, frequently absent or is absent for an extended period of time, the learning environment and district operations deteriorate, and the students suffer.

Professional staff employees may be terminated for excessive absences or tardiness. Unless authorized by the Board or the superintendent or otherwise authorized by law, an employee's absence or tardiness is considered excessive if it:

1. Is for a reason not granted as paid or protected leave under Board policy.
2. Exceeds the number of days allotted by the Board for that particular leave.
3. Is for a reason authorized by Board policy but exceeds five days a month, ten days in a semester or 20 days per school year.

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.

No employee will be disciplined or terminated for absences qualifying for protection under the Family and Medical Leave Act (FMLA) or other applicable law (see Board policy GBBDA).

The district may require an employee to provide the district a doctor's note or other verification of illness 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.

This policy does not apply to temporary or substitute staff members unless otherwise noted.

The following leaves with pay will be provided to full-time professional staff employees:

1. **Paid Leave** – Professional staff employees whose assignments call for 12 months of full-time employment will be entitled to 12 days of paid leave. Professional staff employees whose assignments call for full-time employment only during the regular school term will be entitled to ten days of paid leave. Unused sick leave will be cumulative to 100 sick leave days. An absence of over one through four hours shall be counted as a half-day of sick leave. An absence of over four hours shall be counted as a full day of sick leave.

Absences may be charged against paid leave for the following reasons:

- a. Illness, injury or incapacity of the employee. The Board reserves the right to require a physician's certification attesting to the illness or incapacity of the claimant and/or inclusive dates of the employee's incapacitation. FMLA health certification procedures apply to FMLA-qualifying absences, even if such absences are paid sick leave.
- b. Illness, injury, incapacity or funeral of a member of the immediate family. 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, ~~and siblings of an employee or employee's spouse~~, 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.
- (Note: "Family" for FMLA purposes is more limited.)
- c. Illness, injury or incapacity of other relatives, with permission granted by the superintendent.
- d. Pregnancy, childbirth and adoption leave in accordance with this policy.
- e. Tax investigation.
- f. Court appearances, unless applicable law requires no leave be charged to the employee.
- g. Wedding or graduation.
- h. Observance of a religious holiday.
- i. 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.

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FILE: GCBDA
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- j. Leave under the FMLA.
- k. Leave connected with duty as a volunteer firefighter, member of Missouri-1 Disaster Medical Assistance Team, Missouri Task Force One, Urban Search and Rescue Team or activation by the Federal Emergency Management Agency (FEMA) in times of national disaster.
- l. Leave for other purposes as approved by the principal.

Staff members who are ill are encouraged 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.

During the period a district employee receives Workers' Compensation benefits for time lost to work-related incidents (paid @ 2/3 the employee's salary), the employee may use one-half day of paid leave to supplement the Workers' Compensation benefit amount. The amount of the Workers' Compensation Benefit Check will be subtracted from the employee's regular payroll amount.

Any certificated employee who is a member of a retirement system shall remain a member during any period of leave under sick leave provisions of the district or under Workers' Compensation. The employee shall also receive creditable service credit for such leave time if the employee makes contributions to the system equal to the amount of contributions that he or she would have made had he or she been on active service status.

Whenever possible, it is expected that requests for paid leave will be made in writing to the designated administrator at least 48 hours in advance of the time leave is requested. 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.

Payment for Unused Sick Leave Days

The purpose of this policy is to help reduce the number of sick days used by certified staff in order to continue our students' education with the use of fewer substitute teachers. Any member of the Public School Retirement System of Missouri (PSRS) currently employed as a teacher or administrator (hereinafter "employee") by the West Plains R-VII School District may participate in the unused sick day policy if the member meets the criteria and complies with the procedures set forth below. An employee who wishes to participate in the unused

sick day policy must exercise his or her options on or before June 1 in the year the employee is leaving the district. This only applies to the year that the employee is leaving the district (either resignation or retirement).

Eligibility

- ▶ Participating individual must be certified staff and a member of the PSRS.
- ▶ It is the sole responsibility of the eligible certified employee to notify the superintendent by June 1 of the year that the employee is eligible and wishes to participate in the unused sick day policy.
- ▶ Employee must be on full-time status.

Amount of Compensation

Fifty dollars per accumulated sick day as of June 1, with a maximum of 100 days. This amount will be added to employee's last paycheck.

Survivorship Payment

- ▶ The employee shall designate a beneficiary on the application at the time of filing a declaration to participate in the unused sick day policy.
- ▶ In the event of the employee's death after separation from the district, but prior to completion of all payments provided under this policy, the designated beneficiary shall receive payments at the intervals prescribed under this policy.
- ▶ Any change to the designation of beneficiary must be submitted to the office of the Board of Education in writing.

2. **Vacation** – All professional staff employed on a 12-month basis will receive one to two weeks of vacation per year. An employee must submit a written request for vacation to the superintendent or designee and receive written authorization before taking vacation days. If the employee's 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 the employee may take his or her vacation.

A district employee may not use vacation days during the period the employee receives Workers' Compensation for time lost to work-related incidents.

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Unless otherwise provided, the following leaves will be provided to full-time and part-time professional employees.

1. **Holidays** – July 4th, Labor Day, Thanksgiving, Christmas, Memorial Day and New Year's Day. 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. **Professional Leave** – Employees may be granted professional leave to attend classes or conferences, meet with mentors or participate in other approved professional growth activities. Professional leave must be approved by the superintendent or designee, arranged well in advance, and is not considered personal leave.
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 an official order verifying that they are required to report to duty.
4. **Election Leave** – Any employee who is appointed as an election judge pursuant to state law may be absent on any election day for the period of time required by the election authority. The employee must notify the district at least seven days prior to any election in which the employee will serve as an election judge. No employee will be terminated, disciplined, threatened or otherwise subjected to adverse action based on the employee's service as an election judge.
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** – An employee 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. An employee will not be terminated, disciplined, threatened or otherwise subjected to adverse action because of the employee's receipt of or response to a jury summons.

7. **Leave for Court Subpoena** – If the subpoena is directly related to the employee's school duties, 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-1 Disaster Medical Assistance Team, Missouri Task Force One, Urban Search and Rescue Team or those activated by 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** – Any employee who is a crime victim, who witnesses a crime or who has 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** – Any employee who is a member of Civil Air Patrol and has qualified for a Civil Air Patrol emergency service specialty or who is 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 the employee be exempted from responding to a specific mission.

Pregnancy, Childbirth and Adoption Leave

This section creates no rights extending beyond the contracted period of employment. FMLA certification and recertification procedures apply to FMLA-eligible employees. An employee must notify the district of the need for and anticipated duration of the leave at least 30 days before leave is to begin, if foreseeable. If 30 days' notice is not practical, the employee must give as much notice as possible. A pregnant employee shall continue in the performance of her duties as long as she is able to do so and as long as her ability to perform her duties is not impaired, based on medical opinion.

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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 shall only apply up to six weeks of accrued paid leave to such absences.

Employees who are ineligible for FMLA leave may take up to six weeks of leave for the birth, first-year care, adoption or foster care of a child and may use any combination of accrued sick leave, personal leave, vacation leave or unpaid leave.

Pregnant employees who need more than six weeks of paid or unpaid leave for a pregnancy-related incapacity must provide certification of the medical necessity for such leave.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 09/23/2003

Revised: 03/15/2005; 05/21/2008; 01/20/2009; 04/19/2011;

Cross Refs: DLB, Salary Deductions
HA, Negotiations with Employee Representatives
HPA, Employee Walkouts, Strikes and Other Disruptions

Legal Refs: §§ 41.1000, 105.270 - .271, 115.102, .639, 168.122, 169.595, 320.200, .330 - .339, 494.460, 595.036, .209, RSMo.
Fair Labor Standards Act, 29 U.S.C. §§ 201 - 219
Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2611 - 2619
Title VII of the Civil Rights Act of 1964 as amended by the Pregnancy Discrimination Act, 42 U.S.C. § 2000e(k)
29 C.F.R. § 1604.10
Willis v. School Dist. of Kansas City, 606 S.W.2d 189 (Mo. Ct. App. 1980)
Stewart v. Board of Educ. of Ritenour, 574 S.W.2d 471 (Mo. Ct. App. 1978)
Aubuchon v. Gasconade County R-I Sch. Dist., 541 S.W.2d 322 (Mo. Ct. App. 1976)

West Plains R-VII School District, West Plains, Missouri

REFERENCE COPY

FILE: GCPD
Critical

EXPLANATION: SUSPENSION OF PROFESSIONAL STAFF MEMBERS

This policy was amended to include the directive in Senate Bill 54 (2011), § 162.068, RSMo., that school districts must immediately suspend any employee "about whom the Children's Division conducts an investigation involving allegations of sexual misconduct with a student and reaches a finding of substantiated."

In addition, this policy has been reorganized to group the two suspension provisions mandated by law—suspension for strip searching a student and suspension for sexual misconduct with a student—in one location.

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	Transportation		Public Info/Communications		Technology

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SUSPENSION OF PROFESSIONAL STAFF MEMBERS

The Board delegates to the superintendent the authority to suspend any staff member for any legal reason in accordance with district policy and law. Action shall be taken when, in the judgment of the superintendent, the best interests of the school will be served by immediate suspension.

Employees without Contracts

The superintendent may suspend, with or without pay, professional staff members who are not under contract. ~~Any employee who strip searches a student in violation of law will be immediately suspended without pay and may be terminated.~~ 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.

Employees with contracts may be suspended without pay only after appropriate due process. Prior to suspension **suspending a professional staff member** without pay during the term of a contract, a professional staff member shall be notified **the district will notify the employee** of the charges, given **the employee** an opportunity to discuss the charges and informed **the employee** of the opportunity to appeal the suspension to the Board of Education. The employee must request an appeal within ten (10) 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.

Special Circumstances Requiring Suspension

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 ~~the suspension without pay;~~ **the suspending a professional staff member shall be notified with an employment contract, the district will notify the employee** of the charges, given **the employee** an opportunity to discuss the charges and informed **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. Depending on the length and nature of the suspension, the employee may receive additional due process as required by law.

If the district receives information that an employee has allegedly been involved in sexual misconduct with a student or any other child, the district will suspend the employee 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 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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Adopted: 11/17/1998

Revised: 03/15/2005; 01/18/2011;

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
JFCF, Hazing and Bullying
JFG, Interrogations, Interviews and Searches
JHG, Reporting and Investigating Child Abuse/Neglect

Legal Refs: §§ 162.068, 167.166, 168.071, .101 - .126, RSMo.

West Plains R-VII School District, West Plains, Missouri

REFERENCE COPY

FILE: GDBDA
Critical

EXPLANATION: SUPPORT STAFF LEAVES AND ABSENCES

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1. MSBA has revised the definition of "immediate family" in the "Sick Leave" section for clarity and to add persons for whom the employee is the legal guardian.
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Consistent staffing is important to the learning environment and district operation and therefore is an essential duty of all employees. When an employee is routinely tardy, frequently absent or is absent for an extended period of time, the learning environment and district operations deteriorate, and the students suffer.

Employees may be terminated for excessive absences or tardiness. Unless authorized by the Board or superintendent, or otherwise authorized by law, an employee's absence or tardiness is considered excessive if it:

1. Is for a reason not granted as paid or protected leave under Board policy.
2. Exceeds the number of days allotted by the Board for that particular leave.
3. Is for a reason authorized by Board policy but exceeds five days a month, ten days in a semester or 20 days per school year.

The employee's salary will be docked 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, even if the absence or tardiness is authorized by the Board or the superintendent.

No employee will be disciplined or terminated for absences qualifying for protection under the Family and Medical Leave Act (FMLA) or other applicable law (see Board policy GBBDA).

The district may require an employee to provide the district a doctor's note or other verification of illness 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.

This policy does not apply to temporary or substitute staff members unless otherwise noted.

The following leaves with pay will be provided to full-time support staff employees.:

1. **Paid Leave** – Any support staff employees whose assignments call for 12 months of full-time employment will be entitled to 12 days of paid leave. Support staff employees whose assignments call for full-time employment only during the regular school term will be entitled to ten days of paid leave. Unused sick leave will be cumulative to 100 sick leave days. An absence of over one through four hours shall be counted as a half-day of sick leave. An absence of over four hours shall be counted as a full day of sick leave.

Absences may be charged against paid leave for the following reasons:

- a. Illness, injury or incapacity of the employee. The Board reserves the right to require a physician's certification attesting to the illness or incapacity of the claimant and/or inclusive dates of the employee's incapacitation. FMLA health certification procedures apply to FMLA-qualifying absences, even if such absences are paid sick leave.
- b. Illness, injury, incapacity or funeral of a member of the immediate family. 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, and siblings of an employee or employee's spouse; 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.
- (Note: "Family" for FMLA purposes is more limited.)
- c. Illness, injury or incapacity of other relatives, with permission granted by the superintendent.
- d. Pregnancy, childbirth and adoption leave in accordance with this policy.
- e. Tax investigation.
- f. Court appearances, unless applicable law requires no leave be charged to the employee.
- g. Wedding or graduation.
- h. Observance of a religious holiday.
- i. 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.

REFERENCE COPY

FILE: GDBDA
Critical

- j. Leave under the FMLA.
- k. Leave connected with duty as a volunteer firefighter, member of Missouri-1 Disaster Medical Assistance Team, Missouri Task Force One, Urban Search and Rescue Team or activation by the Federal Emergency Management Agency (FEMA) in times of national disaster.
- l. Leave for other purposes as approved by the principal.

Staff members who are ill are encouraged 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.

During the period a district employee receives Workers' Compensation benefits for time lost to work-related incidents (paid @ 2/3 the employee's salary), the employee may use one-half day of paid leave to supplement the Workers' Compensation benefit amount. The amount of the Workers' Compensation Benefit Check will be subtracted from the employee's regular payroll amount.

Any support staff employee who is a member of a retirement system shall remain a member during any period of leave under sick leave provisions of the district or under Workers' Compensation. The employee shall also receive creditable service credit for such leave time if the employee makes contributions to the system equal to the amount of contributions that he or she would have made had he or she been on active service status.

Whenever possible, it is expected that requests for paid leave will be made in writing to the designated administrator at least 48 hours in advance of the time leave is requested. 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.

- 2. **Vacation** – All support staff employed on a 12-month basis will receive one to two weeks of vacation per year. An employee must submit a written request for vacation to his or her supervisor and receive written authorization before taking vacation days. 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 his or her vacation.

A district employee may not use vacation days during the period the employee receives Workers' Compensation for time lost to work-related incidents.

Unless otherwise provided, the following leaves will be provided to full-time and part-time support staff employees.

1. **Holidays** – Memorial Day, July 4th, Labor Day, Thanksgiving, Christmas, and New Year's Day. 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. **Professional Leave** – Employees may be granted professional leave to attend classes or conferences, meet with mentors or participate in other approved professional growth activities. Professional leave must be approved by the immediate supervisor, arranged well in advance and is not considered personal leave.
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 an official order verifying that they are required to report to duty.
4. **Election Leave** – Any employee who is appointed as an election judge pursuant to state law may be absent on any election day for the period of time required by the election authority. The employee must notify the district at least seven days prior to any election in which the employee will serve as an election judge. No employee will be terminated, disciplined, threatened or otherwise subjected to adverse action based on the employee's service as an election judge.
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** – An employee 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. An employee will not be terminated, disciplined, threatened or otherwise subjected to adverse action because of the employee's receipt of or response to a jury summons.

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7. **Leave for Court Subpoena** – If the subpoena is directly related to the employee's school duties, 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-1 Disaster Medical Assistance Team, Missouri Task Force One, Urban Search and Rescue Team or those activated by 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** – Any employee who is a crime victim, who witnesses a crime or who has 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** – Any employee who is a member of Civil Air Patrol and has qualified for a Civil Air Patrol emergency service specialty or who is 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 the employee be exempted from responding to a specific mission.

Pregnancy, Childbirth and Adoption Leave

This section creates no rights extending beyond the contracted period of employment. FMLA certification and recertification procedures apply to FMLA-eligible employees. An employee must notify the district of the need for and anticipated duration of the leave at least 30 days before leave is to begin, if foreseeable. If 30 days' notice is not practical, the employee must give as much notice as possible. A pregnant employee shall continue in the performance of her duties as long as she is able to do so and as long as her ability to perform her duties is not impaired, based on medical opinion.

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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 shall only apply up to six weeks of accrued paid leave to such absences.

Employees who are ineligible for FMLA leave may take up to six weeks of leave for the birth, first-year care, adoption or foster care of a child and may use any combination of accrued sick leave, personal leave, vacation leave or unpaid leave.

Pregnant employees who need more than six weeks of paid or unpaid leave for a pregnancy-related incapacity must provide certification of the medical necessity for such leave.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 09/23/2003

Revised: 03/15/2005; 05/21/2008; 01/20/2009; 04/19/2011;

Cross Refs: DLB, Salary Deductions
HA, Negotiations with Employee Representatives
HPA, Employee Walkouts, Strikes and Other Disruptions

Legal Refs: §§ 41.1000, 105.270 - .271, 115.102, .639, 168.122, 169.595, 320.200, .330 - .339, 494.460, 595.036, .209, RSMo.
Fair Labor Standards Act, 29 U.S.C. §§ 201 - 219
Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2611 - 2619
Title VII of the Civil Rights Act of 1964 as amended by the Pregnancy Discrimination Act, 42 U.S.C. § 2000e(k)
29 C.F.R. § 1604.10
Willis v. School Dist. of Kansas City, 606 S.W.2d 189 (Mo. Ct. App. 1980)
Stewart v. Board of Educ. of Ritenour, 574 S.W.2d 471 (Mo. Ct. App. 1978)
Aubuchon v. Gasconade County R-I Sch. Dist., 541 S.W.2d 322 (Mo. Ct. App. 1976)

West Plains R-VII School District, West Plains, Missouri

REFERENCE COPY

FILE: IC
Critical

EXPLANATION: ACADEMIC CALENDAR/YEAR/DAY

MSBA has modified this policy to be consistent with the current DESE interpretation of statutory requirements.

<i>MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.</i>					
	Board Secretary	X	Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services	X	Counselor		Special Education
	Transportation	X	Public Info/Communications		Technology

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ACADEMIC CALENDAR/YEAR/DAY

State law requires the district to set a district start date and establish an academic calendar that provides for a minimum of ~~174 days and~~ 1,044 hours of actual pupil attendance ~~for a five-day school week between July 1 and June 30. State law requires 142 days and 1,044 hours of actual student attendance between July 1 and June 30 for a four-day school week.~~ Districts may choose to adopt:

1. A traditional academic calendar that provides for a minimum of 174 days with a minimum academic day of 3 hours and a maximum academic day of 7 hours.
2. A calendar of less than 174 days that provides for a minimum academic day of 4 hours and a maximum academic day of 8 hours.
3. A calendar of 142 days (4 days per week) that provides for a minimum academic day of 4 hours and a maximum academic day of 8 hours.

For the purposes of determining the length of an academic day, the district defines an hour as time that students are under the guidance and direction of teachers in the teaching process. The length of the academic day may vary by building or grade level subject to recommendation by the superintendent and approval by the Board. The specific daily opening and closing time for individual schools may vary to facilitate the scheduling of the district's transportation program.

The Board recognizes the relationship between attendance and student achievement and directs the superintendent to develop an academic calendar designed to improve student achievement, exceeding the minimum requirements if necessary. The academic calendar will include sufficient time for high-quality professional development. The superintendent will present the proposed academic calendar for the next year to the Board **no later than** March. The presentation will include an explanation of how the calendar relates to improving student achievement, how the proposed calendar assists the district in meeting its Comprehensive School Improvement Plan (CSIP) goals and the budget recommendations necessary to support the proposed calendar.

In accordance with Missouri law, the Board will post notice of and hold a public meeting to discuss and vote on the district's start date if that proposed date is earlier than ten calendar days prior to the first Monday in September. An affirmative vote of a majority of the Board is required to set a start date more than ten calendar days prior to the first Monday in September. The Board will adopt an academic calendar not later than May 1. Upon Board approval of the academic calendar, the superintendent will distribute copies to the staff and appropriately notify parents/guardians and students.

The academic calendar will include six make-up days for possible loss of attendance due to inclement weather as defined in state law. If the district uses these six make-up days and still does

not meet the minimum attendance requirements, it shall be required to make up no more than half the number of days canceled in excess of six days.

Days that the district's schools are closed for reasons other than inclement weather will be made up in accordance with state law, as recommended by the superintendent and approved by the Board.

Academic Day

~~Unless otherwise exempted by law, the academic day will be at least three but not more than seven hours long for a five-day school week. A four-day school week requires a minimum academic day of four hours. For the purposes of determining the length of an academic day, the district defines an hour as time that students are under the guidance and direction of teachers in the teaching process. The length of the academic day may vary by building or grade level subject to recommendation by the superintendent and approval by the Board. The specific daily opening and closing time for individual schools may vary to facilitate the scheduling of the district's transportation program.~~

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 12/21/1993

Revised: 03/16/2004; 05/21/2008; 04/20/2010;

Cross Refs: EBC, Emergency Plans/Safety Drills

Legal Refs: §§ 160.011, .041, 163.021, 171.031 - .033, RSMo.

West Plains R-VII School District, West Plains, Missouri

REFERENCE COPY

FILE: IGD
Critical

EXPLANATION: DISTRICT-SPONSORED EXTRACURRICULAR ACTIVITIES AND GROUPS

This policy was revised for a number of reasons.

One change is based on the Interstate Compact on Educational Opportunities for Military Children (the Compact), § 160.2000, RSMo. Some clubs, student groups or other extracurricular activities have deadlines by which students must sign up or apply. This policy has been changed to add a provision of the Compact that would allow participation of students who live in the household of an active duty member of the military and who transfer from another state after the deadline. This provision does not allow a student to participate in an activity for which he or she is not otherwise qualified. It is unclear whether this provision would override Missouri State High School Activities Association (MSHSAA) eligibility requirements, and questions pertaining to that subject should be directed to MSHSAA.

MSBA has further modified the scope and structure of this policy in the following ways.

1. MSBA previously supported two versions of this policy: one for districts that sponsored noncurricular groups and one for districts that did not. MSBA has determined that virtually all districts sponsor some group that has been identified as noncurricular by the courts, such as cheerleaders, Students Against Drunk Driving, student council, etc. For this reason, MSBA has decided to offer only one version of the policy. If your district has taken the position that it will not sponsor any noncurricular groups, please contact MSBA for assistance in modifying this policy.
2. MSBA has moved language from policy IGDJ, Interscholastic Athletics, to this policy. Districts should now rescind policy IGDJ. In addition to moving the policy language from IGDJ, MSBA has expanded the section to include both intraschool and interschool athletics.
3. The policy was also expanded to allow for nonemployee sponsors and coaches and to be more specific about background check requirements.
4. MSBA has added language to the first sentence of this policy limiting district-sponsored extracurricular activities to students enrolled in the district. This change effectively excludes home-schooled students and MoVIP students from participating in district-sponsored extracurricular activities. Districts that would like for those students to be allowed to participate should NOT make the changes to the first sentence of this policy.

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MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

	Board Secretary		Business Office	X	Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
X	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

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FILE: IGD
Critical

DISTRICT-SPONSORED EXTRACURRICULAR ACTIVITIES AND ORGANIZATIONS GROUPS

~~(Districts Allowing Noncurricular Groups)~~

The Board of Education believes that student activities sponsored by the ~~school~~ 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. Therefore, the Board ~~and~~ authorizes the use of the district's facilities, employees and funds necessary resources to provide student extracurricular activities ~~or~~ and groups.

The Board directs the district's superintendent or designee to administer the district's extracurricular activities and groups in keeping with this policy, and to create any administrative procedures to further the district's goals 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 and organizations meeting or occurring during noninstructional time will be referred to as extracurricular. However, extracurricular activities and groups will be further categorized as follows for legal purposes: Extracurricular activities or groups may be either cocurricular or noncurricular.

Cocurricular Activity or Group: – An school-sponsored extracurricular activity or group primarily involving students and occurring outside of academic class time, where 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; or
- 4. Academic credit is granted for participation.

Noncurricular Activity or Group: – School-sponsored activities An extracurricular activity or groups that primarily involving involves students, and meeting occurs outside of academic class time, which are and is not cocurricular.

General Sponsors, Advisors and Coaches

All extracurricular activities or groups must have an ~~appointed~~ sponsor, advisor or coach ~~who is a district employee. Before assuming the duties of a sponsor, advisor or coach, the district must have on file a recent background check of the employee.~~ 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 various relevant groups, to advise and supervise students, and to keep the building appropriate principal informed regarding activities. All district-sponsored extracurricular activities ~~should~~ 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.

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 ~~or established by~~ and the Missouri State High School Activities Association (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 an academic course in which the student is enrolled, participation in all extracurricular activities or groups is voluntary 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.

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FILE: IGD
Critical

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.

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 presents unusual physical hazards to students. The Board may then authorize the expenditure of school 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.

Exclusion from Activities or Groups

Students may belong to and take part in all extracurricular activities or groups for which they are qualified, regardless of race, color, sex, religion, national origin, ancestry or disability.

Unless participation in a group or activity is required for a course in which the student is enrolled, participation is a privilege, not a right. Students may be excluded from these groups as a disciplinary action, as a consequence for poor performance in school, or otherwise as determined by district administration. A student and/or his or her parents/guardians are not entitled to a hearing solely because the student has been excluded from an extracurricular activity which is not required for a course in which the student is enrolled.

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FILE: IGD
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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 10/16/2001

Revised:

Cross Refs: AC, Prohibition Against Illegal Discrimination, and Harassment and Retaliation
JFCF, Hazing and Bullying
JHCF, Student Allergy Prevention and Response
KG, Community Use of School District Facilities

Legal Refs: §§ 160.2000, 162.063, 167.765, RSMo.
Equal Access Act, 20 U.S.C. §§ 4071 - 4072
Westside Community Bd. of Educ. v. Mergens, 496 U.S. 226 (1990)
~~The Equal Access Act, 20 U.S.C. § 4701, 4702~~

West Plains R-VII School District, West Plains, Missouri

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FILE: IGDJA-R
BasicCritical

EXPLANATION: DISTRICT-SPONSORED EXTRACURRICULAR ACTIVITIES AND GROUPS– (Code of Conduct)

I have recoded this to align with changes made to policies IGD and IGDJA. MSBA is recommending districts rescind policy IGDJA, and athletics are now included with other extracurricular activities in policy IGD.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

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	Human Resources	X	Principals		Library/Media Center
X	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

FILE: IGDJA-R
BasicCritical

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FILE: IGDJA-R
BasicCritical

~~SPORTSMANSHIP IN INTERSCHOLASTIC COMPETITION~~ **DISTRICT-SPONSORED EXTRACURRICULAR ACTIVITIES AND GROUPS** (Code of Conduct)

The West Plains School District insists that student behavior be in compliance with the policies of the Board of Education, Student Handbook Disciplinary Code and Regulations and with public laws. Students who exhibit behavior not in compliance may be suspended from participation in the activities program. While it is not possible to cite every example of behavior that violates policies, regulations or public laws, the following addresses the more common behaviors that lead to a disciplinary action. Unless otherwise indicated, when an infraction leads to suspension from participation, the student will not be allowed to participate in competition. However, the participant will be expected during the duration of the period of the suspension to fulfill all responsibilities to the team, such as attending practices, team meetings, attending contests, etc. per coach/sponsor judgment. This policy is in force 365 days of the year.

Definition of Terms

Additional Standards – In addition to the West Plains School District standards, student participants will be expected to adhere to the standards of the Missouri State High School Activity Association (MSHSAA) standards and program expectations and standards established by each coach or sponsor. Program rules and standards will be communicated to participants prior to their participation.

Alcohol and Drugs – Student participants are expected to lead a drug free lifestyle. The possession, use, or distribution of alcohol, drugs, narcotics, hallucinating agents, controlled substances, illegal substances or contraband by participants in the activities program at any time at any location is prohibited and will result in the penalty set forth herein.

Application – The standards are in effect for students in grades 9-12. Infractions accumulate during the period of time a student is enrolled at these grade levels. Every student enrolled is a potential student participant and is subject to the standards and consequences as outlined, although at the time of infraction, the student is not actively participating in an activity.

Cocurricular Activities – Activities that students participate in outside of the classroom as a result of being enrolled in a school offered class. (i.e. Band, Choir, Debate, and Academic Team interscholastic competition.)

Eligibility for Other Activities – In the event the duration of a suspension carries beyond the close of a season, the participant may try out for another activity. The balance of any suspension will carry over to the next activity and the season the student participates.

Extracurricular Activities – Activities that take place outside the regular course of study in school. (All athletic teams that compete interscholastically.)

Off-Season – The part of the regular school year that an activity has been completed or has not yet begun (Does not include summer break).

Required Cocurricular Involvement – If a student is enrolled in a course where participation in an activity covered by this policy is required, and is subsequently suspended from participation in accordance with this policy, the student will be provided alternate assignment(s) to meet the mandatory interscholastic participation requirement, thus deferring an academic penalty.

Suspension from School – A suspension from participation in the activities program will be assigned for a violation of district standards which result in an out-of-school suspension or placement in the in-school suspension program. One-day suspension from participation in the activities program will be assigned for each day of out-of-school suspension or assignment in the in-school suspension program.

Team Responsibilities – If a participant is suspended from participation for a period of time less than the duration of the entire season, the participant is expected to fulfill all team responsibilities including attendance at practice, team meetings, games, and other expectations placed on team members by the coach or sponsor.

Violations of Law (Felony) – A suspension from participation in the activities program will be assigned for an alleged violation of law that results in felony charges being filed in a court of law. The suspension will be terminated when the participant has been acquitted or adjudicated not to have committed the felony. A participant who has been convicted of a felony will not be permitted to participate in interscholastic activities for the duration of his or her enrollment in the West Plains School District. The student must immediately report any violation of law to the Athletic Director. Failure to report violation to athletic director within 72 hours will result in the loss of student eligibility according to MSHSAA By-Laws.

Violations of Law (Misdemeanor) – A suspension from participation in the activities program may be assessed for an alleged violation of law that results in misdemeanor charges being filed in a court of law. An Appeals Committee comprised of the Principal, Athletic Director, Head Coach or Activity Sponsor, and a Central Office Administrator will convene to review the facts surrounding the allegation. The decision to suspend and the length of suspension will be determined by this committee on a case by case basis. The student must immediately report any violation of law to the Athletic Director.

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FILE: IGDJA-R
BasicCritical

Consequences

Infraction	First Offense	Second Offense	Third Offense
Drugs/Alcohol (use, possession, under influence)	Suspension from participation *30 days	Suspension from participation *180 days	Permanent Restriction
Drugs/Alcohol Distribution	Suspension from participation *180 days	Permanent Restriction	N/A
Suspension from School	For all infractions: One day suspension from participation in the activities program for each day out-of-school suspension and/or ALC school assignment.		
Violations of Law (Felony)**	For all infractions: Suspension from participation for an alleged violation. Reinstatement upon acquittal. Permanent restriction upon conviction.		
Violations of Law Misdemeanor) **	For all infractions: Students may be suspended from participation at the direction (of review committee comprised of the Principal, Athletic Director, Coach or Sponsor, and Central Office administrator.		

* Suspension term of 30 and 180 days will be consecutive regular school term days. Summer break days are excluded.

** The student must immediately report any violation of law to the Athletic Director. Failure to report will effect student eligibility requirements according to MSHSAA By-Laws.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 08/16/2010

Revised:

FILE: IGDJA-R
BasicCritical

REFERENCE COPY

West Plains R-VII School District, West Plains, Missouri

REFERENCE COPY

FILE: IGDA
Critical

EXPLANATION: STUDENT-INITIATED GROUP USE OF DISTRICT FACILITIES (K-12 Districts)

MSBA previously supported two versions of this policy: one for K-12 districts that sponsored noncurricular groups and one for K-12 districts that did not. MSBA has determined that virtually all districts sponsor some group that has been identified as noncurricular by the courts, such as cheerleaders, Students Against Drunk Driving, student council, etc. For this reason, MSBA has decided to offer only one version of the policy. If your district was using version two of this policy, MSBA recommends rescinding it and adopting version one instead. If your district has taken the position that it will not sponsor any noncurricular groups, please contact MSBA for assistance in modifying this policy.

MSBA has also modified the language to more closely parallel that of the Equal Access Act (EAA), 20 U.S.C. §§ 4701 - 4702.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

FILE: IGDA
Critical

REFERENCE COPY

REFERENCE COPY

FILE: IGDA
Critical

STUDENT-INITIATED GROUP USE OF DISTRICT FACILITIES (~~K-12 Districts - Allowing Noncurricular Groups~~)

Pursuant to the Equal Access Act, 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 ~~noncurriculum-related~~ 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. The superintendent or designee may create administrative procedures to govern the use of school district facilities by student-initiated noncurricular groups, for the purpose of this policy. Community use of school district facilities is governed by policy KG.

~~To make use of the school facilities, a~~ The following guidelines apply to all student-initiated noncurricular meeting must meet the following criteria groups, meetings and activities:

- ~~1.~~ 1. The student-initiated g Groups must be limited to secondary school students and can only meet at secondary schools.
- ~~The meetings must be held during noninstructional times.~~
- ~~2.~~ 2. A m Meetings and activities must be voluntary and student initiated. No student shall be in any way coerced to participate in religious activity.
- ~~3.~~ 3. Employees of the district or other adults may not sponsor, promote, or lead student-initiated noncurricular groups, activities or meetings, but. However, 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.~~
- ~~4.~~ 4. The m Meetings and activities may not materially and substantially interfere with the orderly conduct of educational activities within the school.
- ~~5.~~ 5. Except for incidental building costs, no public funds will be expended for student-initiated ~~noncurriculum-related~~ noncurricular groups.

6. Community members other than students may not direct, conduct, control or regularly attend meetings or activities.

Student Conduct at Meetings

Students attending student-initiated groups noncurricular meetings or activities must follow all school district rules and procedures governing student conduct. The school 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

Noncurriculum-related, student-initiated noncurricular groups at the secondary school level shall have the same access allowed to all other noncurriculum-related 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. However, the school may uniformly state in these media that such organizations or their meetings are not sponsored by the school.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 10/16/2001

Revised:

Cross Refs: KG, Community Use of School District Facilities
KI, Public Solicitations/Advertising in District Facilities
KKB, Audio and Visual Recording

Legal Refs: The Equal Access Act (1984), 20 U.S.C. §§ 4701, - 4702
"Religious Expression in Public Schools," U.S. Dept. of Education; May 30, 1998
Westside Community Bd. of Educ. v. Mergens, 496 U.S. 226 (1990)

West Plains R-VII School District, West Plains, Missouri

REFERENCE COPY

FILE: IGDJ
Basic

EXPLANATION: INTERSCHOLASTIC ATHLETICS

MSBA recommends the district RESCIND this policy. Pertinent language has been moved to policy IGD.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

	Board Secretary		Business Office	X	Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

FILE: IGDJ
Critical

REFERENCE COPY

REFERENCE COPY

FILE: IGDJ
Basic

INTERSCHOLASTIC ATHLETICS

The Board of Education believes that individual students shall have opportunities to grow physically and intellectually through experience in self-discipline and contribution to a team effort made possible through competitive interscholastic athletics. An interscholastic athletic program shall be conducted in the school district to further the development of students as competitors and spectators through friendly interschool and contests. The purpose of the program is to develop leadership, good sportsmanship, personality development, new friendships and a friendly rivalry with other schools.

The Board will provide interscholastic athletic competition for students in a variety of sports. Students will be allowed to participate in the individual sports on the basis of physical condition and desire. Qualified professional staff will be provided for coaching, and for the supervision of all athletic events.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 06/20/2000

Cross Refs: JFCA, Student Dress Code
JFCF, Hazing and Bullying
JHA, Student Insurance

West Plains R-VII School District, West Plains, Missouri

REFERENCE COPY

FILE: IGDJA
Basic

EXPLANATION: SPORTSMANSHIP IN INTERSCHOLASTIC COMPETITION

This policy was considered supplemental, and not all districts will have this policy in their manuals. Districts that have adopted this policy should RESCIND it. Student behavior is covered in regulation JG-R, and spectator behavior is covered in policy KK. Other language in this policy was outdated or no longer appropriate.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

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	Facility Maintenance		Food Service		Gifted
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	Transportation		Public Info/Communications		Technology

FILE: IGDJA
Basic

REFERENCE COPY

REFERENCE COPY

FILE: IGDJA
Basic

~~SPORTSMANSHIP IN INTERSCHOLASTIC COMPETITION~~

~~The West Plains R-VII School District believes that student participation in interscholastic competition is a vital part of the total educational program, and should be used as a means for developing wholesome attitudes and good human relations, as well as 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 shall encourage the display of good sportsmanship by students and school district patrons.~~

~~The Board shall establish regulations that guarantee the teaching of the principles of good sportsmanship and competition etiquette to students in all physical education courses, as well as to all members of junior varsity and varsity teams, cheerleaders, pep club members, band members, and any students who will represent the district in interscholastic competitions or exhibitions.~~

~~Members of the student body, whether participants or spectators, are urged to exhibit exemplary behavior at interscholastic events. These events provide an excellent opportunity to display school spirit, and to show pride in the district. Since interscholastic athletic events are an extension of the classroom, the school discipline code will be enforced in relation to student conduct.~~

~~Coaches of all teams will be trained in the methods of establishing policies of good sportsmanship in their players, and they will be considered as role models in this respect.~~

~~The district will work with the Missouri State High School Activities Association and other organizations to promote good sportsmanship by the patrons of athletic events. The Board will utilize the print and broadcast media to disseminate its policies on good sportsmanship, and will work with parents, alumni associations and local service organizations to keep sportsmanship a top priority.~~

~~The Board will establish regulations for crowd control at district events. The regulations will stress the type of exemplary behavior, ethics and integrity that should be exhibited by all players and spectators, and will provide for corrective measures to be taken, when necessary, to maintain an atmosphere conducive to the enjoyment of the event.~~

~~*****~~

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 11/20/1990

FILE: IGDJA
Basic

REFERENCE COPY

~~West Plains R-VII School District, West Plains, Missouri~~

REFERENCE COPY

FILE: IND
Critical

EXPLANATION: CEREMONIES AND OBSERVANCES

House Bill 555 (2011), § 162.946, RSMo., designates October as "Disability History and Awareness Month" and states that school boards "may require schools within the district to provide disability history and awareness instruction in all K-12 public schools during the month of October of each year."

Please note that the law uses the term "may" and does not mandate alteration of the curriculum; however, if the district does decide to observe Disability History and Awareness Month, the statute provides the following guidance:

2. During disability history and awareness month, students may be provided instruction to expand their knowledge, understanding, and awareness of individuals with disabilities, the history of disability, and the disability rights movement.

3. Disability history may include the events and time lines of the development and evolution of services to, and the civil rights of, individuals with disabilities. Disability history may also include the contributions of specific individuals with disabilities, including the contributions of acknowledged national leaders. The instruction may be integrated into the existing school curriculum in ways including, but not limited to, supplementing lesson plans, inviting classroom and assembly speakers with experience or expertise on disabilities, or providing other school-related activities. The instruction may be delivered by qualified school personnel or by knowledgeable guest speakers.

4. The goals of the disability history and awareness instruction include:

(1) Instilling in students sensitivity for fellow students with disabilities and encouraging educational cultures that nurture safe and inclusive environments for students with disabilities in which bullying is discouraged and respect and appreciation for students with disabilities is encouraged;

(2) An understanding that disability is a natural part of the human experience; we are all more alike than different; and regardless of disability, every citizen is afforded the same rights and responsibilities as that of any other;

(3) The creation of a more inclusive school community, where students with disabilities are included in every aspect of society, and every student is acknowledged for their unique gifts, talents, and contributions; and

FILE: IND
Critical

REFERENCE COPY

(4) Reaffirmation of the local, state, and federal commitment to the full inclusion in society of, and the equal opportunity for, all individuals with disabilities.

* * *

The Department of Elementary and Secondary Education (DESE) has published a resource guide to assist districts: <http://dese.mo.gov/se/documents/se-admin-mo-dis-hist-aware-resguide.pdf>

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

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	Health Services	X	Counselor	X	Special Education
	Transportation		Public Info/Communications		Technology

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FILE: IND
Critical

~~SCHOOL~~ CEREMONIES AND OBSERVANCES

The Board of Education recognizes the value of school district-sponsored programs and ceremonies during school hours and at other appropriate times. Recognizing achievement and talent encourages further learning. School 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 a week. However, no student will be required to participate in the recitation.
3. 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)
 - ▶ 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)
 - ▶ Veterans Day (as closely as possible to November 11)
 - ▶ Pearl Harbor Remembrance Day (December 7)
4. The district may observe the following days and months, as recommended in state statute:
 - ▶ Missouri Lifelong Learning Month (February)
 - ▶ Math, Engineering, Technology and Science 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)
5. 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."

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 West Plains R-VII School 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, school district employees or school officials shall not lead attendees of a school 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 school district official any personal legal right of expression.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 10/16/2001

Revised: 03/16/2004; 12/20/2005; 04/20/2010;

REFERENCE COPY

FILE: IND
Critical

Cross Refs: KG, Community Use of School District Facilities

Legal Refs: Mo. Const. art. I, §§ 5 - 8, art. IX, § 8
§§ 9.030, .040, .070, .072, .100, .105, .110, .115, .130, .138, .140, .141, .161,
160.360, 162.946, 170.049, 171.021, RSMo.
U.S. Const. amend. I
Patriotic and National Observances and Ceremonies, 36 U.S.C. § 106
Santa Fe Independent Sch. Dist. v. Doe, 530 U.S. 290 (2000)

West Plains R-VII School District, West Plains, Missouri

REFERENCE COPY

FILE: JHG
Critical

EXPLANATION: REPORTING AND INVESTIGATING CHILD ABUSE/NEGLECT

This policy was revised to reflect changes to the law made by Senate Bill 54 (2011), §§ 160.261, 210.135, .145, RSMo. This bill amended existing state statute to create additional obligations regarding reports of sexual misconduct by an employee.

This policy was also reorganized and expanded for clarity.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

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	Health Services	X	Counselor		Special Education
	Transportation		Public Info/Communications		Technology

FILE: JHG
Critical

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FILE: JHG
Critical

REPORTING AND INVESTIGATING CHILD ABUSE/NEGLECT

The West Plains R-VII School District and its employees 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. Employees must cooperate fully with investigations of child abuse and neglect. The district prohibits discrimination, negative job action or retaliation against any district employee who in good faith reports alleged child abuse or neglect, including alleged misconduct by another district employee.

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.

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 Children's Division (CD) of the Department of Social Services. 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. ~~All written information received by any public school district liaison or the school shall be subject to the provisions of the Family Educational Rights and Privacy Act (FERPA).~~

The liaison(s) will also serve on multidisciplinary teams used in providing protective or preventive social services along with law enforcement, the juvenile officer, the juvenile court and other agencies, both public and private.

It will be the responsibility of the liaison(s) to arrange for training and information necessary to assist staff members in identifying possible instances of child abuse and neglect, including annual updates regarding any changes in the law. Additionally, the liaison is charged with implementing a planned program of personal safety and awareness education, including methods for preventing sexual abuse, that shall be provided to teachers, students and parents/guardians.

Reporting Child Abuse/Neglect

The Board of Education requires its staff members to comply with the state child abuse and neglect laws and the mandatory reporting of suspected neglect and/or abuse. Any school official or employee acting in his or her official capacity who knows or has reasonable cause to suspect that a child has been subjected to abuse or neglect, or who observes the child being subjected to conditions or circumstances that would reasonably result in abuse or neglect, will immediately make a report to the school principal or designee, including any report of excessive absences that may indicate educational neglect. The school principal or designee will then become responsible for making a

report via the Child Abuse and Neglect Hotline to the CD, as required by law. This policy does not preclude any employee from directly reporting abuse or neglect to the CD. However, the school official or employee must notify the school principal or designee immediately after making a report.

In accordance with law, if a student reports alleged sexual misconduct on the part of a school district employee to an employee of this district, the employee who receives the report and the superintendent shall forward the allegation to the CD within 24 hours of receiving the information.

The school principal or designee will ~~make the superintendent aware~~ inform the superintendent or designee and the liaison(s) that a report has been made and will keep him or her them aware of the status of the case. The school principal or designee may also notify law enforcement or the juvenile office when appropriate. If the school principal or designee has reason to believe that a victim of such abuse or neglect is a resident of another state or was injured as a result of an act that occurred in another state, then, in addition to notifying the Missouri CD pursuant to this policy, he or she may also make a report to the child protection agency with the authority to receive such reports, pursuant to law, in the other state.

~~The district, as a mandated reporter, will be entitled, upon request, to information on the general disposition of the report. The district may also receive findings and information concerning the case, if requested. The information may be shared with the staff member who originated the report, but will not be released to anyone else without written authorization from the CD. Parents/Guardians will be referred to the CD for information regarding the investigation.~~

~~Any person who in good faith participates in the making of such reports, or in any judicial proceeding resulting therefrom, will be immune from civil or criminal liability. It shall not be the responsibility of the school official or employee who initiated the report to prove that the child has been neglected or abused.~~

Investigating Child Abuse/Neglect

Except in situations involving sexual misconduct, when the CD receives a child abuse report alleging that an employee of a school the district has abused a student, the report is shall be immediately referred to the superintendent (or the president of the School Board in situations concerning the superintendent), who will conduct an initial investigation. If the initial investigation determines that the report relates to a spanking by a certificated district employee or the use of reasonable physical force against a student for the protection of persons or property by any district personnel administered pursuant to district policy, or if it is determined that the sole purpose of the report is to harass a district employee, the report will be investigated as detailed below in accordance with law. All other reports of any nature will be immediately returned to the CD for investigation, and the superintendent (or Board president, if applicable) will take no further action.

REFERENCE COPY

FILE: JHG
Critical

Harassment, Spanking or Protection of Persons or Property

If the report relates to a spanking by a certificated school district employee administered pursuant to written district policy, or the use of reasonable physical force against a student for the protection of other 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 school district employee, the superintendent, Board president or the Board president's designee of either will notify the juvenile officer of the county in which the alleged incident occurred. The district will jointly investigate the matter with the juvenile officer or a law enforcement officer designated by the juvenile officer. The superintendent, and Board president and their designees are authorized to contact and utilize the district's attorney to assist in the investigation.

Once the investigation is concluded, the juvenile officer or law enforcement officer and the investigating district personnel will issue separate reports of their findings, no later than seven days after the district receives notice of the allegation from the CD. The reports must contain a statement of conclusion as to whether the preponderance of evidence supports a finding that the alleged incident of child abuse is substantiated or unsubstantiated. The Board will consider the separate reports and will issue its findings and conclusions, if any, within seven days after receiving the last of the two reports. The findings and conclusions will be issued made as required by state law and will be sent to the CD.

All other reports of any nature will be immediately returned to the CD for investigation, and the superintendent will take no further action.

The superintendent will prepare and implement procedures as necessary to accomplish the intent of this policy and of the law.

Sexual Misconduct Involving an Employee

The district takes all allegations of sexual misconduct seriously, regardless of the source. When an allegation is made, district employees will immediately take appropriate action to protect students and other children, which will include reporting to the CD in accordance with Board policy and notifying the superintendent. The superintendent or designee will contact law enforcement, suspend the employee pending an investigation, and begin an investigation.

In accordance with law, if a student reports alleged sexual misconduct on the part of a teacher or other employee of a school district to a district employee, the employee who receives the report shall notify the superintendent immediately and forward the allegation to the CD within 24 hours of receiving the information. The superintendent will also forward the allegation to the CD within 24 hours of receiving the report. The CD will investigate all allegations of sexual misconduct involving district employees.

Referral to the Office of Child Advocate for Children's Protection and Services

If the CD determines that a report of child abuse or neglect is unsubstantiated, the district or a district employee may request that the report be referred to the Office of Child Advocate for Children's Protection and Services for additional review.

Information from the Children's Division

In accordance with law, as mandated reporters 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 only be shared with district employees who need to know the information to appropriately supervise the student or for intervention and counseling purposes. All written information received by any public school district liaison or the district shall be subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). Information received from the CD will not be included in the student's permanent record.

Immunity

In accordance with law, any person who in good faith reports child abuse or neglect; cooperates with the CD or any law enforcement agency, juvenile office, court, or child-protective service agency of this or any other state in reporting or investigating child abuse or neglect; or participates in any judicial proceeding resulting from the report will be immune from civil or criminal liability.

Any person who is not an employee of the district and who in good faith reports to a district employee a case of alleged child abuse by any district employee will be immune from civil or criminal liability for making such a report or for participating in any judicial proceedings resulting from the report.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

REFERENCE COPY

FILE: JHG
Critical

Adopted: 09/23/2003

Revised: 09/21/2004; 04/18/2006; 01/18/2011;

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
GBH, Staff/Student Relations
GCPD, Suspension of Professional Staff Members
GCPE, Termination of Professional Staff Members
GCPF, Nonrenewal of Professional Staff Members
GDPD, Nonrenewal, Suspension and Termination of Support Staff Members

Legal Refs: §§ 160.261, 167.122 - .123, 210.110 - .165, .865, RSMo.
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g

West Plains R-VII School District, West Plains, Missouri

REFERENCE COPY

FILE: KG
Critical

EXPLANATION: COMMUNITY USE OF DISTRICT FACILITIES

MSBA has updated this policy to reflect the requirements of the Boy Scouts of America Equal Access Act. This is a federal law that requires public school districts to provide equal access to Boy Scout troops and other groups recognized in Title 36 of the federal law if the district allows other community groups unaffiliated with the district to use district facilities when school is not in session. The Office for Civil Rights (OCR) has recently released guidance requiring districts to include equal access under this new law in the district's nondiscrimination notice. See <http://www2.ed.gov/about/offices/list/ocr/docs/nondisc.html>. MSBA has revised policy AC as well.

MSBA has taken this opportunity to update this policy and the accompanying procedure and forms. These materials tend to be heavily customized by districts, so please read them closely to ensure that they accurately reflect your district's practices before making the revisions. In particular, consider the following issues:

1. Prohibiting or allowing groups to use district facilities based on the group's purpose or message implicates the First Amendment. Districts may set limits on community usage, but must be careful not to do so based on the viewpoint of the group. For example:

Lamb's Chapel v. Center Moriches Union Free Sch. Dist., 508 U.S. 384 (1993): School district prohibited church from using district facilities to show a film about child-rearing from a Christian perspective because it was a religious program. The church sued, and the U.S. Supreme Court found that the district had violated the First Amendment by exercising unlawful viewpoint discrimination.

Good News Club v. Milford Central Sch., 533 U.S. 98 (2001): The district prohibited the Christian-based organization from using elementary school facilities immediately after school hours, fearing that by doing so the district would violate the Establishment Clause of the First Amendment. The district did allow other nonprofit community organizations to use the facilities immediately after school. The U.S. Supreme Court found that the district's actions constituted viewpoint discrimination and violated the First Amendment. Other groups were allowed to teach character and morals. The district was prohibiting access purely because of the religious angle.

2. Although districts opening district facilities to community use should not restrict usage based on viewpoint, districts may provide more or less access to particular types of groups or for particular purposes. For instance, many districts only allow nonprofit

organizations to use district facilities under the theory that these groups typically cannot afford to use other facilities.

This policy as written limits access immediately before and after school to groups directly serving students. This means that youth-oriented groups may access the district during those times, but adult-oriented groups may not. This ensures the Boy Scouts and Girl Scouts have access, but the district is not in the position of providing space for the Rotary Club or an Alcoholics Anonymous meeting at those times.

3. MSBA strongly recommends that districts consult their liability insurance carriers prior to adopting this policy. Your insurance carrier may have additional conditions that need to be incorporated into the policy. Minimally, districts should ask how much event insurance would cost for groups that otherwise do not carry liability insurance.
4. This policy does not allow for use of facilities by individuals without special permission from the Board. This does not prohibit individuals from using district facilities for activities such as birthday parties, funerals and other private affairs, but it certainly communicates that the district disfavors such use. School districts may want to prohibit all use by individuals or expand the policy further to allow for such use.

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X	Facility Maintenance	X	Food Service		Gifted
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	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications	X	Technology

REFERENCE COPY

FILE: KG
Critical

COMMUNITY USE OF ~~SCHOOL~~ **DISTRICT** FACILITIES

As a service to the community and in accordance with state law, the Board of Education may allow the **community groups as defined in this policy to use of public school district facilities by individuals, groups and associations for educational, recreational, social, civic, philanthropic and other similar purposes as the Board deems are for the best interests of the community when the facilities are not being used by the district or district-sponsored groups.** The superintendent or designee is directed to create and enforce 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 groups or members of the groups.

Permission to use school facilities will be granted to community organizations and residents by the superintendent, or his or her designee, in keeping with the policies, rules and procedures adopted by the Board. However, such use will not interfere in any way with the regular programs and activities of the school district.

Definitions

Community 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. No community group will receive access without first obtaining the approval of the superintendent or designee. In some cases Board approval may also be required. 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.

Community groups may request to use district facilities. The district discourages use by individuals, for-profit entities or other groups not addressed in this policy, and these persons or entities may only use district facilities if approved by the Board. Priority will be given to groups or activities 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. The Board will make the final decision if a dispute over usage occurs.

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.

Staff use of district property and facilities is subject to this policy when the use is for reasons unrelated to the staff member's duties with the district.

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 all groups, the superintendent or designee may limit the number of times groups may use district facilities in a school year if multiple groups request access to the same facilities. Only governmental entities or nonprofit community groups (such as the Boy Scouts of America or the Girl Scouts of the United States of America) 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 groups to behave in a manner that is appropriate around children, as determined by the

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district. All groups using district facilities are required to follow district policies or procedures and other directives by district staff.

Security and Safety

All groups using district facilities must follow district security rules. Only district employees will unlock district facilities or possess keys or security codes unless otherwise authorized by the superintendent or designee. District facilities may not be used for any purpose prohibited by law and must comply with state and local fire, health and safety regulations.

The district may require a group 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

~~A nominal rental fee to cover operational costs (heat, lights, etc.) and custodial service will be charged in accordance with a schedule recommended by the superintendent and approved by the Board. The fee will not be charged to any school-related organization. The Board may consider waiving the fee for special public programs.~~

~~The use of playgrounds and buildings during the summer months for recreational purposes shall be governed by the superintendent according to the Board policies, rules and procedures.~~

~~Where possible, a certificate of insurance or hold-harmless agreement shall be provided by the persons or organizations using school facilities.~~ The district will 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 will 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 to provide a security deposit prior to using the district's facilities.

Groups 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 a group to pay fees owed prior to using the facility.

The superintendent or designee may waive the fees for groups created to support the district; nonprofit organizations with longstanding ties to the district; and groups with a reciprocal relationship with the district, such as the Parent Teacher Association (PTA) and booster clubs.

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Regardless of whether fees have been waived, representatives from all groups must provide proof of insurance and sign an indemnity and hold harmless agreement.

Cancellation

The district reserves the right to cancel a scheduled use of district facilities at any time including, but not limited to, situations where the district needs to use the space in the event of or as a result of inclement weather or an emergency.

Use of Equipment

The superintendent or designee may authorize the use of district equipment by community groups for educational, recreational, social, civic, philanthropic and other similar purposes. Equipment will not be removed from district property without permission from the superintendent or designee. 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.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 11/21/1989

Revised:

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
AH, Tobacco-Free District
ECA, Building and Grounds Security
EF, Food Services Management
GBCA, Staff Conflict of Interest
IGD, District-Sponsored Extracurricular Activities and Organizations Groups
IGDA, Student-Initiated Group Use of District Facilities
IND, School Ceremonies and Observances

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Legal Refs: § 177.031, RSMo.

U.S. Const. amend. I

Boy Scouts of America Equal Access Act, 20 U.S.C. 7905

Good News Club v. Milford Central Sch., 533 U.S. § 98 (2001)

Lamb's Chapel v. Center Moriches Union Free Sch. Dist., 508 U.S. 384 (1993)

Victory Through Jesus Sports Ministry Found. v. Lee's Summit R-7 Sch. Dist., 640 F.3d 329 (8th 2011)

West Plains R-VII School District, West Plains, Missouri

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EXPLANATION: VISITORS TO DISTRICT PROPERTY/EVENTS

This policy was amended for clarity and to incorporate the holding of a federal court case.

In *Miller v. Montgomery County R-II Sch. Dist.*, 2011 WL 1299536 (April 1, 2011), the U.S. District Court for the Eastern District of Missouri found that there is no right for parents to have access to district property and that the district was not required to conduct a hearing before banning the parent from district property. This policy has been amended to clearly indicate that a hearing is not required.

MSBA has also combined the sections on "Registered Sex Offenders" and "Persons Prohibited on or near District Property or Transportation" to avoid confusion. Ideally districts would prohibit all offenders from being on AND within 500 feet of district property. However, state law only prohibits certain offenders—not all of them registered offenders—from being within 500 feet of district property. Therefore the district has no authority to prohibit all sex offenders from being within 500 feet of district property, and no way to enforce such a rule. This creates two categories of offenders: 1) those prohibited from being on district property and 2) those prohibited from being on district property AND within 500 feet of district property. Regardless of the confusion created by state law, it seems logical to have the same rules for granting access to parents/guardians.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

	Board Secretary	X	Business Office	X	Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation	X	Public Info/Communications		Technology

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VISITORS TO DISTRICT PROPERTY/EVENTS

District Property

Parents/**Guardians** and patrons of the district are welcome to visit district schools and attend district events; however, all visitors during business hours, including Board members, ~~shall~~**must** sign or check in at the building office prior to proceeding elsewhere in the building. The district discourages parents/**guardians** or others from using ~~the school~~**district property or events** as a ~~site~~**places** for visiting students and may refuse the use of ~~the school~~**district property** for that purpose.

The Board and administration will not tolerate any person whose presence disturbs classes or district activities or hinders the instructional process. 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.

Appropriate Behavior

The West Plains R-VII School 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 grounds. The district will work with the Missouri State High School Activities Association (MSHSAA) and other organizations to promote good behavior by the 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 or Transportation

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 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, § 568.080, RSMo.
5. Promoting a sexual performance by a child, § 568.090, 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 prohibition 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 other events 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.

Registered Sex Offenders

~~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 at district activities held on district property except to attend meetings of a public governmental body. The superintendent may also make exceptions for parents, guardians or custodians of students enrolled in the district if the person's presence is necessary to transport the~~

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~~student, may benefit the student educationally, or in situations where the parent, guardian, or custodian will be supervised at all times.~~ This section may not apply to a student entitled by law to be on school grounds **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. ~~In extreme situations, t~~**The superintendent or designee may inform the visitor that he or she is not welcome back on district property or at district events indefinitely or for a specific period of time. During any period of prohibition, the visitor will not be allowed on district property except to attend a meeting of a public governmental body. The superintendent may make exceptions 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 grounds and inform the person of the district policy prohibiting his or her 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 ~~request to address the Board on the matter in accordance with Board policy~~**communicate with the Board in writing but will not be allowed back onto district property unless allowed by the Board.**

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

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Adopted: 10/16/2001

Revised: 07/19/2005; 12/19/2006; 01/20/2009;

Cross Refs: AC, Prohibition Against Legal Discrimination, and Harassment and Retaliation
BDDH, Public Participation at Board Meetings
ECA, Building and Grounds Security
ECD, Traffic and Parking Controls
ECG, Animals on District Property
JEDB, Student Dismissal Precautions

Legal Refs: Mo. Const. art. IX, § 1(a)
§§ 566.149, 589.400, RSMo.
~~Mo. Const. art. IX, § 1(a)~~
U.S. Postal Service v. Greenburgh Civic Ass'ns., 453 U.S. 114 (1981)
Embry v. Lewis, 215 F.3d 884 (8th Cir. 2000)
Lovern v. Edwards, 190 F.3d 648 (4th Cir. 1999)
Vukadinovich v. Board of Sch. Trustees of Mich. City, 978 F.2d 403 (7th Cir. 1992)
Miller v. Montgomery County R-II Sch. Dist., 2011 WL 1299536 (April 1, 2011)

West Plains R-VII School District, West Plains, Missouri

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EXPLANATION: DISTRICT WELLNESS PROGRAM

This is a NEW procedure written to comply with the Child Nutrition and WIC Reauthorization Act of 2004.

Senate Bill 291 (2009) has several provisions pertaining to physical activity and physical education (PE). It requires school districts to ensure that elementary students participate in an average of 150 minutes of "moderate physical activity" per week (30 minutes per day) and have at least 20 minutes of recess per day. MSIP standards require 50 minutes of PE per week. In addition, experts in the area of physical education recommend 150 minutes of PE per week and 60 minutes of recess per day. Minutes spent in PE count as physical activity. PE instruction must be provided by a certified instructor, but certified instructors are not required for the provision of moderate physical activity.

While Senate Bill 291 allows for the 20 minutes of recess to be "incorporated into the lunch period," DESE is taking the position that the 20-minute recess requirement cannot be interrupted by lunch.

Pursuant to Senate Bill 291, middle school students "may, at the district's discretion," participate in at least 225 minutes of physical activity per week. MSIP standards require 3,000 minutes of PE per school year for middle school and junior high students.

Senate Bill 291 recommends that high school students complete two (2) units of PE; however, only one (1) is required to meet state graduation requirements.

MSBA has attempted to integrate all required and recommended standards into this procedure. The district is required to fill in the number of minutes/units of credit. MSBA encourages school districts to integrate physical activity into the school day to the extent possible. Research shows that improving student achievement may depend on physical as well as academic instruction.

Physical Activity and Student Achievement

1. Recess before lunch.

Research shows that school districts that send children to recess before lunch instead of after have less food waste. Further, children are calmer and in a better frame of mind to return to class. For more information on recess before lunch go to:

<http://www.peacefulplaygrounds.com/recess-before-lunch.htm>

(Retired principal Melinda Bossenmeyer)

<http://docs.schoolnutrition.org/newsroom/jcnm/06fall/rainville/index.asp>
(School Nutrition Association)
<http://opi.mt.gov/schoolfood/RecessBL.html>
(Montana Office of Public Instruction) This one is especially helpful and informative.

2. More activity means improved student achievement. For a discussion of the research in this area see:
www.sports-media.org/sportapolisnewsletter19.htm (Graduate research University of Central Florida)
www.activelivingresearch.org/files/Active_Ed.pdf (Robert Wood Johnson Foundation)

Please note that the Missouri Eat Smart Guidelines were updated in 2008 and can be accessed by visiting <http://www.msbanet.org/files/wellness/MOEatSmartGuidelines.pdf>.

This procedure is based on the Healthy, Hunger-Free Kids Act of 2010 (HHFKA), 2010 Pub. L. 111-296, which repealed 2004 Pub. L. 108-265—the original act requiring the district to implement a wellness program for students—and substituted new law. The new law is in effect now. While HHFKA imposes many of the same requirements, some are new. For example, HHFKA retained the requirement for a committee but changed the composition of the committee. Other changes include the addition of a requirement to set goals for nutrition promotion, more attention to evaluation and a requirement that more information about the program be provided to parents/guardians and the community.

Unfortunately, the regulations implementing HHFKA will not be published until the fall of 2013. Those regulations will cover important information, including the definition of "nutrition promotion." Because the requirement to have nutrition promotion goals is already in effect, MSBA has created a definition for nutrition promotion and reassigned some activities previously listed in the "Other School-Based Activities" section of the procedure to the "Nutrition Promotion" section.

For more information about HHFKA and guidance for implementing changes, go to www.fns.usda.gov/cnd/.

Not all components of this procedure are required by law. For example, sun safety is an example of an "other school-based activity," but it is not the only possibility. No law requires recess before lunch, but it is an effective practice to improve student nutrition. In an effort to help districts determine which portions of this procedure are required by law and which are best practices, MSBA has summarized the actual legal requirements. More information about the best practices included in this procedure is available at:

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www.msbanet.org/law-policy-and-labor-relations/education-policy-services/policy-resources/district-wellness-program.html

By law the district must:

- 1. Have goals that promote student wellness for nutrition promotion and education, physical activity and other school-based activities.**
- 2. Adopt and follow nutrition guidelines. (This is the same as the previous version of the law.)**
- 3. Allow parents/guardians, students, school health professionals, physical education teachers, school food service representatives, Board members, school administrators and members of the public to participate in the development, implementation and periodic review and revision of the policy.**
- 4. Inform and update the public about the content and implementation of the policy.**
- 5. Designate one or more district officials to ensure that each school in the district is in compliance with the policy.**
- 6. Periodically measure and make available to the public an assessment of the policy that includes:**
 - The extent to which each school is compliant.**
 - The extent to which the district's policy compares to model policies.**
 - A description of the progress made in meeting the goals.**
- 7. Provide physical activity in accordance with state law.**

The law does not require *annual* reports to the Board or the community; such reports need only be made "periodically." The original workgroup that created this policy recommended that the report be provided annually along with most federal programs reports; however, the district may change this provision without violating the law.

One of the new provisions in the law is a requirement for a publicized assessment of how the district's policy "compares to model local school wellness policies." The law does not specify which model policies should be used for comparison, and all of the samples currently linked to the USDA website are based on the previous law.

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PLEASE NOTE: The HHFKA added several provisions regarding the evaluation and revision of local wellness policies. The original version of this procedure released in 2004 already included evaluation components beyond what was then required, so few modifications were needed. However, some districts removed a good deal of the evaluation section from this procedure because it was not required. Those districts will need to reincorporate evaluation procedures that include the changes provided here. Forms to assist with the evaluation process are on MSBA's website.

If the district decides not to review the policy annually, the district should modify policy IM, Evaluation of Instructional Programs, accordingly.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

	Board Secretary		Business Office	X	Coaches/Sponsors
	Facility Maintenance	X	Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
X	Health Services	X	Counselor		Special Education
	Transportation		Public Info/Communications		Technology

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DISTRICT WELLNESS PROGRAM

The primary goals of the West Plains R-VII 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 designates the following nutrition guidelines, based on the Missouri Eat Smart Nutrition Guidelines, for foods and beverages served in schools during the school day:

School Breakfasts –

School Lunches –

À La Carte Food Items –

À La Carte Beverage Items –

Food Items Sold in Vending Machines and School Stores –

Beverage Items Sold in Vending Machines and School Stores –

After-School Programs –

Rewards –

Celebrations and Parties –

Fundraisers –

Intramural Activities –

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 in order to provide students with the necessary knowledge and skills to make healthy nutrition decisions. In order 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 U.S. Department of Agriculture's (USDA) Dietary Guidelines for Americans (DGA) 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. Ensure that school counselors and school health services staff consistently promote healthy eating to students and other staff and that these professionals are prepared to recognize conditions such as unhealthy weight, eating disorders and other nutrition-related health problems among students and staff as well as assure access to healthcare.
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.

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Nutrition Promotion

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. Providing opportunities for parents/guardians to share their healthy food practices with others in the school community.
5. Disseminating information about community programs that offer nutrition assistance to families.
6. Posting links to research and articles explaining the connections between good nutrition and academic performance.

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

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 and skills necessary to perform a variety of physical activities, maintain physical fitness and regularly participate in physical activity. In order to achieve the physical activity goal, the district will:

1. Develop a sequential program of appropriate physical education for every student. The elementary program will provide for:

- ▶ _____ (recommended: 60; required: 20) 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 _____ (required: 150) minutes of moderate physical activity each five-day school week or an average of _____ (required: 30) minutes per school day. The program will also provide for _____ (required: 50) minutes per week of physical education under the supervision of a certified physical education instructor.

The middle school program will provide for _____ (recommended: 225) minutes of moderate physical activity during each school week and _____ (required: 3,000) minutes of physical education per year.

The high school program will provide for _____ (recommended: 2; required: 1) unit(s) 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 athletically gifted 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 on the basis of participation in an athletic team, community recreation program, ROTC, marching band or other school or community activity.
 - ▶ 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 such as intramural activities, interscholastic athletics and clubs by:

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- ▶ 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 onsite after-school child care 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

School instructional staff will collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families. 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 a list of appropriate foods that meet the district's nutrition standards for snacks.
3. Providing parents/guardians with ideas for healthy celebrations, parties, rewards and fundraising activities.

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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 for individual foods and beverages.
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, an explanation of how parents/guardians can reinforce the program at home and how they can 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.

If practical, the district will provide information in a language understandable to 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 regarding the quality of district foods.

Tobacco advertising is not permitted on district property, at district-sponsored events or in district-sponsored publications. Food and beverage marketing will be limited to the promotion of foods and beverages that meet the nutrition standards adopted by the Board. 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 and vending machine displays.

Meal Times

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

1. Meal times will provide students with at least _____ (recommended: 10) minutes to eat after sitting down for breakfast and _____ (recommended: 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. Drinking water will be available to students during meals.
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 tooth-brushing 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 meal times.

Outdoor Air Quality

The principal 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

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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 West Plains R-VII 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 distribute its plan to the wellness program committee annually.

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 positive 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 Evaluation

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

1. Assuming responsibility for the assessment of existing policies and procedures.
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 annually.

Monitoring

The food service director/authorized representative will monitor food service areas for compliance with the district's nutrition guidelines and will report on this matter to the wellness program coordinators.

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The program coordinators will develop an annual summary report based on input from schools within the district regarding districtwide compliance with the district's wellness-related policies and procedures. The report will include a baseline of assessed indicators, impact of policy and procedure changes on those indicators, a report of progress, the extent to which each school is in compliance with the district's wellness policy and this procedure, steps for moving to the next priority, work plans for the next year, and recommended policy revisions. The report will be provided to the Board of Education and made available to the public on the district's website or by other appropriate means.

Compliance Indicators

During initial development of the district's wellness-related policies and procedures, each school in the district will conduct a baseline assessment of the school's existing nutrition and physical activity programs and practices. The wellness committee will compile these results. In addition to the baseline information provided from each school, the committee will use no fewer than four of the following indicators to measure the impact of the district wellness program:

1. School Health Index.
2. Physical fitness reports.
3. Physical activity levels of staff.
4. Weight status or body mass index (BMI) of students and staff.
5. Fruit and vegetable intake of students and staff.
6. Number of healthy food items available in vending machines.
7. Number of discipline problems.
8. Achievement levels of students.
9. Student absenteeism.
10. Number of staff who participated in training and development related to student wellness.

Policy Review

The wellness program coordinators will provide policy revision recommendations to the Board as part of the annual 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.

* * * * *

Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.

Implemented:

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MSIP Refs: 1.1, 1.2, 1.3

West Plains R-VII School District, West Plains, Missouri

REFERENCE COPY

FILE: DN-AP
Critical

EXPLANATION: **SURPLUS DISTRICT PROPERTY (Seven-Director Districts NOT Located Totally or Partially within St. Louis County)**

This procedure was updated in accordance with House Bill 578 (2011), § 260.269, RSMo., which provides an alternative method of disposing of used tires than is otherwise allowed by law. MSBA has also made revisions for clarity.

Surplus property may also be sold using MSBA's business partner at www.surplusprop.com.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

X	Board Secretary	X	Business Office		Coaches/Sponsors
X	Facility Maintenance		Food Service		Gifted
	Human Resources		Principals		Library/Media Center
	Health Services		Counselor		Special Education
X	Transportation		Public Info/Communications		Technology

FILE: DN-AP
Critical

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FILE: DN-AP
Critical

SURPLUS SCHOOL DISTRICT PROPERTY *(Seven-District Districts NOT Located Totally or Partially within St. Louis County)*

Equipment, Books and Materials (Personal Property)

The following procedures will be observed in disposing of equipment, books and other materials no longer needed or useful in the West Plains R-VII School District:

1. Teachers and other school district employees shall report to the relevant building principal administrator all surplus, obsolete or otherwise unneeded items.
2. The principal 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 school system district and, if so, will provide for the transfer of the items to the appropriate location.
4. Personal property may be sold or leased for public uses and purposes to a public institution of higher education or to a city, state agency, municipal corporation; or other governmental subdivision of the state located within the boundaries of the district, for public uses and purposes.
 - ▶ The district must give public notice of the sale or lease to the authorized entity, and the sum agreed upon.
 - ▶ The notice must be given by publication published in a newspaper once a week for two consecutive weeks, and the last publication must be at least seven days prior to the sale or lease of the property. The newspaper must be within the county in which all or a part of the district is located which has and must have a general circulation within the district.
5. 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.
56. If not sold to one of the groups listed in item 4 disposed of in accordance with numbers four or five above, the property must be sold or leased to the highest bidder.

67. Items having no resale value will be disposed of as deemed appropriate by the superintendent or designee.
78. The proceeds from the sale or lease of personal property will be credited to the capital projects 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 property 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.
- Property on which a building has been constructed by a vocational education class may also be listed and sold by an authorized real estate agent.
3. Real property may be sold or leased for public uses and purposes to a city, state agency, municipal corporation, or other governmental subdivision of the state located within the boundaries of the district, ~~for public uses and purposes.~~
 - ▶ The district must give public notice of the sale or lease and the agreed-upon sum.
 - ▶ 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 prior to the sale or lease of the property. The newspaper must be within the county in which all or a part of the district is located, ~~which has~~ 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 the property 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 prior to the sale or lease of the property. The newspaper must be within the county in which all or a part of the district is located, ~~which has~~ and must have a general circulation within the district.

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- ▶ Bids for the purchase of any building constructed by students as part of an approved vocational education class may be accepted prior to completion of such construction.
- 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 property shall be credited to the capital projects fund.

* * * * *

Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.

Implemented:

West Plains R-VII School District, West Plains, Missouri

REFERENCE COPY

FILE: EB-AP2
Critical

EXPLANATION: **SAFETY PROGRAM** (*Safe Schools Checklist*)

MSBA recommends that districts REMOVE this procedure from use. Information contained in this procedure should be part of the district's Emergency Response Information Plan (ERIP).

<i>MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.</i>					
	Board Secretary		Business Office		Coaches/Sponsors
X	Facility Maintenance		Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

FILE: EB-AP2
Critical

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FILE: EB-AP2
Critical

SAFETY PROGRAM *(Safe Schools Checklist)*

The following are items to be considered for purposes of evaluating school grounds and facilities for safety preparedness:

A. The School District

- ☐ The district has developed a crisis prevention plan to be used in the case of any emergency, including fire, tornado or school violence situations. This plan should address all aspects of school safety including, but not limited to, personnel screening, limiting persons on campus, detailed discipline codes, professional development and training, maintenance of safety features on campus, creation of alternative learning environments for students with discipline problems, and cooperation between the School Board and local community agencies, law enforcement and the media.
- ☐ Every building in the school district has an alternative means of contacting emergency personnel in case of an emergency.
- ☐ The district utilizes an anonymous reporting system that allows students to share crime-related information without identifying themselves.
- ☐ Security and safety factors are considered by the district when siting, designing, and building new facilities or remodeling older facilities.
- ☐ The district will have the Center for Safe Schools conduct a safety report.

B. The Administrators

- ☐ The school administrators and the local law enforcement know the exact boundaries of school property so that in an emergency they may legally exclude the media or the "curious" from the property until the situation is resolved.
- ☐ The administrators regularly survey school grounds for potential hazards and hiding places for unwelcome persons and unsupervised areas where students congregate.
- ☐ The administrators regularly review the "traffic flow" of students within the school and attempt to relieve congestion that can lead to tension and fights in the hallways.

~~_____ ☐ The administrators review the school crisis prevention plan every year and train and retrain staff members.~~

C. ~~The Staff~~

~~_____ ☐ The maintenance personnel regularly, at least once a month, verify that:~~

~~_____ ☐ all external and internal lighting sources are operative.~~

~~_____ ☐ all alarms are in working order.~~

~~_____ ☐ all emergency exits are functional.~~

~~_____ ☐ all locks on doors and windows are working.~~

~~_____ ☐ all vandalism and graffiti are removed from school buildings.~~

~~_____ ☐ School staff members receive a revised student handbook every year so that they may most effectively enforce school policies and procedures.~~

D. ~~The Students~~

~~_____ ☐ The school district has a detailed student handbook that is reviewed, revised and distributed at least once a year. This handbook clearly states the policies students are expected to follow, penalties for infractions and outlines of emergency procedures for students.~~

~~*****~~

~~**Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.**~~

~~Implemented: _____~~

~~Revised: _____~~

~~West Plains R-VII School District, West Plains, Missouri~~

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FILE: EHB-**APR**
Critical

EXPLANATION: TECHNOLOGY USAGE (*Technology Safety*)

This NEW procedure for district consideration incorporates language formerly included in EHB-R. MSBA recommends rescinding EHB-R, since all necessary information has been split between this procedure and policy EHB.

MSBA has updated this procedure to conform with new language in policies EHB and AC and to provide further clarification.

Added "genetic information" to the list of prohibited discrimination based on the Genetic Information Nondiscrimination Act (GINA), which prohibits employers from discriminating against employees or prospective employees based on genetic information and makes it unlawful for employers "to request, require, or purchase genetic information" regarding an employee or a family member of an employee. 42 U.S.C. § 2000ff-1.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources		Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications	X	Technology

FILE: EHB-APR
Critical

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TECHNOLOGY USAGE (Technology Safety)

Student Users

No student will be given access to the district's technology resources until the district receives a *User Agreement* signed by the student and the student's parent(s), guardian(s) or person(s) standing in the place of a parent. 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 before the district has a signed *User Agreement* on file unless the employee agrees to follow the district's User Agreement prior to accessing or using the district's technology resources. 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, regulations 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 is considered unreasonable. Any use that or interferes with the effective and professional performance of the employee's job is considered unreasonable.

Because computers are shared resources, it is not appropriate for an employee to Unless authorized by the employee's supervisor in advance, employees may not access, view, display, store, print or disseminate information via using district technology resources, including e-mail or Internet access, that students or other users could not access, view, display, store, print or disseminate without authorization by the district.

Board Member Users

Members of the school Board may be granted user privileges, including an e-mail address, upon completion of a *User Agreement*. Board members will set an example of responsible use and will abide by district policies, regulations and procedures. Board members will comply with the Missouri Sunshine Law.

External Users

Consultants, legal counsel, independent contractors and other persons having professional business with this school the district may also be granted user privileges at the discretion of the superintendent or designee, subject to completion of a 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, regulations and procedures.

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.~~

~~All district technology resources are considered district property. The district may maintain or improve technology resources at any time. The district may remove, change or exchange hardware or other technology between buildings, classrooms, employees, students or any other user at any time without prior notice. Authorized district personnel may load or delete new programs or information; install new equipment, upgrade any system or enter any system to correct problems at any time.~~

~~The district may examine all information stored on district technology resources at any time. The district may monitor employee and student technology usage. Electronic communications, all data stored on the district's technology resources and downloaded material, including files deleted from a user's account, may be intercepted, accessed or searched by district administrators or designees at any time.~~

Violations of Technology Usage Policies and Procedures

~~Use of the district's technology resources is a privilege, not a right. A user's privileges may be suspended pending an investigation concerning use of the district's technology resources. Any violation of district policies, regulations or procedures regarding technology usage may result in temporary, long-term or permanent suspension of user privileges.~~

~~The administration may use disciplinary measures to enforce district policies, regulations and procedures. Employees may be disciplined or terminated, and students suspended or expelled, for violating the district's policies, regulations and procedures. Any attempted violation of district policies, regulations 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.~~

Damages

~~All damages incurred by the district due to the misuse of the district's technology resources, including the 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.~~

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General Rules and Responsibilities

The following rules and responsibilities will be followed by 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. ~~Using another person's user ID and/or password is prohibited.~~
23. Sharing one's user IDs and/or passwords with any others person is prohibited, and A users will be responsible for any actions taken by those actions taken by any person using the ID or password assigned to the user. 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.
34. Deleting, examining, copying or modifying files and/or data belonging to other users without their prior consent is prohibited.
45. Mass consumption of technology resources that inhibits use by others is prohibited.
6. ~~Unless authorized by the district, noneducational Internet usage is prohibited.~~
57. Use of district technology for soliciting, advertising, fundraising, commercial purposes or for financial gain is prohibited, unless authorized by the district. Use of district technology resources to advocate, support or oppose any ballot measure or candidate for public office is prohibited.
68. 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.
79. Users are required to obey all laws, including criminal, copyright, privacy, defamation and obscenity laws. The school 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.
810. The district prohibits the use of district technology resources to a Accessing, viewing or disseminating disseminate information using district resources, including e-mail or Internet access, that is pornographic, obscene, child pornography, harmful to minors, obscene to minors, libelous, or pervasively indecent or vulgar, or advertising any product or service not permitted to minors is prohibited.

911. 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.
102. ~~The district prohibits the use of district technology resources to access, view or disseminate information using school or district resources, including e-mail or Internet access, 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 school regulations is prohibited.~~ district policies and procedures.
113. 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 or persons 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) or the violation of any person's rights under applicable laws is prohibited. See policy AC.
124. The district prohibits any unauthorized, deliberate intentional or negligent action that damages or disrupts technology, alters its normal performance or causes it to malfunction is prohibited, regardless of the location or the duration of the disruption. The district will hold users responsible for such damage and will seek both criminal and civil remedies, as necessary.
135. Users may only install and use 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.
146. At no time will district technology or software be removed from the district premises, unless authorized by the district.
157. All users will use the district's property as it was intended. Technology or technology hardware resources will not be lifted, moved or relocated without permission from an building administrator. All users will be held accountable for any damage they cause to district technology resources.

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18. ~~All damages incurred due to the misuse of the district's technology will be charged to the user. The district will hold all users accountable for the damage incurred and will seek both criminal and civil remedies, as necessary.~~

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.

~~No person will be given access to district technology if he or she is considered a security risk by the superintendent or designee.~~

21. Use of district technology resources in attempting to gain or gaining unauthorized access to any technology system or the files of another is prohibited.
32. Use of district technology to connect to other systems, in evasion of the physical limitations of the remote system, is prohibited.
43. The unauthorized copying of system files is prohibited.
54. Intentional or negligent attempts, whether successful or unsuccessful, to interfere with the ability of others to utilize any district technology are prohibited.
65. Users will be granted access privileges to district technology resources as determined appropriate by the superintendent or designee. Any attempts to secure a higher level of privilege on the technology resources without authorization are prohibited.
76. The introduction of computer "viruses," "hacking" tools or other disruptive or destructive programs into a school or district computer, network or any external networks is prohibited.

Online Safety and Confidentiality--Disclosure, Use and Dissemination of Personal Information

Curricular or noncurricular publications distributed using district technology will comply with the law and Board policies on confidentiality.

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.

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1. All students will be instructed on the dangers of sharing personal information about themselves or others over the Internet; and
2. Student users are prohibited from sharing personal such information about themselves or others over the Internet, unless authorized by the district.
3. Student users shall not agree to meet with someone they have met online without parental approval; and must
4. A student user shall promptly disclose to his or her a teacher or another school district employee any message the user receives that is inappropriate or makes the user feel uncomfortable.
5. Users shall receive or transmit communications using only district-approved and district-managed communication systems. For example, users may not use web-based e-mail, messaging, videoconferencing or chat services, except in special cases where arrangements have been made in advance and approved by the district.
6. All district employees will abide by state and federal law, Board policies and district rules including, but not limited to, policy JO and procedure JO-AP when communicating information about personally identifiable students.
7. Employees shall not transmit confidential student information using district technology, unless designated for that use. Employees will take precautions to prevent negligent disclosure of student information or student records.
8. No curricular or noncurricular publication distributed using district technology will include the address, phone number or e-mail address of any student without permission.

Electronic Mail and Messaging

A user is responsible for all e-mail and other electronic messages originating from the user's e-mail or other electronic messaging accounts ID or password.

1. Forgery or attempted forgery of e-mail electronic messages is illegal and is prohibited.
2. Unauthorized attempts to read, delete, copy or modify e-mail electronic messages of other users are prohibited.

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3. Users are prohibited from sending unsolicited electronic mass e-mail. The district considers to more than five 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 for communicating online that are expected in the classroom and that are consistent with district policies, regulations and procedures.
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, regulations 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 reason educational purpose for using the district's technology in a manner that may violate any of the district's adopted policies, regulations and 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 purpose, age, maturity and level of supervision involved.

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.~~

FILE: EHB-APR
Critical

REFERENCE COPY

~~The district is not responsible for loss of data, delays, nondeliveries, misdeliveries or service interruptions. The district does not guarantee the accuracy or quality of information obtained from the Internet or use of its technology resources. Access does not include endorsement of content or the accuracy of the information obtained.~~

* * * * *

Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.

Implemented: 09/18/2001

Revised: 12/16/2003;

MSIP Refs: 6.4, 6.8

West Plains R-VII School District, West Plains, Missouri

REFERENCE COPY

FILE: GCBDA-AP
Critical

EXPLANATION: **PROFESSIONAL STAFF SHORT-TERM LEAVES AND ABSENCES**
(Family and Medical Leave Notice to Employees)

Districts should REMOVE this procedure. Language from this procedure has been merged into policy GBBDA, Family and Medical Leave.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

	Board Secretary	X	Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
X	Human Resources		Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

FILE: GCBDA-AP
Critical

REFERENCE COPY

REFERENCE COPY

FILE: GCBDA-AP
Critical

~~PROFESSIONAL STAFF SHORT-TERM LEAVES AND ABSENCES~~ ~~(Family and Medical Leave Notice to Employees)~~

~~Rights under the Family and Medical Leave Act (FMLA) of 1993~~

~~FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons. Employees are eligible if they have worked for a covered employer for at least one (1) year and for at least 1,250 hours over the previous 12 months and if there are at least 50 employees within 75 miles.~~

~~Reasons for Taking the Leave~~

~~Leave must be granted for any of the following reasons:~~

- ~~▶ To care for the employee's child after birth or placement for adoption or foster care;~~
- ~~▶ To care for the employee's spouse, son or daughter or parent who has a serious health condition;~~
- ~~▶ For a serious health condition that makes the employee unable to perform the employee's job.~~

~~At the employee's or employer's option, certain kinds of *paid* leave may be substituted for unpaid leave and counted against the 12-workweek entitlement.~~

~~Advance Notice and Medical Certification~~

~~The employee may be required to provide advance leave notice and medical certification. Leave may be denied if requirements are not met.~~

~~The employee ordinarily must provide 30 days' advance notice when the leave is "foreseeable."~~

- ~~▶ An employer may require medical certification to support a request for leave because of a serious health condition and may require second or third opinions (at the employer's expense) and fitness-for-duty report to return to work.~~

~~Job Benefits and Protection~~

~~For the duration of FMLA leave, the employer must maintain the employee's health coverage under any "group health plan."~~

FILE: GCBDA-AP
Critical

REFERENCE COPY

- ~~Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits and other employment terms.~~
- ~~The use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.~~

Unlawful Acts by Employers

FMLA makes it unlawful for any employer to:

- ~~Interfere with, restrain or deny the exercise of any right provided under FMLA;~~
- ~~Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.~~

Enforcement

~~The U.S. Department of Labor is authorized to investigate and resolve complaints of violation.~~

- ~~An eligible employee may bring a civil action against an employer for violations.~~

~~FMLA does not affect any federal or state law prohibiting discrimination or supersede any state law or local policy which provides greater family or medical leave rights.~~

~~For additional information, contact the nearest office of Wage and Hour Division, listed in most telephone directories under U.S. Government, Department of Labor.~~

~~*****~~

~~**Note:** *The reader is encouraged to review policies and/or forms to related information in this administrative area.*~~

~~Implemented:~~

~~Revised:~~

~~West Plains R-VII School District, West Plains, Missouri~~

REFERENCE COPY

FILE: GDBDA-AP
Critical

EXPLANATION: SUPPORT STAFF LEAVES AND ABSENCES
(Family and Medical Leave Notice to Employees)

Districts should **REMOVE** this procedure. Language from this procedure has been merged into policy GBBDA, Family and Medical Leave.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

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	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

FILE: GDBDA-AP
Critical

REFERENCE COPY

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FILE: GDBDA-AP
Critical

~~SUPPORT STAFF LEAVES AND ABSENCES~~ ~~(Family and Medical Leave Notice to Employees)~~

Rights under the Family and Medical Leave Act (FMLA) of 1993

~~FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons. Employees are eligible if they have worked for a covered employer for at least one (1) year and for at least 1,250 hours over the previous 12 months and if there are at least 50 employees within 75 miles.~~

Reasons for Taking the Leave

~~Leave must be granted for any of the following reasons:~~

- ~~▶ To care for the employee's child after birth or placement for adoption or foster care;~~
- ~~▶ To care for the employee's spouse, son or daughter, or parent who has a serious health condition; or~~
- ~~▶ For a serious health condition that makes the employee unable to perform the employee's job.~~

~~At the employee's or employer's option, certain kinds of *paid* leave may be substituted for unpaid leave and counted against the 12-workweek entitlement.~~

Advance Notice and Medical Certification

~~The employee may be required to provide advance leave notice and medical certification. Taking a leave may be denied if requirements are not met.~~

~~The employee ordinarily must provide 30 days' advance notice when the leave is "foreseeable."~~

- ~~▶ An employer may require medical certification to support a request for leave because of a serious health condition and may require second or third opinions (at the employer's expense) and fitness-for-duty report to return to work.~~

Job Benefits and Protection

~~For the duration of FMLA leave, the employer must maintain the employee's health coverage under any "group health plan."~~

FILE: GDBDA-AP
Critical

REFERENCE COPY

- ~~Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.~~
- ~~The use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.~~

Unlawful Acts by Employers

FMLA makes it unlawful for any employer to:

- ~~Interfere with, restrain or deny the exercise of any right provided under FMLA;~~
- ~~Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.~~

Enforcement

- ~~The U.S. Department of Labor is authorized to investigate and resolve complaints of violation.~~
- ~~An eligible employee may bring a civil action against an employer for violations.~~

FMLA does not affect any federal or state law prohibiting discrimination or supersede any state law or local policy which provides greater family or medical leave rights.

For additional information contact the nearest office of Wage and Hour Division, listed in most telephone directories under U.S. Government, Department of Labor.

Note: ~~The reader is encouraged to review policies and/or forms to related information in this administrative area.~~

Implemented:—

Revised:—

West Plains R-VII School District, West Plains, Missouri

REFERENCE COPY

FILE: IGBA-AP1
Critical

EXPLANATION: PROGRAMS FOR STUDENTS WITH DISABILITIES (*Initial Identification of Students Who May Require Special Education Services*)

Pursuant to the IDEA and the Missouri State Plan for Special Education, the district has options for how it will identify students with specific learning disabilities (SLD). The district may choose to use a discrepancy model based on the difference between the student's IQ and his or her performance. In conjunction with this model, the district may also use a professional judgment model. As the name indicates, this model uses the professional judgment of staff to determine that a student is eligible even if the student was not identified by the discrepancy model. Finally, the response to intervention (RTI) model is based on the student's improvement or lack of improvement in response to various types of interventions.

The district must have written procedures for implementation of an RTI model that incorporate guidelines provided by DESE. The guidelines are available at www.dese.mo.gov/divspeced/documents/MORTIGuidelines.pdf. If the district is not already using an RTI model, implementation of such a model will require an investment of resources in training and to implement the model. MSBA has chosen to allow the administration to determine the appropriate model (see also the explanation to policy IGBA). This procedure must be completed by including which model will be used. The options are: 1) discrepancy model, 2) discrepancy/professional judgment model or 3) response to intervention model. If RTI is chosen, additional detailed procedures should be included or referenced.

This procedure was also changed to include the requirement of Senate Bill 291 (2009), § 161.850, RSMo., that parents of students who have an IEP be given a publication titled "The Parents' Bill of Rights" any time the district is required to provide a copy of the procedural safeguards and "upon determining that the student qualifies for an individualized education program." In anticipation that DESE may develop a hybrid document that combines the procedural safeguards and "The Parent's Bill of Rights," MSBA has included language that would accommodate such a document without another policy change.

Federal law (Rosa's Law), 2010 Pub. L. 111 - 256, now requires that all references to "mental retardation" be changed to "intellectual disability." MSBA has removed the term "mental retardation" from its resources, but districts will need to check their materials and remove instances where they have used this term in policies, regulations, procedures, forms or handbooks the district has created or altered.

FILE: IGBA-API
Critical

REFERENCE COPY

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	Human Resources		Principals		Library/Media Center
	Health Services		Counselor	X	Special Education
	Transportation		Public Info/Communications		Technology

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Critical

PROGRAMS FOR STUDENTS WITH DISABILITIES (Initial Identification of Students Who May Require Special Education Services)

Definitions

Child with a Disability – A child who has been evaluated in accordance with the provisions of the Individuals with Disabilities Education Act (IDEA) and is determined eligible as a child with ~~mental retardation~~ **intellectual disabilities**, a hearing impairment, a speech or language impairment, a visual impairment, a serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, an other health impairment (OHI), a specific learning disability, deaf-blindness or multiple disabilities, and who, by reason thereof, needs special education and related services. A child who only needs a related service but not special education is not a child with a disability but may be a child in need of accommodation under Section 504 **of the Rehabilitation Act of 1973 (Section 504)**.

Individualized Education Program (IEP) – A written statement ~~comprised~~ **composed** of all mandated components that is developed, reviewed and revised in accordance with provisions of the IDEA for a child with a disability.

Related Services – Transportation, developmental, corrective or other services needed to assist a child with a disability to benefit from special education. Related services include speech-language pathology and audiology services, physical and occupational therapy, psychological services, recreational therapy, and counseling services. The term also includes school nurse services designed to enable a child with a disability to receive a free and appropriate public education as described in the student's IEP, school-based social services and parent counseling and training. The term may also include other services not described here. Related services do not include surgically implanted devices or the replacement of those devices.

Parent – A biological, adoptive or foster parent; **a** guardian; **an** individual **with whom the child lives who is** acting in place of a biological or adoptive parent ~~with whom the child lives~~; an individual who is legally responsible for the child's welfare; or an individual assigned as a surrogate or legal education decision maker in accordance with law.

Director – Special education director or the individual designated by the district to be responsible for implementation of special education in the district and management of the associated records in accordance with the IDEA and all applicable state laws and regulations.

Referral

A parent of a child, the district or any state agency may request an initial evaluation. Any person receiving such a request will immediately notify the director or designee.

The referral shall be documented in accordance with the Missouri State Plan for Special Education, and **the director will provide** procedural safeguards ~~shall be provided~~ to the parents within five (5) days of receiving the request. Upon receiving ~~this information~~ **the referral**, the director or designee will notify a group of individuals meeting the requirements of an IEP team, and other qualified professionals as appropriate, to review all relevant existing evaluation data on the child including:

1. Previous evaluations, if applicable.
2. Information provided by the parents of the child.
3. Performance on current classroom-based assessments and observations.
4. Performance on statewide assessments.
5. Observations by teachers.
6. Observations by related service providers, if available and applicable.

The review shall be documented according to the Missouri State Plan and may be conducted without a meeting.

The director or designee will consult with the appropriate personnel to determine whether an evaluation is necessary and notify the parents of this determination. **This notice will be provided in the native language of the parents unless it is clearly not feasible to do so.** A copy of the notice will be placed in the student's file.

Should the district determine that an evaluation is **not** warranted, this notice will include:

1. A description of the basis of the referral.
2. An explanation of why the district has refused to do an evaluation.
3. A description of the other options considered and the reasons those options were rejected.
4. A description of the information considered in making the determination.
5. A description of any other factors pertinent to the decision.
6. A statement that the parents of a child with a disability have certain procedural safeguards **and other rights** and how a copy of those can be obtained, **or** a copy of **a document that integrates** the procedural safeguards **and other rights** available to parents of a child with a disability.
7. Sources a parent can contact to obtain assistance in understanding this notice.

Should the district determine that an evaluation is warranted, this notice will include:

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FILE: IGBA-AP1
Critical

1. A description of the basis of the referral.
2. An explanation of why the district proposes to evaluate the student.
3. A description of the other options considered and the reasons those options were rejected.
4. A description of the information considered in making the determination.
5. A description of any other factors pertinent to the decision.
6. An explanation of the evaluation process.
7. A copy of the procedural safeguards available to parents of a child with a disability and "The Parents' Bill of Rights" or a document that integrates the procedural safeguards and "The Parents' Bill of Rights."
8. Sources a parent can contact to obtain assistance in understanding this notice.
9. A request for consent from the parents for evaluation.

Consent for Evaluation

The district will obtain informed consent from the parents before performing any initial evaluation. If the parent does not consent or there is no response to the request for consent to an initial evaluation, the district may make recommendations based on existing data, request mediation or pursue due process. After obtaining informed consent to perform an initial evaluation of the child, the district will perform the evaluation in accordance with law.

Evaluation

All initial evaluations and re-evaluations will meet the following requirements:

1. Test and evaluation materials used will be nondiscriminatory and administered in a language and form most likely to yield an accurate assessment of the child's academic, developmental and functional levels unless clearly not feasible to do so.
2. A variety of materials and procedures will be used, including information provided by the parent, that will enable the district to determine whether the child is a child with a disability and, if so, the content of the child's IEP.

3. All standardized tests given to the child will have been validated for the specific purpose for which they are used, will be technically sound, properly administered by trained personnel under standard conditions, and tailored to assess specific educational needs. Should tests be administered under less than standard conditions, a description of the reasons and qualifications of the person administering the test will be provided.
4. A variety of evaluation materials will be used so that no single procedure is the sole criterion for placement, the child is assessed in all areas related to the suspected disability, and the evaluation is sufficiently comprehensive to identify the child's special education and related services needs.

If a child transfers from another district during the school year, evaluation procedures and assessments will be coordinated with any used at the previous school to ensure prompt completion of a full evaluation.

A child with disabilities will be evaluated pursuant to these procedures before determining that the child is no longer eligible for special education services except when the termination of services is due to graduation with a regular diploma or exceeding the age eligibility for a free appropriate public education under state law.

Eligibility

~~A group consisting of individuals meeting the requirements of an IEP team, other qualified professionals and the parents of the child will meet and utilize completed tests, evaluations, input provided by the parents and other pertinent information to determine eligibility.~~ Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent of the child will determine whether the child is a child with a disability. Should the child be determined to be eligible for special education, the parents will be provided a copy of "The Parents' Bill of Rights" or a document that integrates "The Parents' Bill of Rights," and an IEP will be developed according to law. The IEP may be developed at the same meeting where eligibility is determined if the appropriate personnel are present.

A child shall not be determined to be a child with a disability if:

1. The determining factor is lack of appropriate instruction in reading, including essential components of reading instruction as defined by the Elementary and Secondary Education Act (ESEA), lack of instruction in math or limited English proficiency.
2. The child does not otherwise meet the eligibility criteria for a child with a disability pursuant to law.

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Eligibility: Specific Learning Disability

The district uses a _____ model to identify students with specific learning disabilities.

IEP Development

IEP team members include:

1. The parents.
2. At least one (1) regular education teacher.
3. At least one (1) special education teacher.
4. A qualified representative of the local education agency (LEA).
5. An individual who can interpret the evaluation results. This individual may also serve on the team in another capacity.
6. At the discretion of the parent or the district, any other individuals who have knowledge or special expertise regarding the child. The party who invited the individual will determine whether the individual has helpful knowledge or expertise.
7. The child, if appropriate.

All members of the IEP team must attend all meetings except that a member of the IEP team:

1. Is not required to attend the meeting, in part or whole, if the parents and director agree in writing that attendance is not necessary because the member's area of curriculum or related service is not being modified or discussed.
2. May be excused from attendance, in part or whole, even when the member's area of curriculum or related service is involved if the parent and director consent and the member submits written input prior to the meeting. A parent's agreement and consent shall be in writing.

The IEP team will be responsible for initial IEP development, annual review and revision of the IEP, and change of placement decisions. Manifestation determinations will not be made by the IEP team but by representatives of the district, parents and relevant members of the IEP team as determined by the parent and the district.

When making changes to the child's IEP after the annual IEP meeting, the director or designee and the parents can agree in writing not to convene an IEP meeting, but instead develop a written document to amend or modify the current IEP. Any modification or amendment made in this or any other manner may be done by amending the IEP rather than drafting an entirely new document. Upon request, the parents will be provided a revised copy of the IEP with the amendments incorporated.

IEP meetings may be held by alternative means such as video or audio conferences if the parents and the director or designee agree to do so in writing.

Transfers

If a child has an IEP in effect and transfers to and enrolls in the West Plains R-VII School District from another district in Missouri during the same academic year, the district will implement the IEP currently in effect exactly as it is written, ~~or~~, **Alternatively**, after consultation with the parents, **the district will** provide a free and appropriate public education including services comparable to those provided at the previous district until such time as the IEP team meets and adopts the previously held IEP or develops, adopts and implements a new IEP.

If a child has an IEP in effect and transfers to and enrolls in the West Plains R-VII School District from a different state during the same academic year, the district will implement the IEP currently in effect exactly as written, ~~or~~, **Alternatively**, after consultation with the parents, **the district will** provide a free and appropriate public education -including services comparable to those provided in the previous state until such time as the district determines whether the child is a child with a disability eligible for special education services and, if appropriate, conducts a new evaluation or develops a new IEP.

Placement

The IEP team is responsible for all placement and/or change of placement decisions unless otherwise permitted by law. The team will place the child in the least restrictive environment that meets the child's educational needs. To the maximum extent appropriate, children with disabilities will be educated with children without disabilities and will be removed from the regular educational setting only to the extent necessary to provide satisfactory services.

Records

Educational records, including an IEP, are confidential and will be disclosed only to employees of the district to the extent that they have a legitimate need to access them. The IEP will be accessible to each regular education teacher, special education teacher, related service provider and other service providers who are responsible for its implementation. **Individuals who access or are**

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FILE: IGBA-AP1
Critical

provided a copy of any portion of these records will be advised that the records are confidential and are not to be shared except as allowed or required by law. The director or designee will promptly obtain the records, including the IEP, for any child enrolled in the district who previously attended school in another district.

Parents will be notified of their right to inspect, review and amend educational records pertaining to their child and will be informed of their location.

The director or designee will maintain a record of all parties, except the parents and authorized employees of the district, who access these records that will include the name of the party accessing the record, the date accessed and the purpose for which that party is authorized to access the record.

* * * * *

Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.

Implemented: 07/19/2005

Revised:

West Plains R-VII School District, West Plains, Missouri

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FILE: IGBA-AP3
Critical

EXPLANATION: PROGRAMS FOR STUDENTS WITH DISABILITIES
(Section 504 and ADA Procedures)

This procedure applies to students who may have disabilities as defined by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504). Section 504 and the ADA are similar; however, both differ dramatically from the Individuals with Disabilities Education Act (IDEA), and there are fewer regulations to assist school districts in interpreting the law. It has come to MSBA's attention that many school officials do not understand their obligations under Section 504 and the ADA and are not in compliance with the regulations interpreting Section 504. In response, MSBA has amended its procedure to provide more detail and guidance to school districts and to comply with the legal requirements of Section 504.

There is currently a great deal of confusion regarding whether parental consent is required for evaluation, initial placement, re-evaluation or the change in placement of a student. The statute and regulations interpreting Section 504 do not require consent; however, the Office for Civil Rights (OCR) has issued opinion letters indicating that the office considers parental consent an inherent part of the regulation, though the OCR seems to contradict itself in some of those letters. MSBA encourages districts to consult the district's attorney.

The OCR in the past has notified districts that compliance with the regulation of the Individuals with Disabilities Education Act (IDEA) presumes compliance with Section 504. Given the confusion in this area, the conservative view would be to require parental consent prior to 1) evaluation, 2) re-evaluation and 3) placement.

After consultation with several experts, MSBA has chosen a middle ground. The district has a legal obligation to accommodate all students with disabilities. For that reason, MSBA's procedures do not require consent for the 504 team to evaluate existing data or to observe the student, but do require consent for the district to conduct any additional formal assessment. If the parent refuses, the district may request a due process hearing or make a determination based on existing data. Likewise, parental consent is required for re-evaluation, but MSBA has followed the new regulations to IDEA and has made an exception in the situation where the district has made a reasonable effort to obtain consent from the parent, but the parent has not responded. Because providing immediate accommodation is best for the student, MSBA's procedures do not require parental consent for placement. However, districts may want to discuss this issue with the district's private attorney.

This procedure has been changed to comply with the recent changes to the Americans with Disabilities Act (ADA). The statutory changes to the ADA also apply to Section 504 of the

Rehabilitation Act of 1973 (Section 504). If regulations released later affect this procedure, MSBA will provide another update.

The ADA and Section 504 provide that no student with a disability will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any district program, including nonacademic services and extracurricular activities. To determine if a student is disabled, the district must first identify whether the student has a physical or mental impairment. Next, the district has to determine whether the impairment substantially limits a major life activity. If both are true, the student is disabled and the district will determine what reasonable accommodations (if any) are necessary to allow the student to participate in all district programs for which he or she is otherwise qualified.

The most significant change to the ADA and Section 504 is that the definition of disability has been broadened so much that almost anyone would be considered disabled. This was intentional. The U.S. Congress specifically rejected various court rulings that had narrowed the definition of a disability. Now a disability is any physical or mental impairment that affects almost anything. (See the definition of "major life activities.")

This legislation also changed the way a disability is analyzed. Under previous law, a person would not have been considered "substantially limited" if his or her impairment was managed. For example, a person with a seizure disorder—a disability—would probably not have been considered substantially limited in a major life activity if the seizures were controlled by medication; a person missing a limb would probably not be disabled if the person had a prosthesis. Now, a person with an impairment will be analyzed as if he or she were not on medication or using assistive technology or other mitigating measures. So a student with a seizure disorder would likely be disabled if, without medication, the student would continue to seize. There is one (1) exception. A student who is visually impaired will be evaluated using "ordinary" glasses or contacts that mitigate the visual impairment.

For school districts, these changes essentially mean that discussions about accommodating students with disabilities will shift from determining whether they are disabled to determining what, if any, accommodations are required.

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	Health Services	X	Counselor	X	Special Education

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FILE: IGBA-AP3
Critical

PROGRAMS FOR STUDENTS WITH DISABILITIES

(Section 504 and ADA Procedures)

~~*(All Students with Disabilities Including Those Not Eligible
for Special Education Services under the IDEA)*~~

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 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 (2) 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, or necessary professionals, the parent, 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.

~~**Appropriate Education** – A program designed to provide educational benefit. The education must be comparable to the education provided to students without disabilities.~~

Long-Term Suspension – Suspensions in excess of ten (10) consecutive school days, or suspensions in excess of ten (10) school days cumulatively in a school year where a pattern of suspension is created. In determining whether a series of suspensions has resulted in a significant change in placement, the district should consider the length of each suspension, the proximity of the suspensions to each other and the total amount of time the student is excluded from school.

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 – 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 -- ~~Are, for~~ For the purposes of this procedure, students who have a physical or mental impairment that substantially limits one (1) 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.
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 does not discriminate against persons with disabilities, nor against those who have a record of such an impairment or are regarded as having such an impairment. The district seeks to identify, evaluate and provide free and appropriate educational services to all qualified students with disabilities within the definitions of Section 504 and the ADA. 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

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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 of the district's obligations to provide the student education and accommodations, if necessary.

District staff will contact ~~t~~The district's 504 coordinator should be contacted compliance officer or designee immediately when a:

1. Due to a student's medical condition or impairment, ~~Parent/Guardian/Person acting as a~~ parent asks for a change of schedule, change of facilities or other accommodation ~~due to a student's medical condition or impairment~~ that is not routinely provided to students.
2. ~~Parent/Guardian/Person acting as a~~ A parent notifies the district that a student has a medical condition or impairment that could require accommodation.
3. ~~b~~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 and the classroom teacher(s) for additional information for the 504 team to consider and will provide the parent and/or student a copy of the procedural safeguards and notice of evaluation. The compliance officer or designee will obtain written consent for any additional formal assessment. If the parent 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 if 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 (1) 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.

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Once the 504 team determines whether the student is eligible, the district will notify the parents 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 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 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 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 no greater cost than 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.

Re-Evaluation

A student with disabilities receiving accommodations under this procedure will be re-evaluated minimally every three (3) years and before making any significant change in placement. The compliance officer will provide the parent and/or student 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. The compliance officer or designee will obtain written consent for formal assessment for a re-evaluation unless the district takes reasonable measures to obtain consent from the parent and the parent does not respond. If the parent refuses to consent, the district may request a due process hearing as described below.

Access to Records

Parents 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 throughout the accommodation process. The district 504 compliance officer/coordinator or designee will provide notice to parents or guardians before conducting an initial evaluation of a student. The parents will be asked/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. ~~In any case, the coordinator or designee will consult with the parents prior to making any placement recommendations or changing a student's placement. The coordinator will supply the parents or guardians with a written~~

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notification of their rights, including their right to review and challenge the district's program and placement decisions if they disagree with them.

Disciplining Students with Disabilities

Students who qualify for accommodation under Section 504 cannot receive a long-term suspension or be expelled for behavior that is a manifestation of the disability. Before a student may be suspended from school services for more than ten (10) school days, the 504 team must meet and review the behavior subject to disciplinary action, along with current information regarding the disability, to determine whether it was the student's actions were a manifestation of the disability. If the behavior was not a manifestation of the student's disability, the student may be suspended and will only receive educational services to the extent that educational services are provided to students without disabilities during a suspension. If the behavior was a manifestation of the disability, the district cannot suspend the student, and the 504 team must determine whether the current educational placement is appropriate. The district will provide students and their parents a copy of the district's procedural safeguards at the time any long-term suspension is imposed.

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 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 in writing. The parent may do so by notifying the district's compliance officer in writing. The request for a due process hearing must include a detailed statement as to the nature of the dispute. Both parties will have the opportunity to participate in the hearing and to 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.

Accommodations

The accommodations or services agreed upon by the 504 team will be presented to the parents in writing and maintained by the district. The district accommodations will include, but are not limited to, the following:

Transportation Accommodation -- If a district provides transportation to all students within a geographic area, it must provide transportation to students with disabilities. If the district charges for transportation, the district must assure that adequate transportation to and from the program is provided at no greater cost than the parent would have paid to transport the child to the district.

Classroom Accommodation -- Students with disabilities must be educated to the maximum extent with persons who do not have disabilities. This may require modifications to desks, seating arrangements, methods of communication or flexibility to leave the room.

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.

Nonacademic Accommodation -- Students with disabilities must have the same access to nonacademic programs as students without disabilities. Nonacademic services include physical recreational athletics, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to agencies, employment opportunities, extracurricular activities, meals, recess periods and daycare services. Nonacademic services also include personal, academic, guidance or vocational counseling and placement services. The district shall not counsel students with disabilities toward more restrictive career objectives on the basis of the disability. The district will only offer students with disabilities a separate or different physical education program or athletic activity if the district is unable to meet the students' needs within the regular program.

* * * * *

Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.

Implemented: 07/19/2005

Revised:

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FILE: IGBA-AP3
Critical

West Plains R-VII School District, West Plains, Missouri

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FILE: IGBA-AP6
Critical

EXPLANATION: PROGRAMS FOR STUDENTS WITH DISABILITIES
(Services for Incarcerated Youth)

This is a NEW procedure for district consideration. Some special education compliance reviews are requiring a written procedure for identifying IEP students who have been incarcerated in local jails. Districts have an obligation to attempt to continue to provide services to these students, although districts may find many facilities unwilling to allow district personnel into the facilities to provide services due to security concerns.

Special education services for students incarcerated in local, city and county jails are the responsibility of the district of residence. So, it is possible that you may be obligated to provide services to students who are currently located in another district because of their incarceration. This is not true of students in juvenile facilities. Special education services for students in juvenile facilities are the responsibility of the district where the facility is located.

It is unclear whether consent is necessary to contact facility administrators to arrange for provision of services; however, MSBA has included a written consent requirement in these procedures. There is very little concrete guidance on providing services to incarcerated youth, but DESE's Special Education Compliance section does have a short FAQ on the subject at <http://dese.mo.gov/divspeced/Compliance>.

<i>MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.</i>					
	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services	X	Counselor	X	Special Education

FILE: IGBA-AP6
Critical

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FILE: IGBA-AP6
Critical

PROGRAMS FOR STUDENTS WITH DISABILITIES (*Services for Incarcerated Youth*)

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.

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.

Incarcerated Youth – Children or students with disabilities who are in local, city or county facilities. Incarcerated youth do not include 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 educational program is the responsibility of the Department of Mental Health.

Procedures

When a student with a disability is absent for more than three (3) 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 a 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 a student is incarcerated, the special education director or designee will get written consent 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 get written permission to provide educational services and arrange the details on how those services will be delivered.

If permission is denied, 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.

* * * * *

Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.

Implemented:

West Plains R-VII School District, West Plains, Missouri

REFERENCE COPY

FILE: IGD-API1
Critical

EXPLANATION: DISTRICT-SPONSORED EXTRACURRICULAR ACTIVITIES AND GROUPS

This procedure has been updated for clarity and to reflect changes made to policy IGD.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

	Board Secretary		Business Office	X	Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services	X	Counselor		Special Education
	Transportation		Public Info/Communications		Technology

FILE: IGD-AP1
Critical

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FILE: IGD-API1
Critical

DISTRICT-SPONSORED ~~COCURRICULAR AND EXTRACURRICULAR ACTIVITIES~~ AND ORGANIZATIONS **GROUPS**

Any ~~person wishing~~ **student, teacher or other district personnel who wishes** to form a ~~school~~ **new** ~~district-sponsored~~ **extracurricular** activity or ~~organization~~ **group** must complete the following steps:

- **1.** ~~A sponsor who is an employee must be selected. This person must submit to a background check if a recent one is not already on file.~~ **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 a~~ **An application to the relevant building administrator must be completed and submitted for approval. The application must include all applicable constitutions and/or bylaws that will govern the organization 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.** ~~All clubs and organizations must~~ **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.** ~~The sponsor must b~~ **Be present at all meetings and activities of the organization group.**
- ~~All clubs and organizations must be approved by the superintendent or designee before holding any meetings or activities, other than completing the steps for formation.~~
- ~~All sponsors must submit annual reports describing all activities undertaken during the year and a list of members to the _____ (person) by _____ (date) of each school year.~~

- 3. ~~All sponsors must n~~ Notify the building principal of the dates, times and locations of meetings and ~~reserve school facilities through~~ 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.

* * * * *

Note: The reader is encouraged to review policies and/or forms for related information in support of this administrative area.

Implemented:

West Plains R-VII School District, West Plains, Missouri

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FILE: IGD-AP2
Critical

EXPLANATION: DISTRICT-SPONSORED EXTRACURRICULAR ACTIVITIES AND GROUPS (*Athletics—K-12 Districts*)

District's language regarding code of conduct is detailed in IGD-R.

MSBA has revised this procedure to align with changes made to policies IGD and IGDJ. MSBA is recommending districts rescind policy IGDJ, and MSBA has moved relevant language from that policy to policy IGD so that athletics are included with other extracurricular activities. MSBA has added language to comply with requirements imposed by House Bill 300 (2011), § 167.765, RSMo., regarding concussions and brain injuries. House Bill 300 has the following requirements:

1. School districts must provide information about concussions to student athletes and their parents/guardians annually. Students cannot be allowed to practice or participate until the parents/guardians have signed and returned a form acknowledging receipt of the information.
2. Students who are suspected of sustaining a concussion or brain injury during a game or practice must be immediately removed from the game or practice and not allowed to participate again for at least 24 hours.
3. A student who has been removed from a game or practice due to a suspected concussion or brain injury cannot participate until the student has been evaluated and cleared to participate by a health care provider trained in the evaluation and management of concussions *as defined in the guidelines that will be developed by the Missouri Department of Health and Senior Services (DHSS)*.
4. By December 31, 2011, DHSS is required to work with other organizations, including the Missouri State High School Athletics Association (MSHSAA), to create regulations and guidelines for students and schools about concussions, brain injuries and participation in sports.
5. MSHSAA must compile statistics about concussions and brain injuries and make those statistics available to school districts and parents/guardians annually. The first report is due January 31, 2012.

MSBA recommends that districts begin meeting the requirements of House Bill 300 immediately, although it appears the author may have intended that the requirement for a release from a health care provider not go into effect until the regulations had been completed (see the italicized language above). The regulations/guidelines are not required to be

FILE: IGD-AP2
Critical

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completed until December 31, 2011; however, MSHSAA has information about concussions and brain injuries, including guidelines on how to evaluate concussions and brain injuries, and a model release form. All are available at www.mshsaa.org.

MSBA does not consider the detailed information about the treatment of student athletes appropriate for Board policy and has also chosen not to add the detailed information to this procedure. Districts might wish to include the rules required by House Bill 300 in an athletic handbook, as a procedure, or as a nursing protocol.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

	Board Secretary		Business Office	X	Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services	X	Counselor		Special Education
	Transportation		Public Info/Communications		Technology

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FILE: IGD-AP2
Critical

DISTRICT-SPONSORED ~~COCURRICULAR AND EXTRACURRICULAR~~ ACTIVITIES AND ORGANIZATIONS **GROUPS** (~~Code of Conduct~~ **Athletics—K-12 Districts**)

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.

The West Plains School District desires to provide activities for students in a wholesome, healthy, drug-free environment. Participation in extracurricular and cocurricular activities provides students with opportunities that cannot be duplicated in the classroom experience. Educational research has demonstrated repeatedly that a high correlation exists between participation in activities and academic achievement. Extracurricular and cocurricular programs seek to develop leadership abilities as well as the mental, physical, social, emotional and moral well being of student participants. An excellent extracurricular and cocurricular activities program promotes school spirit and loyalty in addition to preparing students to make a positive contribution to their society.

Students must understand to represent their school and fellow students, as a participant in the activities program is a privilege, not an inherent right. Being a part of an activity places additional responsibilities upon students. Student participants are ambassadors for their school and community. They are in the public eye and thus, their personal conduct must always be above reproach. They have an obligation to create a favorable image and gain the respect of fellow students, teammates, and members of the West Plains community.

Program sponsors and coaches are expected to be of high character, modeling positive attitudes and characteristics to their students. Winning should always be stressed but never at the expense of lowering any moral or legal standard as outlined by the West Plains School District, Board of Education, the Missouri State High School Activities Association (MSHSAA), or rules of the contest.

Although participation in extracurricular and cocurricular activities is viewed to be of great value for the total development of the student, participation must necessarily be of secondary importance to the students academic development. The successful completion of the regular program of studies leading to graduation from high school must be primary.

For those activities governed by MSHSAA, students must abide by the rules and regulation set by MSHSAA in addition to requirements of their school district and team expectations.

This is in effect 365 days per year.

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Note: The reader is encouraged to review policies and/or forms for related information in support of this administrative area.

REFERENCE COPY

FILE: IGD-AP2
Critical

Implemented: 08/16/2010

Revised:

West Plains R-VII School District, West Plains, Missouri

REFERENCE COPY

FILE: IGDJ-AP
Basic

EXPLANATION: INTERSCHOLASTIC ATHLETICS

MSBA has moved this language to IGD-AP2 to align with changes made to policies IGD and IGDJ. MSBA is recommending districts rescind policy IGDJ, and MSBA has moved relevant language from that policy to policy IGD so that athletics are included with other extracurricular activities.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

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X	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

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FILE: IGDJ-AP
Basic

INTERSCHOLASTIC ATHLETICS

The interscholastic athletic program of the district will be organized under the following guidelines:

- The athletic program is an integral part of the high school curriculum and comes under the authority of the principal to the same degree as all other phases of the curriculum.
- Participation in interscholastic athletics is primarily for students in grades 9-12, with a limited participation of students in lower grades as determined by league or conference requirements and as allowed by the Board.
- Programs of interscholastic athletics will be available to students and will provide equal access to school facilities; coaching and instruction; scheduling of practice times and games; number of activities at each level of competition; and equipment, supplies and services.
- The school district is a member of the Missouri State High School Activities Association (MSHSAA). In all athletic matters the district will adhere firmly to the rules and regulations of that body and to the philosophy of interscholastic athletics that MSHSAA encourages. The eligibility of students to participate in the athletic program shall be determined in accordance with district and MSHSAA regulations.
- No student may start practice for any athletic team, including cheerleading squads, until he or she has been examined and approved by a physician and until written consent has been obtained from the parent/guardian in accordance with MSHSAA regulations.
- District participation in interscholastic athletics will be subject to approval by the Board. This will include approval of membership in any leagues, associations or conferences.
- Insurance against accident or injury will be required for students engaged in interscholastic athletics.

* * * * *

***Note:** The reader is encouraged to review policies and/or forms for related information in this administrative area.*

Implemented:

West Plains R-VII School District, West Plains, Missouri

REFERENCE COPY

FILE: JFCL-AP
Critical

EXPLANATION: A+ SCHOOLS PROGRAM

Effective August 28, 2010, the Missouri Department of Higher Education (MDHE) will begin administering the postsecondary scholarship component of the A+ program instead of the Department of Elementary and Secondary Education (DESE).

As a result of this change, DESE has developed a "Notification of Assurances for A+ High Schools" form that replaces the previous A+ designation process. Any high school that submits this form and, presumably, is meeting the requirements, can certify students as A+ eligible. This form must be signed by the principal, superintendent and Board president. In addition, student transcripts must be stamped as A+ eligible. See the memo from DESE dated August 20, 2010, for more information about the use of the stamp. The district will still need to submit a list of A+ eligible students to DESE as in previous years.

Implementation of the A+ program may change as responsibilities transfer from DESE to MDHE. For example, DESE previously verified that students had completed a Free Application for Federal Student Aid (FAFSA) and that male students had registered for military service as required by law. DESE then certified that information to MDHE. Many types of higher education aid require completion of the FAFSA and military registration for men. However, now that MDHE is actually distributing the money, they may change the process. Likewise, since DESE is not administering the funds, they may no longer require that information from school districts. MSBA has amended the language of this procedure to be more flexible and allow for future changes.

The statute governing A+ schools is still in effect, but it has been amended to provide flexibility for students in military families. The changes to this procedure reflect those changes in statute.

MSBA has revised this procedure in accordance with new regulations from the Department of Higher Education (6 C.S.R. 10 - 2.190), which can be accessed online at www.sos.mo.gov/adrules/csr/current/6csr/6c10-2.pdf.

FILE: JFCL-AP
Critical

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	Human Resources	X	Principals		Library/Media Center
	Health Services	X	Counselor		Special Education
	Transportation		Public Info/Communications		Technology

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FILE: JFCL-AP
Critical

A+ SCHOOLS PROGRAM

The West Plains R-VII School District will follow the requirements as established by state law and regulations for the administration of the A+ Schools Program. The district's A+ Schools Program coordinator is:

[Title (e.g., High School Counselor)]

[Address]

[Phone]

[Fax]

[TDD/TTY, if available]

A+ Schools Partnership Plan

The coordinator shall organize a local advisory committee to develop a partnership plan to be approved by the district Board of Education. The advisory committee shall include businesspersons, labor leaders, college and postsecondary career/technical school representatives and parents/guardians. The partnership plan shall specify a mechanism to receive information on an annual basis from those who developed the plan, as well as senior citizens, community leaders and teachers, to update the plan in order to best meet the goals of the A+ Schools program.

The plan shall:

1. Detail the procedures used to identify students who may 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 work force 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 Report

By June 30 of each year, the A+ coordinator will submit, in the appropriate core data report, a list of the names of all graduating, certified A+ students eligible to receive financial assistance. To be eligible, students must:

1. Be a U.S. citizen, permanent resident or otherwise lawfully present in the United States.
2. Attend a designated A+ high school for three years immediately prior to graduation. Students who are active duty military dependents and students who are dependents of retired military personnel who relocate to Missouri within one year of the date of retirement from active duty are excused from this provision 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.
6. Maintain a record of good citizenship and avoid the unlawful use of alcohol and drugs, as defined by district policy.
7. Beginning with the high school senior class of 2015, achieve a score of proficient or advanced on the official Algebra I end-of-course exam or, prior to receiving A+ tuition reimbursement, complete the first semester and a minimum of 12 credit hours or the equivalent with a 2.5 grade point average at a postsecondary institution.
8. Prior to graduation, enter into a written agreement with the district to participate in the A+ program.

In addition to the preceding eligibility requirements, the Missouri Department of Higher Education may impose additional requirements prior to the distribution of A+ funds.

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FILE: JFCL-AP
Critical

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, he or she 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 student may be put on probation or expelled from the A+ program by the coordinator.

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 having received 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 in accordance with law.
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.

Records

The coordinator will be responsible for gathering and maintaining data on:

1. Student demographics and enrollment.
2. Student completion and performance of coursework.
3. The number of students who continue their education at four-year colleges and universities, community colleges and career/technical schools.

FILE: JFCL-AP
Critical

REFERENCE COPY

4. The number of students who enter the labor force.
5. The number of students who enter military service.
6. A+ program outcomes.
7. The relationship of the partnership plan to student success.
8. Student eligibility for A+ financial incentives.

* * * * *

Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.

Implemented:

West Plains R-VII School District, West Plains, Missouri

REFERENCE COPY

FILE: KG-AP
Critical

EXPLANATION: COMMUNITY USE OF DISTRICT FACILITIES

MSBA has revised this procedure to reflect and enhance the changes to policy KG. Districts frequently customize materials in this area to match district practice and individual district needs. This procedure is presented as a starter document for the district to consider. Districts that customize this procedure should ensure that the revisions reflect district practices and policies adopted by the Board.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

	Board Secretary	X	Business Office		Coaches/Sponsors
X	Facility Maintenance	X	Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation	X	Public Info/Communications	X	Technology

FILE: KG-AP
Critical

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FILE: KG-AP
Critical

COMMUNITY USE OF SCHOOL **DISTRICT** FACILITIES

The following procedures have been established to govern the use of school facilities by nonschool groups:

1. ~~Written application for a permit to use school facilities may be made with the superintendent or designee for a date in which the facilities will not be utilized for school-sponsored activities.~~
2. ~~The superintendent or designee will be responsible for maintaining an accurate calendar of all uses of school facilities by school and community groups. Use of school facilities will not be granted if it interferes with school-sponsored activities.~~
3. ~~The Board shall have final authority in interpreting Board policy and in settling disputes regarding the eligibility of a nonschool group's use of district facilities.~~
4. ~~A majority of an organization's members must be residents of the school district before the organization's application for use of school facilities will be considered.~~
5. ~~The organization and/or individual applying to use district facilities will sign a contract and a Release/Indemnity Agreement. The person whose signature appears on the application will be held responsible for fulfilling the terms of the contract and the Release/Indemnity Agreement, and must be a resident of the school district.~~
6. ~~Organizations desiring to serve meals must receive special permission from the superintendent or designee. When school cafeterias are used, a cafeteria employee shall be appointed to supervise the use of district equipment.~~
7. ~~No apparatus or equipment shall be brought into the school buildings except upon written permission of the superintendent or designee.~~
8. ~~Use of school equipment shall not be granted unless such equipment is properly supervised by an employee of the district, if deemed necessary by the building principal.~~
9. ~~Buildings will be closed on school holidays such as Thanksgiving, Christmas break, President's Day or spring break.~~
10. ~~When the superintendent has declared the schools "closed" because of inclement weather, all school facilities will be closed and any fee paid for the use of school facilities will be refunded.~~

- ~~11. The superintendent or designee shall have the authority to approve routine applications. If, in the superintendent's opinion, an application calls for the use of the building for extraordinary purposes, the application shall be referred to the Board of Education. "Extraordinary purposes" shall include such programs or activities beyond the routine activities that have by custom and practice become acceptable to the Board.~~
- ~~12. In case of an emergency, the superintendent reserves the right to cancel, at his or her discretion, any scheduled activity of a nonschool group. Such cancellation shall be made as early as possible so that all persons involved can be notified.~~
- ~~13. The use of tobacco products, alcoholic beverages and gambling in any form is not permitted in school buildings.~~
- ~~14. A fee shall be collected from nonschool individuals and organizations to pay for operational and custodial services.~~

Application for Use

Governmental entities and nonprofit organizations that wish to use district facilities must receive permission from the superintendent or designee. All other individuals or groups must have permission from the Board. The district will not reserve the space or grant permission until after the group provides the superintendent or designee:

1. A completed application to use district facilities. The application must be made at least two weeks prior to the date of requested use and must be signed by a representative of the group who is at least 21 years old and has 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.
2. Proof of insurance in the same amount that the district carries. The district may provide information regarding event insurance, when applicable.
3. A completed indemnity and hold harmless agreement signed by the group representative on behalf of the group.
4. Applicable deposits and fees as determined by the superintendent or designee.

Fees

The fees charged for use are set annually by the Board. If the superintendent or designee determines that an employee is necessary to assist a group using district facilities, and that providing this

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FILE: KG-AP
Critical

assistance will disrupt the employee's regular job duties or cause the employee to work extra hours, the district will charge the group the cost incurred by the district for providing the employee assistance. If an employee's presence is deemed necessary, the group may not use the facility if the designated employee is not available at the requested time.

Adequate police or security protection, as determined by the superintendent or designee, may be required at the expense of the group using the district's 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, but only if a member of the district's food service staff is present

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 group 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 group's use may be canceled if a district-sponsored group needs to use the facility.
2. District facilities are not available for community use during the school day when students are present, and all use must occur between 6:00 a.m. and 10:00 p.m.
3. Only governmental entities or nonprofit community groups (such as the Boy Scouts of America or the Girl Scouts of the United States of America) directly serving district students are permitted to use school buildings during the two hours before and two hours after the official academic day.

4. The superintendent or designee will maintain the official district calendar and clearly designate days in which the district's facilities may not be used. No entity or group may use district facilities on any day designated as a holiday by the Board of Education.
5. When the district or the district building to be used is closed due to inclement weather or an emergency, all group uses will be canceled for that day.
6. Groups must provide written notice of cancellations at least 24 hours prior to the date of the scheduled use to be eligible for a refund of fees paid for facility use.

Use Requirements and Restrictions

The following rules apply unless an explicit exception is granted by the superintendent or designee:

1. Groups issued permits to use district facilities must make the permits available for district staff to review during all authorized use periods. A permit to use district facilities granted to one group is not transferrable to a different group.
2. Groups will only be provided access to the rooms or spaces specifically requested in the application and only for the dates requested and approved.
3. A group may use desks, chairs and tables located in the room or facility designated for the group's use, but otherwise a permit to use district facilities does not give permission for the group to use district equipment such as interactive whiteboards, computers, electronic equipment, projectors, kitchen appliances, scoreboards or athletic gear. The superintendent or designee may provide access to equipment at his or her discretion and may charge a fee or a security deposit for such use. The superintendent or designee may determine that some equipment may only be used by district staff and charge the group for the cost of providing a knowledgeable employee, such as a technician for the auditorium or a cook for using kitchen appliances.
4. The group representative who made the reservation is responsible for maintaining order and monitoring the behavior of those attending. Groups are responsible for supervising children associated with the group. 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 the group.
5. All groups are required to follow the law; district policies, regulations and procedures; and directives from district staff. The use, possession or sale of tobacco products, 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.

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FILE: KG-AP
Critical

6. Gambling is prohibited, except for raffles and sweepstakes conducted by charitable organizations in accordance with law.
7. Groups may not bring live animals onto district property unless they are service animals allowed by law.
8. Groups are not allowed to use district facilities for storage.
9. Groups are expected to leave the facility neat, orderly and as clean as it was prior to the group's use. Nothing may be attached to the walls, ceilings or floors without prior approval.

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.

* * * * *

Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.

Implemented:

Revised:

West Plains R-VII School District, West Plains, Missouri

REFERENCE COPY

FILE: AC-AF1
Critical

EXPLANATION: PROHIBITION AGAINST DISCRIMINATION, HARASSMENT AND RETALIATION (*Notice of Nondiscrimination*)

MSBA created this form to provide districts language to include in student and employee handbooks, post in buildings and include on websites. There are many federal and state laws that prohibit discrimination, and this is an attempt to recognize all of them in one document.

This is by far not the only such document available. In fact, the Office for Civil Rights (OCR) for the U.S. Department of Education recently released a sample notice at www2.ed.gov/about/offices/list/ocr/docs/nondisc.html. Please note that because the OCR only has jurisdiction over discrimination of students and not employees or others, the OCR notice is not as comprehensive.

The OCR is now requiring districts to mention the nondiscrimination provisions of the Boy Scouts of America Equal Access Act, 20 U.S.C. § 7905, in their nondiscrimination notices. The Boy Scouts of America Equal Access Act is a federal law that requires public school districts to provide equal access to Boy Scout troops and other groups recognized in Title 36 of the federal law if the district allows other community groups unaffiliated with the district to use district facilities when school is not in session. Title 36 lists a large number of youth groups including Boy Scouts, Girl Scouts and the Boys and Girls Club, to name a few. MSBA added Girl Scouts to the notice to avoid the appearance of favoritism; however, it would be impossible to list all of the potential groups in Title 36 in this notice.

MSBA has also included discrimination on the basis of genetic information in this notice. The Genetic Information Nondiscrimination Act (GINA) prohibits employers from discriminating against employees or prospective employees based on genetic information and makes it unlawful for employers "to request, require, or purchase genetic information" regarding an employee or a family member of an employee. 42 U.S.C. § 2000ff-1. Notably, "genetic information" has been defined to include family medical history. New regulations interpreting GINA limit the types of information employees may be required to provide to participate in wellness programs and limit the types of questions supervisors may ask employees regarding their illnesses or illnesses in their families. For more information on GINA, see <http://www.eeoc.gov/laws/types/genetic.cfm>.

MSBA has also included language regarding providing accommodations for members of the public with disabilities, as recommended in a sample notice provided by the Department of Justice at <http://www.ada.gov/pcatoolkit/chap2toolkit.htm>.

MSBA has updated and amended the contact information in this form as well. In particular, MSBA has added a space for districts to insert the e-mail addresses of the compliance officer

REFERENCE COPY

and acting compliance officer. The reality is that many people communicate electronically, and providing an e-mail address may be the most effective method of reporting discrimination, harassment or retaliation. MSBA encourages districts to create an e-mail address that is tied to this position and not a particular person, as job responsibilities may change.

MSBA has also added a space for the district to insert a number for a telecommunications device for the deaf (TDD) and/or a teletypewriter (TTY), if available. Please keep in mind that federal law requires public entities such as school districts to provide the services and aids necessary so that persons with disabilities may communicate with the district. Although the law does not currently explicitly require the district to utilize one of these services, if a parent/guardian, student or patron who has a hearing impairment needs to communicate with the district, the district must facilitate that communication. If your district utilizes one of these services, the district should include this information in the notice.

MSBA has also changed the title of this form to match policy AC and deleted some addresses at the bottom of the notice. This will shorten the notice and make it easier to include in handbooks and on the district's website.

<i>MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.</i>					
X	Board Secretary	X	Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
X	Human Resources		Principals		Library/Media Center
	Health Services		Counselor	X	Special Education
	Transportation	X	Public Info/Communications		Technology

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FILE: AC-AF1
Critical

PROHIBITION AGAINST ~~ILLEGAL DISCRIMINATION~~, AND HARASSMENT AND RETALIATION

(Notice of Nondiscrimination)

The **FIELD**(DistrictCommonName) ~~does not discriminate~~ Board of Education is committed to maintaining a workplace and educational environment that is free from discrimination and harassment 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, sex, disability, age, genetic information or any other characteristic protected by law in its programs, activities or in employment. The Board also prohibits retaliatory actions against those who report or participate in the investigation of prohibited discrimination or harassment. The **FIELD**(DistrictCommonName) is an equal opportunity employer.

The district also provides equal access to the Boy Scouts of America, the Girl Scouts of the United States of America and other designated youth groups in accordance with federal law.

The district will identify, evaluate and provide a free, appropriate education to all students with disabilities in accordance with law. Anyone who knows or believes that a student may have a disability—regardless of whether the student is currently enrolled in the **FIELD**(DistrictCommonName)—is encouraged to contact the district's compliance officer listed below.

~~All persons with disabilities requiring accommodations to participate in district programs, activities or employment are encouraged to contact the compliance officer listed below.~~ Anyone who, because of a disability, requires an auxiliary aid or service for effective communication or requires a modification of policies or procedures to participate in a program, service or activity should contact the compliance officer listed below as soon as possible, but no later than 48 hours before the scheduled event.

The district's nondiscrimination policy and grievance forms are located on the district's website at _____ [web address] or at any district office.

The following compliance officer has been designated to address inquiries, questions and grievances regarding the district's nondiscrimination policies:

(Title)

(Address)

(Phone)

(Fax)

(TDD/TTY, if available)

(E-mail address)

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

(Title)

(Address)

(Phone)

(Fax)

(TDD/TTY if available)

(E-mail address)

Inquiries may also be made to the U.S. Department of Education's Office for Civil Rights, the U.S. Equal Employment Opportunity Commission, the Missouri Commission on Human Rights, or the U.S. Department of Justice if applicable.

Office for Civil Rights
~~U.S. Department of Education~~
~~8930 Ward Parkway, Suite 2037~~
~~Kansas City, MO 64114-3302~~
~~Phone:~~ 816-268-0550
TDD: ~~Phone:~~ 877-521-2172
E-mail: OCR.KansasCity@ed.gov

Equal Employment Opportunity Commission
~~Robert A. Young Federal Building~~
~~1222 Spruce St., Rm. 8.100~~
~~St. Louis, MO 63103~~

OR

~~Gateway Tower H~~
~~4th & State Ave., 9th Floor~~
~~Kansas City, KS 66101~~
~~Phone:~~ 800-669-4000
TTY: ~~Phone:~~ 800-669-6820

U.S. Department of Justice
~~Civil Rights Division~~
~~950 Pennsylvania Avenue, NW~~
~~Disability Rights Section - NYAV~~
~~Washington, DC 20530~~

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FILE: AC-AF1
Critical

~~1-800-514-0301~~ TTY: ~~1-800-514-0383~~

Phone: 202-514-2000

TTY: 202-514-0716

E-mail: AskDOJ@usdoj.gov

Missouri Commission on Human Rights

~~P.O. Box 1129~~

~~Jefferson City, MO 65102-1129~~

Phone: 800-735-2466

TDD: 800-735-2966

Relay Missouri: 877-781-4236

E-mail: mchr@dohr.mo.gov

OR

~~111 N. 7th Street, Suite 903~~

~~St. Louis, MO 63101~~

~~mchr@dohr.mo.gov~~

* * * * *

Note: The reader is encouraged to review policies and/or procedures for related information in this administrative area.

Implemented: **FIELD**(AdoptDate)

Revised:

FIELD(DistrictLocationLine)

REFERENCE COPY

FILE: AC-AF2
Critical

EXPLANATION: **PROHIBITION AGAINST DISCRIMINATION, HARASSMENT AND RETALIATION (Grievance Form)**

MSBA has changed this form to reflect changes made to policy AC. Specifically, MSBA has added references to "retaliation" and changed the title to match policy AC.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

X	Board Secretary	X	Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
X	Human Resources		Principals		Library/Media Center
	Health Services		Counselor	X	Special Education
	Transportation	X	Public Info/Communications		Technology

FILE: AC-AF2
Critical

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FILE: AC-AF2
Critical

PROHIBITION AGAINST ~~ILLEGAL DISCRIMINATION, AND HARASSMENT~~ **RETALIATION** (Grievance Form)

Once completed, file this form with the compliance officer. If you have any questions or need assistance, contact the compliance officer at _____ [address] or _____ [phone].

[Address]

[Phone]

[Fax]

[TDD/TTY, if available]

[E-mail address]

Grievant's Contact Information

Name: _____ / _____ / _____

Address: _____

Phone Number(s): _____

School (if applicable): _____

Relationship to the District: ☐ Student ☐ Parent/Guardian ☐ Employee ☐ Other _____

Discrimination/Harassment/**Retaliation** Grievance (Use additional sheets if necessary.)

Please list all factual information you have regarding the alleged discrimination, harassment or retaliatory actions, as well as the reasons you believe these actions constitute illegal discrimination/harassment violate district policy. Be complete and use full names/titles, dates, exact locations and specific occurrences, if appropriate.

List the names of witnesses to the alleged misconduct.

FILE: AC-AF2
Critical

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List the names of any persons who may have been a victim of this alleged discrimination/harassment/retaliation.

Have you brought your concern to the attention of a district employee or any other person? If so, who? list the names of those individuals: _____

What results are you seeking by filing this form?

I have read policy AC, including the time limits and other provisions governing the grievance process.

Signature of Grievant

Date

* * * * *

Note: The reader is encouraged to review policies and/or procedures for related information in this administrative area.

Implemented: FIELD(AdoptDate)

Revised:

FIELD(DistrictLocationLine)

REFERENCE COPY

FILE: AC-AF3
Critical

EXPLANATION: **PROHIBITION AGAINST DISCRIMINATION, HARASSMENT AND RETALIATION (Level I Grievance Report)**

MSBA has changed this form to reflect changes made to policy AC. Specifically, MSBA has added references to "retaliation" and changed the title to match policy AC.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

X	Board Secretary	X	Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
X	Human Resources		Principals		Library/Media Center
	Health Services		Counselor	X	Special Education
	Transportation	X	Public Info/Communications		Technology

FILE: AC-AF3
Critical

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FILE: AC-AF3
Critical

PROHIBITION AGAINST ~~ILLEGAL DISCRIMINATION~~, ~~AND HARASSMENT~~ AND **RETALIATION** (Level I Grievance Report)

CONFIDENTIAL—For Internal Use Only

To Be Completed by Compliance Officer or Designated Investigator

Attach additional sheets if necessary.

Name of Grievant: _____ / _____ / _____

Date Grievance Was Filed: _____ Investigator Assigned: _____

Other Persons Involved in the Investigation: _____

Persons Interviewed: _____

Other Information Considered: _____

After investigation, it is more likely than not that the following facts are true: _____

It is more likely than not that the district's policy prohibiting ~~illegal discrimination~~, ~~and harassment~~ and **retaliation** ☐ was ☐ was not violated. Reasoning: _____

FILE: AC-AF3
Critical

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It is more likely than not that other district policies, regulations, procedures or expectations ☐ were
☐ were not violated. Reasoning: _____

Corrective Action

Is corrective action needed? ☐ Yes ☐ No

If yes, state the type of corrective action recommended.

Signature of Investigator (if not compliance officer)

Date

Signature of Compliance Officer

Date

* * * * *

Note: The reader is encouraged to review policies and/or procedures for related information in this administrative area.

Implemented: **FIELD**(AdoptDate)

Revised:

FIELD(DistrictLocationLine)

REFERENCE COPY

FILE: AC-AF4
Critical

EXPLANATION: PROHIBITION AGAINST DISCRIMINATION, HARASSMENT AND RETALIATION (Level II Grievance Report)

MSBA has changed this form to reflect changes made to policy AC. Specifically, MSBA has added references to "retaliation" and changed the title to match policy AC.

<i>MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.</i>					
X	Board Secretary	X	Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
X	Human Resources		Principals		Library/Media Center
	Health Services		Counselor	X	Special Education
	Transportation	X	Public Info/Communications		Technology

FILE: AC-AF4
Critical

REFERENCE COPY

REFERENCE COPY

FILE: AC-AF4
Critical

PROHIBITION AGAINST ~~ILLEGAL DISCRIMINATION, AND HARASSMENT~~ **RETALIATION** (Level II Grievance Report)

CONFIDENTIAL—For Internal Use Only
To Be Completed by the Superintendent or Designee
Attach additional sheets if necessary.

Name of Grievant: _____ / _____ / _____

Date Grievance Was Filed: _____ Date Appeal Was Filed: _____

After review of the report and the investigation conducted:

☐ I agree with the decision of the compliance officer.

☐ I believe further investigation is necessary.

☐ I find the following: _____

It is more likely than not that the district's policy prohibiting ~~illegal discrimination, and harassment~~ **and retaliation** ☐ was ☐ was not violated. Reasoning (if different from the previous report): _____

It is more likely than not that other district policies, regulations, procedures or expectations

☐ were ☐ were not violated. Reasoning (if different from the previous report): _____

FILE: AC-AF4
Critical

REFERENCE COPY

Corrective Action

Is corrective action needed? ☐ Yes ☐ No

If yes, state the type of corrective action recommended.

Signature of Superintendent's Designee (if applicable)

Date

Signature of Superintendent

Date

* * * * *

Note: The reader is encouraged to review policies and/or procedures for related information in this administrative area.

Implemented: **FIELD**(AdoptDate)

Revised:

FIELD(DistrictLocationLine)

**PROHIBITION AGAINST ~~ILLEGAL DISCRIMINATION~~, AND HARASSMENT AND
RETALIATION**

(Level III Grievance Report)

(Before the Board of Education of the FIELD(DistrictCommonName))

CONFIDENTIAL—For Internal Use Only
To Be Completed by the Board or Designee
Attach additional sheets if necessary.

Name of Grievant: _____ / _____ / _____

Date Grievance Was Filed: _____ Date Appeal Was Filed: _____

Level III: Board of Education

Findings and Conclusions: _____

Corrective Action

Is corrective action needed? ☐ Yes ☐ No

If yes, state the type of corrective action required.

Signature of Board President Verifying Board Decision

Date

* * * * *

Note: The reader is encouraged to review policies and/or procedures for related information in this administrative area.

FILE: AC-AF5
Critical

Implemented: FIELD(AdoptDate)

Revised:

FIELD(DistrictLocationLine)

**PROHIBITION AGAINST ~~ILLEGAL DISCRIMINATION~~, AND HARASSMENT AND
RETALIATION**
(Appeal Form)

To Be Completed by Grievant Appealing a Prior Decision
Attach additional sheets if necessary.

Name of Grievant: _____ / _____ / _____

Address: _____

Phone Number(s): _____

School (if applicable): _____

Relationship to the District: ☐ Student ☐ Parent/Guardian ☐ Employee ☐ Other _____

This is an appeal of the findings and conclusions at the following level:

☐ Level I – Compliance Officer/Investigator

☐ Level II – Superintendent/Designee

I disagree with these conclusions because: _____

List any additional information not previously provided to the district. _____

Attach copies of the original grievance form and all lower-level findings and conclusions.

Signature of Grievant _____

Date _____

For Office Use Only: Date Appeal Filed: _____

FILE: AC-AF6
Critical

* * * * *

Note: The reader is encouraged to review policies and/or procedures for related information in this administrative area.

Implemented: FIELD(AdoptDate)

Revised:

FIELD(DistrictLocationLine)

REFERENCE COPY

FILE: EHB-AF1
Critical

EXPLANATION: **TECHNOLOGY USAGE (Parent/Guardian Technology Agreement)**

MSBA is updating this form by removing the choices given to parents/guardians. Technology usage has become a critical part of education, and parents/guardians should not be encouraged to limit student technology usage. MSBA is also removing the "Name of School" blank since the consent will apply to all school buildings the student attends.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

<input type="checkbox"/>	Board Secretary	<input type="checkbox"/>	Business Office	<input type="checkbox"/>	Coaches/Sponsors
<input type="checkbox"/>	Facility Maintenance	<input type="checkbox"/>	Food Service	<input type="checkbox"/>	Gifted
<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Principals	<input type="checkbox"/>	Library/Media Center
<input type="checkbox"/>	Health Services	<input type="checkbox"/>	Counselor	<input type="checkbox"/>	Special Education
<input type="checkbox"/>	Transportation	<input type="checkbox"/>	Public Info/Communications	<input checked="" type="checkbox"/>	Technology

FILE: EHB-AF1
Critical

REFERENCE COPY

REFERENCE COPY

FILE: EHB-AF1
Critical

TECHNOLOGY USAGE (Parent/Guardian Technology Agreement)

I have read the **FIELD**(DistrictCommonName) Technology Usage policy and procedure. I understand that violation of these provisions may result in disciplinary action taken against my child including, but not limited to, suspension or revocation of my child's access to district technology and suspension or expulsion from school.

I understand that my child's use of the district's technology resources is not private and that the school district may monitor my child's electronic communications and all other use of district technology resources. I consent to district interception of or access to all of my child's electronic communications using district technology resources as well as downloaded material and all data stored on the district's technology resources; (including deleted files); pursuant to state and federal law, even if the district's technology resources are accessed remotely.

I agree to be responsible for any unauthorized costs arising from use of the district's technology resources by my child. I agree to be responsible for any damages incurred caused by my child's misuse of district technology.

☐ I give permission for my child to utilize the school district's technology resources.

☐ I give partial permission for my child to utilize the school district's technology resources.

I do not wish for my child to utilize: _____

☐ I do not give permission for my child to utilize the school district's technology resources.

I understand that this form will be effective for the duration of my child's attendance in the district unless revoked or changed by the district or me.

Name of Student: _____

Name of School: _____

Signature of Parent/Guardian

Date

* * * * *

FILE: EHB-AF1
Critical

REFERENCE COPY

Note: The reader is encouraged to review policies and/or procedures for related information in this administrative area.

Implemented: **FIELD**(AdoptDate)

Revised:

FIELD(DistrictLocationLine)

REFERENCE COPY

FILE: GCD-AF1
Critical

EXPLANATION: PROFESSIONAL STAFF RECRUITING AND HIRING (*Job Vacancy Notice*)

Changed to include "genetic information" in the nondiscrimination notice. The Genetic Information Nondiscrimination Act (GINA) prohibits employers from discriminating against employees or prospective employees based on genetic information and makes it unlawful for employers "to request, require, or purchase genetic information" regarding an employee or a family member of an employee. *42 U.S.C. § 2000ff-1*. Notably, "genetic information" has been defined to include family medical history, among other information. New regulations interpreting GINA limit the types of information employees may be required to provide to participate in wellness programs and limit the types of questions supervisors may ask employees regarding their illnesses or illnesses in their families. For more information on GINA, see <http://www.eeoc.gov/laws/types/genetic.cfm>.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
X	Human Resources		Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation	X	Public Info/Communications		Technology

FILE: GCD-AF1
Critical

REFERENCE COPY

REFERENCE COPY

FILE: GCD-AF1
Critical

PROFESSIONAL STAFF RECRUITING AND HIRING (Job Vacancy Notice)

To: Superintendent/Designee

From: _____ Date: _____

School/Department: _____

Classification of Job to Be Posted: _____

Hours Per Day: _____ Days Per Year: _____

Starting Date: _____ Rate of Pay: _____

Check one: ☐ Full-Time ☐ Part-Time ☐ Flex ☐ Temporary

Is this a new position? ☐ Yes ☐ No

Job Requirements: _____

Application Deadline: _____

(Unless otherwise noted, all certified positions shall be posted for 30 calendar days.)

Additional Information

(All requests for job vacancy postings must be submitted in writing on this form to the superintendent/designee.)

Signature: _____ Date: _____

The Board of Education does not discriminate on the basis of race, color, national origin, ancestry, age, genetic information, religion, marital status, pregnancy, sex, exercise of FMLA rights or disability in employment, educational programs or activities as set forth in policy AC.

FILE: GCD-AF1
Critical

REFERENCE COPY

* * * * *

***Note:** The reader is encouraged to review policies and/or procedures for related information in this administrative area.*

Implemented: **FIELD**(AdoptDate)

Revised:

FIELD(DistrictLocationLine)

REFERENCE COPY

FILE: GCI-AF
Basic

EXPLANATION: PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS (*Request for Transfer*)

Changed to include "genetic information" in the nondiscrimination notice. The Genetic Information Nondiscrimination Act (GINA) prohibits employers from discriminating against employees or prospective employees based on genetic information and makes it unlawful for employers "to request, require, or purchase genetic information" regarding an employee or a family member of an employee. *42 U.S.C. § 2000ff-1*. Notably, "genetic information" has been defined to include family medical history, among other information. New regulations interpreting GINA limit the types of information employees may be required to provide to participate in wellness programs and limit the types of questions supervisors may ask employees regarding their illnesses or illnesses in their families. For more information on GINA, see <http://www.eeoc.gov/laws/types/genetic.cfm>.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
X	Human Resources		Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation	X	Public Info/Communications		Technology

FILE: GCD-AF2
Critical

REFERENCE COPY

REFERENCE COPY

FILE: GCI-AF
Basic

PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS (Request for Transfer)

Name: _____

Position/Location Desired: _____

Current Position/Location: _____

Reason for Request: _____

Additional Information Relevant to Transfer Request: _____

Signature of Current Supervisor

Date

(Please return to the superintendent/designee at the central office.)

Transfer requests will be granted only to the extent that the transfer serves the needs of the district.

*The Board of Education does not discriminate on the basis of race, color, national origin, ancestry, age, **genetic information**, religion, marital status, pregnancy, sex, exercise of FMLA rights or disability in employment, educational programs or activities, as set forth in policy AC.*

* * * * *

Note: *The reader is encouraged to review policies and/or procedures for related information in this administrative area.*

Implemented: **FIELD**(AdoptDate)

Revised:

FIELD(DistrictLocationLine)

REFERENCE COPY

FILE: GDI-AF
Basic

EXPLANATION: SUPPORT STAFF ASSIGNMENTS AND TRANSFERS (*Request for Transfer*)

Changed to include "genetic information" in the nondiscrimination notice. The Genetic Information Nondiscrimination Act (GINA) prohibits employers from discriminating against employees or prospective employees based on genetic information and makes it unlawful for employers "to request, require, or purchase genetic information" regarding an employee or a family member of an employee. 42 U.S.C. § 2000ff-1. Notably, "genetic information" has been defined to include family medical history, among other information. New regulations interpreting GINA limit the types of information employees may be required to provide to participate in wellness programs and limit the types of questions supervisors may ask employees regarding their illnesses or illnesses in their families. For more information on GINA, see <http://www.eeoc.gov/laws/types/genetic.cfm>.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
X	Human Resources		Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation	X	Public Info/Communications		Technology

FILE: GCD-AF2
Critical

REFERENCE COPY

REFERENCE COPY

FILE: GDI-AF
Basic

SUPPORT STAFF ASSIGNMENTS AND TRANSFERS (Request for Transfer)

Name: _____

Position/Location Desired: _____

Current Position/Location: _____

Reason for Request: _____

Additional Information Relevant to Transfer Request: _____

Signature of Current Supervisor

Date

(Please return to the superintendent/designee at the central office.)

Transfer requests will be granted only to the extent that the transfer serves the needs of the district.

The Board of Education does not discriminate on the basis of race, color, national origin, ancestry, age, religion, genetic information, marital status, pregnancy, sex, exercise of FMLA rights or disability in employment, educational programs or activities, as set forth in policy AC.

* * * * *

Note: *The reader is encouraged to review policies and/or procedures for related information in this administrative area.*

Implemented: **FIELD**(AdoptDate)

Revised:

FIELD(DistrictLocationLine)

REFERENCE COPY

FILE: JFCL-AF
Critical

EXPLANATION: A+ SCHOOLS PROGRAM (A+ Participation Agreement)

MSBA has revised this form in accordance with new regulations from the Department of Higher Education (6 C.S.R. 10 - 2.190), which can be accessed online at www.sos.mo.gov/adrules/csr/current/6csr/6c10-2.pdf.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services	X	Counselor		Special Education
	Transportation		Public Info/Communications		Technology

FILE: JFCL-AF
Critical

REFERENCE COPY

REFERENCE COPY

FILE: JFCL-AF
Critical

A+ SCHOOLS PROGRAM (A+ Participation Agreement)

Student's Name: _____ / _____ / _____

I agree to abide by the district's A+ policies and procedures and the following conditions so that upon successful completion I will be considered a certified A+ graduate. I agree to:

1. Attend a designated A+ high school for three years immediately prior to graduation.*
2. ~~Maintain a~~ Graduate with an overall grade point average of 2.5 or higher on a 4.0 scale or the equivalent on another scale.
3. Have at least a 95 percent attendance record over a four-year period overall for grades 9-12.
4. Perform 50 hours of unpaid tutoring or mentoring, of which up to 25 percent may include job shadowing.
5. Maintain a record of good citizenship and avoid the unlawful use of alcohol and drugs.
6. Beginning with the high school senior class of 2015, achieve a score of proficient or advanced on the official Algebra I end-of-course exam or, prior to receiving A+ tuition reimbursement, complete the first semester and a minimum of 12 credit hours or the equivalent with a 2.5 grade point average at a postsecondary institution.
7. Perform all other duties and obligations required by state law to be eligible for and receive the benefits of the A+ program.

* Students who are active duty military dependents and students who are dependents of retired military personnel who relocated to Missouri within one year of the date of retirement from active duty are excused from this provision if the student attends a designated A+ school in the school year immediately preceding graduation and has met all other eligibility requirements.

This agreement is entered into this _____ day of _____, 20____. Permission is hereby given for the release of A+ Schools Program information, including student records, to the institutions chosen by the student as well as to the Department of Elementary and Secondary Education (DESE) and the Missouri Department of Higher Education, as may be required by law.

Signature of Student

Signature of Parent/Guardian

FILE: JFCL-AF
Critical

REFERENCE COPY

* * * * *

***Note:** The reader is encouraged to review policies and/or procedures for related information in this administrative area.*

Implemented: **FIELD**(AdoptDate)

Revised:

FIELD(DistrictLocationLine)

REFERENCE COPY

FILE: JG-AF3
Critical

EXPLANATION: **STUDENT DISCIPLINE** (*Suspension/Expulsion Data for School Use*)

This is more appropriately recorded through Core Data. Districts should REMOVE this form.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services		Counselor	X	Special Education
	Transportation		Public Info/Communications		Technology

FILE: JG-AF3
Critical

REFERENCE COPY

REFERENCE COPY

FILE: JG-AF3
Critical

STUDENT DISCIPLINE (Suspension/Expulsion Data for School Use)

Date: _____

Student Information

Student Name: _____ / _____ / _____ Grade: _____

Referring individual: _____ Student ID#: _____

Date of Referral: _____

Conclusions

1. _____ Suspension for Fewer than Ten (10) Days: ☐ In-School ☐ Out-of-School

_____ Specify days/dates: _____

_____ Specify days/dates: _____

2. _____ Suspension Greater than Ten (10) Days or Expulsion: ☐ In-School ☐ Out-of-School

_____ ☐ Suspension/Expulsion is stayed pending Board action because the student has given notice of appeal.

_____ ☐ Student's suspension/expulsion is immediate because it has been determined that the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process.

Suspension/Expulsion set to begin on _____ (start date) and continue for _____ (number of school days) school days until _____ (completion date).

3. _____ Suspension Is for One of the Following Reasons:

_____ ☐ Student conduct is prejudicial to good order and discipline or tends to impair the morale or good conduct of other students.

_____ ☐ Student poses a threat of harm to self or others as evidenced by prior acts.

_____ ☐ Student has been charged, convicted or pleaded guilty in a court of general jurisdiction for the commission of a felony criminal violation of state or federal law.

_____ ☐ Student possessed a weapon as defined by Board policy JFCJ.

_____ ☐ Student violated specific section of the discipline code.

FILE: JG-AF3
Critical

REFERENCE COPY

4. ~~Student Has Been Provided With:~~

- ~~☐ Oral or written notice of charges~~
- ~~☐ Oral or written explanation of charges, if contested~~
- ~~☐ An opportunity to be heard regarding the charges~~

5. ~~Parents/Guardian(s) Notified By: ☐ Phone ☐ Mail ☐ Other: _____~~

6. ~~Law enforcement officials have been notified? ☐ Yes ☐ No~~

~~Agency Notified: _____~~

~~Comments of the Administrator: _____~~

~~_____~~

~~_____~~

~~_____~~

~~Administrator Signature _____ Date _____~~

7. ~~Core Data Information~~

~~Suspension for Ten (10) Days or Longer? ☐ Yes ☐ No~~

~~Reason: _____~~

~~_____~~

~~This Incident Involves: ☐ Drugs ☐ Violence~~

~~☐ Weapon ☐ Other _____~~

~~If a Weapon Was Involved, What Type:~~

~~☐ Knife (excluding pocket knife with blade less than 2½ inches~~

~~☐ Handgun (18 U.S.C. § 921)~~

~~☐ Rifle/Shotgun (18 U.S.C. § 921)~~

~~☐ Other firearm (excludes BB guns or air rifles though they are weapons under other provisions)~~

~~☐ Other weapon - other device or instrument, not listed above, capable of causing serious bodily injury. Does not include pocket knife with a blade of less than 2½ inches in length (18 U.S.C. § 930).~~

REFERENCE COPY

FILE: JG-AF3
Critical

8. ~~Demographics:~~

~~Gender: ☐ Male ☐ Female~~

~~Lunch status: ☐ Free ☐ Reduced~~

~~a) Race: ☐ Black ☐ White ☐ Hispanic ☐ Asian or Pacific Islander
☐ Indian (American Indian or Alaskan native)~~

~~b) Disability (Student with Individualized Educational Program [IEP]):~~

~~☐ None ☐ Mental Retardation ☐ Behavior Disorders~~

~~☐ Multi-Disabled ☐ Physically Impaired ☐ Deaf~~

~~☐ Partially Seeing ☐ Autism ☐ Deaf/Blind~~

~~☐ Learning Disabilities ☐ Hard of Hearing ☐ Blind~~

~~☐ Other Health Impaired ☐ Speech/Language Impaired~~

~~☐ Traumatic Brain Injury ☐ Early Childhood Special Education~~

9. ~~Removal:~~

~~☐ Suspension~~

~~☐ Expulsion~~

~~☐ 11-45 calendar day placement (school personnel ordered removal of child with disabilities from current educational placement to an appropriate interim educational setting for same amount of time that a child without disabilities would be subject to discipline, but for not more than 45 days)~~

10. ~~Length of Suspension:~~

~~☐ Multiple suspensions - sum greater than ten (10) days~~

~~☐ 10 days, consecutively~~

~~☐ 11-45 days, consecutively~~

~~☐ 46-89 days, consecutively~~

~~☐ 90+ days, consecutively, but less than one (1) year~~

~~☐ One (1) calendar year~~

11. Student Has Previous Removals Reported: ☐ Yes ☐ No

12. Length of Removal Modified (Shortened) by Chief Administrative Officer of the School District: ☐ Yes ☐ No

13. Student committing offense removed from regular educational placement to alternative educational setting as a result of disciplinary action? ☐ Yes ☐ No

FILE: JG-AF3
Critical

REFERENCE COPY

~~Note: The reader is encouraged to review policies and/or procedures for related information in this administrative area.~~

Implemented: ~~FIELD~~(AdoptDate)

Revised: _____

~~FIELD~~(DistrictLocationLine)

REFERENCE COPY

FILE: KG-AF2
Critical

EXPLANATION: COMMUNITY USE OF SCHOOL FACILITIES (*Application for Use of District Property*)

MSBA recommends the district REMOVE this form from use. Pertinent language from this form has been moved into KG-AF1 to be more practical for the district and the applicant.

<i>MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.</i>					
	Board Secretary	X	Business Office		Coaches/Sponsors
X	Facility Maintenance	X	Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications	X	Technology

FILE: KG-AF2

REFERENCE COPY

FILE: KG-AF2
Critical

COMMUNITY USE OF SCHOOL FACILITIES (Application for Use of District Property)

Fee Schedule

The organization agrees to pay the applicable fee(s) for the use of District facilities:

Personnel Fees:

Type of Employee(s) Needed	Number of Employees Needed		Number of Hours		Hourly Rate*		Total Cost
Custodian(s)		×		×		=	
Food Service Employee(s)		×		×		=	
Supervisory Personnel		×		×		=	
Other _____		×		×		=	

TOTAL PERSONNEL CHARGE: \$ _____

Facility Use Fees:

Type of Property Needed	School Building		Facility Equipment Fee		Insurance Cost (if applicable)		Total Cost
Gymnasium				+		=	
Auditorium				+		=	
Cafeteria				+		=	
Dining Room				+		=	

Type of Property Needed	School Building	Facility Equipment Fee		Insurance Cost (if applicable)		Total Cost
Kitchen			+		=	
Stadium			+		=	
Classroom(s) Numbers:			+		=	
Other: _____			+		=	

TOTAL FACILITY USE CHARGE: \$ _____

Total Charge for Use of District Property

Total Personnel Charge \$ _____ + Total Facility Use Charge \$ _____ =

\$ _____

Both the Organization and myself as an individual understand that district equipment cannot be removed from school property. Both the Organization and myself as an individual agree to exercise care in protecting school equipment and to prevent damage to school equipment. In the event damage results, regardless of the cause, the Organization and myself as an individual agree to reimburse the district for the repair or replacement of the equipment at the district's discretion.

Representative of User Group and as Individual Signature Date Superintendent/Designee Signature Date

* Overtime will be at a rate of 1.5 times.

In the event school is closed due to weather conditions, all scheduled activities will be canceled and opportunity to reschedule or refund rental fee(s) will be made.

REFERENCE COPY

FILE: KG-AF2
Critical

* * * * *

~~Note: The reader is encouraged to review policies and/or procedures for related information in this administrative area.~~

Implemented: ~~FIELD~~(AdoptDate)

Revised: _____

~~FIELD~~(DistrictLocationLine)

REFERENCE COPY

FILE: KG-AF1
Critical

EXPLANATION: COMMUNITY USE OF DISTRICT FACILITIES (*Application for Permit to Use District Facilities*)

MSBA has revised this form to complement changes to policy KG and procedure KG-AP. Additionally, MSBA has included relevant content formerly coded to KG-AF2. MSBA recommends that districts use this form instead of KG-AF2.

Please note that policy KG, procedure KG-AP and this form reference an indemnity and hold harmless agreement. MSBA has not developed a sample of this agreement and instead encourages districts to contact their private attorneys for an agreement. Because this form will essentially require the group using the district's facilities to indemnify the district for any liability incurred or hold the district harmless for any actions that take place on district property, it is best that the district's litigating attorney develop language that is suitable to him or her. These agreements become issues when a lawsuit is filed, and the district's litigating attorney should feel comfortable with the language of the agreement.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

	Board Secretary	X	Business Office		Coaches/Sponsors
X	Facility Maintenance	X	Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation	X	Public Info/Communications	X	Technology

FILE: KG-AF1
Critical

REFERENCE COPY

REFERENCE COPY

FILE: KG-AF1
Critical

COMMUNITY USE OF SCHOOL DISTRICT FACILITIES (~~Equipment Use Request~~ Application for Permit to Use District Facilities)

Board policy permits the use of district facilities by governmental entities or nonprofit community groups. Other persons or organizations seeking to use district facilities must first receive permission from the Board.

Applicants must supply all information requested on this form before the application can be processed. The completed application must be presented to the appropriate district personnel at least two weeks prior to the date requested for use. Fees, when applicable, must be paid one week prior to the date of requested use. The district will only accept checks or money orders.

Date of Application: _____

Group/Entity Information

Name of Group or Entity: _____

Group or Entity Is: ☐ Governmental

☐ Nonprofit

☐ Other (Explain): _____

Board policy requires the group/entity to designate a representative who is at least 21 years old and has the legal authority to bind the group contractually. Please provide the representative's contact information below:

Name of Representative: _____

Address: _____

Phone Number: _____ Mobile Phone Number: _____

E-mail Address: _____

Use Request Information

Type of Property Needed:

☐ Classroom

☐ Gymnasium

☐ Auditorium

☐ Playground

☐ Stadium

☐ Cafeteria

☐ Athletic Fields

☐ Kitchen

FILE: KG-AF1
Critical

REFERENCE COPY

Name of District Site (if requesting a specific site): _____

Date of Requested Use: _____

Time Building or Space is Needed: From _____ a.m./p.m. to _____ a.m./p.m.

Description and Purpose of Use: _____

Equipment

Groups may use desks, chairs and tables located in the room or facility designated for the group's use, but otherwise a permit to use district facilities does not give permission for a group to use district equipment such as interactive whiteboards, computers, electronic equipment, projectors, kitchen appliances, scoreboards or athletic gear. The superintendent or designee may provide access to equipment at his or her discretion and may charge a fee or a security deposit for its use.

Please list any equipment needed: _____

Organization/Individual Requesting Use

_____ (organization and

individual) requests the use of _____

(equipment desired) on _____ (date) from _____ a.m./p.m. to _____ a.m./p.m.

Purpose of Use

The purpose of this use is for: _____

Charges will be \$ _____.

It is agreed that the individual and organization using the school equipment will exercise care in protecting school property and in the event damage results, agrees to reimburse the district for repair or replacement of the equipment at the district's discretion.

Name of user(s): _____

Address: _____

Phone number: _____

REFERENCE COPY

FILE: KG-AF1
Critical

Required Documentation

Please attach the following documents to this application:

- ☐ IRS letter verifying nonprofit status
- ☐ Proof of insurance
- ☐ Indemnity and hold harmless agreement
- ☐ Applicable fees and deposits

Signature

I, and the group/entity I represent, agree to pay the applicable fee(s) for the use of district facilities including, but not limited to, any required security deposits, personnel costs, equipment rental fees and insurance costs.

I, and the group/entity I represent, understand that district equipment cannot be removed from district property. I, and the group/entity I represent, agree to exercise care in protecting district equipment and to prevent damage to district equipment. In the event that damage to district property occurs, regardless of the cause, I, and the group/entity I represent, agree to reimburse the district for the repair or replacement of the equipment at the district's discretion.

I understand that I am responsible for the actions of the group meeting, and I will arrive before the activity begins and remain until all participants leave.

Signature of ~~as Individual and~~ Representative of ~~User Group and as Individual~~ **Group or Entity**
Date

Superintendent/Designee Signature Date

For Office Use Only

Request for use is:

- ☐ Granted as requested on this application.
- ☐ Granted with the following alterations: _____

FILE: KG-AF1
Critical

REFERENCE COPY

☐ Denied.

If the request is granted:

Indicate personnel needed and number of hours needed:

_____ Supervisory Personnel

_____ Custodians

_____ Food Service Staff

_____ Security Staff

_____ Technicians

_____ Other: _____

Indicate fees and required deposits:

\$ _____ Facility Use Fee

\$ _____ Equipment Use Fee

\$ _____ Personnel Costs

\$ _____ Total Fee Due from Group/Entity

\$ _____ Security Deposit Required to Hold Date

Signature of Superintendent/Designee

Date

Evaluation of the Returned Equipment

Date: _____

I have reviewed the returned equipment and find: (check one)

☐ It is in good working order with no apparent damage.

☐ A damage charge should be assessed. Explain: _____

Signature of Employee Responsible for Equipment

Date

* * * * *

REFERENCE COPY

FILE: KG-AF1
Critical

Note: The reader is encouraged to review policies and/or procedures for related information in this administrative area.

Implemented: **FIELD**(AdoptDate)

Revised:

FIELD(DistrictLocationLine)

2012A FORM MANUAL UPDATE SUMMARY SHEET

Form Manual Holder:

Current versions of all MSBA standard forms are available in Microsoft Word format on the MSBA website at: www.msbanet.org.

For all future updates, if the district wants to update its paper copy of the administrative forms manual, updated forms and section indexes must be downloaded from the MSBA website.

FORM	ACTION
A Index.....	Replace
AC-AF1 (title change).....	Replace
AC-AF2 (title change).....	Replace
AC-AF3 (title change).....	Replace
AC-AF4 (title change).....	Replace
AC-AF5 (title change).....	Replace
AC-AF6 (title change).....	Replace
EHB-AF1.....	Replace
GCD-AF.....	Replace
GCI-AF.....	Replace
GDI-AF.....	Replace
J Index.....	Replace
JFCL-AF.....	Replace
JG-AF3.....	REMOVE
K Index.....	Replace
KG-AF1 (title change).....	Replace
KG-AF2.....	REMOVE

(The slip below is for district use in updating multiple copies at district offices. Do not return to MSBA.)

RETURN SLIP: So that we may be assured that all procedure/form manuals are updated in a timely manner, we ask that you fill out the form below and return to this office within one month.

Location of Procedure/Form Manual _____

Name of person responsible for updating _____

Date update was completed _____

THANK YOU for cooperation in this important task!

January 25, 2012