

REFERENCE COPY

FILE: EHB
Critical

TECHNOLOGY USAGE

The Center School District #58's technology exists for the purpose of enhancing the educational opportunities and achievement of district students. Research shows that students who have access to technology improve achievement. In addition, technology assists with the professional enrichment of the staff and increases engagement of students' families and other patrons of the district, all of which positively impact student achievement. The district will periodically conduct a technology census to ensure that instructional resources and equipment that support and extend the curriculum are readily available to teachers and students.

The purpose of this policy is to facilitate access to district technology and to create a safe environment in which to use that technology. Because technology changes rapidly and employees and students need immediate guidance, the superintendent or designee is directed to create procedures to implement this policy and to regularly review those procedures to ensure 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 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 including, but not limited to, students, employees, School Board members and agents of the school district, who is permitted by the district to utilize any portion of the district's technology resources.

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

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

Authorized Users

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

counsel and independent contractors. All users must agree to follow the district's policies and procedures and sign or electronically consent to the district's User Agreement prior to accessing or using district technology resources, unless excused by the superintendent or designee.

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

User Privacy

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

Electronic communications, downloaded material and all data stored on the district's technology resources, including files deleted from a user's account, may be intercepted, accessed, monitored or searched by district administrators or their designees at any time in the regular course of business. Such access may include, but is not limited to, verifying that users are complying with district policies and rules and investigating potential misconduct. Any such search, access or interception shall comply with all applicable laws. Users are required to return district technology resources to the district upon demand including, but not limited to, mobile phones, laptops and tablets.

Technology Administration

The Board directs the superintendent or designee to assign trained personnel to maintain the district's technology in a manner that will protect the district from liability and will protect confidential student and employee information retained on or accessible through district technology resources.

Administrators of district technology resources may suspend access to and/or availability of the district's technology resources to diagnose and investigate network problems or potential violations of the law or district policies and procedures. All district technology resources are considered district property. The district may remove, change or exchange hardware or other technology between buildings, classrooms or users at any time without prior notice. Authorized district personnel may install or remove programs or information, install equipment, upgrade any system or enter any system at any time.

REFERENCE COPY

FILE: EHB
Critical

Content Filtering and Monitoring

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

The superintendent, designee or the district's technology administrator may fully or partially disable the district's content filter to enable access for an adult for bona fide research or other lawful purposes. In making decisions to fully or partially disable the district's content filter, the administrator shall consider whether the use will serve a legitimate educational purpose or otherwise benefit the district.

~~The superintendent or designee will create a procedure that allows students, employees or other users to request that the district review or adjust the content filter to allow access to a website or specific content.~~

Online Safety, Security and Confidentiality

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

All minor students will be instructed on safety and security issues, including instruction on the dangers of sharing personal information about themselves or others when using e-mail, social media, chat rooms or other forms of direct electronic communication. Instruction will also address cyberbullying awareness and response and appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms.

This instruction will occur in the district's computer courses, courses in which students are introduced to the computer and the Internet, or courses that use the Internet in instruction. Students are required to follow all district rules when using district technology resources and are prohibited from sharing personal information online unless authorized by the district.

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

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

Closed Forum

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

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

Records Retention

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

~~In the case of pending or threatened litigation, the district's attorney will issue a litigation hold directive to the superintendent or designee. The litigation hold directive will override any records retention schedule that may have otherwise called for the transfer, disposal or destruction of relevant documents until the hold has been lifted by the district's attorney. E-mail and other technology accounts of separated employees that have been placed on a litigation hold will be maintained by the district's information technology department until the hold is released. No employee who has been so notified of a litigation hold may alter or delete any electronic record that falls within the scope of the hold. Violation of the hold may subject the individual to disciplinary actions, up to and including~~

REFERENCE COPY

FILE: EHB
Critical

termination of employment, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

Inventory and Disposal

The district will regularly inventory all district technology resources in accordance with the district's policies on inventory management. Technology resources that are no longer needed will be disposed of in accordance with law and district policies and procedures related to disposal of surplus property.

Violations of Technology Usage Policies and Procedures

Use of technology resources in a disruptive, inappropriate or illegal manner impairs the district's mission, squanders resources and shall not be tolerated. Therefore, a consistently high level of personal responsibility is expected of all users granted access to the district's technology resources. Any violation of district policies or procedures regarding technology usage may result in temporary, long-term or permanent suspension of user privileges. User privileges may be suspended pending investigation into the use of the district's technology resources.

Employees may be disciplined or terminated, and students suspended or expelled, for violating the district's technology policies and procedures. Any attempted violation of the district's technology policies or procedures, regardless of the success or failure of the attempt, may result in the same discipline or suspension of privileges as that of an actual violation. The district will cooperate with law enforcement in investigating any unlawful use of the district's technology resources.

Damages

All damages incurred by the district due to a user's intentional or negligent misuse of the district's technology resources, including loss of property and staff time, will be charged to the user. District administrators have the authority to sign any criminal complaint regarding damage to district technology.

No Warranty/No Endorsement

The district makes no warranties of any kind, whether expressed or implied, for the services, products or access it provides. The district's technology resources are available on an "as is, as available" basis.

The district is not responsible for loss of data, delays, nondeliveries, misdeliveries or service interruptions. The district does not endorse the content nor guarantee the accuracy or quality of information obtained using the district's technology resources.

REFERENCE COPY

FILE: IGBE
Critical

STUDENTS IN FOSTER CARE (K-12 Districts)

The Center School District #58 recognizes that students in foster care face unusual educational challenges. The purpose of this policy is to provide foster care students with educational stability and remove barriers to, and provide opportunities for, academic excellence for foster care students. In order to achieve this purpose, the district will work collaboratively with the Missouri Department of Elementary and Secondary Education (DESE) and the Children's Division (CD) of the Missouri Department of Social Services.

Definitions

Foster Care – Twenty-four-hour substitute care for children placed away from their parents/guardians and for whom the CD has placement and care responsibility. This includes, but is not limited to, placement in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions and pre-adoptive homes, regardless of whether the home, shelter, facility or institution is licensed or receives payments from the state.

Foster Care Student – Any pre-K-12 student who is residing in a foster care setting in this state or who is awaiting foster care.

School of Origin – The school or preschool in which the student was enrolled at the time of placement in foster care. If the student's placement changes, the school of origin is the school or preschool in which the student was enrolled at the time of the change.

Liaison/Point of Contact

The district designates the following individual as the liaison for foster care students:

[Title] Director of Family and Student Success
[Address] 8701 Holmes Road Kansas City, MO. 64131
[Phone] / [Fax] 816-349-3311
[E-mail] SKing@center.k12.mo.us / 3493311@fax.center.k12.mo.us
[TDD/TTY, if available] 816-3493311 @fax: center.k12.mo.us
↳ Long distance

The liaison will provide assistance regarding all aspects of the enrollment, placement, transfer, and withdrawal of children in foster care and serve as the point of contact for DESE and the CD. The liaison will also work with DESE and the CD to implement the district's complaint resolution process.

Enrollment and Placement of Foster Care Students

Students in a foster care placement located within the boundaries of the district will be educated in the school of origin unless it is not in the best interest of the student to do so. A student placed in the school of origin will remain in the school of origin for the duration of the time he or she is in foster care. If it is not in the best interest of the student to stay in the school of origin, the Center School District #58 will immediately enroll the student, even if the student is unable to produce records normally required for enrollment, and will contact the school of origin to obtain relevant records.

Foster care students who attend school in the district because attending the school of origin was not in their best interest will be initially placed in the same courses and programs the students were in while attending the previous district to the extent this district offers such courses and programs. Such placements may include, but are not limited to: honors classes; vocational, technical and career pathway courses; and International Baccalaureate (IB), Advanced Placement (AP), English Learner (EL), special education and gifted programs. If necessary, the district will waive course or program prerequisites or other preconditions for placement in courses or programs offered at the district. After placement, the district may perform additional evaluations to ensure that the student has been placed appropriately and may change the student's placement after consultation with the student's foster parent.

Best-Interest Determination

Placement

Within three days of the student enrolling, the liaison will organize a meeting or consultation to determine which placement is in the best interest of the student. The meeting or consultation will include a representative of the CD; the foster parents; ~~a representative from the school of origin~~; the parents/guardians and student, if appropriate; and any other person requested by the student, the foster parents or the CD who has a special relationship with the student. These individuals will be considered the best interest determination (BID) team and, ~~using child-centered criteria, including the appropriateness of the current educational setting and proximity to the school in which the student is enrolled at the time~~, will determine the best placement for the student. ~~Transportation costs will not be a factor.~~ If the BID team cannot reach a consensus ~~as to~~ regarding the best placement, the representative from the CD will make the final determination.

The district of placement may bill the district of residence for local tax effort in accordance with law.

REFERENCE COPY

FILE: IGBE
Critical

Dispute Resolution

If the legal, putative or biological parent (parent)/guardian, foster parent, student or educational decision maker disputes that the placement assigned by the BID team or CD is in the student's best interest, he or she the parent or educational decision maker ("disputant") may contact the liaison in an effort to resolve the dispute to implement the dispute resolution process. The liaison will provide the disputant with a copy of the district's dispute resolution procedures and answer any questions about the resolution process. If the liaison is not able to resolve the dispute, the parent/guardian, foster parent, student or educational decision maker may request a conference with the superintendent or designee. The superintendent or designee will meet with the parent/guardian, foster parent, student or educational decision maker and the pertinent members of the BID team in an effort to resolve the dispute.

If the superintendent or designee is unable to resolve the dispute, the parent/guardian or educational decision maker may appeal the placement to:

_____ State Foster Care Coordinator
_____ P.O. Box 480
_____ Jefferson City, MO 65102-0480
_____ (573) 751-4192

Transportation

If the BID team determines that the school of origin is the best placement for a foster care student, the student will be transported to the school of origin in accordance with the transportation plan developed in collaboration with the CD. Transportation will be provided promptly and in a cost-effective manner and in accordance with law. If there are additional costs incurred by the school of origin, the costs will be paid by the CD or the district or shared by the CD and the district.

Transportation Disputes

Disputes over transportation will be handled in the same manner as disputes over placement.

Records

The foster care liaison will provide foster parents and other legal guardians access to student records. In accordance with law, the district will allow a child-placement agency access to a foster care student's records for the purposes of assisting the school transfer or placement of a student and fulfilling educational case management responsibilities required by the juvenile officer or by law.

The liaison will ensure that student records are properly transferred between the Center School District #58 and any other district from or to which foster students transfer. When a request involves a foster care student, the liaison will:

1. Respond within three business days to a request for records by another district, and
2. Request records from other districts within two days of enrolling a student.

Attendance

If a student in foster care is absent from school due to a decision by a court or child-placing agency to change the student's placement or due to a verified court appearance or related court-ordered activity, the grades and credit of the student will be calculated as of the date the student left school, and the district will not lower the student's grade as a result of absence under these circumstances.

Programs and Activities

The district will encourage foster care students to participate in extracurricular activities and assist them in joining extracurricular activities. Locally imposed application deadlines for participation in extracurricular activities will be waived for foster care students who are otherwise eligible to participate in the activities. Participation in activities governed by the Missouri State High School Activities Association (MSHSAA) will be permitted in accordance with the rules established by MSHSAA. Foster care students are automatically eligible for participation in the district's free nutrition program.

Graduation

In order to facilitate timely graduation of foster care students, the district will:

1. Waive specific courses required for graduation if similar course-work has been satisfactorily completed in another school. If such course-work is not waived, the district will provide reasonable justification for the denial.
2. Accept the results of exit exams, end-of-course exams, nationally norm-referenced tests or alternative testing from another school to satisfy district testing requirements related to graduation.
3. Accept for credit full or partial course-work completed at the previous school attended in accordance with district policy.

If a foster care student who enrolls in the district at the beginning of or during his or her senior year cannot meet the district's graduation requirements by the end of the senior year, even after all

REFERENCE COPY

FILE: IGBE
Critical

alternatives have been considered, the liaison will contact the student's previous district to determine ~~if whether~~ the student is eligible to receive a diploma from the previous school.

The Center School District #58 will award a diploma to foster care students who transfer out of the district at the beginning of or during the senior year if, considering all courses, tests and attendance at the school to which the student transferred, the student has met the Center School District #58 graduation requirements.

* * * * *

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:

Revised:

Cross Refs: JCB, Intradistrict Transfers
JCC, Interdistrict Transfers
JEC, School Admissions
JECA, Admission of Students
JECC, Assignment of Students to Grade Levels/Classes
JED, Student Absences and Excuses
JO, Student Records

Legal Refs: §§ 160.1990, 167.018 - .019, 210.760, .1050, RSMo.
The Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6311 - 6322
34 C.F.R. § 299.13
45 C.F.R. § 1355.20

Center School District #58, Kansas City, Missouri

REFERENCE COPY

FILE: IL
Critical

ASSESSMENT PROGRAM

The district will use **high-quality academic** assessments as one indication of the success and quality of the district's education program. Further, the Board recognizes its obligation to provide for and administer assessments as required by law. The Board directs the superintendent or designee to create regulations and/or procedures governing assessments consistent with law and Board policy.

In cooperation with the administrative and instructional staff, the Board will regularly review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary.

The district will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals with Disabilities Education Act (IDEA).

Participation

In order to achieve the purposes of the student assessment program **and comply with state and federal law**, the district requires all enrolled students to participate in all applicable aspects of the **district** assessment program, **including statewide assessments**.

District Assessment Plan

The superintendent or designee shall ensure that the district has a written assessment plan that will test competency in the subject areas of English, reading, language arts, science, mathematics, social studies and civics, as required by law.

The purposes of the districtwide assessment plan are to facilitate and provide information for the following:

1. *Student Achievement* – To produce information about relative student achievement so that parents/guardians, students and teachers can monitor academic progress.
2. *Student Guidance* – To serve as a tool for implementing the district's student guidance program.
3. *Instructional Change* – To provide data that will assist in the preparation of recommendations for instructional program changes to:
 - ▶ Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation.

- ▶ Help the professional staff formulate and recommend instructional policy.
 - ▶ Help the Board of Education adopt instructional policies.
4. *School and District Evaluation* – To provide indicators of the progress of the district and individual schools toward established goals.
5. *Accreditation* – To ensure the district obtains and maintains accreditation.

There shall be broad-based involvement of staff and others with appropriate expertise in the development of the assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. Every effort will be made to ensure that testing contributes to the learning process rather than detracts from it and that cultural bias does not affect the accuracy of assessments.

Reading Assessment

The district will administer a reading assessment to students in third, fourth, fifth and sixth grade to determine whether additional reading instruction and retention are needed, as required by law. The district will also administer a reading assessment to all students who transfer to the district in grades four, five or six, and to all students attending summer school due to a reading deficiency, as required by law.

The reading assessment will be a recognized method, or combination of methods, of assessing a student's reading ability. Results of assessments will be expressed as reading at a particular grade level. The superintendent or designee will determine which methods of reading assessment the district will utilize.

English Proficiency Assessments

The district will annually assess the English reading, writing and oral language skills of district English Learner students with limited English proficiency in kindergarten through grade 12.

Statewide Assessments

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the challenging academic standards adopted set forth by the Missouri State Board of Education. The assessments will be the same for all students in the district, including those students identified as migrant or homeless, students in foster care and students with a parent/guardian who is an active duty member of the armed forces or who serves on full-time National Guard duty.

REFERENCE COPY

FILE: IL
Critical

End-of-course (EOC) assessments will be administered in accordance with law and the rules of the Department of Elementary and Secondary Education (DESE). In courses where EOC assessments are given, the superintendent, in consultation with the Board of Education, will determine what percent of the course grade will be decided by performance on EOC assessments.

If a student is taking a course that requires an EOC assessment and is failing the course or for some other reason may be required to retake the course, the district may choose to delay administration of the EOC assessment until the student has completed the course the second time. A team consisting of the course instructor, the principal and the secondary curriculum coordinator and instructional coach will determine when delayed administration of an EOC assessment is appropriate. In the case of a student with an individualized education program (IEP), the IEP team will make the determination.

The School Board authorizes the superintendent to establish a process designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment, which may include, but is not limited to, incentives or supplementary work as a consequence of performance.

~~The district's policy on student participation in statewide assessments shall be provided at the beginning of the school year to each student and the parent/guardian (or other person responsible) for every student under 18 years of age. The policy will also be kept in the district office and be available for viewing by the public during business hours of the district office.~~

National Assessment of Educational Progress

If chosen, the district will participate in the National Assessment of Educational Progress (NAEP) as required by law.

Parental Notice

At the beginning of each school year, the district shall notify the parents/guardians of each student that the district will provide, upon request and in a timely manner, information regarding any state or district policy regarding student participation in any assessments. Such notice shall include information about state or local policies that would allow students to opt out of assessments. Missouri has no such policy, and the district expects all students to participate in all district or statewide assessments.

The district shall post on the district's website and, where practicable, on the website of each school in the district for each grade level in the district, information on any assessments required by state or federal law, including any assessments required by the district. The information shall include the subject matter being assessed, the purpose for the assessment, the source of the requirement for the

assessment, and where the information on the assessment is available. The information shall also include the amount of time students will spend taking the assessments, the schedule for the assessments, and the time and format for disseminating the results, when available.

If the district does not operate a website, the district shall determine how to make the information widely available, including dissemination through the media, public agencies or directly to the parents/guardians.

When possible, the district will provide parents/guardians information on the level of achievement and academic growth of the student on each of the statewide assessments in which the student participates. The district will provide the information in an understandable and uniform format and, to the extent possible, the information will be written in a language the parent/guardian can understand. If it is not practical to provide written translations to parents/guardians, the information shall be orally translated for them. Upon request by a parent/guardian with a disability, the district will provide the information in an alternate format that is accessible to the parent/guardian.

Access to Local Assessments by Students Not Enrolled in the District

In order to foster positive community relationships and to promote the academic progress of all students located within the district, the district may, at its discretion, allow private and home-schooled students who reside within district boundaries but who are not enrolled in the district to participate in grade-level, end-of-course and ACT assessments. These student scores shall not affect district accountability.

* * * * *

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: 10/28/1991

Revised: 01/19/2000; 11/27/2000; 05/29/2001; 01/28/2002; 03/29/2004; 03/28/2005;
06/28/2010; 06/23/2014;

Cross Refs: JHD, Student Guidance and Counseling
JO, Student Records
KB, Public Information Program

MSIP Refs: 6.21-2, 1-4

REFERENCE COPY

FILE: IL
Critical

Legal Refs: §§ 160.257, .518, .570, 167.645, RSMo.
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g
~~No Child Left Behind Act of 2001~~ The Elementary and Secondary Education Act, 20
U.S.C. §§ ~~6301 - 7941~~ 6312

Center School District #58, Kansas City, Missouri

REFERENCE COPY

FILE: DC
Critical

TAXING AND BORROWING AUTHORITY/ ~~AND~~ LIMITATIONS

The Board is responsible for levying *ad valorem* property taxes as necessary to operate the Center School District #58 in a manner that promotes achievement for all students. Taxes will be levied in accordance with law.

Increasing Taxing Authority

The Board is authorized to set an operating tax rate of \$2.75. The Board will seek voter approval to increase the tax rate ceiling, in accordance with law and as necessary to better serve the students of the district. The district may also seek voter approval to forgo all or part of the reduction of the operating levy due to Proposition C sales tax receipts, as allowed by law.

The Board may also seek voter approval to increase the bonded indebtedness of the district in accordance with law and as necessary to provide an appropriate learning environment for district students. The Board of Education has a bonded indebtedness limit of 15 percent of the value of taxable tangible property as shown by the last completed assessment for state and county purposes.

Tax Rate Hearing Notice

The Center School District #58 will annually set the tax rate after first notifying the public and conducting at least one public hearing. Notice of the hearing will be given by publication in a newspaper of general circulation or by posting such notice in at least three public places within the district, in accordance with law. A "public place" as used in this policy is a place regularly open for public use, a place that would be likely to attract attention so that the content of the notice becomes widely known or a place with a likelihood that the notice will be seen by the public. The district will publish or post the notice at least seven days prior to the hearing, and the notice will include the:

1. Date, time and place of the hearing.
2. Assessed valuation by category of real, personal and other tangible property in the district for the fiscal year for which the tax is to be levied and the preceding tax year.
3. Amount of revenue required to be provided from the property tax as set forth in the adopted annual budget for each rate levied.
4. Tax rates proposed to be set for the various purposes of taxation.
5. Increase in tax revenue due to an increase in assessed value as a result of new construction and improvement.

6. Increase, both in dollar value and percentage, in tax revenue as a result of reassessment if the proposed tax rate is adopted.

Tax Rate Hearing

The superintendent will provide the Board the same information included in the tax rate hearing notice prior to the tax rate hearing. The tax rate hearing will include an opportunity for citizens to speak before the Board. The Board will set the tax rate after the hearing.

The tax rate will be calculated to produce substantially the same revenues as required in the annual budget. The Board will have sole authority in determining what part of the total authorized rate shall be used to provide revenue for each of the funds. Before setting the rates for the teachers' and incidental funds, the Board will set the rate for the capital projects fund as necessary to meet the district's obligations.

Submitting the Tax Rate

Upon receiving notice from the clerk or other official of the county or counties in which the district is located, the district shall submit a nonbinding projected tax levy by April 8.

The Board shall forward a tax rate to the county clerk of every county in which the district is located on or before September 1 of each year, except that districts located partially or wholly in St. Louis City or any county with a charter form of government will submit their tax rates not later than October 1. If the rate is less than one dollar, the rate will be calculated to the nearest one-tenth of a cent, and the district will round up a fraction greater than or equal to five/one-hundredths of a cent to the next higher one-tenth of a cent. If the rate is in excess of one dollar, the estimate will be calculated to one/one-hundredths of a cent, and the district will round up a fraction greater than or equal to five/one-thousandths of one cent to the next higher one/one-hundredth of a cent.

Legal Compliance

If the district receives from the county clerk the state auditor's finding that the proposed rate does not comply with Missouri law, the Board will have 15 days from the date of receipt of the finding to accept or reject in writing the rate change certified by the state auditor and to submit all requested information to the state auditor. A copy of the Board's acceptance or rejection and any information submitted to the state auditor shall also be mailed to the county clerk.

Borrowing Authority

The Board may borrow money in anticipation of collection of taxes for the purpose of securing funds for school operations, including the debt service fund. Issuance of all tax and revenue anticipation

REFERENCE COPY

FILE: DC
Critical

notes requires approval of the majority of the members of the Board. The notes may be issued at any time in any year, and the aggregate outstanding principal amount of the notes issued in one year for any fund shall not exceed the amount of the Board's estimate of the year's requirement for the fund. The notes shall be payable within 12 months from date of issuance.

Bonded Indebtedness

The Board may authorize the sale of bonds by adoption of a resolution. Bonds will be issued in accordance with law and compliance procedures implemented by the district.

The Board may borrow money and issue bonds for:

1. Purchasing schoolhouse sites and other land for school purposes.
2. Erecting or furnishing schoolhouses or library buildings.
3. Building additions to or repairing old buildings.
4. Purchasing school buses and other transportation equipment.
5. Paying off and discharging assessments made by counties, cities, towns and villages or other political subdivisions or public corporations of the state against the district.

Funds raised through the sale of bonds may be used only for the purposes set forth in the election that authorized the sale of bonds.

The following points of state law shall govern the Board's issuance of bonds:

1. A four-sevenths vote is required before the issuance of bonds if the issue is submitted at a municipal election or at the general or primary election held in even-numbered years. At all other elections, a two-thirds vote is required.
2. The Board of Education has a limit of bonded indebtedness of 15 percent of the value of taxable tangible property as shown by the last completed assessment for state and county purposes.
3. Bonds shall be issued in denominations of \$1,000 or in any multiples of \$1,000.
4. The bonds, in whole or in part, shall not run for more than 20 years from the date they were issued.

5. The revenues from taxes levied for the purpose of satisfying bonded indebtedness obligations, both principal and interest, shall be recorded in the debt service fund.
6. General obligation bonds shall be issued using a competitive process unless a municipal adviser is used or the law otherwise allows a negotiated process.

Compliance

The district is committed to full compliance with the state and federal laws associated with issuing bonds, including the continuing disclosure requirements. The superintendent or designee is directed to create, maintain and implement procedures to ensure that the district meets all state and federal legal requirements and makes timely disclosures in accordance with law.

* * * * *

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: 08/24/1992

Revised: 01/19/2000; 11/27/2000; 05/29/2001; 06/23/2008; 06/22/2009; 03/26/2012;

Cross Refs: BBBB, School Board Ballot Issues

MSIP Refs: 8.56-8

Legal Refs: Mo. Const., art. VI, § 26(b)
Mo. Const., art. X, §§ 11(b), (c)
§§ 67.110, 108.150 - .280, 137.010, .055, .072, .100, .243, .245, 164.011, 121, .151,
161, 181, 191, 201, 221, 231, 241, 251, 261, 271, 281, 291, -.301,
165.011, .131, .141, RSMo.

Center School District #58, Kansas City, Missouri

REFERENCE COPY

FILE: DJFA
Critical

FEDERAL PROGRAMS AND PROJECTS

The purpose of this policy is to ensure that federally funded programs and projects in the district are administered in accordance with federal laws. Specifically, this policy governs all purchases of goods and services using federal funds and reflects federal conflict of interest rules applicable to Board members, employees and agents involved with the selection of contractors and the approval and administration of contracts for federal programs and projects.

Definitions

Agent – A person or entity acting on behalf of the district who is not an employee of the district.

Contract – As used in this policy, a legal instrument by which the district purchases property or services needed to carry out a program or project funded by a federal award.

Contractor – A person or entity with which the district has an executed contract to carry out a federal program or project. A contractor does not include an entity with which the district contracts that received a federal award or subaward directly from a federal or state agency.

Gratuity – A favor, gift or anything of monetary value.

Immediate Family – A spouse or dependent child of a Board member, employee or agent or any person living in the household of a Board member, employee or agent.

Labor Surplus Area (LSA) Firm – A business located in a civil jurisdiction, such as a county or city, which is designated as an LSA by the U.S. Department of Labor's Employment and Training Administration.

Real, Apparent or Potential Conflict of Interest – A situation in which a Board member, employee or agent; any member of a Board member's, employee's or agent's immediate family; any business partner of a Board member, employee or agent; or any organization that employs or is about to employ a Board member, employee or agent has a financial or other interest in a firm the district is considering contracting with or would receive a tangible personal benefit from a firm considered by the district for contracting. A financial interest does not exist if the value of the interest is less than \$25.

Federal Programs Administration

The superintendent shall be responsible for coordinating and administering federally funded programs and projects. The superintendent will ensure that the various departments operating these programs and projects do so in accordance with the requirements of the federal award and keep

accurate and separate records, as required by Board policy and in accordance with administrative procedures. The superintendent may delegate one or more of his or her duties to appropriate employees.

If the superintendent is not the purchasing officer for the district, the superintendent will work with the purchasing officer to ensure that goods and services purchased through federal awards comply with state and federal requirements.

Procurement

In addition to following the requirements of state law, Board policy and district procedures, the purchasing officer will ensure that all supplies, equipment and services purchased with federal funds are purchased in accordance with federal law. No purchase will be made unless the purchase was authorized in the approved budget for administration of the grant. Every purchase will be identified in district accounts in accordance with the federal program under which the purchase was made.

Bids and Requests for Proposals

Bid specifications and requests for proposals will include a clear and accurate description of the technical requirements for the material, product or service desired and will identify all requirements and all other factors that will be used in evaluating bids or proposals.

Bid specifications will not contain features that unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description may be used to define the performance or other requirements. The specific features of the named brand that must be met must be clearly stated.

Pursuant to federal law, the district will not use local or state purchasing preferences when purchasing goods or services related to a federal contract.

Contractors who develop or draft specification requirements, statements of work or invitations for bids or requests for proposals for the district must be excluded from bidding on the project.

In addition to the purchasing preferences required or permitted pursuant to state law, when making purchases with federal funds the district will:

REFERENCE COPY

FILE: DJFA
Critical

1. Take all necessary affirmative steps to ensure that small businesses, minority businesses, women's business enterprises and LSA firms are used when possible. To that end, the district will:
 - ▶ Place qualified small businesses, minority businesses and women's business enterprises on solicitation lists.
 - ▶ Solicit bids from small businesses, minority businesses and women's business enterprises when they are potential sources.
 - ▶ Divide total project requirements into smaller tasks or quantities, when economically feasible, to permit maximum participation by small businesses, minority businesses and women's business enterprises. This provision shall not be used to artificially divide purchases to avoid bidding requirements or design bid specifications to favor a particular provider.
 - ▶ When conducive with the program or project, establish performance and delivery schedules that encourage small businesses, minority businesses and women's business enterprises to participate.
2. Purchase only items that contain the highest practicable percentage of recovered materials, as defined by the Environmental Protection Agency (EPA), consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000 or the value of the quantity acquired during the preceding fiscal year exceeded \$10,000.
3. Use solid waste management services in a manner that maximizes energy and resource recovery.

The purchasing officer or designee may search state and federal surplus property offerings to determine whether any items the district needs are available at a lower cost without sacrificing quality.

Contracts

When making purchases using federal funds, the district will not use a time and materials contract unless there is a determination that no other contract is suitable and the district includes a ceiling price and oversees the project to ensure efficiency.

The district may use value engineering clauses in contracts for construction projects of sufficient size to offer reasonable opportunities for cost reductions.

The purchasing officer or designee will resolve contract and procurement disputes in accordance with good administrative practice and sound business judgment. The purchasing officer is authorized to contact the district's legal counsel for assistance in resolving disputes.

Title I Comparability

Federal law requires districts to ensure that schools that receive Title I funds receive the same level of services and resources from state and local funds as schools that do not receive Title I funds. If the district has school buildings with more than 100 students and more than one building for each grade span, the district is required to annually conduct a comparability study between buildings of more than 100 students. If all the district's schools receive Title I funds, the district must determine that services are, taken as a whole, substantially comparable in each school. The district may meet these requirements by comparing either grade spans or schools. The district will establish comparability by ensuring:

1. That it has adopted a districtwide salary schedule;
2. Equivalence among schools in teachers, administrators and other staff; and
3. Equivalence among schools in the provision of curriculum materials and instructional supplies.

Alternatively, the superintendent or designee will complete an annual comparability study using the procedures and forms provided by the Department of Elementary and Secondary Education (DESE). If the superintendent or designee determines that services and resources are not comparable, the superintendent will notify the Board and take steps to rectify the situation.

The data collected and compiled in the determination of comparability will be retained in accordance with the Public School Records Retention Schedule. The district will provide DESE with the appropriate assurances that the district is in compliance with the federal law.

Conflict of Interest

In addition to acting in accordance with Missouri laws governing conflicts of interest and financial disclosures, Board members, employees and agents participating in the procurement of property and services using federal funds must comply with federal requirements. In cases where federal requirements are more restrictive than state requirements, federal requirements will be followed.

1. Board members, employees and agents who are or may be involved in the selection, award or administration of a contract supported by a federal award will submit, in writing, any real, apparent or potential conflict of interest to the superintendent or designee or the Board

REFERENCE COPY

FILE: DJFA
Critical

secretary. The recipient of the report will forward any disclosures to the awarding state or federal agency in accordance with the reporting policy of the agency.

2. No Board member, employee or agent will participate in the selection, award or administration of a contract supported by a federal award if he or she has a real, apparent or potential conflict of interest.
3. Board members, employees and agents will not solicit or accept gratuities, favors or anything of monetary value from contractors, parties to subcontracts or any vendor who is attempting to be a contractor for a federal program or project, but may accept unsolicited gifts of nominal value. For the purposes of this policy, a gift of nominal value is defined as an unsolicited gift of \$25 or less.

Consequences

Board members, employees and agents are required to immediately report any violation of this policy to the superintendent or Board president. In accordance with federal law, Board members, employees and agents will, within five days of the violation, report all violations of federal criminal law involving fraud, bribery or a gratuity violation potentially affecting the federal award, even if no charges have been filed, to the superintendent, designee or Board president. The superintendent, designee or Board president will submit information about the violation to the federal awarding entity and will contact the district's attorney for assistance in making that report. See 2 C.F.R. § 200.113.

Board members who violate the provisions of this policy will be prohibited from holding a Board office or representing the full Board, as an official spokesperson or otherwise, in the community unless excused by the Board. Employees who violate this policy will be disciplined or terminated, and the district will reconsider and potentially end business relationships with agents who violate this policy. In addition, violations of this policy or the laws it references may be reported to law enforcement, the Missouri Ethics Commission, the Attorney General's Office or DESE and other applicable funding agencies.

* * * * *

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.

FILE: DJFA
Critical

REFERENCE COPY

Adopted: 12/19/2016

Revised:

Cross Refs: BBFA, Board Member Conflict of Interest and Financial Disclosure
GBCA, Staff Conflict of Interest
IGBC, ~~Parent/Family Involvement in Instructional and Other Programs~~ **Parent and Family Involvement and Engagement**
IGBCB, Programs for ~~Migrant~~ **Migratory** Students
IGBH, Programs for English ~~Language~~ Learners

Legal Refs: §§ 8.285 - .291, .675 - .687, 34.073 - .080, .350 - .359, .375, 105.450 - .458, 162.301, 170.041, 171.181, 177.082 - .086, 285.530, 292.675, 393.310, 432.070 - .080, RSMo.
20 U.S.C. § 6321
5 C.S.R. 30-4.030, 680.010
2 C.F.R. § 200.22, .23, .38, .92, 112, .113, .317, .318, .338
7 C.F.R. §§ 210.16, .21, 220.16
40 C.F.R. Part 247
47 C.F.R. § 54.503

Center School District #58, Kansas City, Missouri

REFERENCE COPY

FILE: GCPE
Critical

TERMINATION OF PROFESSIONAL STAFF MEMBERS

Noncertificated Personnel

Noncertificated Employees with Employment Contracts

Employees with employment contracts will be terminated after due process in accordance with the contract and law.

Noncertificated Employees without Employment Contracts

The superintendent or designee may terminate employees who are not under contract. The superintendent shall report any such termination ~~or suspension~~ to the Board of Education, and the decision will stand approved unless reversed by the Board.

Certificated Personnel

Employees whose positions require a teaching certificate in accordance with law (certificated personnel) shall be terminated in accordance with the provisions of the Teacher Tenure Act of Missouri or other applicable law.

Tenured Teachers

I. Method

- A. A tenured teacher may be terminated by the Board of Education of a school district for one or more of the following reasons:
 1. Physical or mental condition unfitting him or her to instruct or associate with children. This provision will not be used for termination unless the district is also in compliance with other state and federal laws requiring the reasonable accommodation of persons with disabilities.
 2. Immoral conduct.
 3. Incompetency, inefficiency or insubordination in the line of duty.
 4. Willful or persistent violation of or failure to obey the school laws of the state or the published regulations of the Board of Education of the school district employing him or her.

5. Excessive or unreasonable absence from performance of duties.
 6. Conviction of a felony or crime involving moral turpitude.
- B. In determining the professional competency or efficiency of a tenured teacher, consideration should be given to the teacher's performance evaluations, other documentation or evidence of performance, and any ~~written~~ standards of performance adopted by the Board.
- C. A tenured teacher's contract may not be terminated by the Board of Education until after service upon the teacher of written charges specifying with particularity the grounds alleged to exist for termination of such contract, notice of a hearing on charges and, if requested by the teacher, a hearing by the Board of Education.
- D. If the charges are for incompetency, inefficiency or insubordination, at least 30 days before service of the notice of charges, the superintendent will give the teacher a warning in writing stating specifically the causes which, if not removed, may result in charges. Thereafter, the superintendent or designee and the teacher shall meet in an effort to resolve the matter. Thirty days' notice is not necessary for termination for charges other than incompetency, inefficiency and insubordination.
- E. Notice of a hearing upon charges, together with a copy of charges, shall be served on the tenured teacher at least 20 days prior to the date of the hearing. The notice and copy of charges may be served upon the teacher by certified mail with personal delivery, addressed to the employee at his or her last known address. If the teacher or the teacher's agent does not, within ten days after receipt of the notice, request a hearing on the charges, the Board may, by a majority vote, order the contract of the teacher terminated. If a hearing is requested by either the teacher or the Board of Education, it shall take place not less than 20 or more than 30 days after notice of the hearing has been furnished to the tenured teacher.
- F. On the filing of charges in accordance with this section, the Board may suspend the teacher from active performance of duty until a decision is rendered by the Board, but the teacher's salary shall be continued during such suspension unless the law requires the suspension to be without pay. If a decision to terminate a teacher's employment is appealed and the decision is reversed, the teacher shall be paid his or her salary lost while the appeal was pending.

REFERENCE COPY

FILE: GCPE
Critical

II. Termination Hearing

If a hearing is requested on the termination of a tenured contract or is otherwise used for the termination of a professional staff member under this policy, it shall be conducted by the Board of Education in accordance with the following provisions:

- A. The hearing shall be public.
- B. Both the teacher and the person filing charges may be represented by counsel who may cross-examine witnesses.
- C. Testimony at hearings shall be on oath or affirmation administered by the president of the Board of Education, who shall have the authority to administer oaths in accordance with law.
- D. The Board shall have the power to subpoena witnesses and documentary evidence as provided in § 536.077, RSMo., and shall do so on its own motion or at the request of the teacher against whom charges have been made. The Board shall hear testimony of all witnesses named by the teacher. However, the Board may limit the number of witnesses to be subpoenaed on behalf of the teacher to not more than ten.
- E. The Board of Education shall employ a stenographer who shall make a full record of the proceedings of the hearings and who shall, within ten days after the conclusion thereof, furnish the Board of Education and the teacher, at no cost to the teacher, a copy of the transcript of the record, which shall be certified by the stenographer to be complete and correct. The transcript shall not be open to public inspection unless the hearing on the termination of the contract was an open hearing or if an appeal from the decision of the Board is taken by the teacher.
- F. All costs of the hearing shall be paid by the Board except the cost of counsel for the teacher.
- G. The decision of the Board of Education resulting in the demotion of a tenured teacher or the termination of a tenured contract shall be by a majority vote of the members of the Board of Education, and the decision shall be made within seven days after the transcript is furnished them. A written copy of the decision shall be furnished to the teacher within three days thereafter.

III. Appeal

- A. The teacher may appeal the decision of the Board of Education to the circuit court of the county where the district is located. The appeal shall be taken within 15 days after service of a copy of the decision of the Board of Education upon the teacher, and if an appeal is not taken within that time, the decision of the Board of Education shall become final.
- B. The appeal may be taken by filing notice of appeal with the Board of Education, whereupon the Board of Education, under its certificate, shall forward to the court all documents and papers on file in the matter, together with a transcript of the evidence, the findings and the decision of the Board of Education, which shall thereupon become the record of the cause. Such appeal shall be heard as provided in Chapter 536, RSMo.

Probationary Teachers

A probationary teacher may be terminated during the course of a contract for any legal reason including, but not limited to, the reasons for terminating a tenured teacher.

If in the opinion of the Board of Education any probationary teacher has been doing unsatisfactory work, the Board of Education, through its authorized administrative representative, shall provide the teacher with a written statement definitely setting forth his or her alleged incompetency and specifying the nature thereof in order to furnish the teacher an opportunity to correct his or her fault and overcome the incompetency. If improvement satisfactory to the Board of Education has not been made within 90 days of receipt of the notification, the Board of Education may terminate the employment of the probationary teacher immediately. Termination on other grounds may progress immediately.

Any motion to terminate the employment of a probationary teacher shall include only one person and must be approved by a majority of the members of the Board of Education. A tie vote thereon constitutes termination. A probationary teacher will receive due process as required by law prior to termination. The district may utilize the hearing process detailed above for the termination of tenured teachers.

Certificated Administrative Staff Ineligible for Tenure

Certificated employees ineligible for tenure (other than the superintendent) in their present positions, such as principals and assistant principals, may be terminated during the course of a contract for any legal reason including, but not limited to, the reasons for terminating instructional personnel. No improvement period is required prior to the notice of charges.

REFERENCE COPY

FILE: GCPE
Critical

If an administrator other than the superintendent is also a tenured teacher, the district will provide the terminated administrator a teaching position for which he or she is qualified if a position is available in accordance with law, unless the teaching contract has also been terminated.

An administrator will receive due process prior to termination as required by law. The district may utilize the process for dismissal of tenured teachers.

Additional Remedies

In addition to termination, the district reserves the right to seek the revocation or discipline of a teaching or administrative certificate with the State Board of Education, pursuant to state law. The district may petition the Attorney General's Office to file charges with the State Board of Education on behalf of the school district for any reason other than annulment of contract. The district may also file criminal charges or seek other civil damages when appropriate.

Notification to the State Board and the Attorney General

The superintendent or designee shall immediately provide written notice to the State Board of Education and the attorney general upon learning that a certificated employee has pled guilty to or was found guilty of any offense that would authorize the State Board to seek discipline or revoke a teaching certificate.

Notification to Retirement Systems

In accordance with law, the district will notify the Public School Retirement System (PSRS), the Public Education Employee Retirement System (PEERS) or any other relevant state retirement system when an employee or former employee is charged with or convicted of any of the following crimes committed in direct connection with or directly related to the employee's or former employee's duties as an employee with the district, when the charge or conviction is a felony:

1. Stealing under § 570.030, RSMo., when the offense involved money, property or services valued at \$5,000 or more;
2. Receiving stolen property under § 570.080, RSMo., as it existed before January 1, 2017, when such offense involved money, property or services valued at \$5,000 or more;
3. Forgery under § 570.090, RSMo.;
4. Counterfeiting under § 570.103, RSMo.;
5. Bribery of a public servant under § 576.010, RSMo.;

6. Acceding to corruption under § 576.020, RSMo., or
7. Any substantially similar offense under federal law.

Allegations of Sexual Misconduct with a Student

If a former district employee whose job involved contact with children was terminated, nonrenewed or allowed to resign in lieu of termination as a result of an allegation of sexual misconduct with a student, or as a result of such allegations being substantiated by the Children's Division (CD) of the Department of Social Services' child abuse and neglect review board, the district is required by law to release information regarding the sexual misconduct to a potential public school or charter school employer who contacts the district regarding the former employee. In addition, if the CD substantiates a complaint of sexual misconduct with a student against a former employee of the district, the law requires the district to release the results of the CD investigation to any potential public school or charter school employer who contacts the district.

When employment ends as a result of an allegation of sexual misconduct with a student, the district will provide appropriate due process prior to the release of information regarding the sexual misconduct to a potential public school or charter school employer, if feasible. The superintendent or designee is authorized to consult with the district's attorney to determine the appropriate level of due process to provide.

For the purposes of this policy, employees are considered "former employees" if they have resigned, been terminated, had their contracts nonrenewed, or been notified that their contracts with the district will not be renewed or that the district is pursuing termination, even if the process has not been completed.

* * * * *

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: 03/28/2005

Revised: 08/22/2011; 03/04/2013; 06/22/2015;

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
FC, School Closings, Consolidations and Reorganizations
HPA, Employee Walkouts, Strikes and Other Disruptions

REFERENCE COPY

FILE: GCPE
Critical

ILA, Test Integrity and Security
JFCF, ~~Hazing and Bullying~~
JFCG, Hazing
JFG, Interrogations, Interviews and Searches
JHG, Reporting and Investigating Child Abuse/Neglect

Legal Refs: §§ ~~105.669~~, 162.068, 168.~~071~~, .101, .114, .116, .118, .120, .126, RSMo.
U.S. Const. amend. XIV

Center School District #58, Kansas City, Missouri

REFERENCE COPY

FILE: GDPE
Critical

NONRENEWAL AND TERMINATION OF SUPPORT STAFF MEMBERS

Employees without Contracts

The superintendent may terminate support staff members who are not under contract. The superintendent shall report any such termination to the Board of Education. The superintendent's decision will stand approved unless reversed by the Board.

Although support staff employees not employed under contract have no contractual right to continued employment from one academic term or year to the next, such employees may reasonably expect continued employment until notified otherwise by the superintendent or designee.

Notification to Retirement Systems

In accordance with law, the district will notify the Public School Retirement System (PSRS), the Public Education Employee Retirement System (PEERS) or any other relevant state retirement system when an employee or former employee is charged with or convicted of any of the following crimes committed in direct connection with or directly related to the employee's or former employee's duties as an employee with the district, when the charge or conviction is a felony:

1. Stealing under § 570.030, RSMo., when the offense involved money, property or services valued at \$5,000 or more;
2. Receiving stolen property under § 570.080, RSMo., as it existed before January 1, 2017, when such offense involved money, property or services valued at \$5,000 or more;
3. Forgery under § 570.090, RSMo.;
4. Counterfeiting under § 570.103, RSMo.;
5. Bribery of a public servant under § 576.010, RSMo.;
6. Acceding to corruption under § 576.020, RSMo.; or
7. Any substantially similar offense under federal law.

Special Circumstances

If a former district employee whose job involved contact with children was terminated, nonrenewed or allowed to resign in lieu of termination as a result of an allegation of sexual misconduct with a student, or as a result of such allegations being substantiated by the State of Missouri's child abuse

FILE: GDPE
Critical

REFERENCE COPY

and neglect review board, the district is required by law to release information regarding the sexual misconduct to a potential public school or charter school employer who contacts the district regarding the former employee. In addition, if the **Children's Division (CD) of the Missouri Department of Social Services** substantiates a complaint of sexual misconduct with a student against a former employee of the district, the law requires the district to release the results of the CD investigation to any potential public school or charter school employer who contacts the district.

When employment ends as a result of an allegation of sexual misconduct with a student, the district will provide appropriate due process prior to the release of information regarding the sexual misconduct to a potential public school or charter school employer, if feasible. The superintendent or designee is authorized to consult with the district's attorney to determine the appropriate level of due process to provide.

For the purposes of this policy, employees are considered "former employees" if they have resigned, been terminated, or been notified that the district is pursuing termination, even if the process has not been completed.

* * * * *

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: 05/21/2018

Revised:

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
FC, School Closings, Consolidations and Reorganizations
HPA, Employee Walkouts, Strikes and Other Disruptions
ILA, Test Integrity and Security
JFCF, Bullying
JFCG, Hazing
JFG, Interrogations, Interviews and Searches
JHG, Reporting and Investigating Child Abuse/Neglect

Legal Refs: §§ 105.669, 162.068, 167.166, 168.071, RSMo.
U.S. Const. amend. XIV

Center School District #58, Kansas City, Missouri

REFERENCE COPY

FILE: IGAB
Critical

INSTRUCTIONAL INTERVENTIONS

The Center School District #58 is strongly committed to creating an environment that promotes high achievement for all students. The Board directs classroom teachers to employ a variety of evidence-based instructional interventions at the classroom level to assist students who may be at risk of falling below grade-level expectations. In addition, the Board requires districtwide compliance with the instructional interventions detailed in this policy, as required by law.

Reading Improvement Instruction

Reading Intervention Plans for Students in Grades K–3

Students enrolling in or currently attending grades K–3 who are reading below grade level or otherwise failing to meet the district's objectives will be provided a reading intervention plan that includes reading improvement instruction designed to assist the student to read at grade level by third grade. All students enrolling who are identified as reading below grade level will receive an individual plan of reading intervention. The plan may include individual and group activities, and the parents/guardians may be consulted. Hours of reading improvement instruction that fall outside normal school hours may be counted in the calculation of average daily attendance for state aid.

Reading Improvement Plans for Students in Grades 3–6

The district will administer reading assessments and implement reading improvement plans for students in grades three through six in accordance with law. Reading improvement plans will include at least 30 hours of additional reading instruction or practice outside the regular school day or during the summer session.

The district shall establish a summer school program for reading instruction with a minimum of 40 hours of reading instruction and practice for all students with a reading improvement plan in grades three through six.

Dyslexia and Related Disorders

In accordance with law, the district will screen students for dyslexia and related disorders and provide the appropriate classroom support in accordance with guidelines developed by the Department of Elementary and Secondary Education (DESE).

Screening results will be provided to the student's parents/guardians and district employees who have a legitimate educational interest.

A screening that indicates the possibility of dyslexia or a related disorder is not a diagnosis and is not sufficient to determine whether the student has a disability, as defined in law, that requires

accommodation or special education. However, the district may use the information to provide additional classroom support and collect additional data to determine whether the student may need to be evaluated for special education or other accommodations in the future.

The district will annually offer all teachers a minimum of two hours of in-service training on dyslexia and related disorders.

Remediation as a Condition of Promotion

Students identified by the district as failing to master grade-level skills and competencies must remediate those skills and competencies before they are promoted to the next grade level. The superintendent or designee shall determine which skills and competencies must be mastered, how they are to be assessed and what remediation is appropriate. The district may operate remediation programs outside the regular school day, including summer school. Such remediation shall recognize that different students learn differently and shall employ methods designed to help these students achieve at high levels. The district will pursue all available state or federal aid for such programs.

* * * * *

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:

Cross Refs: GCL, Professional Staff Development Opportunities
JO, Student Records

Legal Refs: §§ 162.670 - .999, 167.268, .340, .640, .645, .950, 633.420, RSMo.
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1417
The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213, §§ 5 - 7
34 C.F.R. Part 104

Center School District #58, Kansas City, Missouri

REFERENCE COPY

FILE: IGB
Critical

ACCOMMODATION OF STUDENTS WITH DISABILITIES

No qualified student with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any district program, including nonacademic services and extracurricular activities. The district seeks to identify and evaluate students who may have disabilities as defined by Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA). The district will provide students with disabilities a free and appropriate public education as required by law.

The superintendent or designee is directed to create procedures to assist the district in properly identifying, evaluating and serving students with disabilities who need accommodation to participate in the district's educational programs.

Section 504 and ADA Compliance Officer

The district designates the compliance officer listed in policy AC as the district's Section 504 and ADA compliance officer. All complaints or concerns regarding illegal discrimination must be brought to the attention of the compliance officer.

Notice and Child Find

District publications will include notification to students and the public that the district does not discriminate on the basis of disability in admission or access to, or treatment in, its programs or activities. The notice will provide district contact information for members of the public to notify the district if they know or believe that a child may have a disability.

Grievance Procedure

All complaints alleging discrimination, violation of law or failure to follow district policies or procedures regarding the education or accommodation of students with disabilities will be made to the compliance officer and will be investigated immediately. The district will use the grievance procedure outlined in policy AC. Complaints may be made at any time to the U.S. Department of Education, Office for Civil Rights.

* * * * *

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.

FILE: IGB
Critical

REFERENCE COPY

Adopted:

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
ECG, Animals on District Property
FB, Facilities Planning
FEF, Construction Contracts Bidding and Awards
JGE, Discipline of Students with Disabilities
JHCF, Student Allergy Prevention and Response
JHDA, Surveying, Analyzing or Evaluating Students
JO, Student Records

Legal Refs: The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794
34 C.F.R. Part 104
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213

Center School District #58, Kansas City, Missouri

REFERENCE COPY

FILE: IGBA
Critical

PROGRAMS FOR STUDENTS WITH DISABILITIES SPECIAL EDUCATION

It is the policy of the Board of Education to provide a free and appropriate public education (FAPE) for students with disabilities, including those who are in need of special education and related services in accordance with the Individuals with Disabilities Education Act (IDEA), the Missouri State Plan for Special Education (State Plan), the district's local compliance plan, and applicable state and federal laws.

General Child Find

The district has an obligation to locate, identify and evaluate children in the district between the ages of 3 and 21 who may need special education and related services, including children who are wards of the state, are homeless or attend private schools located within the boundaries of the school district. Any individual who knows or believes that a student has a disability and is in need of accommodation or special education should contact the school's principal or the district's administration's special education director immediately.

All complaints regarding discrimination will be resolved in accordance with policy AC. Anyone who has a complaint or suspects discrimination should contact the compliance officer identified in policy AC.

The district will notify all parents/guardians and students of its obligations under this policy and the law. The district will also utilize public media and other postings to notify the public of the district's legal obligations as required by law.

Unless the parents of the child have initially consented in writing to the district's offer to provide special education and related services, the district cannot, and will have no obligation to, provide special education services pursuant to the Individuals with Disabilities Education Act (IDEA), and the child will not receive the protections of the IDEA.

Evaluation and Identification

The special education director will arrange for district students and children who are not enrolled in the district but who may need special education services to be evaluated to determine their eligibility for special education services in accordance with the law and state and local plans.

Specific Learning Disabilities

The Board authorizes the special education director to use a discrepancy model, including the use of professional judgment or a response to intervention (RTI) model, for identifying students with specific learning disabilities (SLD).

Children Three to Five Years of Age

When identifying children three to five years of age who qualify for special education but are not yet eligible for kindergarten, the district will use any of the disability categories, including that of Young Child with a Developmental Delay (YCDD). When a child so identified reaches kindergarten age, his or her eligibility will continue to be determined using any of the disability categories, including that of YCDD. A child who is not identified as eligible for special education services prior to reaching kindergarten age will be identified using disability categories excluding that of YCDD.

Independent Evaluations

If a student is evaluated for special education services and the parents/guardians disagree with the evaluation, the parents/guardians may obtain an independent educational evaluation (IEE) at the district's expense, as allowed by the IDEA. Applicable procedures, evaluator criteria, and location and cost limitations governing the IEE process are available through the district's special education director. The Board delegates to the superintendent or designee the authority to make changes to these procedures, evaluator criteria and cost guidelines. These items will adhere to rules published in the Missouri State Plan and the local plan for compliance with the law.

Students Eligible for Special Education Services under the IDEA

The district's programs and services available to meet the needs of students with disabilities will be in accordance with applicable federal and state laws governing special education services, including the State and Local Plans for the implementation of Part B of the IDEA. However, if the State of Missouri does not receive or accept federal IDEA Part B funds, nothing in this policy shall be read to require anything, procedurally or substantively, that is not required by the governing law.

Students Placed in Private Schools by Their Parents/Guardians

For the purpose of this policy, a "private school" is defined to include home schools and religious/parochial schools.

In general, the Center School District #58 has no obligation to provide a free, appropriate public education (FAPE) or special education and related services to any individual student enrolled in a private school by his or her parents/guardians. The district will expend a proportionate amount of its IDEA Part B funds on the group of privately placed students as a whole, as required by law.

REFERENCE COPY

FILE: IGBA
Critical

The district will work with private schools located within its boundaries to identify and evaluate students attending the private schools who may be eligible for special education services. When a student is determined eligible, the district will offer to enroll the student and provide the student special education and related services in the district.

Parents/~~Guardians~~ of a student previously enrolled in the district who choose to unilaterally place the student in a private school without district consent due to a dispute regarding FAPE will not be reimbursed for tuition costs except as required by law.

Evaluation and Identification

The special education director will develop and implement procedures governing the evaluation of students to determine their eligibility for special education services in accordance with the law and state and local plans. Further, the Board authorizes the special education director to use a discrepancy model, including the use of professional judgment or a response to intervention (RTI) model, for identifying students with specific learning disabilities (SLD).

Independent Evaluations

An Independent Educational Evaluation (IEE) will be provided as required by the IDEA. Applicable procedures, evaluator criteria and cost guidelines governing the IEE process are available through the district's special services office. The Board delegates the authority to make changes to these procedures, evaluator criteria and cost guidelines to the superintendent or designee. These items will adhere to rules published in the State and Local Plans for Compliance with Part B of the IDEA.

Extended School Year

Extended school year (ESY) services may be necessary to provide a child with a disability a free and appropriate public education~~FAPE~~ pursuant to law. The individualized education program (IEP) team will consider ESY services for all special education students eligible for services under the IDEA, but ESY services will only be provided if the student is found eligible in accordance with this policy.

A student will be eligible for ESY services if, based on the available data, the student needs services beyond the regular school day~~or~~ term to avoid regression that will interfere with the student's ability to continue to progress in the curriculum. This determination will be based on consideration of the following:

1. The nature and severity of the student's disability.
2. The areas of learning crucial to the child's attainment of self-sufficiency and independence.

3. The student's progress.
4. The student's behavioral and physical needs.
5. Opportunities the student will have to practice skills outside of the **formal** classroom setting without ESY services.
6. Availability of alternative resources.
7. Areas of **the student's** curriculum that need continuous attention.
8. Ability of the student's parents/**guardians** to provide educational structure.
9. Particular curricular or vocational needs of the student.
- 10. Opportunity for the student to interact with nondisabled children.**

The length, nature and type of ESY services will be determined by the IEP team and addressed in each student's IEP. If at the time the IEP is developed it is unreasonable to predict eligibility for ESY services, the IEP team will meet after sufficient time has passed for the team to make an informed decision about ESY services, but not later than six weeks prior to the end of the regular school term.

Mediation

The Board of Education authorizes the superintendent or designee to legally bind the school district to a mediation agreement developed in accordance with the IDEA and Missouri law and further authorizes the special education director to contact an attorney for legal advice prior to making any decisions. In the absence of the special education director, the superintendent or designee is authorized to perform his or her duties under this section.

Resolution

The Board of Education designates the special education director to represent the school district in resolution meetings and gives the special education director decision-making authority on behalf of the district. The special education director has the authority to sign and legally bind the district to a settlement agreement reached at the resolution meeting. In the absence of the special education director, the superintendent or designee is authorized to perform his or her duties under this section. All other settlement agreements must be approved by the Board.

REFERENCE COPY

FILE: IGBA
Critical

~~Children Three to Five Years of Age~~

~~When identifying children three to five years of age who qualify for special education but are not yet eligible for kindergarten, the district will use any of the disability categories, including that of Young Child with a Developmental Delay (YCDD). When a child so identified reaches kindergarten age, his or her eligibility will continue to be determined using any of the disability categories, including that of YCDD. A child who is not identified as eligible for special education services prior to reaching kindergarten age will be identified using disability categories excluding that of YCDD.~~

~~Accommodation of Students with Disabilities Including Those Not Eligible for Special Education Services under the IDEA~~

~~The district seeks to identify, evaluate and provide free and appropriate educational services in the least restrictive environment to all qualified students with disabilities within the definitions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (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.~~

~~Students with disabilities may be eligible for accommodation under this policy even though they are not eligible for services pursuant to the IDEA. The district will initiate a referral if a student requiring accommodation is also believed to be a student with a disability as defined by the IDEA. Implementation of an IEP in accordance with the IDEA satisfies the district's obligation to provide a free and appropriate education under Section 504.~~

* * * * *

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: 12/21/1992

Revised: 01/19/2000; 02/26/2001; 08/27/2001; 11/25/2002; 01/27/2003; 03/29/2004;
08/22/2005; 06/28/2010; 09/26/2011;

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
DGA, Authorized Signatures
ECBECG, Animals on District Property
EHBC, Privacy ProtectionData Governance and Security

FILE: IGBA
Critical

REFERENCE COPY

JCB, Intradistrict Transfers

JCC, Interdistrict Transfers

JECC, Assignment of Students to Grade Levels/Classes

JGE, Discipline of Students with Disabilities

JHCF, Student Allergy Prevention and Response

JHDA, Surveying, Analyzing or Evaluating Students

JO, Student Records

KKB, Audio and Visual Recording

~~MSIP Refs: — 7.1~~

Legal Refs: §§ 161.850, 162.670 - .999, RSMo.

Missouri State Plan for Special Education

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

34 C.F.R. Part 300

The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794

34 C.F.R. Part 104

Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213

~~*Yaris v. Special Sch. Dist.*, 728 F.2d 1055 (8th Cir. 1984)~~

Center School District #58, Kansas City, Missouri

REFERENCE COPY

FILE: IGBC
Critical

~~PARENT/ AND FAMILY INVOLVEMENT IN INSTRUCTIONAL AND OTHER PROGRAMS AND ENGAGEMENT~~

The Center School District #58 Board of Education believes that engaging parents/ ~~and~~ families in the education process is essential to improved academic success for students. The Board recognizes that a student's education is a responsibility shared by the district, parents, families and other members of the community ~~during the entire time a student attends school. The Board believes that the district must create an environment that is conducive to learning and that strong, comprehensive parent/family involvement is an important component. Parent/Family involvement in education requires a cooperative effort with roles for the Department of Elementary and Secondary Education (DESE), the district, parents/families and the community.~~

~~For the purposes of this policy, "parent" means a parent, guardian or person acting as a parent in the absence of the parent.~~

~~Missouri Parent/ and Family Involvement and Engagement Goals and Plan~~

The Board of Education recognizes the importance of ~~both~~ eliminating barriers that impede parent/ ~~and~~ family involvement, ~~thereby and~~ facilitating an environment that encourages collaboration with parents, families and other members of the community. Therefore, the district, ~~pursuant to state law and in collaboration with the State Board of Education, education personnel, local associations, and organizations of parents of district students,~~ will develop and implement a ~~plan/policy~~ to facilitate parent/ ~~and~~ family involvement ~~and engagement~~ that shall include the following six goals:

1. Promote regular, two-way, meaningful communication between home and school.
2. Promote and support responsible parenting.
3. Recognize the fact that parents/ ~~and~~ families play an integral role in assisting their children to learn.
4. Promote a safe and open atmosphere for parents/ ~~and~~ families to visit the schools their children attend, and actively solicit parent/ ~~and~~ family support and assistance for school programs.
5. Include parents as full partners in decisions affecting their children and families.
6. Use available community resources to strengthen and promote school programs, family practices and the achievement of students.

~~The district's plan for meeting these goals is to:~~

1. ~~Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, Parents as Teachers, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.~~
2. ~~Implement strategies to involve parents/families in the educational process, including:~~
 - ~~→ Keeping parents/families informed of opportunities for involvement and encouraging participation in various programs.~~
 - ~~→ Providing access to educational resources for parents/families to use together with their children.~~
 - ~~→ Keeping parents/families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.~~
3. ~~Enable families to participate in the education of their children through a variety of roles. For example, parents/family members should be given opportunities to provide input into district policies and volunteer time within the classrooms and school programs.~~
4. ~~Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.~~
5. ~~Perform regular evaluations of parent/family involvement at each school and at the district level.~~
6. ~~Provide access, upon request, to any instructional material used as part of the educational curriculum.~~
7. ~~If practical, provide information in a language understandable to parents.~~

~~Title I, Migrant Education (MEP) and Limited English Proficiency (LEP) Programs~~

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

REFERENCE COPY

FILE: IGBC
Critical

Title I Program Parent and Family Involvement and Engagement

District Policy

The district and parents and family members of children students participating in the Title I Part A program will jointly develop and agree upon a written parent and family involvement and engagement policy for the district that will establish the district's expectations and objectives for meaningful parent and family involvement and describe how the district will:

1. Involve parents and family members in the joint development of the Title I program plan and in the process of reviewing the implementation of the plan and suggesting improvements. Parents and family members will also be involved in the development of support and improvement plans as required by law.
2. Provide the coordination, technical assistance and other support necessary to assist participating and build the capacity for all Title I schools in planning and implementing effective parental and family involvement and engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders and philanthropic organizations or individuals with expertise in effectively engaging parents and family members in education.
3. Build the schools' and parents' capacity for strong parental involvement.
4. Coordinate and integrate Title I parental and family involvement and engagement strategies, to the extent feasible and appropriate, with those of other federal, state and local laws and educational programs.
54. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content of the parental and family involvement and engagement policy and its effectiveness in improving the academic quality of the schools served. The district will use the findings of the evaluation to design strategies for more effective parent and family involvement and engagement and to revise, if necessary, the parent and family involvement and engagement policies. This The evaluation will include identifying:
 - Barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.

- ▶ The needs of parents and family members to assist with their students' learning, including engagement with school personnel and teachers.
 - ▶ Strategies to support successful school and family interactions.
65. Involve parents in the activities of the schools served, which may include establishing a parent advisory board composed of parents and family members who adequately represent the needs of the population served by the district. If created, the parent advisory board would be tasked with developing, reviewing and revising this policy.

School Policy

Each school receiving Title I Part A funds and the parents and families of the students in the school will jointly develop with and distribute to parents of children participating in the Title I program and agree upon a written parental involvement policy agreed upon by such parents parent and family involvement and engagement policy for the school. In accordance with the requirements of federal law:

1. The policy must be made available to the local community and updated periodically to meet the changing needs of parents and the school distributed to parents in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents understand.
2. The policy shall contain a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children be reviewed annually and updated as needed to meet the changing needs of the parents, families and school.
3. Each school participating in the Title I Part A program will convene a meeting annually to inform parents about Title I and to involve parents in the planning, review and improvement of Title I programs, including the planning, review and improvement of the school parental involvement policy:
 1. Convene an annual meeting, at a convenient time, to which all parents of participating students will be invited and encouraged to attend. The purpose of the meeting is to inform parents about the school's involvement in the Title I program, the requirements of Title I and the right of parents to be involved. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide transportation, childcare or home visits as those services relate to parent involvement.

REFERENCE COPY

FILE: IGBC
Critical

2. Involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I Part A programs, including the parent and family involvement and engagement policy and the joint development of a schoolwide program plan. The schoolwide plan will include both positive and negative comments on the Title I Part A program from parents of participating students.
3. Provide parents of participating students:
 - ▶ Timely information about Title I programs.
 - ▶ A description and explanation of the curriculum.
 - ▶ The forms of academic assessment used to measure student progress.
 - ▶ The achievement levels of the Missouri Learning Standards (MLS).
 - ▶ Opportunities, if requested by parents, for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
 - ▶ Timely responses to suggestions.
4. Work jointly with parents of students in the program to develop a school-parent compact that outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the MLS. The compact will:
 - ▶ Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I to meet the MLS.
 - ▶ Identify ways in which each parent will be responsible for supporting his or her student's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the student's classroom; and participating, as appropriate, in decisions relating to the education of the student and the positive use of extracurricular time.
 - ▶ Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, parent-teacher conferences in elementary schools at least annually during which the compact shall be discussed as it relates to the individual student's achievement; frequent reports to parents on their student's

progress; reasonable access to staff; opportunities to volunteer and participate in their student's class; observation of classroom activities; and ensuring regular, two-way, meaningful communication among family members and school staff that, to the extent practicable, is in a language the family members can understand.

Building Capacity for Involvement

The district and each Title I school will support a partnership among the Title I school, parents and community members and ensure effective involvement and engagement of parents by:

1. Providing parents of students served with assistance in understanding topics such as the MLS, local assessments and the requirements of Title I; how to monitor a student's progress; and how to work with teachers to improve the performance of their student.
2. Providing parents the training and materials necessary to improve their student's achievement, such as literacy and technology use training, including information about the harms of copyright piracy, as appropriate to foster parental involvement and engagement.
3. Educating, with parental assistance, all school personnel on:
 - ▶ Valuing parent contributions.
 - ▶ Reaching out to and communicating and working with parents as equal partners.
 - ▶ Implementing and coordinating parent programs.
 - ▶ Building ties between parents and the school.
4. To the extent feasible and appropriate, coordinating and integrating parent involvement and engagement programs and activities with other federal, state and local programs, including public preschool programs, and conducting other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their student.
5. Ensuring that information related to school and parent programs, meetings and other activities is sent to the parents of Title I students in a format and, to the extent practicable, in a language parents can understand.
6. Providing other reasonable support for parental involvement and engagement activities as parents may request.

Accessibility

To the extent practical, the district must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English

REFERENCE COPY

FILE: IGBC
Critical

proficiency, parents and family members with disabilities and parents and family members of migratory students. Information and school reports will be provided in a format and, to the extent practicable, in a language the parents understand.

Migrant Education Program Parent Involvement

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

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

Limited English Proficiency Program Parent Involvement

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

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

Policy Evaluation

The district and each school receiving Title I funds will, with parent and family involvement, with review and evaluate the content and effectiveness of this policy and each school-level policy parent and family involvement policies at least annually. The district will revise this policy as necessary to improve or create practices that enhance parent/family involvement. The district will use the findings of such evaluation to design strategies for more effective parental involvement and engagement and to revise, if necessary and in collaboration with parents, the parent and family involvement and engagement policies.

English Learner (EL) and Migrant Education Program (MEP) Parent and Family Involvement and Engagement

The Board also recognizes the special importance of parent and family involvement and engagement to the success of its EL and MEP programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement and engagement policy that will be distributed to parents of students participating in any of these programs. The provisions of this policy shall apply to parents and families of EL and migratory students to the same extent as they apply to parents and families of other students.

Involvement for parents and families of students in the EL and MEP programs is addressed in more detail in the policies specific to those programs.

FILE: IGBC
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: 08/26/1996

Revised: 01/19/2000; 02/26/2001; 11/25/2002; 02/27/2006;

Cross Refs: ADF, District Wellness Program
CGC, State and Federal Programs Administration
DJFA, Federal Programs and Projects
JHC, Student Health Services and Requirements
JHDA, Surveying, Analyzing or Evaluating Students
KB, Public Information Program
KI, Public Solicitations/Advertising in District Facilities
KL, Public Concerns and Complaints
KLA, Concerns and Complaints Regarding Federal Programs

MSIP Refs: G-5, G-9, G-11

Legal Refs: § 167.700, RSMo.
Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h
No Child Left Behind Act of 2001/The Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6301 - 7941-7981

Center School District #58, Kansas City, Missouri

REFERENCE COPY

FILE: IGBCA
Critical

PROGRAMS FOR HOMELESS STUDENTS

The Center School District #58 Board of Education recognizes that homeless students are particularly vulnerable and need special assistance to access and benefit from the education environment. Therefore, the district, in accordance with state and federal law and the Missouri state plan for education of the homeless, will give special attention to ensure that homeless students in the district are promptly identified and have access to a free and appropriate public education and related support services.

Homeless students are individuals who lack a fixed, regular and adequate nighttime residence and include the following:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.
2. Children and youths who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.
4. Migratory children who meet one of the above-described circumstances.

District Liaison for Homeless ~~Children and Youths~~ Students

The Board designates the following individual to act as the district's liaison for homeless ~~children and youths~~ students (~~district~~ homeless liaison):

Director of Family and Student Success
8701 Holmes
Kansas City, MO 64131-2802
Phone: 816-349-3300; Fax: ~~816-349-3431~~

8163493311@fax.center.k12.mo.us
(if local no area code needed.)

The ~~district~~ homeless liaison shall designate and train another district employee to serve as the ~~district~~ homeless liaison in the absence of the ~~district~~ homeless liaison.

School of Origin

For the purposes of this policy, "school of origin" is defined as the school that the student attended when permanently housed or the school in which the student was last enrolled, including a public preschool. When the student completes the final grade level served by the school of origin, the term shall then include the designated receiving school at the next grade level for all feeder schools.

Enrollment

The selected school shall immediately enroll the homeless student even if the student is unable to produce records normally required for enrollment, such as previous academic records, immunization or other health records, proof of residency, or other documentation, and even if the student has missed any application or enrollment deadlines during any period of homelessness. Outstanding fines, fees or absences shall not present a barrier to enrollment of the student. However, the district may require a parent/guardian of a homeless student to submit contact information.

Immediately upon identifying the student as being eligible for homeless services, the selected school shall ensure that the student is attending class and participating fully in school activities.

Placement

The district will consider the best interest of the homeless student, with parental involvement, in determining whether he or she should be enrolled in the school of origin or the school that nonhomeless students who live in the attendance area in which the homeless student is actually living are eligible to attend. In determining the best interest of the student, the district will:

1. Presume that keeping the student in the school of origin is in the student's best interest, except when doing so is contrary to the request of the student's parent/guardian. ~~If or the homeless student is if unaccompanied by a parent/guardian, the district liaison will consider the views of the homeless student in deciding where he or she will be educated.~~
2. Consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health and safety of homeless students, giving priority to the request of the homeless student's parent/guardian or the unaccompanied student.

The choice regarding placement shall be made regardless of whether the homeless student lives with his or her parents/guardians or has been temporarily placed elsewhere. ~~If the student is unaccompanied, the homeless liaison shall assist the student in placement or enrollment decisions, give priority to the views of the student and provide the student with notice of his or her right to appeal the district's decision.~~

REFERENCE COPY

FILE: IGBCA
Critical

If the district determines that placement should be in the school of origin, the student will continue his or her education in the school of origin for the duration of the homelessness when the student's family becomes homeless between academic years or during an academic year, and for the remainder of the academic year even if the student becomes permanently housed during the academic year.

If the district determines that it is not in the best interest of the student to attend either the school of origin or the school requested by the parent/guardian or unaccompanied student, the district shall provide a written explanation of the reasons for its determination. The explanation shall be given in a manner and form understandable to the parents/guardians or unaccompanied student and shall include information regarding the right to appeal the district's determination.

The written explanation will include:

1. **A description of the action proposed or refused by the district;**
2. **An explanation of why the action was proposed or refused;**
3. **A description of any other options the district considered;**
4. **The reasons other options were rejected;**
5. **A description of any other relevant factors to the district's decision and information related to the eligibility or best interest determination, including the facts and evidence relied upon and their sources;**
6. **Appropriate timelines to ensure any relevant deadlines are not missed; and**
7. **Contact information for the local liaison and the state coordinator for homeless students (state coordinator) and a brief description of their respective roles.**

~~If the student is unaccompanied, the district liaison shall assist the student in placement or enrollment decisions, shall give priority to the views of the student, and shall provide the student with notice of his or her right to appeal the district's decision.~~

Services

Each homeless student shall be provided services comparable to the services offered to other students in the district including, but not limited to, transportation services; education services for which the student meets the eligibility criteria, such as education programs for disadvantaged students, students with disabilities and gifted students; programs in career and technical education; school nutrition programs; preschool programs; before- and after-school care programs; and

programs for English learners. Homeless students will not be segregated in a separate school or program within a school based on the students' status as homeless.

The district will coordinate services for homeless students with local social service agencies and other agencies or entities providing services to homeless students and their families, including services and programs funded under the Runaway and Homeless Youth Act. The district will also coordinate transportation, transfer of school records and other interdistrict activities with other school districts.

Transportation

If the homeless student's school of origin, including a public preschool, and temporary housing are located in the Center School District #58, the district will provide transportation to and from the school of origin at the request of the parent/guardian or ~~district~~homeless liaison, provided it is in the best interest of the student.

If the homeless student's school of origin and temporary housing are located in two different school districts, the districts may agree on a method to apportion the responsibility and costs for providing transportation to the school of origin. If no agreement is reached, the districts will equally share the responsibility and costs for transporting the student. If a homeless student becomes permanently housed in the middle of the school year, the district will continue to provide transportation to the school of origin for the remainder of the school year.

Transportation to the school of origin shall be provided even if a homeless preschooler who is enrolled in a public preschool moves to another district that does not provide a widely available or universal preschool.

Records

When a homeless student enrolls in the district or a district school, the district will immediately contact the school the homeless student last attended in order to obtain academic or other relevant records.

Any records ordinarily kept by the school for each homeless student (including immunization or other health records, academic records, birth certificates, guardianship records and evaluations for special services or programs) shall be maintained so that the district is equipped to provide the student with appropriate services, make necessary referrals and transfer records in a timely fashion when a homeless student enters a new school district. Copies of records shall be made available upon request to students or parents/guardians in accordance with the Family Educational Rights and Privacy Act (FERPA).

REFERENCE COPY

FILE: IGBCA
Critical

Information about a homeless student's living situation shall be treated as a student education record and shall not be deemed to be directory information under FERPA.-

~~Homeless Liaison~~ Responsibilities of District Liaison for Homeless Children and Youths

The ~~district~~~~homeless~~ liaison will attend all required professional development and other technical assistance activities as determined appropriate by the Department of Elementary and Secondary Education (DESE). The district shall inform school personnel, service providers and advocates working with homeless families of the duties of the ~~district~~~~homeless~~ liaison. The ~~district~~~~homeless~~ liaison will ensure that:

1. Homeless students, including homeless preschool-age children, are identified by school personnel through outreach and coordination activities with other entities and agencies.
2. Homeless students are enrolled in and have a full and equal opportunity to succeed in schools in the district.
3. Homeless families and students have access to and receive education services for which they are eligible, including Head Start and Early Head Start, early intervention services under the Individuals with Disabilities Education Act (~~IDEA~~), and preschool programs administered by the district, as well as referrals to healthcare services, dental services, mental health and substance abuse services, housing services and other appropriate services based on their assessed needs.
4. The parents/guardians of homeless students are informed of the educational and related opportunities available to their ~~children~~~~students~~ and are provided with meaningful opportunities to participate in the education of their ~~children~~~~students~~.
5. Public notice of the educational rights of homeless students is disseminated in locations frequented by parents/guardians, youth and unaccompanied youth, including schools, family shelters, public libraries and soup kitchens, in a manner and form understandable to the parents/guardians and youth.
6. Enrollment disputes are mediated in accordance with law.
7. The parents/guardians of homeless students and unaccompanied students are fully informed of all transportation services, including transportation to the school of origin, and are assisted in accessing transportation to the selected school.
8. Unaccompanied students will be assisted in placement or enrollment decisions, their views will be considered, and they will be provided notice of the right to appeal.

9. School personnel providing services to homeless students and their parents/guardians receive professional development and other support.
10. Unaccompanied students:
 - ▶ Are enrolled in school;
 - ▶ Have opportunities to meet the same challenging state academic standards that are established for other students; and
 - ▶ Are informed of their status as independent students under laws applicable to higher education and that they may obtain assistance from the district homeless liaison in order to receive verification of this status for the purposes of applying for federal student aid.
11. Students who need to obtain immunizations or medical or immunization records will receive assistance.
12. The district collects and reports reliable, valid and comprehensive data to DESE regarding homeless students.
13. All homeless high school students receive information and individualized counseling regarding college readiness, college selection, the application process, financial aid and the availability of on-campus supports.
14. Every effort is made to enroll preschool-age homeless children in preschool if they are not already enrolled.

Disputes

Parents/Guardians or unaccompanied youth students may appeal district decisions regarding eligibility, enrollment or placement in accordance with the Standard Complaint Resolution Process adopted by DESE. The district will make every effort to resolve complaints or disputes at the district level. The homeless liaison will inform the parent/guardian or unaccompanied student of the district's complaint resolution process when a question or complaint arises concerning the education of a homeless student.

1. ~~Parents/Guardians or unaccompanied youth will submit disputes to the district liaison, who will carry out the dispute resolution process as expeditiously as possible. The liaison will provide the parent/guardian or unaccompanied youth a written explanation of any decisions relating to eligibility, enrollment or placement. The written explanation will include:~~

REFERENCE COPY

FILE: IGBCA
Critical

- >————— A description of the action proposed or refused by the district;
 - >————— An explanation of why the action was proposed or refused;
 - >————— A description of any other options the school considered;
 - >————— The reasons other options were rejected;
 - >————— A description of any other relevant factors to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses and evidence relied upon and their sources;
 - >————— Appropriate timelines to ensure any relevant deadlines are not missed; and
 - >————— Contact information for the local liaison and the state coordinator for homeless children and youth (state coordinator) and a brief description of their respective roles.
2. ——— The liaison will discuss the explanation with the parent/guardian or unaccompanied youth and answer any related questions.
3. ——— If the explanation provided to the parent/guardian or unaccompanied youth does not resolve the dispute, the parent/guardian or unaccompanied youth should notify the liaison, who will provide the parent/guardian or unaccompanied youth with the standard state complaint resolution process and ensure that the parent/guardian or unaccompanied youth has the contact information for the state coordinator. If requested, the liaison will assist any unaccompanied youth in submitting the appeal.
1. **If the parent, guardian or unaccompanied student has a complaint regarding the education of a homeless student, the person (complainant) must notify the homeless liaison. The homeless liaison serves as the intermediary between the homeless student and the school the student attends. The homeless liaison shall provide a copy of or access to the district's policies addressing the education of homeless students and the district's complaint form to the complainant.**
2. **The complainant can file a complaint in writing with the homeless liaison. The homeless liaison will provide a written resolution of the dispute or a plan of action within five days of the date the complaint was received by the homeless liaison. The parties may mutually agree to an extension of time; however, every effort should be made to resolve the complaint in the shortest possible time.**

3. If the dispute is not resolved by the homeless liaison, the complainant may file a written complaint with the superintendent or designee for review. The superintendent or designee will provide a written resolution or plan of action within five days of the date the complaint was received. The parties may mutually agree to an extension of time; however, every effort should be made to resolve the complaint in the shortest amount of time.
4. If the dispute is not resolved at the superintendent level, the complainant may file a written complaint with the Board of Education. The Board will provide a written resolution of the dispute or a plan of action within 30 days of the date the complaint was received by the Board. If the dispute is not resolved by the Board in a manner satisfactory to the complainant, an appeal may be brought to DESE in accordance with the state complaint resolution process, which the homeless liaison will provide to the complainant.

The student will remain enrolled and will be allowed to attend and fully participate in all school activities during the dispute process. While the dispute process is ongoing, the student in question must be enrolled in school. If the dispute revolves around which school is the school of best interest for the student, the student shall be enrolled at the school to which the parent/guardian or unaccompanied student seeks enrollment while the final resolution of the dispute is pending. The student shall be allowed to fully participate in school activities and receive transportation, if requested.

If the parent/guardian or unaccompanied youth/student are English learners, use a native language other than English, or need additional supports due to a disability, the district shall make translators, interpreters or other support services available without charge and in the appropriate language.

* * * * *

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: 01/08/1996

Revised: 01/19/2000; 02/26/2001; 06/24/2002; 04/28/2003; 06/28/2004; 08/27/2007;
03/27/2017; 09/25/2017

Cross Refs: EEA, Student Transportation Services
JCB, Intradistrict Transfers
JCC, Interdistrict Transfers
JEC, School Admissions

REFERENCE COPY

FILE: IGBCA
Critical

JECA, Admission of Students
JECC, Assignment of Students to Grade Levels/Classes
KLA, Concerns and Complaints Regarding Federal Programs

Legal Refs: §§ 167.020, .181, 210.003, RSMo.
19 C.S.R. 20-28.010
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g
34 C.F.R. Part 99
McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42
U.S.C. §§ 11431- 11435

Center School District #58, Kansas City, Missouri

REFERENCE COPY

FILE: IGBCB
Critical

PROGRAMS FOR MIGRANTMIGRATORY STUDENTS

The Board of Education of the Center School District #58 directs the administration to screen students, as required by law, to assist the state in identifying migratory children. If the district becomes aware of any student who might be a migrant student, the superintendent or designee will notify the state director of migrant education, as designated by the Department of Elementary and Secondary Education (DESE), so that the student may be formally recognized as a migrant student recognizes that migratory students face many educational challenges that may interfere with their ability to succeed in the regular education program and meet the same challenging state achievement standards as other students. The district is committed to creating and supporting a migrant education program (MEP) designed to help migratory students and their families overcome these challenges.

The administrationsuperintendent or designee will develop written administrative procedures ensuring that migrant students, once identified, receive services for which they are eligible. In developing and implementing a program to address the needs of migratory children, the district willan MEP that includes the following components:

1. A written procedure for identifying students who may be migratory that provides for notification to appropriate personnel designated by the Department of Elementary and Secondary Education (DESE) of potentially eligible students.
2. A procedure to help identify and recruit, throughout the school year, those students residing in the district who have family members who have been or are engaged in seasonal or temporary agriculture-related work.
- 3+. Screen students and aAssessment of the educational, and related health and social needs of each student identified as migrantmigratory and development of objectives to address those needs so that migratory students are able to meet Missouri learning standards.
4. Advocacy to allow students and families to gain access to health, nutrition and social services.
5. Review of existing programs and resources to determine which can help meet the needs of migratory children and ensure that the children have access to them.
26. Provide aA full range of educational services to migrantfor migratory students, including applicable Title I programs, special education, gifted education, career or technical education, language programs, counseling programs, elective classes, fine arts classes, etc.

- ~~3. Provide migratory children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.~~
- ~~4. To the extent feasible, provide advocacy and outreach programs to migratory children and their families and professional development for district staff.~~
7. Instructional programs for migratory students that supplement existing educational programs.
- ~~58. Provide parents/guardians a~~An opportunity for meaningful participation in the program ~~by parents/guardians and families of migratory students.~~
9. A parent advisory committee to consult with district officials and staff in the planning, implementation and evaluation of the program.
10. Professional development for teachers that is designed to improve the quality of education for migratory students, including required training by DESE's Migrant Education and English Language Learning (MELL) program.
11. Provision of information to district personnel about any required participation in professional development provided by DESE's MELL program.
12. Assistance for secondary school students transitioning from school to postsecondary education, employment or military service.
13. Provision of needs assessment, evaluation, financial and other information needed for DESE to carry out its duties.
14. A process for prioritizing the provision of services in order to ensure that if there are limited resources, students most at risk of failing receive services ahead of other students.

Parent and Family Involvement and Engagement

Information about the district's MEP will be disseminated throughout the community and to parents/guardians of students in the program. Parents/Guardians and families will be invited and encouraged to participate in parent/guardian and family involvement and engagement activities developed pursuant to policy IGBC. The district will, whenever possible, communicate with migratory students' parents/guardians who are not proficient in English in a language understandable to the parents/guardians.

REFERENCE COPY

FILE: IGBCB
Critical

Records

The superintendent or designee will maintain and regularly update education and health records of students eligible to receive migrant services, including the date identified, the date approved for services and the services provided. Maintained records will be subject to the provisions of the Family Educational Rights and Privacy Act. The superintendent or designee will also maintain records of all other aspects of the MEP, including teacher training, use of community resources, and program evaluations. Records of parent and family involvement activities, including copies of notices, agendas and meeting minutes, will also be maintained.

The district will provide the results of need assessments, evaluations, financial information and other information as requested by DESE.

Nonpublic Students

The district will provide services to migratory students in nonpublic schools in accordance with law.

Program Evaluation

The superintendent or designee will regularly evaluate the MEP to determine whether the program is meeting the assessed needs of identified migratory students and whether all migratory students have access to the program. Further, the evaluation will determine whether services and resources for migratory students are comparable to the services and resources available to other students in the district.

* * * * *

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: 01/19/2000

Revised: 11/27/2000; 05/28/2002; 11/25/2002; 05/18/2015;

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
CGC, State and Federal Programs Administration
DJFA, Federal Programs and Projects
JEC, School Admissions
JO, Student Records

FILE: IGBCB
Critical

REFERENCE COPY

Legal Refs: ~~No Child Left Behind Act of 2001~~ The Elementary and Secondary Education Act of
1965, 20 U.S.C. §§ 6391 - 6399

Center School District #58, Kansas City, Missouri

REFERENCE COPY

FILE: IGBH
Critical

PROGRAMS FOR ENGLISH LANGUAGE LEARNERS

The Board of Education recognizes the need to provide equal educational opportunities for all students in the district. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the district, the district shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Identifying students who are English language learners (ELL) and ensuring them equal access to appropriate programs are the first steps to improving their academic achievement levels.

Definitions

Language Minority (LM)—Refers to a student whose linguistic background, such as country of birth or home environment, includes languages other than English. Language minority is based solely on the student's language background and not on proficiency.

Limited English Proficiency (LEP)—Proficiency in reading, writing, listening or speaking English that is below grade- and age-level peers. Limited English proficiency is based on the assessment of a student's English language proficiency.

English Language Learner (EL) – Refers to an LM student with limited English proficiency. Any student who:

1. Is age 3–21, and
2. Is enrolled or is preparing to enroll in the district, and
3. Has difficulties speaking, reading, writing or understanding English that may be sufficient to deny the individual the ability to attain proficiency on state assessments, the ability to be successful in a classroom where instruction is in English, or the opportunity to participate fully in society, and
4. Meets one of the following additional requirements:
 - ▶ Was not born in the United States or whose native language is a language other than English, or
 - ▶ Is Native American, an Alaska Native or a native resident of the outlying areas who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency, or

- Is a migratory individual whose native language is a language other than English and who comes from an environment where a language other than English is dominant.

Immigrant Student – A student between the ages of 3 and 21 who was not born in a state of the United States of America and who has not been attending schools in any one state for more than three full academic years.

English for Speakers of Other Languages (ESOL) – An instructional approach that can include structured ESOL immersion, content-based ESOL and pull-out ESOL instruction.

1. — Structured ESOL immersion involves a bilingual teacher and a self-contained classroom.
2. — Content-based ESOL allows the student to remain in the regular classroom and focuses on delivering content in an adapted English format.
3. — Pull-out ESOL periodically removes students from the regular classroom for instruction in English.

Bilingual Education – An instructional approach that explicitly includes the student's native language in instruction. This approach requires an instructor fluent in the student's native language and proficient in content areas and is often used where many ELL students share the same language and where qualified bilingual teachers are available.

Child – Any individual age 3-21.

Parent – Parent, legal guardian or person otherwise responsible for the child.

Language Instruction Education Program – An instructional course in which an ELL child is placed for the purpose of developing and attaining English proficiency while meeting challenging state academic achievement standards as required by law. The program may make instructional use of both English and a child's native language and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

Identifying EL Students

The district will screen for EL students by administering the Language Use Survey (LUS) created by the Missouri Department of Elementary and Secondary Education (DESE) to all enrolling students. The LUS will be administered in a language the parent/guardian understands using translation or interpretation. This survey may be incorporated into district enrollment forms provided to all students.

REFERENCE COPY

FILE: IGBH
Critical

Students whose LUS indicates a language other than English and possible language barriers will be referred to the superintendent or designee for additional screening using the DESE-adopted screening tool for determining the level of English language proficiency. The screening results will be used to identify students eligible for EL services and assist in a program placement that meets the students' needs. The district will make every effort to complete the screening process within 30 days of the first day of school or, for students who enroll after the first day, within 30 days of the student's enrollment.

The completed LUS and all other screening results will be retained in the student's permanent record.

Placement of EL Students

Students will be placed in a language instruction educational program (LIEP) based on their current level of English proficiency and in accordance with the standards established by DESE. The district's program is designed to increase English proficiency and academic achievement. Students in these programs will be held to the same academic achievement standards established for all students. If the district offers more than one type of LIEP, students will be placed in an LIEP that is in their best educational interest.

Students will transition out of an LIEP only after meeting state-established exit standards.

Parental Information

The district will, through parental involvement and outreach activities, provide parents/guardians of English learners with information about how the parents/guardians can be active participants in helping their students learn English, achieve at high levels in core academic subjects and meet state-established learning standards.

The parents/guardians of each student identified as an EL student will be informed of:

1. The reasons for identifying their student as an English learner in need of placement in the district's LIEP.
2. The student's level of English proficiency in reading, writing, speaking and listening; how that level was assessed; and the status of the student's academic achievement.
3. The method of instruction that will be used in the program the student is or will be participating in and the methods of instruction used in available alternative programs, including how such programs differ in content, instructional goals and the use of English and a native language in instruction.

4. How the program will meet the educational strengths and needs of the student.
5. How the program will help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements of the program, including expected rate of transition from such programs into classrooms that are not tailored for EL students.
7. The expected rate of graduation from high school, including four-year and extended-year adjusted cohort graduation rates for the program if Title III funding is used in high schools.
8. If the student has an individualized education program (IEP), how the LIEP will meet the student's IEP objectives.

Parental Rights

Parents/Guardians will be notified within 30 days after the opening of school enrollment if their student is identified for participation in or is participating in an LIEP. For those students who were not identified as EL prior to the beginning of the school year, but are identified during the school year, such notice shall be provided within two weeks of the student being placed in an LIEP.

Parents/Guardians of EL students have the right to decline the placement of their student in an LIEP, choose an LIEP other than the one recommended by the district (if other programs are offered by the district) or have their student immediately removed from an LIEP upon their request.

Parents/Guardians may opt their student out of the district's LIEP by contacting the EL coordinator and attending a meeting with the coordinator and one or more LIEP instructors to discuss the results of the student's screening assessment and information about the LIEP. Parents/Guardians who decline language instruction will be asked to sign a waiver exempting their student from instruction. Students removed from the district's LIEP will continue to receive language supports in the regular classroom, and the district will continue to monitor the student's progress toward English proficiency. Parents/Guardians may not refuse regular classroom supports and may not opt their students out of statewide assessments to determine English proficiency.

A written copy of these rights, which may be a copy of this policy, will be provided to parents/guardians of EL students and, to the extent practicable, will be provided in a language the parents/guardians understand.

REFERENCE COPY

FILE: IGBH
Critical

Parental Notification

Pursuant to federal law, if the district's English language program fails to make progress on annual measurable achievement objectives, the district will notify parents/guardians of students participating in the district's program. Such notice shall be provided within 30 days after the district learns of the failure.

EL Coordinator

The district's coordinator for EL programs **coordinator** is the Director of Elementary Curriculum and Instruction.

The Board directs the coordinator to develop and implement language instruction programs that EL coordinator shall have the following duties:

1. Identify language minority students through the use of a Student Home Language survey (see IGBH-AF1). The building administrator will develop procedures to ensure that all new and currently enrolled students complete the Home Language survey. Provide parents/guardians with notice of and information regarding the LIEP as required by law.
2. Identify LM students who are also English language learners. Ensure that aAny student whose LUS indicates the use of a language other than English will be further screened and assessed for English proficiency using the state-provided assessment instruments.
3. Determine the appropriate instructional environment for EL students.
4. Annually assess the English proficiency of ELL students and monitor the progress of students receiving ESOL or bilingual instruction in order to determine their readiness for the mainstream classroom environment. Maintain records relating to the LIEP and prepare reports for submission to DESE.
5. Provide parents with notice of and information regarding the instructional program as required by law. Parental involvement will be encouraged and parents will be regularly apprised of their child's progress. Reach out regularly to parents/guardians of EL students, assist them in becoming active participants in their students' learning, and provide information about the district's parent and family involvement and engagement activities.
6. Evaluate the effectiveness of the LIEP and make recommendations for revisions.
7. Prepare reports on immigrant students for submission as required by DESE.

LIEP Staff

Teachers and paraprofessionals working in the district's LIEP will have all required state and federal certifications and other qualifications required by law. In addition, teachers and paraprofessionals providing services to English learners will be comparable in terms of education, experience and effectiveness to teachers and paraprofessionals who are providing services to students who are not English learners.

Assessment

In addition to other required assessments, the district will annually assess the English proficiency of EL students in accordance with state and federal law and the district's assessment policy.

Nonpublic Participation

The district will consult with representatives of nonpublic schools as required by federal law.

* * * * *

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: 01/19/2000

Revised: 11/25/2002; 06/23/2008;

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
~~CGC, State and Federal Programs Administration~~
~~DJFA, Federal Programs and Projects~~

MSIP Refs: ~~8.3.1~~

Legal Refs: Equal Educational Opportunities Act, 20 U.S.C. § 1703(f)
English Language Acquisition, Language Enhancement, and Academic Achievement
Act, 20 U.S.C. §§ 6811 - ~~6871~~7014
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d
34 C.F.R. Part 100
Plyler v. Doe, 457 U.S. 202 (1982)

REFERENCE COPY

FILE: IGBH
Critical

Lau v. Nichols, 414 U.S. 563 (1974)

Castaneda v. Pickard, 648 F.2d 989 (5th Cir.1981)

Center School District #58, Kansas City, Missouri

MULTICULTURAL EDUCATION

Center School District's curricular and instructional programs will be responsive to the cultural, ethnic and religious diversity of our students. A quality education will be provided in a cooperative atmosphere of dignity and respect for the individuality of each student. The Center School District Board of Education adopts the following multicultural education goals for all staff:

1. Promote knowledge, understanding and respect among people of different cultural, linguistic, ethnic and religious backgrounds by creating an environment in the classroom and building which encourages cooperative learning and enhances the dignity and importance of each individual.
2. Accept cultural diversity as a valuable resource to be preserved and extended and help students view issues and problems from diverse cultural perspectives.
3. Build an awareness and appreciation of students' and staff members' own cultural heritage.
4. Adopt an interdisciplinary approach to teaching and integrate multicultural content into the mainstream curricula to ensure a global rather than an ethnocentric view of history and culture.
5. Select textbooks, instructional materials, library resources and teacher-made materials which are free of stereotypical views of any group, whether expressed or implied, by statement, visual image or by omission, and which reflect our multicultural education goals.
6. Develop human relations and conflict resolution skills needed for the improvement of interpersonal and intergroup relations and for living successfully in a pluralistic, highly interdependent global world.
7. Organize remedial and developmental opportunities and assessment procedures in such a way to avoid the burden of special stigma or conflict.
8. Demonstrate positive attitudes and high expectations for all students regardless of cultural, racial, religious or ethnic background.
9. Recruit a racially and ethnically mixed staff which respects and values ethnic diversity.

Curriculum

The curriculum will be designed to help all students view American society and history from diverse ethnic perspectives in order that students may gain a global rather than an ethnocentric view of our nation's history and culture.

Content related to ethnic diversity will permeate the entire curriculum and will not be limited to the social studies, the humanities or the language arts. Students will be introduced to alternative language and dialects.

The curriculum for all students in grades K-12 will present in context the accomplishments and contributions of all races and cultures, including the intercultural nature of our cities, our country and our world. Methods and techniques of classroom teaching will emphasize the similarities and likenesses of the various backgrounds and cultures. Testing and assessment procedures will reflect the ethnic and cultural characteristics of our students.

Implementation

The primary responsibility for ensuring equity and multicultural experiences rests with each individual. Within each school, administrators are expected to set the tone for acceptance of diverse populations and monitor the presentations and interactions of teachers as they relate to equity/multicultural issues. Inservice activities will be provided to support full implementation of multicultural education.

* * * * *

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: 02/24/1992

Revised: 06/24/2002

Reviewed: 01/19/2000

Center School District #58, Kansas City, Missouri

GCBDA- PROFESSIONAL STAFF

Consistent contact with students and staff is important to the learning environment and district operation and therefore is an essential duty of a professional staff member's position. However, the Board recognizes that there are circumstances that require an employee to miss work, and the purpose of this policy is to identify situations where paid and unpaid leave from work are appropriate.

The district may require an employee to provide the district verification of illness from a healthcare provider or supply other documentation verifying the absence before the district applies sick leave or other applicable paid leave to the absence. 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.

Short-Term Leave

Short-term leave includes sick leave, bereavement leave and personal business leave. Personnel regularly employed less than 11 months will be granted ten days; personnel regularly employed 11 months will be granted 11 days; and personnel regularly employed 12 months will be granted 12 days.

~~Effective with the 2005-2006 school year, When a certificated employee leaves the Center School District #58, he or she, or his or her beneficiary in the case of death, shall be paid \$35 per day for the unused days of leaves. Employees who have (a) broken an employment contract with the district, (b) been terminated for cause by the district, or (c) resigned due to the discovery by the District of conduct that would have resulted in their termination for cause, will not be eligible for buy-back of unused days of leave. Employees who have broken an employment contract with the district or have been terminated for cause by the district will not be eligible for buy-back of unused days of leave. An employee will not receive compensation for unused days of leaves unless he or she has been employed by the district for at least one year.~~

The administrator in charge of each building is responsible for reporting the short-term leave of the personnel under his or her supervision.

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

The following leaves with pay will be provided to full-time professional staff employees. Regular, part-time professional staff employees will receive these leaves on a pro rata basis. This policy does not apply to temporary or substitute staff members unless otherwise noted.

GCBDA- PROFESSIONAL STAFF

1. *Sick Leave* – Sick leave will be granted to an employee in the event of personal illness, injury or incapacity including pregnancy, childbirth and adoption of the employee or the employee's immediate family. The Board defines "immediate family" in regard to sick leave to include:

- ▶ The employee's dependents.
- ▶ Any person over whom the employee has legal guardianship or for whom the employee has power of attorney and is the primary caregiver.
- ▶ Any other person deemed appropriate by the employee's immediate supervisor.

(Note: "Family" for FMLA purposes is more limited.)

The Board reserves the right to require a physician's certification, or FMLA Certificate of Health Care Provider in cases of serious health conditions under the FMLA, attesting to the illness or incapacity of the claimant and/or inclusive dates of incapacitation.

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.

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.

2. *Bereavement Leave* – Leave will be granted to an employee in the event of bereavement in the immediate family. The Board defines "immediate family" in regard to bereavement 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.
- ▶ Any person over whom the employee has legal guardianship or for whom the employee has power of attorney and is the primary caregiver.
- ▶ Any other person deemed appropriate by the employee's immediate supervisor.

GCBDA- PROFESSIONAL STAFF

3. *Personal Business Leave* – “Personal business leave” may be granted upon written request by the employee and approval by the principal and the Director of Human Resources when in their judgment, such leave is required. Absences may be charged against personal business leave for the following reasons:

- a. Attendance at a legal or professional commitment and/or transaction that cannot be accomplished outside the regular hours of employment.
- b. Observance of a religious holiday.
- c. Court appearances, unless applicable law or policy provides for paid leave.

Unlike “personal leave,” requests for “personal business leave” must specify the reason(s) for such leave. Written requests are first submitted to the employee’s immediate supervisor for approval. If the employee has no accrued short-term leave, unpaid “personal business leave” may be granted at the discretion of the Director of Human Resources.

Personal Leave

Two days of personal leave will be granted to each employee. Unused personal leave will be carried forward up to a maximum of three personal leave days. When added to the two days allowed annually for this purpose, an employee may use a maximum of five personal leave days in any contract year. When a maximum of five personal leave days have been accumulated, additional personal leave days will roll into sick leave days. All days will have the same cash value as unused sick days upon separation from the district. Personal leave requests will be made in writing to the Director of Human Resources through the immediate administrator at least five days in advance of such contemplated absence. However, 30 days’ notice is required by law if the leave qualifies as FMLA leave and such notice is practical. Such leave shall then be authorized in writing by the Director of Human Resources.

“Personal leave” is not authorized for the following, unless an emergency situation exists:

1. Time periods when short-term leave has already been granted to five percent of the total number of certificated employees.
2. First or last day of school, day before or day after a school holiday, or days that are designated for staff professional development as contained in the annual school calendar.

Absences may be charged against personal leave for leaves authorized by law, policy or the Board that would otherwise be unpaid including, but not limited to, leave under the FMLA.

GCBDA- PROFESSIONAL STAFF

In case of an emergency or if the employee cannot meet the normal requirements, "personal leave" may be granted at the discretion of the Director of Human Resources. As a condition to granting such leave, the employee shall at the earliest opportunity notify his or her immediate supervisor of such emergency and follow with a written request to the Director of Human Resources. Permission or denial of such personal leave will be given verbally by the Director of Human Resources and later documented in writing. However, 30 days' notice is required by law if the leave qualifies as FMLA leave and such notice is practical.

Vacation

All professional staff employed on a 12-month basis will receive 20 working days 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.

The Board requires that vacation days be used annually. Current 12-month professional staff who have accumulated ten or less carry-over days of vacation as of June 30, 2003, may use those days or receive payment for the ten or less unused carry-over vacation days at the conclusion of district service based on his/her contracted 2002-2003 school year daily rate. Beginning with the 2003-2004 school year, 12-month professional staff may not carry over vacation days.

July 1 will be the employment anniversary date used to calculate vacation allowance.

During the first fiscal year of employment of 12-month employees, they will receive a prorated portion of their vacation on December 31. They will receive the rest of their prorated vacation on June 30. Thereafter, employees will receive their allotted vacation days on June 30.

Employees hired after December 31 will receive their prorated portion of vacation days on June 30 of their first fiscal year of employment. During the second fiscal year of employment, they will receive half of their vacation days on December 31 and half of their vacation days on June 30. Thereafter, these employees will receive their allotted vacation days on June 30.

Any vacation earned from prorated accrual can be carried over to the next fiscal year.

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 professional employees.

GCBDA- PROFESSIONAL STAFF

1. Holidays – The district will grant paid and unpaid holidays in accordance with the academic calendar adopted by the Board. The Board currently recognizes the following paid holidays: Independence Day, Labor Day, Thanksgiving Day, Friday after Thanksgiving, Christmas Eve, Christmas Day, New Year's Eve, New Year's Day, Martin Luther King Jr.'s Birthday, Presidents' Day and Memorial 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 – If a certificated employee is required to serve on a jury, the employee will be paid the difference between jury duty payment and his or her regular daily salary amount 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.

GCBDA- PROFESSIONAL STAFF

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 the Federal Emergency Management Agency (FEMA) in times of national disaster. Employees covered under this section shall not be terminated from employment for joining a volunteer fire department or for being absent from or late to work in order to respond to an emergency. Employees shall make every reasonable effort to notify the principal or supervisor if the employee may be absent from or late to work under this section. Employees are required to provide their supervisors with a written statement from the supervisor or acting supervisor of the volunteer fire department stating that the employee responded to an emergency along with the time and date of the emergency.

9. Crime Victim Leave – 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.

11. Coast Guard Auxiliary Leave – Employees who are members of the United States Coast Guard Auxiliary will be granted an unpaid leave of absence for periods during which they are engaged in the performance of United States Coast Guard or United States Coast Guard Auxiliary duties, including travel related to such duties, when authorized by the director of auxiliary or other appropriate United States Coast Guard Authority. Such leaves of absence will be given without loss of time, regular leave or any other rights or benefits to which such employees would otherwise be entitled. The leave is limited to 15 working days in any calendar year, but is unlimited when responding to a state- or nationally declared emergency in Missouri or upon any

GCBDA- PROFESSIONAL STAFF

navigable waterway within or adjacent to the state of Missouri. The district may request that an employee be exempted from responding to a specific mission.

Pregnancy, Childbirth and Adoption Leave

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 duties is not impaired, based on medical opinion.

The employee may use accrued sick leave, personal leave or vacation during periods of pregnancy-related disability and, if necessary, an unpaid leave of absence to begin at the time recommended by her physician. The employee shall return to duty when she is physically able, based on medical opinion, except that this paragraph creates no rights extending beyond the contracted period of employment.

Pregnant employees shall be treated the same as other employees who are similar in their ability or inability to work for all purposes under this policy.

An employee who is the primary caretaker of an adopted child will be provided the same leave opportunities afforded employees for pregnancy-related leave for the purpose of arranging for the child's placement or caring for the child after placement.

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.

These rules are subject to preemption by the FMLA as necessary for FMLA-eligible employees.

GDBDA- Support Staff

Consistent staffing is important to the learning environment and district operation and therefore is an essential duty of all employees. However, the Board recognizes that there are circumstances that require an employee to miss work, and the purpose of this policy is to identify situations where paid and unpaid leave from work are appropriate.

Short-Term Leave

Short-term leave includes sick leave, bereavement leave and personal business leave. Personnel regularly employed less than 11 months will be granted ten days; and personnel regularly employed 12 months will be granted 12 days. During the first year of employment, short-term leave days will be earned monthly (one sick leave day per month; one personal leave day after six months). After the first full year of employment, short-term leave days will be awarded on the anniversary of employment or the start of the new fiscal year.

~~Effective with the 2005-2006 school year, When a non-certificated employee leaves the Center School District #58, he or she, or his or her beneficiary in the case of death, shall be paid \$31 per day for the unused days of leaves. Employees who have (a) broken an employment contract with the district, (b) been terminated for cause by the district, or (c) resigned due to the discovery by the District of conduct that would have resulted in their termination for cause, will not be eligible for buy-back of unused days of leave. Employees who have broken an employment contract with the district or have been terminated for cause by the district will not be eligible for buy back of unused days of leave. An employee will not receive compensation for unused days of leaves unless he or she has been employed by the district for at least one year.~~

The administrator in charge of each building is responsible for reporting the short-term leave of the personnel under his or her supervision.

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

The district may require an employee to provide the district verification of illness from a healthcare provider 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.

The following leaves with pay will be provided to full-time support staff employees. Regular, part-time support staff employees will receive these leaves on a pro rata basis. This policy does not apply to temporary or substitute staff members unless otherwise noted.

GDBDA- Support Staff

1. ***Sick Leave*** – Sick leave will be granted to an employee in the event of personal illness, injury or incapacity including pregnancy, childbirth and adoption of the employee or the employee's immediate family. The Board defines "immediate family" in regard to sick leave to include:

- ▶ The employee's dependents.
- ▶ Any other person over whom the employee has legal guardianship or for whom the employee has power of attorney and is the primary caregiver.
- ▶ Any other person deemed appropriate by the employee's immediate supervisor.

(Note: "Family" for FMLA purposes is more limited.)

The Board reserves the right to require a physician's certification, or FMLA Certificate of Health Care Provider in cases of serious health conditions under the FMLA, attesting to the illness or incapacity of the claimant and/or inclusive dates of incapacitation.

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.

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.

2. ***Bereavement Leave*** – Leave will be granted to an employee in the event of bereavement in the immediate family. The Board defines "immediate family" in regard to bereavement 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.
- ▶ Any person over whom the employee has legal guardianship or for whom the employee has power of attorney and is the primary caregiver.
- ▶ Any other person deemed appropriate by the employee's immediate supervisor.

GDBDA- Support Staff

3. **Personal Business Leave** – “Personal business leave” may be granted upon request by the employee and approval by the Director of Human Resources or designee when, in his or her judgment, such is required.

a. Attendance at a legal or professional commitments and transactions that cannot be accomplished outside the regular hours of employment.

b. Observance of a religious holiday.

c. Court appearances, unless applicable law or policy provides for paid leave.

Unlike “personal leave,” requests for “personal business leave” must specify the reason(s) for such leave. Requests are first submitted through the online substitute program for approval. If the employee has no accrued short-term leave, unpaid “personal business leave” may be granted at the discretion of the Director of Human Resources.

Personal Leave – Two days of personal leave will be granted to each employee. Unused personal leave will be carried forward up to a maximum of three personal leave days. When added to the two days allowed annually for this purpose, an employee may use a maximum of five personal leave days in any contract year. When a maximum of five personal leave days have been accumulated, additional personal leave days will roll into sick leave days. All days will have the same cash value as unused sick days upon separation from the district. Personal leave requests will be made through the online substitute program at least five days in advance of such contemplated absence. However, 30 days' notice is required by law if the leave qualifies as FMLA leave and such notice is practical. Such leave shall then be authorized by the Director of Human Resources or his or her designee.

“Personal leave” is not authorized for the following, unless an emergency situation exists:

1. Time periods when short-term leave has already been granted to five percent of the total number of certificated employees.

2. First or last day of school or day before or day after a school holiday as contained in the annual school calendar.

Absences may be charged against personal leave for leaves authorized by law, policy or the Board that would otherwise be unpaid including, but not limited to, leave under the FMLA.

In case of an emergency or if the employee cannot meet the normal requirements, “personal leave” may be granted at the discretion of the Director of Human Resources. As a condition to granting such leave, the employee shall at the earliest opportunity

GDBDA- Support Staff

notify his or her immediate supervisor of such emergency and follow with a request through the online substitute program. However, 30 days' notice is required by law if the leave qualifies as FMLA leave and such notice is practical. Permission or denial of such personal leave will be given verbally by the Director of Human Resources and later documented in writing.

Vacations – All support staff personnel employed on a 12-month basis shall receive two full weeks of paid vacation. After ten years of service, three weeks of paid vacation will be granted. An employee must submit a request for vacation through the online substitute program and receive 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.

The Board requires that vacation days be used annually. Vacation days from the previous year cannot be carried over to the next year.* Vacation days from the previous year cannot be used for salary compensation.**

Upon departure from the school district, employees will be compensated for the vacation days that they received on June 30 (their last "contract" day). These vacation days will be paid at the employee's current average daily rate.

* Employees returning to the district may use vacation days from the prior year through July 31 of their next contract year.

** Employees departing from the district prior to June 30 of their contract year will be compensated at their daily rate for any unused vacation days for that current year.

Staff hired after July 1 will receive a prorated portion of their allotted vacation days on June 30. Thereafter, June 30 will be the anniversary date that full vacation time is allotted.

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 professional employees.

1. **Holidays** – The district will grant paid and unpaid holidays in accordance with the academic calendar adopted by the Board. All support staff employed on a 12-month basis will currently receive the following paid holidays: Independence Day, Labor Day, Thanksgiving Day, Friday after Thanksgiving, Christmas Eve, Christmas Day, New Year's Eve, New Year's Day, Martin Luther King Jr.'s Birthday, Presidents' Day and Memorial 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.

GDBDA- Support Staff

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. **Jury Duty Leave** – If an employee is required to serve on a jury, the employee must submit to the district proper paperwork that indicates he/she fulfilled his/her obligation. 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.
6. **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.
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 the Federal Emergency Management Agency (FEMA) in times of national disaster. Employees covered under this section shall not be terminated from employment for joining a

GDBDA- Support Staff

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.

11. **Coast Guard Auxiliary Leave** – Employees who are members of the United States Coast Guard Auxiliary will be granted an unpaid leave of absence for periods during which they are engaged in the performance of United States Coast Guard or United States Coast Guard Auxiliary duties, including travel related to such duties, when authorized by the director of auxiliary or other appropriate United States Coast Guard Authority. Such leaves of absence will be given without loss of time, regular leave or any other rights or benefits to which such employees would otherwise be entitled. The leave is limited to 15 working days in any calendar year, but is unlimited when responding to a state- or nationally declared emergency in Missouri or upon any navigable waterway within or adjacent to the state of Missouri. The district may request that an employee be exempted from responding to a specific mission.

Pregnancy, Childbirth and Adoption Leave

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 duties is not impaired, based on medical opinion.

The employee may use accrued sick leave, personal leave or vacation during periods of pregnancy-related disability and, if necessary, an unpaid leave of absence to begin at the time recommended by her physician. The employee shall return to duty when she is physically able, based on medical opinion, except that this paragraph creates no rights extending beyond the contracted period of employment.

GDBDA- Support Staff

Pregnant employees shall be treated the same as other employees who are similar in their ability or inability to work for all purposes under this policy.

An employee who is the primary caretaker of an adopted child will be provided the same leave opportunities afforded employees for pregnancy-related leave for the purpose of arranging for the child's placement or caring for the child after placement.

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.

These rules are subject to preemption by the FMLA as necessary for FMLA-eligible employees.

GBA

Exempt and
Nonexempt
Employees

Definitions

~~Compensatory (Comp) Time – Time off awarded to nonexempt employees at the rate of one and one-half times the number of actual hours worked in excess of 40 in a workweek.~~

Exempt Employees – Those employees whose duties and compensation meet the requirements to be an exempt executive, administrative, professional or computer employee as defined in federal law and who are not eligible for overtime compensation or compensatory time.

Hours Worked – For the purposes of this policy, hours worked means all hours during which the individual is required to be on duty—generally from the required starting time to normal quitting time—and all hours an employee is permitted to work, in accordance with law. Meal periods of 30 minutes or longer and break periods of 20 minutes or longer do not count as hours worked as long as the employee is relieved of all duties and is free to leave his or her duty post.

Nonexempt Employees – This includes all district employees not specifically identified as exempt under federal law. This generally includes noncertificated staff; however, in some circumstances noncertificated staff members may qualify for exempt status. The Board directs the superintendent to ensure that job positions are classified as exempt or nonexempt and that employees are made aware of these classifications. Employees in doubt about their status should contact their immediate supervisor.

Overtime – Actual hours worked in excess of 40 hours in a workweek.

Compensation

Exempt and nonexempt employees will be compensated in accordance with the applicable Board policy. Unless otherwise permitted by law, exempt employees will be compensated on a salary basis. Nonexempt employees may be compensated on either a salary or hourly basis, although amounts paid for overtime work and deductions for unpaid leave will be calculated using an employee's regular hourly rate of pay. The district will comply with minimum wage laws, when applicable.

All nonexempt employees are required to complete a daily time record showing actual hours worked. Supervisors of nonexempt employees must verify the accuracy of such records on a weekly basis. Failure to maintain or verify such records or falsification of these records will be grounds for disciplinary action.

Overtime

The Board discourages overtime work by nonexempt employees. A nonexempt employee shall not work overtime without the express prior approval of the building principal and superintendent or his or her designee. Nonexempt employees who begin

work earlier or work later than their assigned hours without prior authorization from their immediate supervisor(s) are subject to discipline, including termination.

~~Unless a nonexempt employee works in one of the classifications listed in the "Comp Time" section of this policy, he or she will be paid one and one-half times his or her regular rate of pay for each hour of overtime.~~

Comp Time

~~Due to federal law changes, the district can no longer use comp time in lieu of overtime compensation for the following nonexempt staff: administrative assistants, building secretaries, building clerk aides, technology work station technicians. Exceptions could be made for other nonexempt employees on a case-by-case basis with approval from the superintendent or his or her designee.~~

~~This policy now states constitutes an agreement or understanding in advance that these employees will not be given comp time off for overtime work. Employees will be awarded such comp time off at the rate of one and one-half hours for each hour of overtime worked.~~

~~The following provisions apply to comp time:~~

- ~~1. Comp time may be accrued up to 20 hours (13.3 overtime hours). Overtime work beyond this maximum accrual will be monetarily compensated at the rate of one and one-half times the individual's regular rate of pay. The district may require an employee to use accrued comp time to avoid excessive accumulation or monetary liability.~~
- ~~2. Every effort will be made to permit the use of comp time at a time mutually agreed upon by the individual and his or her supervisor. However, when the individual's absence would unduly disrupt the district's operations, the district retains the right to postpone comp time usage.~~
- ~~3. Upon leaving the district, individuals will be paid for any unused comp time at a rate not less than the higher of the average regular rate received by the employee during his or her last three years of employment or his or her final regular rate of pay.~~

Required Breaks

In accordance with law, the district will provide a reasonable break time for an employee to express milk for her nursing child each time the employee has a need to express for one year after the child's birth. The district will provide a location, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public that employees may use to express milk.