

MEMO

TO: Board of Education
CC: Central Office Administrators
FROM: Sarah Riss
DATE: April 9, 2015
RE: BOE Policy Subcommittee Item of Consideration

Following are an item of consideration and recommendations from the BOE Policy Subcommittee. These changes will be presented during our March 9th meeting and then put on the agenda for approval on the April 13th meeting. Please feel free to contact one of the committee members with any questions.

WEBSTER GROVES SCHOOL DISTRICT
BOARD OF EDUCATION ITEM OF CONSIDERATION

DATE: April 13, 2015

TOPIC/PROPOSAL:

Approval of proposed policy changes recommended by the Board Policy Subcommittee

Policies: BDA, BDC, BDDF, CBG, CFB, DB, DFA, EB, EBC, EBCA, ECA, EF, EFB, EHBA, FEB, GBBDA, GBCC, GBLB, GCN, GDN, IGAC, IL, ILA, IM, IND, JEA, JEC, JECA, JECB, JGF, JHCD, JHDA, and KB.

BACKGROUND INFORMATION:

The Board Policy Subcommittee has reviewed the policy changes recommended by MSBA and as part of our regular policy review cycle. A summary of the proposed changes for selected policies is attached for your review. These were shared during the March 9th, 2015 Board of Education meeting.

INSTRUCTIONAL IMPACT/RATIONALE:

The proposed policy changes will better reflect the current practices of WGSD and improve the practices of WGSD.

CSIP/DISTRICT GOAL ADDRESSED: All

FISCAL NOTE: NA

ADMINISTRATIVE RECOMMENDATION:

- Action Requested: X
- Information:
- Proposed Motion for Approval (if applicable):

I move that the Board of Education approve the proposed policy changes for: BDA, BDC, BDDF, CBG, CFB, DB, DFA, EB, EBC, EBCA, ECA, EF, EFB, EHBA, FEB, GBBDA, GBCC, GBLB, GCN, GDN, IGAC, IL, ILA, IM, IND, JEA, JEC, JECA, JECB, JGF, JHCD, JHDA, and KB.

PREPARED BY: Sarah Booth Riss

Motion: _____ **Second:** _____

Board Vote: ____ (yes) ____ (no) ____ (abstain) ____ (Consent Agenda)

April 07, 2015

Policy Subcommittee Review Notes
2014-15
February 9, 2015

Policy	Title	Type of Change	Recommended Change
BDA	Board Meetings	Grammar	Accept MSBA recommendations and Insert "in" in last sentence of Special Board Meeting section
BDC	Closed Meeting, records and votes	Minor	Accept MSBA recommendations and Add word (law) in first sentence and include legal citation
BDDF	Voting Method	Minor	Accept MSBA recommendations and Add (if technology is available) to voting electronically section.
CBG	Evaluation of the Superintendent	Minor	Accept MSBA recommendations and Change "the" to "each" on page 7.
CFB	Evaluation of Principals	Current	Recommend accepting MSBA recommendation but changing the word "Board" in the 3 rd paragraph to "Superintendent or designee"
DB	Annual Budget	Minor	Accept MSBA recommendations and Change "moneys" to "monies" No changes recommended by Diane
DFA	Revenues from Investments/Use of Surplus Funds	NA	Accept MSBA recommendations and No changes recommended by Diane
EB	Safety Program	Current	Accept MSBA recommendations
EBC	Emergency Drills	Current	Accept MSBA recommendations and Consider eliminating headers
EBCA	Crisis Intervention Plan	NO	Not recommended. Is repetitive with another emergency plan policy.
ECA	Building and Grounds Security	Minor	Accept MSBA recommendations
EF	Food Service Management	Minor	Accept MSBA recommendations
EFB	Free and Reduced-Price Food Service	Minor	Accept MSBA recommendations and
EHBA	Student use of Personal Electronic Devised for	New	Accept MSBA recommendations Monitor Implementation

	Instructional Purposed		
FEB	Selection of Architectural, Engineering and Land Surveying Services	Minor	Accept MSBA recommendations and change “will” to “may” in the first sentence
GBBDA	Family and Medical Leave	Minor	Accept MSBA recommendations And Delete “If the district employs 50 or more employees”
GBCC	Staff Use of Communication Devices	Minor	Accept MSBA recommendations
GBLB	References	Minor	Accept MSBA recommendations
GCN	Evaluation of Professional Staff	Current	Accept MSBA recommendations and indicate that WGSD uses the same tool for teachers, librarians, and counselors
GDN	Evaluation of Support Staff	Current	Accept MSBA recommendations and delete#2 on page 3, delete “in advance” and delete #8 on page 4
IGAC	Teaching about Religion	Minor	Accept MSBA recommendations
IL	Assessment Program	Minor	Accept MSBA recommendations and Add or designee
ILA	Test Integrity and Security	Minor	Accept MSBA recommendations and Use WGSD mission statement in first paragraph
IM	Evaluation of Instructional Programs	Minor	Accept MSBA recommendations and Proposed changes to reflect current practice
IND	Ceremonies and Observances	Minor	Accept MSBA recommendations
JEA	Compulsory and Part-time Attendance	Minor	Accept MSBA recommendations and Delete School Flex Program
JEC	School Admissions	Current	Accept MSBA recommendations
JECA	Admission of Students	Minor	Accept MSBA recommendations
JECB	Admission of Nonresident Students	NA	Accept MSBA recommendations and Rescind
JGF	Discipline Reporting and Records	Minor	Accept MSBA recommendations
JHCD	Administration of Medications to Students	Minor	Accept MSBA recommendations

JHDA	Surveying, Analyzing or Evaluating Students	Minor	Accept MSBA recommendations
KB	Public Information Program	Minor	Accept MSBA recommendations and change selected words

Types of Changes:

Grammar	Grammatical
Minor	Minimal word changes not impacting current practice
Major	Major change that impacts current practice
Current	Changes that better reflect current practice

Policy Subcommittee Review Notes
2014-15
February 9, 2015

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JHDA	Surveying, Analyzing or	Minor	Accept MSBA recommendations

	Evaluating Students		
KB	Public Information Program	Minor	Accept MSBA recommendations and change selected words

Next Meeting Date: Monday, March 9 at 5:30 p.m.

Types of Changes:

Grammar	Grammatical
Minor	Minimal word changes not impacting current practice
Major	Major change that impacts current practice
Current	Changes that better reflect current practice

REFERENCE COPY

FILE: BDA
Critical

EXPLANATION: BOARD MEETINGS

This policy was amended for clarity and to incorporate changes made to the Sunshine Law by Senate Bill 170 (2013).

School Board members may legally participate in meetings electronically. However, § 610.015, RSMo., of the Sunshine Law previously prohibited Board members from casting roll call votes electronically, which meant that Board members could not cast any vote in closed session (where all votes are held by roll call) or in any open-session vote held by roll call. There was no limitation, however, on casting other votes. There is an emergency exception to the prohibition on roll call votes, but it rarely applies.

Senate Bill 170 has amended the law to allow Board members who participate in the meeting using videoconferencing to fully participate in all discussion and votes, regardless of how the vote is taken. The law still limits other electronic participation, such as conference calls. MSBA has revised this policy to incorporate the new law regarding videoconferencing.

In addition, MSBA has revised this policy to state that Board members "will," as opposed to "may," be allowed to participate in Board meetings electronically. MSBA recommends that all Board members who are unable to attend have this option. However, this is not legally required, and the district may revise this language.

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

REFERENCE COPY

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BOARD MEETINGS

General

A quorum must be present, whether physically or electronically, in order to conduct an official meeting. A quorum shall consist of four members of the Board of Education.

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

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

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

Audio, video and other electronic recordings of open meetings ~~by audiotape, videotape or other electronic means are~~ allowed by law. ~~However, but~~ the Board may establish guidelines regarding the manner in which such recordings are conducted to minimize disruption to the meeting. Recording a closed meeting is prohibited unless permission has been granted by the Board by resolution. By passing this policy the Board grants permission to the Board secretary to record closed meetings as necessary to fulfill his or her duties.

Meeting Notice

Public notice of all meetings shall be given in accordance with Board policy and law.

Regular Board Meetings

The Board of Education shall hold regular meetings throughout the year to transact such business as deemed necessary for the smooth operation of the school district.

All regular meetings of the Board shall be held at the central office unless otherwise specified in the publicized notice of the meetings. The regular meetings of the Board of Education shall be held on the second Monday in the calendar months of September through June or as deemed appropriate by the Board. The hour of the meeting shall be 7:00 p.m. unless otherwise specified in the public notice of the meeting.

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The superintendent, assistant superintendent(s) and secretary or designees will attend all regular meetings of the Board.

Special Board Meetings

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

in

Electronic Participation

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

~~If the Board allows a member to participate electronically, the member~~Any Board members participating electronically will be considered present and will have his or her actual physical presence excused. The members shall be counted present for the purposes of convening~~establishing~~ a quorum. If a Board member participates in a meeting electronically, the Board secretary will document it this fact in the minutes when members participate in the meeting electronically. In accordance with law, Board members participating electronically may only vote in roll call votes if they are participating by videoconference or another legal exception applies.

~~Board members participating electronically cannot cast roll call votes unless a district emergency exists and a quorum of the Board is physically present. If such an emergency exists, the nature of the district emergency shall be stated in the minutes. Board members participating electronically may cast votes other than roll call votes.~~

~~Any Board members who wishing to participate in a meeting electronically will~~must notify the Board president and superintendent as early as possible. The superintendent will arrange for the meeting to take place in a location with the appropriate equipment so that Board members participating in the meeting electronically may interact and the public may observe or hear the comments made in open session. The superintendent will take measures to verify the identity of any remotely located participants if necessary. Board members participating electronically in a closed-session meeting

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must take measures to protect the confidentiality of the meeting and ensure that other persons will not overhear the discussion and votes. If the Board is not confident that appropriate measures have been or will be taken, the Board may refuse to allow a Board member to participate electronically in closed session.

* * * * *

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

Adopted: 09/13/1993

Revised: 08/23/1999; 10/11/2004;

Reviewed: 11/14/2011

Cross Refs: KKB, Audio and Visual Recording

Legal Refs: §§ 162.301, .303, .511, 610.010 - .028, RSMo.

Webster Groves School District, St. Louis, Missouri

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Critical

EXPLANATION: CLOSED MEETINGS, RECORDS AND VOTES

House Bill 256 (2013) modified provisions of the Sunshine Law allowing certain security-related information to be kept from public disclosure. It also removed the sunset provisions that had previously applied to §§ 610.021 (18) and (19).

The section permitting the closing of operation guidelines and response plans to critical security situations is not new, but had been allowed to expire under a previously applicable sunset provision. This section is now the law again. The section allowing the district to close portions of records that contain authorization or access codes to district security systems is new.

At the request of districts, MSBA has also strengthened the section on confidentiality.

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

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CLOSED MEETINGS, RECORDS AND VOTES

The Board will conduct closed meetings, maintain records and hold votes in accordance with the Missouri Sunshine Law (law) 162.091, 610.010-.029, RS Mo.

Closed Meeting Notice

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

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

Objection

In the event a motion is made to close a meeting, record or vote, and a Board member believes that the motion would violate the Missouri Sunshine Law if passed, the Board member may state his or her objection to the motion before or at the time the vote is taken. The Board secretary will enter the objection in the minutes. Once the objection has been made, the Board member shall be allowed to fully participate in the meeting, record or vote even if it is closed over the member's objection. If the Board member voted against the motion to close the meeting, record or vote, the recorded objection and the vote constitute an absolute defense to any claim filed against the Board member pursuant to the Missouri Sunshine Law.

Meeting Location

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

Confidentiality

The Board members, employees and others in attendance are honor bound not to disclose the details or discussions of the closed meetings, records or votes or any other information that is deemed confidential by law, Board policy or district procedures. It is an essential job function of every employee in the district to follow confidentiality laws and the district's policies and procedures

FILE: BDC
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regarding confidential information. District employees who fail to keep closed information or closed meetings confidential may be disciplined or terminated. The Board may publicly admonish Board members who fail to keep closed records and meetings confidential in violation of this policy. District employees are required to report to their supervisors when they accidentally disclose confidential information or reasonably believe another person is disclosing confidential information in violation of law, Board policy or district procedures.

Board members who violate the law, Board policy or district procedures regarding confidentiality may be removed from all district committees and publicly admonished by the Board, and the Board may take legal action against the member by seeking an injunction or monetary damages. The Board may also seek legal action from the local prosecutor or the Missouri Attorney General's Office. In addition, it is a crime, punishable by a fine of up to \$500 or a year in jail, for any School Board member or employee of a school district to willfully neglect or refuse to perform a duty imposed by certain state statutes applicable to school districts, some of which contain confidentiality requirements.

Closed Topics

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

1. Legal actions, causes of action or litigation involving the district and any confidential or privileged communication between the district or its representatives and its attorneys. Any minutes, vote or settlement agreement relating to legal actions, causes of action or litigation involving the district or an agent or entity representing the district, including any insurance company acting on the district's behalf, shall become available to the public upon final disposition of the matter voted upon or upon the signing of a settlement agreement by the parties. A settlement agreement may be ordered closed by a court; however, the amount of *monies* ~~any monies/moneys~~ paid by or on behalf of the school district, pursuant to the settlement agreement, must be available to the public. When the district makes a decision involving the exercise of eminent domain, the vote shall become public immediately following the meeting in which the vote was taken to authorize institution of such legal matter. Legal work product is considered a closed record. § 610.021(1), RSMo.
2. The lease, purchase or sale of real estate by the district where public knowledge of the transaction might adversely affect the amount to be received or spent by the district. Any minutes, vote or public record approving such a contract shall become available to the public upon execution of the lease, purchase or sale of the real estate. § 610.021(2), RSMo.
3. Hiring, firing, disciplining or promoting of particular employees by the district when personal information about the employee is discussed or recorded. Any vote on a final

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FILE: BDC
Critical

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

4. Proceedings involving the mental or physical health of an identifiable individual. § 610.021(5), RSMo.
5. Scholastic probation, expulsion or graduation of identifiable persons, including records of individual tests or examination scores. However, personally identifiable student records maintained by public educational institutions shall be open for inspection by the parents, guardian or other custodian of students under the age of 18 and by the parents, guardian or other custodian and the student if the student is over 18. § 610.021(6), RSMo.
6. Testing and examination materials until the test or examination is given for the final time. § 610.021(7), RSMo.
7. Welfare cases of identifiable individuals. § 610.021(8), RSMo.
8. Preparations on behalf of the district or its representatives for negotiations with employee groups, including any discussion or work product. § 610.021(9), RSMo.
9. Software codes for electronic data processing and documentation thereof. § 610.021(10), RSMo.
10. Competitive bidding specifications until officially approved or published. § 610.021(11), RSMo.
11. Sealed bids and related documents until the bids are opened; sealed proposals and related documents until all proposals are rejected; or any documents related to a negotiated contract until a contract is executed. § 610.021(12), RSMo.
12. Individually identifiable personnel records, performance ratings or records pertaining to employees or applicants for employment. However, the names, positions, salaries and lengths of service of district officers and employees shall be available to the public. § 610.021(13), RSMo.
13. Records protected from disclosure by law. § 610.021(14), RSMo.

REFERENCE COPY

14. Scientific and technological innovations in which the owner has a proprietary interest. § 610.021(15), RSMo.
15. Records relating to municipal hotlines established for reporting abuse and wrongdoing. § 610.021(16), RSMo.
16. Confidential or privileged communications between the Board and its auditor, including all auditor work product. However, all final audit reports issued by the auditor are to be considered open records. § 610.021(17), RSMo.
17. Operational guidelines, ~~and policies~~ and specific response plans developed, adopted or maintained by the district for use in responding to or preventing any critical incident that is or appears to be terrorist in nature and that has the potential to endanger individuals or public health or safety. ~~When seeking to close information pursuant to this exception, the Board shall state in writing affirmatively states~~ that disclosure would impair its ability to protect the health or safety of persons and that the public interest in nondisclosure outweighs the public interest in disclosure of the records. Information regarding Financial records related to procurement or expenditures or contracts made in implementing these policies related to operational guidelines, policies or plans shall be open records. § 610.021(18), RSMo.
18. Existing or proposed security systems and structural plans of real property owned or leased by the district where public disclosure would threaten public safety. Procurement records or expenditures relating to security systems purchased with public funds shall be open. ~~When the district is seeking to close this information, it must~~ The Board affirmatively states ~~in writing~~ that disclosure would impair the district's ability to protect the security or safety of persons or real property and that the public interest in nondisclosure outweighs the public interest in disclosure of the records. § 610.021(19), RSMo.
19. The portion of a record that identifies security systems, access codes or authorization codes for security systems of real property. § 610.021(20), RSMo.
20. Records that identify and would allow unauthorized access to or unlawful disruption of the configuration of components or the operation of a computer, computer system, computer network or telecommunications network of the district if released. This exception shall not be used to limit or deny access to otherwise public records in a file, document, data file or database containing public records. Records related to the procurement of or expenditures for such computer, computer system, computer network or telecommunications network shall be open. § 610.021(21), RSMo.
21. Credit card numbers, personal identification numbers, digital certificates, physical and virtual keys, access codes or authorization codes that are used to protect the security of electronic

REFERENCE COPY

FILE: BDC
Critical

transactions between the district and a person or entity doing business with the district. However, the record of a person or entity using a district credit card or any record of a transaction that is reimbursed by the district will be open. § 610.021(22), RSMo.

* * * * *

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Adopted: 09/13/1993

Revised: 12/08/2003; 10/11/2004; 03/30/2009;

Reviewed: 11/14/2011

Cross Refs: ECA, Building and Grounds Security
EHBC, Privacy Protection
GBLB, References
KBA, Public's Right to Know
KDA, Custodial and Noncustodial Parents
KKB, Audio and Visual Recording

Legal Refs: §§ 162.091, 610.010 - .029, RSMo.

Webster Groves School District, St. Louis County, Missouri

REFERENCE COPY

FILE: BDDF
Critical

EXPLANATION: VOTING METHOD

This policy was amended for clarity and to incorporate changes made to the Sunshine Law by Senate Bill 170 (2013).

School Board members may legally participate in meetings electronically. However, § 610.015, RSMo., of the Sunshine Law previously prohibited Board members from casting roll call votes electronically, which meant that Board members could not cast any vote in closed session (where all votes are held by roll call) or in any open-session vote held by roll call. There was no limitation, however, on casting other votes. There is an emergency exception to the prohibition on roll call votes, but it rarely applies.

Senate Bill 170 has amended the law to allow Board members who participate in the meeting using videoconferencing to fully participate in all discussion and votes, regardless of the method of voting. The law still limits other electronic participation. MSBA has revised this policy to clarify the new status of the law.

In addition, MSBA has revised this policy to state that Board members "will," as opposed to "may," be allowed to participate in Board meetings electronically. MSBA recommends that all Board members who are unable to attend have this option. However, this is not legally required, and the district may revise this language.

MSBA has also revised this policy to clarify that the Board itself may, by policy, prescribe a greater number of votes to pass a motion than a majority of a quorum. For example, policy BBE sets out the process for appointing a new Board member when there is a vacancy. While the law does not address the issue, that policy requires a majority of the Board to vote affirmatively to appoint a person to the Board.

MSBA has also made some changes at the direction of MSBA's parliamentarian, Dr. Leonard Young, to conform the policy to language commonly used in *Robert's Rules of Order*. While districts are not required to use *Robert's Rules of Order*, many do, and the changes will make the policy clearer. Please note that any MSBA member district may utilize Dr. Young's services at no cost. He is not an attorney, but he is very knowledgeable about meeting protocol. It is best to contact him by e-mail at drleonardyoungprp@yahoo.com.

FILE: BDDF
Critical

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	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

REFERENCE COPY

FILE: BDDF
Critical

VOTING METHOD

All motions and votes will be recorded in the minutes, ~~including the name of the person seconding any motion and the record of the vote.~~ Minimally, the number of "yea" and "nay" votes members voting in the affirmative and in the negative on any question shall be recorded in the minutes unless a roll call vote is required by law. When a member abstains from voting, such abstention shall not be counted as a vote either for or against the proposal, but shall be entered in the minutes as an abstention. The president ~~shall have a~~ may vote on all questions.

*including the name of the person making
and
seconding
the motion.*

Any member, upon request, ~~may have a brief~~ submit a written explanation of his or her vote ~~recorded on any question that will be attached to the minutes or stored with the minutes.~~ Any member may also change his or her vote ~~if such request is made prior to consideration of the next order of business~~ up to the time the result of the vote is announced.

~~Motions pass with an affirmative vote from the majority of the quorum present at the meeting.~~ A motion shall pass if a majority of those members present vote in favor of the motion, provided that a quorum is present, unless otherwise prescribed by law or policy. An affirmative vote of the majority of the whole Board ~~must vote is required~~ to enter into a contract, employ a person, approve a bill or issue a warrant.

Voting in Open Session

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

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

In the event a motion is made to close a meeting, record or vote and a Board member believes that the motion, if passed, would violate the Missouri Sunshine Law, the Board member may state his or her objection to the motion before or at the time the vote is taken. The Board secretary will enter the objection in the minutes. Once the objection has been made the Board member shall be allowed to fully participate in the meeting, record or vote even if it is closed over the member's objection. If the Board member voted against the motion to close the meeting, record or vote, the recorded objection and the vote is an absolute defense to any claim filed against the Board member pursuant to the Missouri Sunshine Law.

Voting in Closed Session

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

Voting Electronically

Cif technology is available)

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

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

* * * * *

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

Adopted: 09/13/1993

Revised: 08/23/1999; 10/11/2004;

Reviewed: 11/14/2011

REFERENCE COPY

FILE: BDDF
Critical

Cross Refs: GCPF, Nonrenewal of Professional Staff Members

Legal Refs: §§ 162.301, .303, 610.010(7), .015, .020, .022, RSMo.

Webster Groves School District, St. Louis, Missouri

REFERENCE COPY

FILE: CBG
Critical

EXPLANATION: EVALUATION OF THE SUPERINTENDENT

New Superintendent Evaluation Requirements

MSBA has revised this policy to assist districts in complying with the new employee evaluation requirements the State Board of Education committed to as part of the Elementary and Secondary Education Act (ESEA) flexibility waiver granted by the U.S. Department of Education. This policy also complies with the Missouri School Improvement Program (MSIP) 5 process standards.

The Department of Elementary and Secondary Education (DESE) has been in the process of soliciting input and revising educator evaluation recommendations since 2008. In 2012, Missouri received an ESEA flexibility waiver from the U.S. Department of Education. This waiver requires the state of Missouri to address three principles: "college- and career-ready expectations for all students; state-developed recognition, accountability and support; and supporting effective instruction and leadership." Pursuant to the waiver, every district in Missouri must have an effective evaluation process in place by the 2014–2015 school year. An effective evaluation process is one that is aligned with the Essential Principles of Effective Evaluation (Essential Principles) as defined in the Missouri Code of State Regulations.

DESE, in cooperation with education organizations, educators and others, has developed model evaluation tools for teachers, leaders and superintendents, and the DESE model incorporates the Essential Principles. Districts have the option of using the DESE model or creating their own evaluation process and forms as long as they are based on the Essential Principles.

This policy was also revised to align with current research on effective educator evaluation and recommendations from DESE.

This policy requires the Board and the superintendent to work cooperatively to choose those aspects of the superintendent's performance that will be the focus of the evaluation. If the DESE model is used, those aspects of performance would be the quality indicators assigned to the standards. Another model may use a term other than "quality indicators" to describe the specific aspects of performance that will be the focus of the evaluation. For this reason, MSBA uses the more general "areas of focus" in addition to the DESE-specific "quality indicators."

Districts may modify this policy, but districts must be advised that any process the district uses must conform to the Essential Principles! The Board may need to change its current practices to conform to the new requirements. For example, many Boards only devote one meeting per

FILE: CBG
Critical

REFERENCE COPY

year to the superintendent's evaluation and do not provide "ongoing" feedback to the superintendent about his or her performance. This will need to change.

A copy of the DESE model superintendent evaluation, including the superintendent standards, is available at:

<http://www.dese.mo.gov/eq/documents/eq-ees-superintendent-evaluation.pdf>.

The Essential Principles are explained at:

<http://www.dese.mo.gov/eq/essprinoverview.htm>.

MSBA Training for Superintendent Evaluation Processes

MSBA offers two methods of assistance for Board members transitioning to the new state-required superintendent evaluation process:

1. Performance-Based Superintendent Evaluation Workshop

This two- to three-hour session focuses on evidence-based practices for Board evaluation of the superintendent in the context of the Missouri Educator Evaluation System requirements. This session also addresses:

- ▶ The Missouri superintendent standards
- ▶ The benefits of aligning all district evaluation tools and processes
- ▶ How to use the Missouri Model Superintendent Evaluation

Cost: \$150 per hour plus mileage reimbursement not to exceed \$100.

2. Understanding the Missouri Model Superintendent Evaluation: Online Training

This video series is designed to help school boards and superintendents become familiar with the requirements for educator evaluations in effect for the 2014–2015 school year and the Missouri Model Superintendent Evaluation. The videos follow a fictional School Board in a series of Board meeting vignettes over a period of about four months as they work through the process of superintendent evaluation.

Districts may register on the MSBA website. The cost is \$75.

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Critical

Additional Evaluation Concerns

MSBA encourages boards of education to make employment decisions regarding the superintendent in accordance with the evaluation process outlined in this policy. However, MSBA also acknowledges that superintendent employment decisions can be influenced by factors other than the areas of focus or indicators selected as part of a planned evaluation process. Sometimes the superintendent is not even made aware of concerns until it is too late to resolve them. The Board should address any concerns with the superintendent as they arise. Allowing them to fester unaddressed will not be good for the district in the long run.

This policy includes a requirement for Board members to share concerns about the superintendent with the superintendent or the Board president so that concerns can be addressed at the next properly noticed meeting of the Board. For example, if a Board member is concerned that the superintendent is not always welcoming to parents/guardians, the Board member should express his or her concern directly to the superintendent. If the matter is not resolved, the Board member should contact the Board president to ensure there is a place on the closed meeting agenda to discuss the concern. After discussion, the Board as a whole should determine what action, if any, should be taken, which could include modifying the currently selected areas of focus or indicators. However, the Board may also choose to take no action, simply discuss the concern with the superintendent, or create an improvement plan for the superintendent. MSBA has created a template for an improvement plan (CBG-AF) the district may use.

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

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FILE: CBG
Critical

EVALUATION OF THE SUPERINTENDENT

The Board of Education will annually ~~evaluate the performance~~ complete a summative evaluation of the superintendent according to ~~written standards set by the Board in consultation with the superintendent's performance using an evaluation instrument reflecting the Essential Principles of Effective Evaluation as adopted by the Missouri State Board of Education.~~ This formal evaluation will take place prior to any action to renew or extend the superintendent's contract. The primary purpose of the evaluation is to improve student performance by promoting the continuous growth of the superintendent in a manner that is aligned with the district's Comprehensive School Improvement Plan (CSIP). Results of the evaluation will inform employment and compensation decisions, but may not be the exclusive factor considered.

The Board may evaluate the superintendent at any other time throughout the year, in addition to the annual formal evaluation. Additional evaluations may be formal or informal.

Evaluation Objectives

The purpose of the evaluation is to improve administrative leadership as follows:

- ▶ ~~Clarify the superintendent's administrative leadership role.~~
- ▶ ~~Maintain a harmonious working relationship between the superintendent and the Board.~~
- ▶ ~~Establish accountability for the school system.~~
- ▶ ~~Ensure that Board policies are being administered effectively.~~
- ▶ ~~Provide direction and performance expectations for the upcoming year.~~

Evaluation Standards

The Board will measure performance based on the Missouri Superintendent Standards. In accordance with these standards, the superintendent demonstrates the knowledge and ability to ensure the success of all students by:

1. Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
2. Promoting a positive school culture and an effective instructional program, applying best practices to student learning and designing professional growth plans for staff.

3. Leading personnel and managing the organizational structure and resources in a way that promotes a safe, efficient and effective learning environment.
4. Collaborating with families and other community members, responding to diverse community interests and needs and mobilizing community resources.
5. Acting with integrity and responsibility and in an ethical manner.
6. Understanding, responding to and influencing the larger political, social, economic, legal and cultural context.
7. Remaining current on best practices in education administration and school-related areas as evidenced by establishing a plan for his or her professional development each year.

Formal Evaluation Preparation Process

- ▶ ~~During July or August, the Board and superintendent will meet to establish goals for the upcoming year and re-evaluate or confirm performance expectations created after the last evaluation, if applicable.~~
- ▶ ~~At least once a year, each Board member will complete an individual rating instrument, providing input for each performance area and written comments when needed or desired.~~
- ▶ ~~The Board president will collect from each Board member his or her completed instrument, compile the results and provide a formal summative evaluation for each area.~~
- ▶ ~~The Board will meet and discuss the formal evaluation, finalize the evaluation for presentation to the superintendent and discuss preliminary expectations for the upcoming year.~~
- ▶ ~~The Board president will give the formal evaluation to the superintendent one week prior to the formal evaluation meeting to provide the superintendent with adequate time to review the evaluation. The superintendent may respond in writing if he or she disagrees with any portion of the evaluation.~~

Formative Evaluation

The Board and superintendent will meet regularly during the formative evaluation period to discuss the superintendent's progress toward established goals.

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FILE: CBG
Critical

The superintendent and Board will jointly identify three to five areas of focus or quality indicators for the upcoming year's evaluation. This will be done within the first six weeks of employment for a new superintendent and at the end of the previous school year, or in conjunction with the previous year's summative evaluation, for a returning superintendent.

Chosen areas of focus or quality indicators must be aligned with the district's current CSIP. The areas of focus or quality indicators may be changed throughout the year as circumstances dictate.

At the request of the Board, the superintendent will regularly, but at least twice prior to the summative evaluation, report progress on all chosen areas of focus or quality indicators. The report will include specific evidence supporting the superintendent's progress.

After each report the Board will consider the evidence presented, may request additional evidence and will record the progress made on the formative evaluation form.

Summative Evaluation

The summative evaluation incorporates all the information accumulated through the formative evaluation process. It reflects the Board's final assessment of the superintendent's performance.

The Board will meet prior to the superintendent's summative evaluation. Each Board member will prepare an individual assessment of the superintendent's progress on the selected areas of focus or quality indicators and any other issues that arose during the formative evaluation process. During the meeting, members will reach a consensus regarding the superintendent's progress based on the individual evaluations contributed by each member. The Board president will create a consensus evaluation, provide a copy to each Board member and the superintendent, and then destroy ~~the~~ each individual evaluations.

The superintendent and the Board will meet to discuss the results of the summative evaluation. The superintendent will be provided a copy of the evaluation and given the opportunity to respond in writing to any item on the evaluation.

Additional Evaluation Factors

Nothing in this evaluation process prevents the Board from addressing additional concerns related to the superintendent's performance as they arise throughout the year. Board members with concerns are required to share those concerns with the rest of the Board at the first opportunity. The Board will then determine whether the concern requires a modification to the selected areas of focus or quality indicators or whether a separate action is necessary or more appropriate.

Evaluation Meeting

- ~~The performance-based evaluation document will be shared with the superintendent in a closed session of the Board prior to the April regular Board meeting.~~
- ~~At the evaluation session the superintendent may respond to the written document either in writing or orally, and shall present other evidence of accomplishment appropriate to the discussion.~~
- ~~Shortly after the superintendent's evaluation, the Board, in consultation with the superintendent, will cooperatively establish performance expectations for the upcoming year in line with the district's goals and the superintendent's job description and evaluation. These expectations will become a part of the Board's evaluation of the superintendent the following year.~~
- ~~Following the evaluation session, the Board will meet without the superintendent, to discuss terms and conditions of the superintendent's contract, notifying him or her of its decision prior to the April regular Board meeting.~~

Superintendent's Personnel File

The ~~format~~summative evaluation and any written responses by the superintendent will be maintained in the superintendent's permanent file in accordance with the state retention manual applicable to schools.

* * * * *

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

Adopted: 09/13/1993

Revised: 09/13/2004;

Reviewed: 12/12/2011

REFERENCE COPY

FILE: CBG
Critical

Cross Refs: GBL, Personnel Records

Legal Refs: §§ 168.201, .410, RSMo.
 5 C.S.R. 20 - 400.375

Webster Groves School District, St. Louis, Missouri

REFERENCE COPY

FILE: CFB
Critical

EVALUATION OF PRINCIPALS

The superintendent or designee will annually evaluate the performance of principals in the district using an evaluation instrument incorporating the Essential Principles of Effective Evaluation as adopted by the Missouri State Board of Education. The primary purpose of the evaluation is to improve student performance by promoting the continuous growth of principals in a manner that is aligned with the district's Comprehensive School Improvement Plan (CSIP) and, where applicable, building improvement plans (BIPs). Results of the evaluation will inform employment and compensation decisions, but may not be the only factor. The term "principal" also includes assistant principals.

The superintendent or designee may use the evaluation process described in this policy for the evaluation of other administrators, if appropriate.

Evaluation Standards

Superintendent or designee
The ~~Board~~ will measure performance based on the Missouri Leader Standards. These standards emphasize the leader as a competent manager and instructional leader who continuously acquires new knowledge and skills and is constantly seeking to improve his or her leadership practice to provide for high academic achievement for all students. In accordance with these standards, the principal demonstrates the knowledge and ability to ensure the success of all students by:

1. Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
2. Promoting a positive school culture and an effective instructional program, applying best practices to student learning and designing comprehensive professional growth plans for staff.
3. Managing the organizational structure, personnel and resources in a way that promotes a safe, efficient and effective learning environment.
4. Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity and in an ethical manner.
6. Remaining current on best practices in education administration and school-related areas as evidenced by his or her plan for professional development each year.

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Evaluation Process

The superintendent will create a procedure for implementing the principal evaluation process.

* * * * *

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: GBL, Personnel Records

Legal Refs: §§ 168.201, .410, RSMo.
5 C.S.R. 20 - 400.375

Webster Groves School District, St. Louis, Missouri

REFERENCE COPY

FILE: DB
Critical

EXPLANATION: ANNUAL BUDGET

This policy has been revised for clarity. Information regarding tax rates was removed because it was confusing and is covered in more detail in policy DC.

Based on feedback from Board members, MSBA has also established a June 1 deadline for the superintendent to create a tentative budget and submit it to the Board. *This deadline is not required by law* and may be deleted or changed by the district. The deadline is designed to ensure that the Board has enough time to review the budget before adoption.

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

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

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FILE: DB
Critical

ANNUAL BUDGET

One of the primary responsibilities of the Board of Education is to secure adequate funds to conduct a quality program of education in the school district. The annual ~~school district~~ budget ~~represents~~ is a written document presenting the Board's plan for allocation of the available financial resources ~~into an explicit expenditure plan~~ to sustain and improve the educational function of the school district. It is a legal document describing the programs to be conducted during the fiscal year and is the basis for the establishment of tax rates for the district.

Budget Planning and Adoption

The planning and preparation of the budget is a continuing process. It must involve a number of people who have knowledge of the educational needs of the community and who can provide accurate data in regard to the financial potential of the district. Members of the Board, citizens, students and professional and support staff members should be involved in the planning process, which culminates in the preparation of the budget document. The superintendent will establish procedures that seek input from the appropriate people on budgetary needs and that consider the priorities established by the Board.

The Board designates the superintendent to serve as the budget officer of the district. As budget officer, the superintendent will direct the planning and preparation of the budget and will submit it to the Board for approval. Before creating the budget, the superintendent will consider the priorities established by the Board and seek input from appropriate persons regarding the needs of the district. The superintendent will present to the Board a tentative budget proposal for the following year no later than June 1 unless sufficient financial information is not available at that time to propose even a tentative budget. The superintendent will make revisions as directed by the Board and will present the final budget proposal before the new fiscal year begins, as provided by law.

The Board may revise the ~~items contained therein and will at that meeting adopt the portion of the budget dealing with the salary schedule and the needed tax rate for the district~~ proposed budget prior to adoption and may make additional revisions, as necessary, throughout the year. Should the adopted budget require an increase in the tax levy above the authorized level that the Board may levy, the tax levy increase shall be presented to the voters for approval. The budget shall be appropriately adjusted if the voters fail to pass the tax levy increase. The Board will conduct at least one public hearing regarding the proposed budget and taxation rate.

Budget Components

The annual budget document shall present a completed financial plan for the ensuing fiscal year and shall include at least the following statutory requirements:

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1. A budget message describing the important features of the budget and major changes from the preceding year.
2. Estimated revenues to be received from all sources for the fiscal year, with a comparative statement of actual or estimated revenues for the two years ~~next~~immediately preceding, itemized by year, fund and source.
3. Proposed expenditures for each department, office and other classification for the ~~fiscal~~budget year, together with a comparative statement of actual or estimated expenditures for the two years immediately preceding, itemized by year, fund, activity and object.
4. The amount required for the payment of interest, amortization and redemption charges on the debt of the school district.
5. A general budget summary.

Budget Expenditures

In no event shall the total proposed expenditures from any fund exceed the estimated revenues to be received plus any unencumbered balance or less any deficit estimated for the beginning of the fiscal year. Upon the recommendation of the superintendent, the Board will approve a system of internal accounting to ensure proper financial accounting of revenues and expenditures.

The adopted budget of the Webster Groves School District serves as the control to direct and limit expenditures in the district. Overall responsibility for assuring control rests with the superintendent, who will establish procedures for budget control and reporting throughout the district. All ~~monies~~ ^{monies} received by the school district shall be disbursed only for the purposes for which they are levied, collected or received.

The total amounts that may be expended during the fiscal year for the operation of the school district are set forth in the budget. The total budgeted expenditure for each program is the maximum amount that may be expended for that classification of expenditures during the school year unless a budget transfer is recommended by the superintendent and ~~is~~ approved by the Board. During the fiscal year the superintendent may transfer any unencumbered balance or portion thereof from the expenditure authorization of one account to another, subject to limitations provided by state laws and approval by the Board.

The Board will review the financial condition of the district monthly and shall require the superintendent to prepare a monthly reconciliation statement. This statement will show the amount expended during the month, total (to date) for the fiscal year, receipts and remaining balances in each

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fund. This statement will be used as a guide for projected purchasing and ~~as a guide for budget transfers.~~

~~During the fiscal year the superintendent may transfer any unencumbered balance or portion thereof from the expenditure authorization of one account to another, subject to limitations provided by state laws and approval by the Board.~~

~~All moneys received by the school district shall be disbursed only for the purposes for which they are levied, collected or received.~~

* * * * *

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

Adopted: 09/13/1993

Revised: 12/08/2003;

Cross Refs: CGC, State and Federal Programs Administration
ECB, Building and Grounds Maintenance

Legal Refs: Mo. Const., art. VI, § 26
§§ 67.010 - .110, 165.016, .021, .051, .091, .131, RSMo.
~~Mo. Const., Art. VI, § 26~~
Mercantile Bank of Illinois v. School District of Osceola, 834 S.W.-2d 737 (Mo. banc-1992)

Webster Groves School District, St. Louis, Missouri

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ok as is.

FILE: DFA
Critical

EXPLANATION: REVENUES FROM INVESTMENTS/USE OF SURPLUS FUNDS
(District Utilizes a Third Party to Manage Some or All of Its Investments)

NOTE: MSBA offers two versions of policy DFA, Revenues from Investments of Surplus Funds. The short version is designed for districts that manage all of their own investments. This longer version is for districts that involve a third party in managing their investments, including local banks. Many districts find the short form more attractive. However, a district that manages its own investments is still subject to state law governing those investments and must develop its own investment policy or use the model policy created by the Missouri State Treasurer. The short version is only short because the details have not been included.

This long version should be used by districts that involve third parties in their investment plan. This version already includes the details about district investment options and is consistent with the Missouri State Treasurer model investment policy. Districts that use the services of MOSIP must use this long version.

Information about investments and the state model investment policy can be found at <http://www.treasurer.mo.gov>.

The Government Finance Officers Association (GFOA) best practice guidance on "Collateralizing Public Deposits" indicates that governmental entities/depositors should take all possible actions to comply with state and federal requirements in order to ensure that their security interest in collateral pledged to secure deposits is enforceable against the receiver of a failed financial institution.

The section on collateralization requires the security agreement be approved by the Board. However, the Federal Deposit Insurance Corporation (FDIC) does not require every transaction to be reviewed by the Board of Directors. The Board may fulfill this function by setting parameters and authorizing a particular officer to carry out its wishes. The officer would be performing ministerial acts on behalf of the Board.

Similarly the Board may, by resolution, list specific officers who are authorized by the Board to execute agreements securing public deposits to meet this requirement.

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

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FILE: DFA
Critical

REVENUES FROM INVESTMENTS/USE OF SURPLUS FUNDS *(District Utilizes a Third Party to Manage Some or All of Its Investments)*

The Board authorizes and appoints the treasurer to serve as the investment officer of the school district ("district") to invest surplus school district moneys ~~which~~that are determined as not being immediately needed for the operation of the district. The ~~superintendent~~treasurer shall follow procedures adopted by the Board in making investments and obtaining the best interest rates possible. Collateralized investments will comply with the requirements of the Financial Institutions Reform, Recovery, and Enforcement Act (FIRREA) of 1989.

I. Scope

This policy applies to the investment of all operating funds of the district.

1. Pooling of Funds

Except for cash in certain restricted and special funds, the district will consolidate cash balances from all funds to maximize investment earnings. Investment income will be allocated to the various funds based on their respective participation and in accordance with the generally accepted accounting principles.

2. External Management of Funds

Investment through external programs, facilities and professionals operating in a manner consistent with this policy will constitute compliance.

II. General Objectives

1. Safety

Safety of principal is the foremost objective of the investment program. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio. The objective will be to mitigate credit risk and interest rate risk.

a. Credit Risk

The district will minimize credit risk, the risk of loss due to the failure of the security issuer or backer, by:

- ▶ Pre-qualifying the financial institutions, brokers/dealers, intermediaries; and advisors with ~~which~~whom the district will do

business.

- ▶ Diversifying the portfolio so that potential losses on individual securities will be minimized.

b. Interest Rate Risk

The district will minimize the risk that the market value of securities in the portfolio will fall due to changes in general interest rates; by:

- ▶ Structuring the investment portfolio so that securities mature to meet cash requirements for ongoing operations, thereby avoiding the need to sell securities on the open market prior to maturity.
- ▶ Investing operating funds primarily in shorter-term securities.

2. Liquidity

The investment portfolio shall remain sufficiently liquid to meet all operating requirements that may be reasonably anticipated. This is accomplished by structuring the portfolio so that securities mature concurrent with cash needs to meet anticipated demands (static liquidity). Furthermore, since all possible cash demands cannot be anticipated, the portfolio should consist largely of securities with active secondary or resale markets (dynamic liquidity). A portion of the portfolio also may be placed in bank deposits or repurchase agreements that offer same-day liquidity for short-term funds.

3. Yield

The investment portfolio shall be designed with the objectives of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. Return on investment is of secondary importance to the safety and liquidity objectives described above. The core of investments are limited to relatively low-risk securities in anticipation of earning a fair return relative to the risk being assumed. Securities shall not be sold prior to maturity ~~with the following exceptions~~ except when:

- ▶ ~~A~~ The early selling of a security with declining credit ~~may be sold early to~~ minimizes loss of principal.
- ▶ A security swap would improve the quality, yield; or target duration in the

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Critical

portfolio.

- ▶ The liquidity needs of the portfolio require that the security be sold.

III. Standards of Care

1. Prudence

The standard of care to be used by investment officials shall be the "prudent person" standard and shall be applied in the context of managing an overall portfolio. Investment officers acting in accordance with written procedures and this investment policy and exercising due diligence shall be relieved of personal liability for an individual security's credit risk or market price changes, provided deviations from expectations are reported in a timely fashion to the governing body and the liquidity and the sale of securities are carried out in accordance with the terms of this policy.

Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived.

2. Ethics and Conflicts of Interest

Officers and employees of the district involved in the investment process shall refrain from personal business activity that could conflict with the proper execution and management of the investment program; or that could impair their ability to make impartial decisions. Employees and investment officials shall disclose any material interests in financial institutions in which they conduct business. They shall further disclose any personal financial/investment positions that could be related to the performance of the investment portfolio. Employees and officials shall refrain from undertaking personal investment transactions with the same individual with ~~which~~whom business is conducted on behalf of the district.

3. Delegation of Authority

Authority and responsibility for management of the day-to-day operations of the investment program may be granted to the ~~superintendent~~treasurer or designee and/or an external professional organization, including Missouri Securities Investment Program ("MOSIP"). The investment officer shall ensure that the investment program's operations are in accordance with the established written procedures and internal controls for the operation of the investment program consistent with this

investment policy. Procedures should include references to: safekeeping, delivery vs. payment, investment accounting, repurchase agreements, wire transfer agreements; and collateral/depository agreements. No person may engage in an investment transaction except as provided under the terms of this policy and the procedures established by the investment officer.

IV. Investment Transactions

1. Authorized Financial Dealers and Institutions

A list will be maintained of financial institutions authorized to provide investment transactions. In addition, a list also will be maintained of approved security brokers/dealers selected by creditworthiness. These may include "primary" dealers or regional dealers that qualify under Securities and Exchange Commission (SEC) Rule 15c3-1 (uniform net capital rule).

All financial institutions and brokers/dealers who desire to become qualified for investment transactions must supply the following as appropriate:

- ▶ Audited financial statements.
- ▶ Proof of ~~National Association of Securities Dealers, Inc. (NASD)~~ Financial Industry Regulatory Authority (FINRA) certification.
- ▶ Completed broker/dealer questionnaire.
- ▶ Certification of having read, ~~and understood and agreeing~~ agreed to comply with the district's investment policy.

An annual review of the financial condition and registration of qualified financial institutions and brokers/dealers will be conducted by the ~~superintendent~~ treasurer or designee and/or the designated external professional organization.

2. Internal Controls

The investment officer is responsible for establishing and maintaining an internal control structure that will be reviewed annually with the district's independent auditor. The internal control structure shall be designed to ensure that the assets of the district are protected from loss, theft or misuse and to provide reasonable assurance that these objectives are met. The concept of reasonable assurance recognizes that (1) the cost of control should not exceed the benefits likely to be

REFERENCE COPY

FILE: DFA
Critical

derived and (2) the valuation of costs and benefits require estimates and judgments by management.

The internal controls shall address the following points:

- ▶ Control of collusion.
- ▶ Separation of transaction authority from accounting and record-keeping.
- ▶ Custodial safekeeping.
- ▶ Avoidance of physical delivery securities.
- ▶ Clear delegation of authority to subordinate staff members.
- ▶ Written confirmation of transactions for investments and wire transfers.
- ▶ Development of a wire transfer agreement with the lead bank and third party custodian.

3. Delivery vs. Payment

All trades where applicable will be executed by delivery vs. payment (DVP) to ensure that securities are deposited in eligible financial institutions prior to the release of funds. All securities shall be perfected in the name of, or for the account of, the district, ~~or~~ MOSIP or another designated external professional organization and shall be held by a third-party custodian as evidenced by appropriate safekeeping receipts.

V. Suitable and Authorized Investments

1. Investment Types

In accordance with and subject to restrictions imposed by current statutes, the following list represents the entire range of investments that the district will consider and ~~which that~~ shall be authorized for the investments of funds by the district.

- a. Securities issued by State of Missouri – The district may invest in obligations of the Missouri ~~State~~ government for which the full faith and credit of the State of Missouri are pledged for the payment of principal and interest.

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- b. United States Treasury Securities – The district may invest in obligations of the United States government for which the full faith and credit of the United States are pledged for the payment of principal and interest.
 - c. United States Agency Securities – The district may invest in obligations issued or guaranteed by any agency or any wholly owned corporation of the United States Government as described in section V (2) of this policy.
 - d. Repurchase Agreements – The district may invest in contractual agreements between the district and commercial banks or primary government securities dealers. The purchaser in a repurchase agreement (repo) enters into a contractual agreement to purchase U.S. Treasury and government agency securities while simultaneously agreeing to resell the securities at predetermined dates and prices.
 - e. Collateralized Public Deposits (Certificates of Deposit) – Instruments issued by financial institutions ~~which that~~ state that specified sums have been deposited for specified periods of time and at specified rates of interest. The certificates of deposit are required to be backed by acceptable collateral securities as described in §§ 110.010 - .020, RSMo.
 - f. Bankers' Acceptances – Time drafts drawn on and accepted by a commercial bank, otherwise known as bankers' acceptances. The district may invest in bankers' acceptances issued by domestic commercial banks possessing the highest rating issued by Moody's Investor Services, Inc. or Standard and Poor's Corporation.
 - g. Commercial Paper – The district may invest in commercial paper issued by domestic corporations, ~~which has that have~~ received the highest rating issued by Moody's Investor Services, Inc., ~~or~~ Standard and Poor's Corporation or another nationally recognized statistical rating organization. Eligible paper is further limited to issuing corporations that have ~~total assets in excess of five hundred million dollars (\$500,000,000)~~ a commercial paper program size in excess of \$250,000,000.
2. Security Selection: The following list represents the entire range of United States Agency Securities that the district will consider and ~~which that~~ shall be authorized for the investment of funds by the district. Additionally, the following definitions and guidelines should be used in purchasing the instruments:
- a. U.S. Govt. Agency Coupon and Zero Coupon Securities = Bullet coupon

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FILE: DFA
Critical

bonds with no embedded options.

- b. U.S. Govt. Agency Discount Notes – Purchased at a discount with maximum maturities of one ~~(1)~~ year.
- c. U.S. Govt. Agency Callable Securities – Restricted to securities callable at par only with final maturities of five ~~(5)~~ years.
- d. U.S. Govt. Agency Step-Up Securities – The coupon rate is fixed for an initial term. At coupon date, the coupon rate rises to a new, higher, fixed term. Restricted to securities with final maturities of five ~~(5)~~ years.
- e. U.S. Govt. Agency Floating Rate Securities – The coupon rate floats off one index restricted to coupons with no interim caps that reset at least quarterly.
- f. U.S. Govt. Mortgage-Backed Securities – Restricted to securities with final maturities of five ~~(5)~~ years.

3. Investment Restrictions and Prohibited Transactions

To provide for the safety and liquidity of the district's funds, the investment portfolio will be subject to the following restrictions:

- a. Borrowing for investment purposes ("Leverage") is prohibited.
- b. Instruments known as Structured Notes (e.g., inverse floaters, leveraged floaters, and equity-linked securities) are not permitted. Investment in any instrument, ~~which~~ that is commonly considered a "derivative" investment (e.g., options, futures, swaps, caps, floors and collars) is prohibited.
- c. Contracting to sell securities not yet acquired in order to purchase other securities for purposes of speculating on developments or trends in the market is prohibited.
- d. No more than ~~5%~~ five percent of the total market value of the portfolio may be invested in bankers' acceptances issued by any one commercial bank, and no more than ~~5%~~ five percent of the total market value of the portfolio may be invested in commercial paper of any one issuer.

4. Collateralization

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Collateralization will comply with the requirements of FIRREA. Collateralization will be required on two (2) types of investments:

- a. Ce~~certificates of deposit and repurchase agreements.~~ In order to anticipate market changes and provide a level of security for all funds, the market value (including accrued interest) of the collateral ~~should~~shall be at least ~~100%~~102 percent (except for a Federal Home Loan Bank letter of credit, which shall be at 100 percent). ~~For certificates of deposit, the market value of collateral must be at least 100% or the greater of the amount of certificates of deposit plus demand deposits with the depository, less the amount, if any, which that is insured by the Federal Deposit Insurance Corporation (FDIC); or the National Credit Unions Share Insurance Fund. Market value shall be calculated using industry convention (collateral substitution may be granted).~~

All securities; ~~which that~~ serve as collateral against the deposits of a depository institution must be safekept at a non-affiliated custodial facility. Depository institutions pledging collateral against deposits must, in conjunction with the custodial agent, furnish the necessary custodial receipts within five business days from the settlement date.

Federal law provides that a depositor's security agreement that tends to diminish or defeat the interest of the FDIC in an asset acquired by it as receiver of an insured depository shall not be valid against the FDIC unless the agreement:

- ▶ Is in writing,
- ▶ Was approved by the Board of Directors of the depository or its loan committee, and
- ▶ Has been continuously, from the time of its execution, an official record of the depository institution.

5b. Repurchase Agreements

The securities for which repurchase agreements will be transacted will be limited to Treasury and government agency securities that are eligible to be delivered via the Federal Reserve's Fedwire book entry system. ~~Securities will be delivered to the district's designated Custodial Agent. Funds and securities will be transferred on a delivery vs. payment basis.~~ In addition to the collateral requirements above, a public entity shall also have in place a

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FILE: DFA
Critical

Master Repurchase Agreement and Custodian Bank Agreement to hold such securities.

VI. Investment Parameters

1. Diversification

The investments shall be diversified to minimize the risk of loss resulting from overconcentration of assets in specific maturity, specific issuer, or specific class of securities. Diversification strategies shall be established and periodically reviewed. At a minimum, diversification standards by security type and issuer shall be:

- a. U.S. ~~treasuries and~~ Treasury securities having principal and/or interest guaranteed by the U.S. government – 100% percent
- b. Collateralized time and demand deposits – 100% percent
- c. U.S. ~~G~~government agencies; and government-sponsored enterprises – No more than 60% percent
- d. Collateralized repurchased agreements – 50% percent
- e. U.S. ~~G~~government agency callable securities – No more than 30% percent
- f. Commercial Ppaper and Bbankers' Aacceptances – No more than ~~50%~~ 75 percent

2. Maximum Maturities

To the extent possible, the district shall attempt to match its investments with anticipated cash flow requirements. Investments in bankers' acceptances and commercial paper shall mature and become payable not more than 180 days from the date of purchases. All other investments shall mature and become payable not more than five ~~(5)~~ years from the date of purchase. The district shall adopt weighted average maturity limitations that should not exceed three ~~(3)~~ years and ~~is~~ are consistent with the investment objectives.

Because of inherent difficulties in accurately forecasting cash flow requirements, a portion of the portfolio should be continuously invested in readily available funds, such as in bank deposits or overnight repurchase agreements, to ensure that appropriate liquidity is maintained to meet ongoing obligations.

VII. Reporting

1. Methods

The investment officer shall prepare or cause to be prepared an investment report at least quarterly, including a management summary that provides an analysis of the status of the current investment portfolio and transactions made over the last quarter. This management summary will be prepared in a manner that will allow the district to ascertain whether investment activities during the reporting period have conformed to the investment policy. The report should be provided to the governing body of the district. The report will include the following:

- ▶ Listing of individual securities held at the end of the reporting period.
- ▶ Realized and unrealized gains or losses resulting from appreciation or depreciation by listing the cost and market value of securities over a one-year duration (in accordance with the Government Accounting Standards Board (GASB) 31 requirements). [Note: This is only required annually.]
- ▶ Average weighted yield to maturity of portfolio on investments as compared to applicable benchmarks.
- ▶ Listing of investment by maturity date.
- ▶ Percentage of the total portfolio ~~which~~ each type of investment represents.

2. Performance Standards

The investment portfolio will be managed in accordance with the parameters specified within this policy. The portfolio should obtain a market-average rate of return during a market/economic environment of stable interest rates. A series of appropriate benchmarks may be established against which portfolio performance shall be compared on a regular basis.

Commercial paper and bankers' acceptances must be reviewed not less often than monthly by the investment officer to determine if the rating level has changed. The commercial paper and bankers' acceptances should be reviewed for possible sale if the securities are downgraded below the minimum acceptable rating levels.

3. Marking to Market

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FILE: DFA
Critical

The market value of the portfolio shall be calculated at least quarterly and a statement of the market value of the portfolio shall be issued at least annually to the Board. This will ensure that review of the investment portfolio, in terms of value and price volatility, has been performed.

VIII. Policy Considerations

1. Exemption

Any investment currently held that does not meet the guidelines of this policy shall be exempt from the requirements of this policy. At maturity or liquidation, such moneys shall be reinvested only as provided by this policy.

2. Adoption

~~The~~This policy shall be reviewed annually by the investment officer, and recommended changes will be presented to the Board for consideration.

* * * * *

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

Adopted: 09/13/1993

Revised: 08/23/1999;

Legal Refs: Mo. Const., art. IV, § 15
§§ 30.260, 110.010 - .020, 165.051, ~~165.091~~, ~~110.010 - .020~~, RSMo.
Mo. Const., Art. IV, § 15
12 U.S.C. § 1823(e)

Webster Groves School District, St. Louis, Missouri

REFERENCE COPY

OK as is

FILE: EB
Critical

EXPLANATION: SAFETY PROGRAM

The district previously kept the language from EBCA in this policy. However, MSBA has greatly expanded EBCA and recommends they become separate policies.

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

REFERENCE COPY

FILE: EB
Critical

SAFETY PROGRAM

~~The Webster Groves School District has a crisis intervention plan to help school district administrators and faculty deal effectively with crises that could interfere with the normal daily operation of school. This plan outlines and describes the district's guidelines for responding to most crises. All staff members with a need to know will be provided in-service training concerning these guidelines. Specific information regarding the crisis intervention plan is available to concerned parties upon request in the central and building offices.~~ The Board recognizes the necessity for a planned safety program to create a safe environment for the students attending, and for the professional and support staff employed by the school district. The maintenance of healthful and safe conditions throughout the school district is a responsibility shared by the Board, superintendent and all professional and support staff.

Every attempt will be made to meet safety and health standards established by state and federal laws and regulations. The cooperation of school, home and community in providing a safe and healthful environment is encouraged by the Board.

Safe practices will be a scheduled part of instruction in the classrooms, laboratories and school shops. Proper supervision of students and other citizens using the school facilities will be required. Hazardous conditions indicated by inspectors will be reported to the superintendent or designee and corrected. Each building administrator will develop and implement a safety program, report hazardous conditions to the superintendent and hold employees and students responsible for the observance of all safety rules and procedures.

The district will fully utilize federal, state and local violence prevention programs and resources available to students, teachers or staff that the district determines are necessary and cost effective for the school district. The director of student services and chief operations officer (COO) are designated as school safety coordinators who will have a thorough knowledge of 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: 06/11/2001

Revised: 11/12/2012;

Cross Refs: JHD, Student Guidance and Counseling

FILE: EB
Critical

REFERENCE COPY

MO Safe Schools & Safe Communities Consortium – Unified Emergency
Contingency Plans for Schools

Legal Refs: §§ 160.660, 165.011, RSMo.

Webster Groves School District, St. Louis, Missouri

REFERENCE COPY

FILE: EBC
Critical

EXPLANATION: EMERGENCY DRILLS (Districts Required to Hold Earthquake Drills)

This policy has been modified to include emergency drills for active shooters. Senate Bill 75 (2013), § 170.315, RSMo., established the Active Shooter and Intruder Response Training for Schools Program (ASIRT). Participation in ASIRT is optional, not mandatory.

Districts that want to implement the optional components of ASIRT will need to include in employee training a component on how to properly respond to students who provide employees with information about a threatening situation and how to address situations in which there is a potentially dangerous or armed intruder in the school. The district must have incorporated a plan to provide active shooter training by July 1, 2014. Training should be provided as soon as possible and may be repeated annually. The statute suggests eight hours of initial training and four hours for continuing training. All instructors must be certified by the Department of Public Safety's Peace Officer Standards Training Commission (the POST Commission).

Once again, participation in ASIRT is *optional*. Given the commitment and potential cost, MSBA has not indicated in this policy that the district will follow the ASIRT program, leaving the decision to do so up to the district.

However, there is a section in the new law that is required, in MSBA's opinion. The section (§ 170.315.3, RSMo.) states that "all school personnel *shall* participate in a simulated active shooter and intruder response drill conducted and led by law enforcement professionals." While there is an argument that this provision only applies if the district chooses to adopt the ASIRT program, MSBA has assumed this section is legally required and has included armed intruder/active shooter drills in the list of drills to be developed by the superintendent or designee. The number of times such drills would be conducted is up to the district.

MSBA has also removed elements of this policy not specifically related to emergency drills and recoded much of it to EBCA, Crisis Intervention Plan.

Districts can visit the State Emergency Management Agency (SEMA) website at <http://sema.dps.mo.gov/EQ%20Map.pdf> to determine whether they need version one (which does not require earthquake drills) or version two (which does require earthquake drills) of this policy. A rating of VII or above on the map requires earthquake drills per § 160.451, RSMo.

ok as is

FILE: EBC

Critical

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

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FILE: EBC
Critical

EMERGENCY PLANS/SAFETY-DRILLS (Districts Required to Hold Earthquake Drills)

~~As part of the implementation of the district's adopted crisis intervention plan, the superintendent or designee has the responsibility for developing and maintaining the district's emergency preparedness plans and emergency drill schedules. The district will supply the schools with safety equipment and train the staff on emergency preparedness and violence prevention.~~

~~Operational guidelines and policies will be closed to the public when they are developed, adopted or maintained by the district in its capacity as an entity responsible for law enforcement, public safety, first response or public health for use in responding to or preventing any critical incident that is or appears to be terrorist in nature and that has the potential to endanger individual or public safety or health. Public interest in nondisclosure outweighs the public interest in disclosure because disclosure would impair the district's ability to protect the safety or health of persons.~~

Emergency Drills

~~The superintendent or designee, in cooperation with the building principals, will develop emergency preparedness drills (for bus evacuation emergencies, fires, severe weather, tornados, earthquakes, bomb threats, lockdown, shelter-in-place and evacuation) will be developed by the superintendent or designee in cooperation with the building principals and armed intruder/active shooter situations. Additional emergency drills may be developed and practiced at the discretion of the superintendent. Instruction on all emergency drills shall be given early in the school year, and emergency drills shall be held regularly throughout the year. The district will conduct emergency drills as required by law and policy and will ensure that the number of emergency drills conducted is sufficient number of drills will be conducted in each building to give instruction and practice in proper actions by staff and students during lockdown, shelter-in-place and evacuation. Emergency exiting procedures will be posted near the door in each instructional area building. Instruction in fire drills shall be given early in the school year, and drills shall be held regularly throughout the year.~~

~~The decision to call for and execute drills will be the responsibility of the building principal will schedule and execute emergency drills. Principals who schedule emergency drills will provide the superintendent advance notice of the drills. The district will cooperate and coordinate emergency drills with other community agencies such as the fire department, law enforcement officials, emergency medical services and local emergency planning committees. Pursuant to law, armed intruder/active shooter drills will be conducted and led by law enforcement professionals.~~

~~Emergency evacuation drills on school buses will be conducted for all students in grades kindergarten through six at least once per semester with the first drill completed prior to October 31 annually.~~

FILE: EBC

Critical

REFERENCE COPY

~~District Emergency Plans~~

~~It shall be the responsibility of the building principal, in cooperation with the appropriate emergency preparedness officials, to determine shelter areas in the school building or outside that are best suited for the protection of students from severe storms, tornadoes or other emergencies, as well as the safest routes to reach those areas. In addition, the district will work with emergency preparedness officials to address off-site emergencies that may occur, such as accidents involving school transportation or emergencies on field trips.~~

~~Students and staff members may be retained for safety reasons at the school buildings or another safe place during actual emergency conditions. The district plan will include information on communicating with parents and instructions on how parents will locate their students in an emergency.~~

~~During actual emergency conditions, emergency personnel and emergency vehicles will have priority access near the schools.~~

Earthquake Preparedness Disaster Plans and Drills

In accordance with law, the superintendent or designee, cooperating with building principals, shall develop and implement a districtwide school building disaster plan, in order to protect students and staff before, during and after an earthquake. The plan will be designed specifically to minimize the danger to students, staff and district property as a result of an earthquake and will be ready for implementation at any time. The superintendent or designee will request assistance with developing and establishing the earthquake emergency procedure system from the State Emergency Management Agency (SEMA) and any local emergency management agency located within district boundaries.

An emergency exercise will be held at least twice each school year that will require students and staff to simulate earthquake emergency conditions and practice the procedures that are to be implemented under such conditions.

The superintendent shall develop a program that ensures that all students and staff of the district are aware of and properly trained in the earthquake emergency procedure system. This emergency procedure system shall be available for public inspection at the building offices during normal business hours.

At the beginning of each school year, the district shall distribute to all students information from the Federal Emergency Management Agency (FEMA), SEMA and other sources in order to help students understand the causes and effects of earthquakes and the best and latest safety measures available to them in an earthquake situation.

REFERENCE COPY

FILE: EBC
Critical

Community Emergency Plan

~~The superintendent or designee will inform the Board of any emergency preparedness plans to address the use of school resources, including school facilities, commodity foods, school transportation and equipment if a natural disaster or other community emergency occurs. The Board authorizes the superintendent or other designated school officials to approve the use of school resources to provide relief to the community if an emergency occurs. The use of school resources under this section shall be subject to review by the Board within 30 days of authorization or as soon as reasonably possible.~~

* * * * *

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

Adopted: 09/13/1993

Revised: 12/09/2002; 06/13/2005; 11/12/2012;

Cross Refs: IC, Academic Calendar/Year/Day

Legal Refs: §§ 160.451 - .457, ~~480.170.315~~, 320.010, ~~610.021~~, RSMo.
5 C.S.R. 30 - 261.010

Webster Groves School District, St. Louis, Missouri

REFERENCE COPY

FILE: EBCA
Critical

EXPLANATION: CRISIS INTERVENTION PLAN

This is a NEW policy for district consideration. MSBA moved the first paragraph from policy EB to this policy to comply with MSBA coding. The subject has been expanded and MSBA recommends it as two separate policies.

MSBA also moved the section legally-required "Community Emergency Plan" from policy EBC. In addition, this policy has been modified by in cooperation with the Missouri Center for Education Safety and other experts in areas related to crisis management. The two biggest changes are 1) the addition of language requiring the district to prepare for the needs of special populations of students, such as those with disabilities or who require medication, and 2) the addition of language that the district will assume a potential shelter-in-place period of up to 72 hours. These changes are not required by law, but they are highly recommended.

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X	Facility Maintenance	X	Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
X	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

REFERENCE COPY

FILE: EBCA
Critical

CRISIS INTERVENTION PLAN

The Webster Groves School District has a crisis intervention plan to help school district administrators and faculty deal effectively with crises that could interfere with the normal daily operation of school. This plan outlines and describes the district's guidelines for responding to most crises. All staff members with a need to know will be provided in-service training concerning these guidelines. Specific information regarding the crisis intervention plan is available in the central and building offices upon request, unless it is considered a closed record pursuant to the Missouri Sunshine Law.

The superintendent or designee shall develop a comprehensive all-hazards emergency response plan. The plan must identify potential emergency situations that may impact the district, include procedures for responding to those emergency situations and address the transition back to pre-emergency status. The plan will be developed based on recommendations from the Missouri Center for Education Safety, the State Emergency Management Agency (SEMA) or other appropriate entities that provide expertise in emergency planning. In addition, the plan will be developed with cooperation from local public-safety first responders and, to the extent possible, will be compatible with city and county plans. The emergency plan will include provisions addressing the needs of special populations of students and will assume a potential shelter-in-place period of up to 72 hours.

Reporting

All district staff are required to report potentially dangerous situations immediately. Each building in the district will foster an environment in which students feel comfortable sharing with a responsible adult any information regarding potentially threatening or dangerous situations.

Community Emergency Plan

The superintendent or designee will inform the Board of any emergency preparedness plans to address the use of school resources (including school facilities, commodity foods, school transportation and equipment) if a natural disaster or other community emergency occurs. The Board authorizes the superintendent or other designated school official to approve the use of school resources to provide relief to the community if an emergency occurs. The use of school resources under this section shall be subject to review by the Board within 30 days of authorization or as soon as reasonably possible.

Crisis and Emergency Plan Records

In accordance with law and district policy, the district will close records pertaining to school security guidelines, policies and response plans; structural plans of real property; security systems; and access and authorization codes for security systems.

FILE: EBCA
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:

Cross Refs: BDC, Closed Meetings, Records and Votes
JHD, Student Guidance and Counseling

Legal Refs: §§ 160.480, 610.021, RSMo.

Webster Groves School District, St. Louis, Missouri

OK Diane
master

REFERENCE COPY

FILE: EBC
Critical

EXPLANATION: EMERGENCY DRILLS (Districts Required to Hold Earthquake Drills)

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

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*possible
change of leaders*

FILE: EBC
Critical

EMERGENCY PLANS/SAFETY DRILLS

~~(Districts Required to Hold Earthquake Drills)~~

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FILE: EBC
Critical

Community Emergency Plan

~~The superintendent or designee will inform the Board of any emergency preparedness plans to address the use of school resources, including school facilities, commodity foods, school transportation and equipment if a natural disaster or other community emergency occurs. The Board authorizes the superintendent or other designated school officials to approve the use of school resources to provide relief to the community if an emergency occurs. The use of school resources under this section shall be subject to review by the Board within 30 days of authorization or as soon as reasonably possible.~~

* * * * *

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

Adopted: 09/13/1993

Revised: 12/09/2002; 06/13/2005; 11/12/2012;

Cross Refs: IC, Academic Calendar/Year/Day

Legal Refs: §§ 160.451 - .457, ~~480~~170.315, 320.010, ~~610.021~~, RSMo.
5 C.S.R. 30 - 261.010

Webster Groves School District, St. Louis, Missouri

REFERENCE COPY

ob as is

FILE: ECA
Critical

EXPLANATION: BUILDING AND GROUNDS SECURITY

MSBA has revised this policy for clarity and directness. MSBA has removed detailed information about closed security records, since those records are already discussed in policy BDC, and added a general section titled "Security Records."

MSBA has also added a section titled "Security Personnel" that authorizes the district to employ or contract for security services. Many districts have become interested in employing security guards, contracting for security at public events (such as a football game) contracting with local law enforcement jurisdictions for school resource officers in some or all of the buildings, or even commissioning their own security forces.

Because the arrangement in each district is different, MSBA has not gone into great detail in this standard policy. Districts may wish to further elaborate on requirements for district security personnel in this policy. Likewise, if your district does not employ or contract for school security, the district may remove this section.

In 2013 the Missouri legislature passed several bills that impact school security personnel. For example, House Bill 152 (2013), § 162.215, RSMo., authorizes any school district in the state to commission officers (presumably employed directly by the district) to enforce laws relating to crimes committed on school premises, at school activities and on school buses by executing a memorandum of understanding with each law enforcement agency with jurisdiction over the school's premises.

House Bill 152 and House Bill 675, § 168.450, RSMo., require school resource officers to complete 40 hours of basic training, including training on legal operations within an educational environment, intruder training and planning, and training on juvenile law and other relevant topics.

Senate Bill 75, § 170.315, RSMo., requires all school personnel to participate in a simulated active shooter and intruder response drill conducted and led by law enforcement professionals. Those professionals could be part of the district's security staff.

House Bill 436 (2013) created the concept of the "school protection officer." Under this bill, school districts could designate a district teacher or administrator who volunteers, and who holds a concealed carry weapons endorsement, to receive training. After training, the school protection officer could carry a concealed weapon to school. This bill was VETOED by the governor and is not law. However, Senate Bill 42 (2013), § 590.205, RSMo., authorizes the Peace Officer Standards Training (POST) Commission to establish minimum standards for school protection officer training instructors, training centers and training programs. This

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bill was signed into law, so the concept of a school protection officer is still mentioned in state statute, even if the statute that provided the details was vetoed. It is unclear whether the concept of a "school protection officer" is still legally alive.

Current law allows school boards to authorize employees (or others) to carry concealed weapons onto school property already. However, if a school district decides to allow employees to do so for security purposes, there is now an argument that employees will need to first comply with the POST training mandated in Senate Bill 42. This is not clear, though. Because of the lack of clarity in the law and because insurance companies have indicated that they will not insure school employees (other than commissioned law enforcement officers) carrying weapons, MSBA has chosen not to address school protection officers in this policy.

As written, the policy only allows for law enforcement to bring weapons to school. If your district is considering allowing licensed employees to bring concealed weapons to school, please contact your district's private attorney first. MSBA does not recommend this practice because, unlike law enforcement, most persons with a permit to carry a concealed weapon have not received extensive training on maintaining control of the weapon. That said, this is a district choice. MSBA is glad to assist the district in modifying the policy as directed.

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

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FILE: ECA
Critical

BUILDING AND GROUNDS SECURITY

~~The superintendent, with the counsel of the administrative staff, will establish procedures for the proper use of school facilities to guard against damage or loss of school property by theft, vandalism or misuse. These procedures will include preventive measures as well as clear steps to follow when school property has been taken or damaged.~~

~~The superintendent and the administrative staff will see that all professional and support staff know and respond to the proper procedures for the use and care of school property and report correctly when property has been taken or damaged.~~

~~Access to school buildings and grounds outside regular school hours will be granted only to authorized personnel. An adequate key control system shall be established that will prevent the potential entrance of unauthorized persons.~~

~~All records of existing or proposed security systems and structural plans for property owned or leased by the district will be considered closed to the extent that disclosure would threaten public safety, as allowed by law. The public interest in nondisclosure outweighs the public interest in disclosure because the disclosure of these records would impair the district's ability to protect the security or safety of persons or real property.~~

~~When special events or activities are scheduled, the principal may request permission from the superintendent to employ special law enforcement services to give extra help in protecting school property.~~It is the goal of the Webster Groves School District to provide a safe learning environment for students and a safe working environment for employees. The Board directs the superintendent or designee to routinely inspect the district's property and bring proposals for improving security to the Board.

Property Access

In general, district buildings and property are not open to the public unless the district has specifically opened a building or property for public use or for an event to which the public is invited. The superintendent or designee will establish regular business hours and locations where members of the general public may contact the district and interact with district employees.

The superintendent or designee will set hours when parents/guardians may drop off and pick up their students. The district is not responsible for the supervision of students except during regular school hours or other times designated by the district.

The superintendent or designee will determine which district employees need access to district buildings or grounds outside regular building hours and provide those employees keys or electronic

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Critical

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access. The district will maintain a list of employees with access and will routinely monitor this list to ensure that only current employees continue to have access. An employee's access may be revoked at any time.

All district employees and volunteers are required to maintain security in district buildings, enforce building access rules and take action when doors are left unsecured or district security is otherwise compromised.

Security Personnel

The district may employ or contract for trained and appropriately licensed personnel or independent contractors to provide security during the regular school day, after regular business hours or during events or activities where additional security is determined necessary.

Surveillance Cameras

The district utilizes surveillance equipment on district property and in district facilities for security purposes.

Firearms and Other Weapons

No person shall carry a firearm, a concealed weapon or any other weapon readily capable of lethal use into any school, onto any school transportation or onto the premises of any function or activity sponsored or sanctioned by the district, except for authorized law enforcement officials. School officials are prohibited from authorizing any person to bring weapons on school property or to school activities, including concealed weapons, beyond the exceptions stated in this policy.

Any person who possesses a weapon in violation of this policy will be asked to leave. In addition, district administrators may report the incident to law enforcement officials, ban the person from school property or school events in accordance with policy KK or seek other legal remedies. Possession of weapons by students is governed by policies JFCJ and JG.

Vandalism

The Board shall seek all legal redress against persons found to have committed incidents of willful or malicious abuse, destruction, defacing and/or theft of the property of the Webster Groves School District.

District patrons, students and members of the staff are urged by the Board to cooperate in reporting incidents of vandalism to property belonging to the district, as well as the name(s) of the person or persons believed to be responsible.

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FILE: ECA
Critical

The superintendent and/or principal shall be authorized to sign a complaint, press charges and pursue civil action against perpetrators of vandalism to ~~school~~district property. Restitution for the damages caused will be sought from such persons—and, in the case of minors, from their parents/guardians—under the laws of this state. Students found guilty of willfully defacing or injuring any ~~school~~district property shall pay for the damages caused thereby and may be suspended or expelled as provided by law.

Security Records

In accordance with law and district policy, the district has closed records pertaining to district security guidelines, policies and response plans; structural plans of real property; security systems; and access and authorization codes for security systems. Other security-related records will only be provided to members of the public upon request when required by law.

* * * * *

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

Adopted: 09/13/1993

Revised: 06/11/2001; 01/11/2010; 11/12/2012;

Cross Refs: BDC, Closed ~~Sessions~~Meetings, Records and Votes
JFCJ, Weapons in School
JGD, Student Suspension and Expulsion
KG, Community Use of District Facilities
KK, Visitors to ~~School~~District Property/Events
KKB, Audio and Visual Recording

Legal Refs: §§ 162.215, 168.201, 171.011, 177.031, 211.181, .185, .188, 537.045, 571.030,
~~094~~107, 574.085, 610.021, RSMo.

Webster Groves School District, St. Louis, Missouri

ok as is

REFERENCE COPY

FILE: EF
Critical

EXPLANATION: FOOD SERVICE MANAGEMENT

MSBA added a nondiscrimination statement to this policy after receiving notice that the U.S. Department of Agriculture (USDA) Office for Civil Rights was requiring such a statement as part of its food service compliance review process.

This policy was also changed to include language stating that the district expects staff and students to pay for meals prior to or at the time of receipt, and that the ability to charge a meal is a privilege subject to limitations. See EF-AP1 in this update for a sample meal charges procedure.

The policy now includes a section on contracting for food services as well.

Finally, MSBA has updated the legal references to include the Healthy, Hunger-Free Kids Act of 2010, which amended the National School Lunch Act.

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

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

FILE: EF
Critical

REFERENCE COPY

REFERENCE COPY

FILE: EF
Critical

FOOD SERVICES MANAGEMENT

The food services program provided by the school district is designed to provide ~~wholesome and appetizing~~nutritious school meals, snacks and milk to district students in accordance with law. School meals contribute to good nutrition, which is vital to mental and physical growth during the formative years. ~~As such, t~~The food services program operates as an integral part of the total school program and contributes to the district's efforts to improve student achievement.

~~Program leadership, direction and supervision at all levels are the responsibilities of a trained staff. The superintendent, in cooperation with the food service director of food services, is charged with administering the total program, implementing Board policy as it pertains to the school food services program and making recommendations pertaining to the Board about the program and food services personnel to the Board. Food services personnel in the schools will be directly responsible to the food service director of food services in the district and the building principal.~~

The school food service program will comply with all applicable laws, ordinances, rules and procedures pertaining to health, sanitation, storage and the service of foods. The district will meet all state and federal requirements necessary for participation in school meal programs. The principal of each school shall administer the food service program in the particular his or her school and shall maintain discipline in the cafeteria or lunchroom. Where possible, the~~Each building principal will provide for correlation of the program with areas of instruction~~is responsible for ensuring a safe dining environment and, where possible, coordinating the food service program with instructional activities and other school and district programs as appropriate.

The school food services program will comply with all rules and procedures pertaining to health, sanitation, internal accounting procedures and service of foods. The district will meet all state and federal requirements necessary for participation in state and federal meal programs. All school food services receipts must flow through the district chart of accounts and be used only to pay allowable food services costs, in accordance with law.

Any sale of food and beverages to students during school hours will be under the supervision of the school food services department. The revenue from such sales will be deposited and accrued to the food services revenue budget.

Meal Prices and Charges

Meal prices shall be established by the Board of Education in accordance with law.

Unless meals are provided at no charge, the district expects students and employees to pay for meals prior to or at the time of receipt. The ability to charge meals is a privilege, not a right, and is subject to the limitations established in administrative procedures.

FILE: EF
Critical

REFERENCE COPY

Contracted Food Services

The district will contract with a third party to administer its meal services if the Board, after consultation with the superintendent, determines it is in the best interest of the district and its students to do so. Contracted food services will be bid in accordance with state and federal law and Board policy.

Nondiscrimination Statement

No person shall, on the basis of race, color, national origin, sex, age or disability, be excluded from participation in, be denied the benefits of or otherwise be subject to discrimination under a school nutrition program for which the district receives federal financial assistance from the USDA Food and Nutrition Service. School nutrition programs include the National School Lunch Program, the Special Milk Program, the School Breakfast Program and the Summer Food Service Program.

Community Use of Food Service Facilities

When food services facilities are used by outside agencies, an adequate fee approved by the Board will be charged. If facilities are used for other than the regular program, the manager will ensure that no supplies provided for the regular program or USDA commodities are used. Outside organizations that use food service facilities may be charged a fee in accordance with Board policy. The food service director will ensure that supplies provided for the regular food service program, including USDA commodities, are not used by outside organizations.

* * * * *

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

Adopted: 09/13/1993

Revised: 12/13/2004;

Reviewed: 11/12/2012

Cross Refs: ADF, District Wellness Program
DLB, Salary Deductions
JHCF, Student Allergy Prevention and Response
KG, Community Use of ~~School~~ District Facilities

REFERENCE COPY

FILE: EF
Critical

Legal Refs: §§ 167.201, .211, RSMo.

Richard B. Russell National School Lunch Act, 42 U.S.C. §§ 1751 - 1760

Child Nutrition Act, 42 U.S.C. §§ 1777-1785

~~———— P.L. 79-396, National School Lunch Act, as amended and accompanying regulations~~

~~———— P.L. 89-642, Child Nutrition Act of 1966, as amended and accompanying regulations~~

Webster Groves School District, St. Louis, Missouri

ok 10/10

REFERENCE COPY

FILE: EFB
Critical

EXPLANATION: FREE AND REDUCED-PRICE FOOD SERVICE

This policy has been modified to include the full range of free and reduced-price food services available to students. While many people still refer to the district's children's nutrition program as the "free lunch program," this is not an accurate description of the breadth of the program offered by most districts.

MSBA has strengthened the language pertaining to the confidentiality of information relating to students eligible for free and reduced-price meals, snacks and milk. Federal law on the release of information about student eligibility for free and reduced-price meals is very strict—far more restrictive than the Family Educational Rights and Privacy Act (FERPA)—and many districts with the best of intentions violate these restrictions. For example, some school districts will provide this information to local charities or to parent organizations in an effort to help the child obtain services. This is not permitted without written parental consent. For more information, see the article "Sharing Information under the National School Lunch Act" on the MSBA website:

<http://www.msbanet.org/law-policy-a-labor-relations/legal-guidance/legal-articles-and-guides.html>.

The language in the last paragraph of this policy was included at the recommendation of the Homeland Security Safe Schools Workgroup, which addresses pandemic flu and other potential emergency situations facing school districts. The workgroup recognized that school may be the only source of nutrition for some students and that districts should develop alternative plans for continuing food service when circumstances, such as an emergency or health crisis, close the schools for extended periods. This is not required by law.

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

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

REFERENCE COPY

FILE: EFB
Critical

FREE AND REDUCED-~~COST~~PRICE FOOD SERVICES

School officials will determine student eligibility ~~based on guidelines established under the national school lunch program and for free and reduced-price meals, snacks and milk in accordance with state and federal law.~~ Eligible students will be provided meals, snacks and milk either free or at a reduced cost price if state and federal resources for school food programs are available. The superintendent or designee may establish rules and procedures as needed to accomplish this goal.

The criteria for determining a student's need and the procedures for securing free and reduced-~~cost lunches~~price meals, snacks and milk for the student will be outlined and ~~published~~publicized each year by the district in accordance with law. The criteria and procedures are established at the state and federal level.

The district will establish a school breakfast program or will adopt a resolution requesting a waiver excusing the district from this requirement, in accordance with law. The resolution, if adopted, will be filed with the Missouri Department of Elementary and Secondary Education.

The students who participate in the free or reduced-~~cost~~price meals, ~~snacks or milk~~ program will not be overtly identified, distinguished or served differently than other students and will have the same choice of meals, snacks or milk as other students. The district may charge all students for à la carte menu items. ~~The names of students receiving free and reduced-cost meals will be kept confidential and will only be released to district personnel or persons administering the district's program on a need-to-know basis, in accordance with law. No person other than employees and contracted food service personnel responsible for the administration of the free and reduced-price meals program will have access to information:~~

1. Obtained from an application for free or reduced-price meals.
2. Received for the purpose of direct verification.
3. Pertaining to eligibility status for free or reduced-price meals, snacks or milk, unless specifically authorized by law.

The superintendent or designee will investigate whether the district can continue to provide meals to students receiving free and reduced-price meals when schools are closed for an extended period due to an emergency or health crisis. The superintendent or designee will determine whether such a program is practically and financially feasible by consulting with:

1. Food service personnel regarding purchasing and supplies.
2. Facilities staff to determine storage options.
3. Local emergency planners to develop a preparation and delivery system.

FILE: EFB
Critical

REFERENCE COPY

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

Adopted: 09/13/1993

Revised: 12/08/2003; 11/12/2012;

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
ADF, District Wellness Program
JHA, Student Insurance
JHCF, Student Allergy Prevention and Response
JO, Student Records
KB, Public Information Program

Legal Refs: §§ 167.201, .211, RSMo.
42 U.S.C. § 1751 ~~et seq.~~-1760
National School Lunch Program, 7 C.F.R. Part 210-250
Special Milk Program, 7 C.F.R. Part 215
School Breakfast Program, 7 C.F.R. Part 220
Summer Food Service Program, 7 C.F.R. Part 225
Child Nutrition Programs, 7 C.F.R. Parts 240, 245, 247, 250
5 C.S.R. 30-680.010, .020, .030, .050, .060, .070

Webster Groves School District, St. Louis, Missouri

**MSBA FULL MAINTENANCE POLICY SERVICE
POLICY UPDATE CHECKLIST**

November 20, 2013

(ok)
as is

District: **Webster Groves**

In order to best serve your district and to maintain your policies accurately, please **click on the drop-down boxes below** and indicate what action your Board has taken on each of the policy reference copies enclosed for your review. We will send the district a clean copy of the policies after we receive and process this checklist.

- **Please include a Board adoption date for every policy that has been adopted.**
- **Please mail, e-mail or fax a copy of any revisions made by the district to MSBA.**

NOTE: Those policies listed in **BOLD** font were revised as a result of state or federal law.

Please **fill in or update custom information** where indicated on the checklist under Board Action.

POLICY CODE	BOARD ACTION	BOARD ADOPTION DATE
EHBA	Click here <i>Adopt As IS</i>	

_____*Diane Moore*

Name of district personnel filling out checklist

Date checklist completed

Please return to your MSBA Full Maintenance editor at: **[editor]@msbanet.org**
or mail to: MSBA Policy Services, 2100 I-70 Drive S.W., Columbia, MO 65203

REFERENCE COPY

FILE: EHBA
Basic

EXPLANATION: STUDENT USE OF PERSONAL ELECTRONIC DEVICES FOR INSTRUCTIONAL PURPOSES

MSBA created this NEW policy to address the growing trend of districts allowing students to use their personal electronic devices in the classroom. This policy is supplemental because not all districts may want to adopt this instructional practice. This policy is not required by law.

Students need to graduate from school with useful technology skills. Many districts, constantly faced with budgetary shortfalls, find it difficult to provide their students with the latest technology. In a perfect educational world, each student would be able to have his or her own computer, but realistically this is not feasible. School districts around the country have attempted to find a way around this problem by allowing students to bring their own electronic devices, such as laptops, mobile phones, tablets or even video games, to school to use for educational purposes throughout the school day.

This is a dramatic change from what many districts have been doing: banning or restricting mobile phone and personal technology use in schools. There are serious issues that come with allowing students to bring non-district-issued technology into the schools, including the ability to technologically support a variety of electronic devices, dealing with students who may not have access to any devices, and unauthorized use, theft or damage of the devices. Many of these issues are covered under the general discipline policy.

According to "Technology in Education," a September 1, 2011, article published in *Education Week*:

While there is much on-going research on new technologies and their effects on teaching and learning, there is little rigorous, large-scale data that makes for solid research, education experts say. The vast majority of the studies available are funded by the very companies and institutions that have created and promoted the technology, raising questions of the research's validity and objectivity. In addition, the kinds of studies that produce meaningful data often take several years to complete—a timeline that lags far behind the fast pace of emerging and evolving technologies.

See <http://www.edweek.org/ew/issues/technology-in-education> for the full article.

Despite this lack of available research, MSBA has scoured the available information and tried to piece together reasonable guidelines for districts that want to explore this instructional option. This policy should provide a starting point for those districts considering allowing students to bring their own technology to school. Districts may choose to implement the program incrementally, perhaps designating one class that will allow student electronic devices

and then expanding as students, teachers and the district become more comfortable with the concept.

Several sources MSBA used in developing this policy repeatedly referenced allowing students to bring any type of device, including gaming devices. The reasoning behind this is that many students, especially younger students, would have more ready access to gaming devices than to other personal technology, such as tablets. This concept is relatively new, and it remains to be seen whether this strategy will be effective. Districts that do not wish to include gaming devices should strike the term from the definition on the first page of the policy as well as from the definition on the accompanying forms.

Districts that adopt this policy should carefully examine regulation JG-R and student handbooks and modify language that bans or limits the use of electronic devices during the school day accordingly.

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

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

STUDENT USE OF PERSONAL ELECTRONIC DEVICES FOR INSTRUCTIONAL PURPOSES

The Webster Groves School District recognizes that students increasingly have access to and are using personal electronic devices for many purposes, including educational purposes. The Board authorizes the superintendent and building principals to designate classes, grade levels and/or buildings where teachers are encouraged to utilize and incorporate personal electronic devices into their instruction and lesson plans in accordance with this policy. Teachers who incorporate such technology into their classrooms shall, with the assistance of the principal or designee, make accommodations for those students who do not have access to personal electronic devices. No student shall be penalized in any fashion for failure to own or have access to personal electronic devices.

Definitions

District Networks – Include both wired and wireless networks maintained by the district.

Personal Electronic Devices – Include, but are not limited to, electronic communication equipment such as laptops, portable media players, mobile phones, smart phones, tablet computers and video game devices owned by a student or a student's parent/guardian.

Acceptable Use

Possession or use of any personal electronic device on district property is a privilege, and students who fail to abide by this policy may forfeit this privilege.

When approved by the building principal, students will be allowed to bring personal electronic devices to school for use during the school day in the designated classrooms. Each building administrator, under the direction of the superintendent or designee, shall determine the appropriate areas of the school where students may use personal electronic devices and the extent to which such devices will be incorporated into the classroom curriculum.

Students may use personal electronic devices during the school day only if the student and parents/guardians sign and agree to the terms of the district's personal electronic devices agreement and the district's technology usage agreements unless excused by the superintendent or designee. Students shall only access the Internet through district-provided networks during the school day. Student devices with a data plan through the student's or parent's/guardian's mobile provider must have the external network turned off when on school premises during the school day. The district will utilize a technology protection measure, such as a filter, on all district networks. Students shall not bypass or attempt to bypass the district's networks through any means.

Possession or use of personal electronic devices must not in any way disrupt the educational process in the school district, endanger the health or safety of the student or any other person in the district, invade the rights of others at school or involve illegal or prohibited conduct.

All use of personal electronic devices during the school day shall be for appropriate educational purposes only, not for personal use, and shall be consistent with the educational objectives of the district. Students using personal electronic devices must follow the same rules that apply to the use of district-provided technology. The district may examine the student's device to the extent allowed by law. The district administration may involve law enforcement if the district has reasonable suspicion that the device has been used for an illegal purpose or for a purpose that causes harm to others.

Failure to abide by this policy shall subject the student to disciplinary action as outlined elsewhere in Board policy.

District's Wireless Network

The district does not guarantee that the district's wireless network is completely secure or that the district can protect the privacy of those using the district's wireless network. The district does not guarantee that all areas of the district shall have wireless coverage or that the wireless service level will be consistent from day to day. The district is not responsible for any loss of information that may arise from the use of the district's wireless network or for any loss, injury or damages resulting from the use of the wireless connection.

District Responsibility

The district will not be responsible for technological support of students' personal electronic devices, and students are required to ensure that all devices are free from viruses before bringing them to school.

Students who bring personal electronic devices to school do so at their own risk. The district assumes no responsibility for lost, stolen, damaged or misplaced devices, including those that have been confiscated by district personnel.

* * * * *

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

REFERENCE COPY

FILE: EHBA
Basic

Adopted:

Cross Refs: JG, Student Discipline

Webster Groves School District, St. Louis, Missouri

REFERENCE COPY

FILE: FEB
Critical

EXPLANATION: SELECTION OF ARCHITECTURAL, ENGINEERING AND LAND SURVEYING SERVICES

MSBA has modified this policy in accordance with § 8.291, RSMo., which allows political subdivisions to adopt their own formal procedure for the selection of architectural, engineering and land surveying services as long as the procedure is qualifications-based and commensurate with state policy. In addition to statutory requirements, MSBA has included a requirement that interested firms identify the individuals responsible for each facet of the project and include their credentials. This should provide additional information about the firm and the subcontractors used by the firm.

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

REFERENCE COPY

FILE: FEB
Critical

SELECTION OF ARCHITECTURAL, ~~ENGINEERING AND/OR~~ LAND SURVEYING SERVICES

The Board ~~may~~ ^{may} select qualified firm(s) and negotiate contract(s) for architectural, engineering and land surveying services for the various building projects in the school district when such services are required. Selection shall be made on the basis of demonstrated competence and qualifications for the types of services specified by the district at fair and reasonable prices.

The district will solicit statements of quality and performance data from architectural, engineering or land surveying firms when a project requiring such services is proposed.

~~In selecting such firm(s), The data submitted will be evaluated against the following criteria will be considered:~~

1. ~~Training, The specialized experience and technical competence, including that of partners and associates, demonstrated either with the district or elsewhere, with respect to the type of services desired by the Board.~~
2. ~~Planning ability, efficiency and promptness of the firm(s), including tThe capacity and capability of the firm(s) to perform the tasks requested, as well as any specialized services, within the time limitations established for the completion of the project.~~
3. The firm's past record of performance
 - ~~Demonstrated educational specifications writing, to include accuracy and sufficiency of detail.~~
 - ~~Inspection of job effectiveness, to include an analysis of the past record of performance of the firm(s) with respect to control of costs, quality of work, design, appearance, utility and the ability to meet time schedules.~~
4. The firm's pProximity to and familiarity with the geographical area in which the project shall be located.

~~When considering the need for architectural, engineering and/or land surveying services, tThe superintendent or designee shall prepare a written description of the services desired by the district. Interested firms may be requested to will submit statements of their qualifications and performance data with respect to the above criteria and also to submit a fee schedule. In addition, each interested firm will identify the individuals or subcontractors performing each service required by the architectural, engineering or surveying project and their degrees, certifications and years of experience performing the service. The superintendent or designee shall analyze the data received~~

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and list the top three qualified firms. The Board shall select the firm(s) considered best qualified and capable of performing the desired services and shall negotiate a contract. Should the Board be unable to negotiate a contract acceptable to the district with the firm(s) first selected, the Board may negotiate a contract with another firm from the list; or may direct the superintendent or designee to seek additional statements of qualifications from other firm(s) and then submit a new list of qualified firms. The Board may authorize a qualified person to negotiate a contract for architectural, engineering or land surveying services on its behalf, but any negotiated contract must be approved by an affirmative vote of a majority of the whole Board.

* * * * *

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

Adopted: 09/13/1993

Revised: 12/09/2002; 09/12/2011;

Cross Refs: DJF, Purchasing

Legal Refs: §§ 8.285 - .291, 162.301, 327.091, .181, .272, RSMo.

Webster Groves School District, St. Louis, Missouri

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EXPLANATION: FAMILY AND MEDICAL LEAVE

This policy has been revised to conform with new 2013 regulations implementing the Family and Medical Leave Act (FMLA). Most of the revisions were prompted by legislative changes to the FMLA in 2010, which changed provisions relating to 1) the qualifying exigency leave used by family of military members being deployed overseas, and 2) the military caregiver leave used by family members of military members or veterans with a serious injury or illness. While MSBA previously incorporated the 2010 legislative changes into this policy, the new regulations did provide additional rules, many of which are addressed in the policy:

1. A new qualifying exigency leave category. If an employee's spouse, child or parent are called up for military service, the employee may now take leave to care for or arrange for care for the military member's parent who is incapable of self-care. Such care may include arranging for alternative care, providing care on an immediate-need basis, admitting or transferring the parent to a care facility or attending meetings with staff at a care facility.
2. A new definition of a covered veteran. Military caregiver leave may now be taken to care for a covered veteran with a serious injury or illness who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes the FMLA leave to care for the veteran. The new regulations exclude from the calculation of the five years the period of time between October 28, 2009, and March 8, 2013 (the time it took for the U.S. Department of Labor to create and finalize the regulation), so that the employee and veteran are not penalized for the delay in issuing the regulations.
3. A more detailed definition of a "serious injury or illness" for which employees may take military caregiver leave to care for a family member. In particular, the regulations further defined a "serious injury or illness" for a covered veteran to include veterans with specific ratings by the U.S. Department of Veterans Affairs, conditions that substantially impair the veteran's ability to secure or maintain employment and injuries for which the veteran has been enrolled in the Department of Veterans Affairs' program of Comprehensive Assistance for Family Caregivers. Because the new definition is so detailed, MSBA has simply revised the policy to reference the specific regulation.
4. Clarification to the rules regarding the calculation of intermittent or reduced-schedule leave.

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5. An increase in the number of qualifying exigency leave days during rest and recuperation leave from a maximum of 7 to 15 days.

The newest version of the FMLA regulations can be accessed at:

<http://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&sid=d178a2522c85f1f401ed3f3740984fed&rgn=div5&view=text&node=29:3.1.1.3.54&idno=29>

MSBA has also modified this policy for clarity.

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

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FAMILY AND MEDICAL LEAVE

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

Definitions

The following definitions apply to FMLA leave:

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

Armed Forces – Army, Navy, Air Force, Marine Corps; and Coast Guard, including the National Guard and Reserves.

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

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

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

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

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

Outpatient Status – Covered servicemember assigned to a military medical treatment facility or a unit established for the purpose of providing command and control of members of the ~~a~~Armed ~~f~~Forces as outpatients.

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

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

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

Serious Illness or Injury (for military caregiver leave) – 1) In the case of a current member of the Armed Forces, a ~~An~~ injury or illness incurred in the line of duty on active duty in the ~~a~~Armed ~~f~~Forces; ~~(including the National Guard or Reserves);~~ or that existed before the beginning of the servicemember's active duty and was aggravated by service in the line of duty, that may render the servicemember medically unfit to perform the duties of the servicemember's office, grade, rank or rating; and 2) in the case of a veteran who was a member of the Armed Forces (including the National Guard or Reserves) at any time during the period of five years preceding the date on which the veteran undergoes medical treatment, recuperation, or therapy, an injury or illness that meets one or more of the standards listed in 29 C.F.R. § 825.127 and that was incurred by the member in the line of duty on active duty in the Armed Forces, or that existed before the beginning of the servicemember's active duty and was aggravated by service in the line of duty, and that manifested itself before or after the servicemember became a veteran.

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

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

~~Veteran~~—A person who served in the active military, naval or air service and who was discharged or released therefrom under conditions other than dishonorable. An individual who was a member of the Armed Forces (including a member of the National Guard or Reserves) and was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the veteran. For veterans discharged or released prior to March 8, 2013, the period between October 28, 2009, and March 8, 2013, does not count toward the determination of the five-year period mentioned in the previous sentence.

Eligibility

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

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

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

1. Birth and first-year care of the employee's child.
2. Adoption or foster placement of a child with the employee.
3. Serious health condition of the employee that makes the employee unable to perform one or more of the essential functions of his or her job or the serious health condition of the employee's spouse, child or parent.
4. Care of a spouse, child, parent or next of kin who is a covered servicemember (including some veterans) with a serious illness or injury (military caregiver leave).
5. A qualifying exigency arising out of the fact that the spouse, child or parent of the employee is on covered active duty, or has been notified of an impending call or order to covered active duty, in the ~~a~~Armed fForces.

Notice to Employees

General Notice

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

Eligibility and Rights and Responsibilities Notices

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

Designation Notice

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

Employee Notice to the District

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

In all cases of foreseeable leave, the employee must provide notice, in the same manner that is required under the district's leave policies, to the superintendent or designee of the reasons for the leave, the anticipated duration of the leave and the anticipated start of the leave, ~~in the same manner~~

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~~that is required under the district's leave policies.~~ If an employee fails to provide the required notice, the district may delay or deny the FMLA-protected leave.

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

If the leave is for a qualifying exigency, an employee must provide notice as soon as practicable, regardless of how far in advance the leave is foreseeable. For all other qualifying reasons, an employee must provide 30 days' notice of the need to take FMLA leave when the need for leave is foreseeable. When 30 days' notice is unforeseeable or impractical, the employee must provide notice as soon as practicable. If fewer than 30 days' notice is given, the employee shall explain upon request why such notice was not practicable.—

"As soon as practicable" means as soon as both possible and practical under all the facts and circumstances of the individual case.

Leave Use

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

1. All eligible employees are entitled to leave for a period not to exceed 12 workweeks per leave year for:
 - ▶ The birth and first-year care of the employee's child.
 - ▶ The adoption or foster placement of a child with the employee.
 - ▶ A serious health condition of the employee that makes the employee unable to perform one or more of the essential functions of his or her job or the serious health condition of the employee's spouse, child or parent.
 - ▶ A qualifying exigency arising out of the fact that the spouse, child or parent of the employee is on covered active duty, or has been notified of an impending call or order to covered active duty, in the ~~a~~Armed ~~f~~Forces. The amount of leave available for a particular type of qualifying exigency may be limited by law.

2. The FMLA leave year for military caregiver leave begins on the first day that such leave is taken and runs for the following 12 months. All eligible employees are entitled to military caregiver leave for a period not to exceed 26 workweeks of leave per single 12-month period for the care of a spouse, child, parent or next of kin who is a covered servicemember. Twenty-six weeks of leave are available per covered servicemember, per injury/illness; however, no more than 26 weeks of leave may be used during each single 12-month period.
3. ~~During the 12-month duration of military caregiver leave, an employee is limited to a total of 26 weeks of leave for all combined FMLA reasons; with a 26-week limit on military caregiver leave and a 12-week limit for birth, adoption and serious health condition of the employee or the employee's spouse, child or parent.~~ An eligible employee is entitled to a combined total of 26 workweeks of leave for any FMLA-qualifying reason during a single 12-month period, provided that the employee is entitled to no more than 12 workweeks of leave for one or more of the following: the birth of the employee's child or to care for such child; the placement of a child with the employee for adoption or foster care; in order to care for the employee's spouse, son, daughter or parent with a serious health condition; for the employee's own serious health condition; or because of a qualifying exigency. For example, an employee could take 16 weeks of military caregiver leave and still have ten weeks available for the birth of a child. However, an employee who used ten weeks of military caregiver leave could not take 14 weeks for the birth of a child because that exceeds the 12 weeks allowed for such leave. Leave that qualifies as both military caregiver leave and leave for the serious health condition of a parent, spouse or child will be designated first as military caregiver leave.
4. When a husband and wife entitled to FMLA leave are both employed by the district and both wish to use FMLA leave for the same qualifying event, both employees will be limited to an aggregate total of 12 workweeks during a 12-month period in cases where the leave is taken for the birth or first-year care of the employees' child, adoption or foster placement of a child with the employees, or to care for a parent with a serious health condition. However, where the husband and wife both use a portion of the total 12-week FMLA leave entitlement for the same qualifying event, the husband and wife would each be entitled to the difference between the amount he or she has taken individually and 12 weeks for another qualifying purpose. When a husband and wife are both employed by the district and both wish to use military caregiver leave or a combination of military caregiver leave and leave for the birth or first-year care of their child, adoption or foster placement of a child with the employees, or to care for a parent with a serious health condition, both employees will be limited to an aggregate total of 26 workweeks of leave.
5. The district shall apply all appropriate paid leave to an FMLA absence to the extent allowed by law and policy, giving proper notice to the employee. If an employee's accrued paid leave is exhausted, but an FMLA-qualifying reason for absence persists or a new FMLA-qualifying

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reason for absence occurs, the resulting absences will continue to be protected FMLA leave until allowable FMLA leave has been used, but such absences will be unpaid.

6. When an employee has an absence that meets the criteria to be an FMLA-qualified absence, the district will designate such absence as part of the employee's total annual FMLA entitlement, even if the employee has not requested FMLA leave and/or is absent under paid or unpaid leave in accordance with law or district policy. If an employee is on a Workers' Compensation absence due to an injury or illness that would also qualify as a serious health condition under the FMLA, the same absence will also be designated as an FMLA-qualifying absence and charged against the employee's FMLA-protected time entitlement.
7. FMLA leave may be taken intermittently as required for the health of the employee or family member or as reduced-schedule leave in increments ~~used by the employer~~ no greater than the shortest period of time that the district uses to account for use of other forms of leaves, provided that it is not greater than one hour and provided that the FMLA entitlement is not reduced by more than the amount of leave actually taken. Instructional employees may take intermittent or reduced-schedule leave to be with a healthy newborn only when the district and the employee have reached agreement for how the leave will be used.
8. The district reserves the right to require adequate certification and recertification of any FMLA-qualifying event or condition of the employee or employee's spouse, child, parent or next of kin and authentication or clarification of such certification as the district deems necessary. Failure to provide such certification when requested will result in denial of the leave, and may result in discipline or termination of employment. Employees on FMLA-designated leave must periodically report on their status and intent to return to work. The district may also require that an employee present a certification of fitness to return to work.

Instructional Employees

If intermittent leave or reduced-schedule leave equals more than 20 percent of instructional time, the district may require instructional employees who take such leave due to medical reasons to take block leave or to find an alternative placement for the period of planned medical treatment. When an instructional employee on FMLA leave is scheduled to return close to the end of a school term, the district may elect to use a special rule to prolong the employee's leave until the beginning of the next school term, thus extending the leave beyond the period where an FMLA-qualifying reason exists. In such an instance, the prolonged leave time is unpaid and is not charged against the employee's annual FMLA entitlement. In cases where the special rules for instructional employees apply, the superintendent may apply those special rules or the general FMLA rules as best serves the interest of the district.

Leave Protections

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

Eligible employees who are absent for an FMLA-qualifying reason generally may return to the same position or an equivalent position with equivalent pay, benefits and working conditions at the conclusion of the leave, in accordance with law. However, the district has the discretion to assign employees taking intermittent leave or returning from FMLA leave to a different position or a position in a different building, grade level or classroom as long as the employee has the appropriate certification or license for the position. Depending on the circumstances, instructional employees may be assigned to substitute teacher positions, positions as in-school suspension supervisors or other district positions for which they are certificated if the district determines that such placement is necessary to ensure consistency of instruction.

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

Recordkeeping

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

Enforcement

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

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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: 02/14/2011

Reviewed: 08/20/2012;

Cross Refs: DLB, Salary Deductions

Legal Refs: 10 U.S.C. § 101(a)(13)
Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2611_-2619
~~10 U.S.C. § 101(a)(13)~~
29 C.F.R. §§ 825.100 - 825.702

Webster Groves School District, St. Louis, Missouri

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EXPLANATION: STAFF USE OF COMMUNICATION DEVICES

This policy was amended to conform to House Bill 103 (2013), § 304.820, RSMo., which makes it an infraction and a moving traffic violation for a person to operate a commercial motor vehicle while using a hand-held mobile telephone or a wireless communication device to send, read or write a text message or other electronic message. Because most district vehicles are commercial motor vehicles, MSBA has revised the section titled "Use in Vehicles" to conform with the new law.

MSBA's policy actually goes further than the law in some respects. For example, the laws only apply to those driving commercial vehicles, but MSBA's policy applies to all district-provided vehicles as well as any vehicle in which an employee transports students as part of his or her job duties. The law does not apply when the vehicle is parked, but MSBA's policy imposes restrictions even when the vehicle is parked and the driver has responsibility for supervising students entering and exiting the vehicle. Districts that wish to modify this policy should ensure that the modifications do not allow for activity that is prohibited by the new law.

This policy was also amended for clarity and to address additional issues such as hands-free devices and global positioning systems (GPS).

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

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STAFF USE OF COMMUNICATION DEVICES

The Webster Groves School District encourages district employees to use technology, including communication devices, to improve efficiency and safety. The district expects all employees to use communication devices in a responsible manner that does not interfere with the employee's job duties. Employees who violate district policies and procedures governing the use of communication devices may be disciplined, up to and including termination, and may be prohibited from possessing or using communication devices while at work. Communication devices may not be used in any manner that would violate the district's policy on student-staff relations.

Definitions

Communication Device – Any mobile telephone, personal digital assistant, pager, tablet, laptop or other portable device that sends, or receives or retrieves calls, or text messages, allows the retrieval of e-mail, other electronic communications or data, or provides access to the Internet.

Use/Using – Dialing, answering the phone or talking on the phone; sending, reading or responding to a text, e-mail or other communication; opening and viewing pictures or digital recordings; opening and listening to music or audio communications; continuously checking a communication device; or any activity with a communication device that interferes with the employee's job duties or appropriate supervision of students. An employee is considered to be using a device even when the use is hands-free.

General Use

The district prohibits employees from using any communication device that interrupts or disrupts the performance of duties by the employee or otherwise interferes with district operations, as determined by the employee's supervisor. This prohibition applies regardless of whether the communication device used is owned by the employee or provided by the district.

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

Supervision of students is a priority in the district, and employees who are responsible for supervising students must concentrate on that task at all times. Employees shall not use communication devices when they are responsible for supervising students unless any of the following conditions occurs:

1. The device is being used to instruct the students being supervised at the time.
2. The use is necessary to the performance of an employment-related duty.

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3. The employee has received specific and direct permission from a supervisor.
4. There is an emergency.

Even when these conditions exist, the employee is responsible for obtaining assistance in adequately supervising students during the approved use so that students are supervised at all times.

Use in Vehicles

Regardless of other provisions of this policy and in accordance with law, ~~unless there is an emergency~~, employees shall not use communication devices when:

1. Driving district-provided vehicles, regardless of whether the vehicle is owned, leased or otherwise obtained for district use in a district activity.
2. Driving or operating ~~any~~ vehicle in which a student is being transported when the transportation is provided as part of the employee's job.
3. Supervising students who are entering or exiting a vehicle, crossing thoroughfares or otherwise safely reaching their destinations when such supervision is part of the employee's job.

The district will make an exception to the rules in this section when the communication device is used to:

1. Report illegal activity.
2. Summon medical or other emergency help.
3. Prevent injury to a person or property.
4. Relay necessary, time-sensitive information to a dispatcher with a device permanently affixed to the vehicle, in the manner allowed by law.
5. Play music, as long as the employee operating the vehicle does not turn on, select or otherwise manipulate the device while operating the vehicle or supervising students as described above.
6. Obtain directions from a global positioning or navigational system, as long as the system is being used in association with the employee's job and adequate safety precautions are taken.

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Even in ~~emergency~~these situations, employees should first take all possible safety precautions before using communication devices.

Use of District-Provided Communication Devices

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

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

Personal Use of District-Provided Communication Devices

Personal use of district-provided communication devices is permissible as long as the use does not exceed the limits of the applicable plan. An employee whose use exceeds plan limitations will be required to reimburse the district for all expenses beyond those covered by the plan and may have privileges suspended or revoked unless the employee can show that all use was for employment-related duties and the device was not used for personal reasons. The amount of personal use of a communication device or service paid for under E-Rate can be no greater than the cost allocation submitted in the request for the E-Rate discount.

* * * * *

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: 02/14/2011

Revised: 09/10/2012; 06/08/2013;

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Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
EHB, Technology Usage

Legal Refs: § 304.820, RSMo.
U.S. Const. amend. IV
47 C.F.R. §§ 54.500, .513

Webster Groves School District, St. Louis, Missouri

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FILE: GBLB
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EXPLANATION: REFERENCES

MSBA has revised this policy to reflect the changes brought about by House Bill 505 (2013). School districts are already statutorily required to meet the following obligations:

1. If the Children's Division (CD) of the Department of Social Services has substantiated a complaint against any former employee of the district involving sexual misconduct with a student, and another public school contacts the district for a reference, the district is required to disclose the results of the CD investigation.
2. If an employee "whose job involves contact with children" is dismissed or resigns due to allegations of sexual misconduct or as a result of allegations being substantiated, the district must disclose the allegations to a potential employing district.

House Bill 505 now requires school districts to also provide this information when the potential employer is a charter school. This policy change is important because the statute makes the district liable for harm due to subsequent misconduct if the district fails to provide the information as required by law.

MSBA has also made other clarifying changes.

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	Facility Maintenance		Food Service		Gifted
X	Human Resources	X	Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

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REFERENCES

Definitions (for the purposes of this policy only)

Employee – Any staff member or student teacher of the Webster Groves School District.

Former Employee – An employee who was terminated or resigned or whose contract was nonrenewed; an employee who has been notified that his or her contract with the district will not be renewed or that the district is pursuing termination, even if the process has not been completed.

Potential Employer – Another school district, business or person seeking to hire a current or former employee or screening the current or former employee for a volunteer position, internship or other activity.

Reference – Information regarding the employment of, or services provided by, a current or former employee including, but not limited to, specific information regarding dates of employment or service, salary, job duties, performance or character.

Sexual Misconduct – Includes, but is not limited to, any conduct with a student, on or off district property, that constitutes sexual contact and/or sexual misconduct involving a child as set forth in Chapter 566 of the Missouri Revised Statutes; any conduct with a student that constitutes a violation of policy AC with respect to sexual harassment, as determined by the district; any conduct that is inappropriate and of a sexual nature that endangers the welfare of a student or students, as determined by the district; or sexual misconduct with a student, as determined by the Children's Division (CD) of the Department of Social Services.

General

The district will maintain information regarding current and former employees as confidential within the limits of the law. Only the superintendent, administrator for human resources, or a person or persons specifically designated in writing by the superintendent or administrator for human resources may respond on behalf of the district to a reference request for a current or former employee. District employees must direct reference requests to the superintendent, administrator for human resources, or designee. Upon request, employees will assist the superintendent, administrator for human resources, or designee with the preparation of accurate reference information.

Content

In accordance with law, the following information about employees will be provided to any member of the public upon request:

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1. Names
2. Positions
3. ~~Salary~~Salaries
4. Length of service

In response to a reference request, the superintendent, administrator for human resources, or designee may provide information regarding the employee's work performance including, but not limited to, the following information:

1. Name, position, salary and length of service.
2. A description of the employee's job duties when employed.
3. Additional district-sponsored committees, activities or duties the employee volunteered for or was designated to perform.
4. Honors and awards received by the employee.
5. Factual information on work performance.
6. Whether the employee resigned or was nonrenewed or terminated. Based on documentation in the personnel file, potential employers will be notified if the employment was ended due to the financial condition of the district, a decrease in enrollment or reorganization of the department, school or district.
7. When requested, a "yes" or "no" answer to a question about whether the district would re-employ the current or former employee if an appropriate position existed or whether the superintendent would recommend re-employment.
8. Allegations of sexual misconduct with a student as required below.

Disclosing Allegations of Sexual Misconduct to Other Public Schools

If a potential public or charter school employer requests a reference regarding a former employee whose job involved contact with children, the district will, in accordance with state law, notify the potential public or charter school employer if the employee was terminated, nonrenewed or allowed to resign in lieu of termination (whether through a separation agreement or otherwise) as a result of allegations of sexual misconduct with a student or as a result of such allegations being substantiated by the CD's child abuse and neglect review board.

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If a potential public or charter school employer contacts the district for a reference for any former employee about whom the CD has investigated allegations of sexual misconduct with a student and reached a finding of substantiated, the district will provide the results of the CD investigation to the potential public or charter school employer, regardless of whether the employee's job involved contact with children.

Recordkeeping

When the district is contacted for a reference for a current or former employee, the superintendent, administrator for human resources, or designee will document the date, the name of the person and entity requesting the information, the person responding to the request, the method of disclosure, the information provided and, when applicable, the consent received.

In accordance with law, if the district responds to any requests ~~by letter~~ in writing, the district will forward a copy of the written reference ~~letter~~ to the current or former employee at the employee's last known address.

Notice

The district will notify all current employees of this policy. The superintendent, administrator for human resources, or designee will provide notification of the existence of this policy to all potential employers who contact the district for a reference. The notification must also include a statement that the district's responses are limited to the scope of this policy. The district will also provide copies of the policy to former employees upon request.

Immunity

Any district employee who is permitted under this policy to respond to requests for references regarding former employees and who communicates only the information authorized by this policy in good faith and without malice is entitled to immunity against any civil action for damages brought by the former employee arising out of the communication of such information, in accordance with law. District employees responding to requests for references in accordance with this policy may request the attorney general to defend them if sued.

* * * * *

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

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REFERENCE COPY

Adopted: 06/11/2012

Revised: 06/08/2013;

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
BDC, Closed Meetings, Records and Votes
BDDL, Release of Information
JHG, Reporting and Investigating Child Abuse/Neglect

Legal Refs: §§ 162.068, 290.152, 610.021, RSMo.
Jamison v. State Dept. of Soc. Serv., 218 S.W.3d 399 (Mo. 2007)

Webster Groves School District, St. Louis, Missouri

See pgs. 8.

REFERENCE COPY

FILE: GCN
Critical

EXPLANATION: EVALUATION OF PROFESSIONAL STAFF

MSBA has revised this policy to assist districts in complying with the new employee evaluation requirements the State Board of Education committed to as part of the Elementary and Secondary Education Act (ESEA) flexibility waiver granted by the U.S. Department of Education. MSBA has also revised this policy to help districts comply with the new educator evaluation requirements included in the Missouri School Improvement Program (MSIP) 5 Process Standards.

The Department of Elementary and Secondary Education (DESE) has been in the process of soliciting input and revising educator evaluation recommendations since 2008. In 2012, Missouri received an ESEA flexibility waiver from the U.S. Department of Education. This waiver requires the state of Missouri to address three principles: "college- and career-ready expectations for all students; state-developed recognition, accountability and support; and supporting effective instruction and leadership." Pursuant to the waiver, every district in Missouri must have an effective evaluation process in place by the 2014–2015 school year. An effective evaluation process is one that is aligned with the Essential Principles of Effective Evaluation (Essential Principles) as defined in the Missouri Code of State Regulations.

DESE, in cooperation with educational organizations, educators and others, has developed model evaluation tools for teachers, leaders and superintendents, and the DESE model incorporates the Essential Principles. Districts have the option of using the DESE model or creating their own evaluation forms and process as long as they are based on the Essential Principles. This policy was also revised to align with current research on effective educator evaluation and recommendations from DESE.

The details of this policy may be modified to reflect the district's chosen method for evaluating teachers, but please be advised that any process the district uses must conform to the Essential Principles!

State statute includes a requirement that districts adopt teaching standards, and the statute actually lists the minimum standards. DESE, in cooperation with a number of school districts and organizations, has created more comprehensive standards that incorporate the statutory standards. For that reason, MSBA has chosen to include the more comprehensive standards of the DESE model in this policy because they more closely tie to the DESE model evaluation form. Districts that use that form will want to use the model standards as well. For a crosswalk between the statutory standards and the DESE model standards, see the DESE website at:

<http://www.dese.mo.gov/eq/documents/StandardsInformationDocument.pdf>.

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REFERENCE COPY

DESE's model Teacher Evaluation and Teacher Evaluation Protocol are available at:

<http://www.dese.mo.gov/eq/TeacherEvaluation.htm>.

The Essential Principles are explained at:

<http://www.dese.mo.gov/eq/essprinoverview.htm>.

Some school districts have chosen to partner with the University of Missouri to implement a teacher evaluation model. The university has developed its own policy with input from MSBA. Districts partnering with the university should use that model policy. A copy of the policy is available from MSBA.

This update also includes new policies for evaluating the superintendent and principals.

Counselors and Librarians

Currently, there are no model evaluation instruments specific to counselors or librarians. There are, however, standards upon which an evaluation should be conducted. Missouri standards for the evaluation of counselors and librarians are based on national standards. Practitioners and others with expertise worked with DESE to develop standards applicable to counselors and librarians that are designed to promote excellence in those fields. The same principles of effective evaluation that apply to teachers and leaders are also appropriate for counselors and librarians.

At this time, MSBA has not developed an evaluation tool for counselors or librarians, although it is our understanding that such models are in the works. In the meantime, districts can use this model teacher evaluation in conjunction with the appropriate model standards to evaluate librarians and counselors.

The model librarian standards are available at:

<http://www.dese.mo.gov/eq/documents/LibrarianStandards.pdf>.

The model counseling standards are available at:

<http://www.dese.mo.gov/eq/documents/CounselorStandards.pdf>.

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

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

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EVALUATION OF PROFESSIONAL STAFF

The Webster Groves School District Board of Education requires a program of comprehensive, performance-based evaluations for ~~each professional staff member~~ the teachers and other professional staff members it employs in order to ensure high-quality staff performance that improves student achievement and enhances the instructional programs of the district. ~~The evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability.~~ Evaluation instruments used by the district will minimally reflect the standards for evaluation of professional staff adopted by the Missouri State Board of Education (State Board).

Evaluation of Professional Staff Other Than Teachers

All professional staff members contribute toward the achievement of the district's students and the overall success of the district. To ensure continuous improvement and growth, the supervisors of professional staff members will set performance goals, conduct continuous performance evaluations and complete a written summative evaluation annually.

Teacher Evaluations

The superintendent or designee will annually complete a summative evaluation of the performance of teachers in the district using an evaluation instrument that incorporates the Essential Principles of Effective Evaluation as adopted by the State Board.

The primary purpose of the evaluation is to improve student performance by promoting the continuous growth of teachers in a manner that is aligned with the district's Comprehensive School Improvement Plan (CSIP) and, where applicable, building improvement plans (BIPs). Results of the evaluation will inform employment and compensation decisions, but may not be the only factor considered.

~~The primary purpose of a performance-based evaluation is to facilitate and improve employee performance and instruction to enhance student learning. An effective evaluation system should identify areas of teaching/administrative strength and weakness and provide direction for maintaining and improving teacher/administrator skills through professional staff development activities. The secondary purpose is to determine whether performance meets the degree of competency required for continued employment.~~

~~All probationary teachers will be formally evaluated at least once yearly, and observed at least twice a year, by the school administrator to whom each is responsible or by a qualified designee. Teachers with tenure will be formally evaluated, including being observed, by the appropriate administrator at least once every three years. The formal evaluation will be accompanied by annual, ongoing goal~~

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~~setting and observation in the interest of improvement of instruction. A special evaluation may occur at any time.~~

~~Annual evaluations of principals, supervisory staff and other professionals will be made by the persons who have supervisory responsibility for those positions.~~

~~The superintendent or designee, in consultation with the district's teaching staff, will develop procedures and instruments for professional staff evaluation will be developed by the administration, in consultation with the district's professional staff, and will be approved by the Board. Teacher evaluation instruments must minimally reflect the standards listed in this policy. One copy of the completed evaluation form shall be given to the staff member concerned, one copy filed in the employee's personnel file at the office of the Board of Education and one copy retained by the appropriate administrator/evaluator.~~

Evaluators will seek to improve the process of evaluation to ensure consistency in the implementation of procedures and application.

Teaching Standards

~~All teachers in the Webster Groves School District shall:~~

- ~~1. — Be knowledgeable of the content and prepared for instruction.~~
- ~~2. — Keep current on instructional knowledge and explore changes in teaching behaviors that will improve student performance.~~
- ~~3. — Promote active student participation in the learning process and ensure that all students have success.~~
- ~~4. — Use various forms of assessment to monitor and manage student learning.~~
- ~~5. — Communicate and interact with the community in a professional manner.~~
- ~~6. — Effectively maintain student time on task.~~
- ~~7. — Act as a responsible professional in carrying out the mission of the district.~~

Teacher Evaluation Standards

Teachers in the Webster Groves School District will be held to the following standards:

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Critical

1. *Content Knowledge Aligned with the Appropriate Instruction:* The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) taught and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
2. *Student Learning, Growth and Development:* The teacher understands how students learn, develop and differ in their approaches to learning and provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students.
3. *Curriculum Implementation:* The teacher recognizes the importance of long-range planning and curriculum development and develops, implements and evaluates curriculum based on student, district and state standards data.
4. *Critical Thinking:* The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem-solving and performance skills, including instructional resources.
5. *Positive Classroom Environment:* The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.
6. *Effective Communication:* The teacher models effective verbal, nonverbal and media communication techniques with students, colleagues and families to foster active inquiry, collaboration and supportive interaction in the classroom.
7. *Student Assessment and Data Analysis:* The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses classroom and standardized assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow, develop and make adequate academic progress.
8. *Professionalism:* The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others and actively seeks out opportunities to grow professionally in order to improve learning for all students.
9. *Professional Collaboration:* The teacher has effective working relationships with students, parents/guardians, school colleagues and community members.

Counselor and Librarian Evaluation Standards

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uses the same evaluation tool for teachers,

~~The district adopts the model standards for librarians and counselors developed by the Department of Elementary and Secondary Education and adopted by the State Board.~~

Recordkeeping

A copy of the professional staff member's summative evaluation and supporting documentation will be kept in the employee's personnel file.

* * * * *

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

Adopted: 09/13/1993

Revised: 06/27/2011;

Reviewed: 08/20/2012

MSIP Refs: 6.5.2

Legal Refs: §§ 160.045, 168.128, 410, RSMo.
5 C.S.R. 20 - 400.375

Webster Groves School District, St. Louis, Missouri

See pages 3:4

REFERENCE COPY

FILE: GDN
Basic

EXPLANATION: EVALUATION OF SUPPORT STAFF

Districts are NOT legally required to adopt this policy and may continue to use the evaluation policy and tool currently used for support staff.

Missouri schools are currently in the process of implementing a new evaluation system for professional staff, and MSBA determined that this would be an appropriate time for school districts to consider their evaluation procedures for support staff as well.

This model policy is loosely based on the same models used to evaluate professional staff. MSBA has taken the position that support staff members are an integral part of student success and that part of their evaluations should address opportunities they have to make a positive impact on the educational environment in addition to general factors of job performance, such as attendance, job knowledge and initiative. Again, the new requirements for professional staff evaluation do not extend to support staff.

MSBA has also developed a model form, GDN-AF, for support staff evaluation.

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

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

REFERENCE COPY

FILE: GDN
Basic

EVALUATION OF SUPPORT STAFF

~~All support staff employees will be formally evaluated by their immediate supervisor at least once yearly for the first five years of employment with the district. After five years of successful employment, support staff will be evaluated at least once every three years. A special evaluation may occur at any time.~~

~~All employees will be given an explanation of duties and responsibilities, and will be provided guidance by their immediate supervisors in performing them satisfactorily. In addition, supervisors have the responsibility to inform each employee under their supervision in advance of the criteria to be used in the evaluative process.~~

The superintendent or designee will regularly evaluate the performance of all support staff employees in the district. The primary purpose of the evaluation is to promote the continuous growth of support staff employees in a manner that is aligned with the district's Comprehensive School Improvement Plan (CSIP) and, where applicable, building improvement plans (BIPs) with the goal of contributing to a positive education environment. Results of the evaluation will inform employment and compensation decisions, but may not be the only factor considered.

The procedures and instruments for support staff evaluation will be developed by the superintendent, in consultation with building-level administrators and support staff supervisors, and will include:

1. Multiple ratings used to identify differentiated levels of performance.
- ~~2. An analysis of the employee's impact on the education environment.~~
- 2s. Incorporation of meaningful and timely feedback between the evaluator and the support staff employee.
- 3s. Evaluator training on the proper implementation of the evaluation instrument used by the district.

Evaluation Process

The superintendent may delegate the responsibility for support staff evaluation to other administrators, but the superintendent is ultimately responsible for the performance of all employees. Evaluators will complete a written evaluation on all support staff assigned to them for evaluation. All employees will be given an explanation of their duties and responsibilities and will be provided with guidance by their immediate supervisors in performing them satisfactorily. In addition, all staff members will receive a copy of the applicable evaluation instrument in advance of their evaluation.

FILE: GDN
Basic

REFERENCE COPY

Evaluators will assess and monitor growth in the following areas:

1. Job knowledge
2. Quality of work
3. Quantity of work
4. Initiative/Resourcefulness/Creativity
5. Dependability, including attendance and punctuality
6. Cooperation
7. Communication
8. Impact on the education environment
- 8 9. Other areas as appropriate for the specific job

* * * * *

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

Adopted: 09/13/1993

Revised: 09/10/2012;

Webster Groves School District, St. Louis, Missouri

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REFERENCE COPY

FILE: IGAC
Critical

EXPLANATION: TEACHING ABOUT RELIGION

MSBA has modified this policy to reflect the change in the law brought about by Senate Bill 17, § 170.340, RSMo. This new legislation does little to change the law regarding the teaching of religion. Districts have always been allowed to teach about religion and use religious texts as long as the teaching does not violate the Establishment Clause of the First Amendment of the U.S. Constitution. The new law, which allows books of a religious nature to be used in elective courses in literature and history, is actually more limiting than the current case law interpreting the First Amendment.

MSBA advises all districts to clearly define the purpose of the use of religious texts in classes and seek legal advice before using them. Model curricula involving the teaching of religious texts are readily available, but some models do not satisfy the test the courts have established to determine Establishment Clause violations.

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	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

REFERENCE COPY

FILE: IGAC
Critical

TEACHING ABOUT RELIGION

Pursuant to state and federal law, the Webster Groves School District may teach about religion but may not promote any particular religion or religious belief. Books of a religious nature may be used in the classroom as part of instruction as long as such books are not used in a manner that violates the Establishment Clause of the First Amendment to the U.S. Constitution.

No course or portion of any course taught in the district will have the primary purpose or effect of illegally advancing or inhibiting religion.

Nothing in this policy is to be construed as inhibiting otherwise constitutionally protected religious expression by any individual.

* * * * *

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

Adopted: 09/13/1993

Revised: 09/13/2004;

Reviewed: 10/14/2013

Legal Refs: Mo. Const., Art. I, §§ 5-7
§ 170.340, RSMo.
U.S. Const., Art. I

Webster Groves School District, St. Louis, Missouri

REFERENCE COPY

FILE: IL
Critical

EXPLANATION: ASSESSMENT PROGRAM

MSBA has revised this policy to remove outdated references to adequate yearly progress (AYP) and the Show-Me Standards and to otherwise clarify portions of the policy. MSBA has also changed the section that requires the Board to annually review student assessment data to have the Board review such data "regularly." MSBA encourages Boards to review student performance data several times per year, even monthly. School districts should be generating data through their own student performance assessments administered frequently throughout the year rather than waiting for state assessments. This will become especially important when new evaluation tools are implemented and current student performance is a part of those evaluations.

MSBA has also clarified that all students are required to participate in assessments.

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X	Board Secretary		Business Office		Coaches/Sponsors
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	Health Services	X	Counselor		Special Education
	Transportation		Public Info/Communications		Technology

REFERENCE COPY

FILE: IL
Critical

ASSESSMENT PROGRAM

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

In cooperation with the administrative and instructional staff, the Board will ~~annually~~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).

In order to achieve the purposes of the student assessment program, the district requires all enrolled students to participate in all applicable aspects of the assessment program.

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 ~~have a baseline against which to~~can monitor academic progress. ~~Within the limitations of group testing instruments, the information should be useful to serve as a validation device for other measures of student 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:
 - a. Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation.
 - b. Help the professional staff formulate and recommend instructional policy.

- c. 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. ~~*Missouri School Improvement Program (MSIP)* – To determine student progress toward meeting the goals established by the Missouri State Board of Education pursuant to MSIP~~ *5. Accreditation* – To ensure the district 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. ~~Efforts shall also be made to eliminate any cultural bias from tests to assure that measurements are reasonably accurate.~~

Reading Assessment

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

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

English Proficiency Assessments

The district will annually assess the English reading, writing and oral language skills of ~~its~~ district students with limited English proficiency.

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 ~~Show-Me Standards, as set forth~~ standards adopted by the Missouri State Board of Education.

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 will determine what percent of the course grade will be decided by performance on EOC assessments.

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

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.

National Assessment of Educational Progress

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

<https://docs.google.com/document/d/18PvTA6JcRgBQvvdBJmkZevi0Un8rQHcV6x2OI9DHNA/edit?usp=sharing>

* * * * *

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

Adopted: 09/13/1993

Revised: 02/11/2002; 06/14/2004; 06/13/2005; 06/08/2013; 02/10/2014;

Cross Refs: JHD, Student Guidance and Counseling

FILE: IL
Critical

REFERENCE COPY

JO, Student Records
KB, Public Information Program

MSIP Refs: 6.2

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, 20 U.S.C. §§ 6301 - 7941

Webster Groves School District, St. Louis, Missouri

REFERENCE COPY

FILE: ILA
Basic

EXPLANATION: TEST INTEGRITY AND SECURITY

MSBA has updated this policy to reflect changes in testing procedures and test security. The State Board of Education requires each district and charter school to have a test security policy in place. The policy should be placed in the district's assessment plan. All staff associated with the assessment process are responsible for understanding the test security measures in this policy to avoid any intentional or unintentional unethical behavior by students or staff members. Failure to abide by the test security policy could result in an invalidation or loss of assessment results for the district, a building or a class, which could seriously hinder district accreditation.

This policy also requires standardized training for all district and school test coordinators, examiners, translators, proctors and any district staff who have responsibilities in testing. The Department of Elementary and Secondary Education (DESE) provides training webinars and manuals for district training purposes.

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	Transportation		Public Info/Communications		Technology

REFERENCE COPY

FILE: ILA
Basic

TEST INTEGRITY AND SECURITY

Storage and Access Before Test Administration

1. ~~All Missouri assessment documents and standardized test booklets are to be stored, immediately upon receipt, in a secured area.~~
2. ~~When the test documents first arrive at the district the test coordinator will carefully check all materials and sort them in preparation for administration, making a written record of the number of booklets that will be sent to each administration site.~~
3. ~~The test coordinator or individual responsible for the program will assume responsibility for contacting the appropriate testing coordination site if the order is inaccurate and for providing secured storage of any materials received as a result of this contact.~~
4. ~~Beyond the initial checking and sorting, test booklets will remain secure until they are distributed for administration.~~
5. ~~Only the test coordinator and other designated individuals will have access to test materials.~~
6. ~~No teacher shall have access to test booklets before the test is distributed, except special education teachers in accordance with a student's Individualized Education Program (IEP).~~
7. ~~Teachers will have access to the appropriate documents, including the Test Administration Manual.~~

Instructions for Administration

1. ~~Prior to any districtwide and/or statewide assessment, staff will receive a handout outlining step-by-step procedures to follow in order to administer tests in a secure manner.~~
2. ~~In-service will stress the maintenance of test security during test administration. Security issues addressed will include handling materials in a secure manner, providing directions to students, responding to students' questions, and monitoring the test setting.~~

Test Administration

1. ~~All standardized and/or statewide tests will be administered in an appropriate manner in compliance with testing guidelines.~~

2. ~~Test booklets will be delivered to each building before the day of the test and distributed by building staff immediately prior to testing. Students will not receive test booklets until time for testing to begin.~~
3. ~~Students will be encouraged to use restroom facilities, get drinks, etc., before starting to take the test. If students must leave the room during testing, they will be instructed to place their answer sheets in their test booklets and close these booklets before leaving their seats.~~
4. ~~All individuals administering tests will strictly follow the procedures outlined in the test administration manual. Test administrators will not leave the testing room the entire time the test is being given.~~
5. ~~If a test is to be administered over a series of days, test booklets and answer sheets will be collected each day immediately following testing, counted by the test administrator and stored in a locked facility.~~

Collection and Storage of Test Materials Following Testing

1. ~~Test booklets will be collected from test administrators immediately following testing, organized according to instructions, and stored in a secure area.~~
2. ~~Test booklets will be re-counted by the test coordinator and these counts will be documented and checked against preadministration counts.~~
3. ~~Test booklets will be sorted and packaged, according to directions, by the test coordinator or person who has been designated as responsible and sent for scoring as expediently as possible while allowing for makeups.~~
4. ~~All test makeups will be scheduled by the test coordinator or designee. A designated individual will administer the test according to specified administration procedures, taking all aforementioned precautions to ensure security. Test materials will be counted.~~

achieving academic and personal success for every student

Accurate information about student performance is integral to the district's mission of improving student achievement. In order to make sure the information is valid, the district must protect the integrity of the testing process. This policy shall become part of the district assessment plan. All staff associated with the assessment process are responsible for understanding and implementing the security measures in this policy. For the purposes of this policy, "staff associated with the assessment process" includes test coordinators, examiners, translators, proctors and any district staff who have responsibilities in providing, monitoring or overseeing student testing as designated by the superintendent or designee.

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Basic

Test Security

Unless allowed by specific test protocol, tests shall not be read, scored, reviewed, photocopied, duplicated, scanned, transported or made accessible to staff not associated with the assessment process. Staff associated with the assessment process shall not discuss, either in writing or verbally, specific items on the assessment. Such discussion breaches both the security and integrity of the assessment and may result in an invalidation or loss of scores for accountability purposes.

Unless allowed by specific test protocol, staff associated with the assessment process are prohibited from reviewing the test materials or questions prior to, during or after testing. Before and after test administration, test materials must be kept in a locked room or cabinet in the school building, but outside the classroom, to prevent unauthorized access. All test materials must be returned to the district test coordinator after the assessment is administered.

Similar test security precautions apply to online testing.

Training

The district will train all district staff associated with the assessment process in accordance with test protocol. The training will include topics required or recommended by the specific test or by the company administering the testing as well as training on the requirements of this policy.

Test Coordinator Roles

The superintendent or designee will appoint a districtwide test coordinator who will:

1. View all assessment manuals and training provided by the Department of Elementary and Secondary Education (DESE) and stay informed of all relevant communication regarding the various assessment instruments.
2. Be responsible for training all school test coordinators, test examiners and other staff associated with the assessment process on testing procedures using appropriate training materials.
3. Keep a record of when staff associated with the assessment process are trained and provide that record to the appropriate parties, if required.
4. Restrict access to all secure testing materials prior to testing, including student test books, manipulatives and passwords or other access to electronic testing materials.

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5. Ensure that beyond the initial checking and sorting, test materials remain untouched until they are distributed for test administration.
6. During the transcription process, ensure that all tests that need to be transcribed are kept secure from unauthorized access. All materials and any copies generated shall be returned to the testing coordinator after use.
7. Maintain the district's testing schedule and be prepared to provide such schedule upon request. Should the schedule change in any way, the test coordinator must update this information and document the reasons for the change.
8. Organize and deliver testing materials to each building and/or classroom and ensure that all responsible district staff have sufficient quantities of testing materials, or designate specifically trained persons to do so.
9. Ensure that only the test coordinators and staff associated with the assessment process have access to test materials.
10. After test administration, collect and account for all testing materials from each school in the district as well as any out-of-district schools where the students attend alternative programs.

General Test Administration

1. All standardized and statewide tests will be administered in compliance with testing guidelines provided by the company producing or administering the test and DESE when applicable.
2. The district shall inform parents/guardians of the district's testing schedule.
3. Students will be encouraged to use restroom facilities, get drinks and take care of other needs before beginning the test.
4. No individuals other than the test administrator or proctor and the students taking the test shall be allowed in the testing room during the testing session unless otherwise approved by the test coordinator.
5. Electronic communication, including mobile and imaging devices, must not be accessible during any portion of the testing session. These types of devices must be turned off and not readily visible at any time during the testing session.

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FILE: ILA
Basic

6. After testing, all used draft, scratch, grid or unlabeled graph paper, student test directions and printed manuals shall be collected and securely destroyed.
7. Students will be permitted to use certain materials, such as calculators or thesauri, when directed by the specific test.

Paper-and-Pencil Testing

1. Test materials will be delivered to each building before the day of the test and distributed by staff associated with the assessment process immediately prior to testing. Students will not receive test materials until the time testing begins. No other persons will have access to the testing materials.
2. If students must leave the room during testing, they will be instructed to secure their test materials in accordance with the specific test protocol before leaving their seats.
3. If a test is to be administered over a series of days, the test administrator or proctor shall collect and count all test materials each day immediately following testing and store the test materials in a locked facility.
4. After the test has been fully administered, the test coordinator will immediately collect the test materials from the test administrators or proctors, organize them according to instructions and securely store them in accordance with this policy.
5. Test materials will be recounted by the test coordinator, and these counts will be documented and checked against pre-administration counts.
6. The test coordinator or designee will sort and package test materials according to directions from the assessment company and send them for scoring as expediently as possible.

Online Testing

1. Prior to testing, the district shall provide students with experience using relevant technology equipment, such as computers, laptops and tablet devices.
2. All computer workstations used during testing will be examined to ensure they are clean and free from any notes, papers, books and other information.
3. The district will perform site certification procedures prior to each testing window.

4. Workstations will have adequate space between them so that students are not able to view each other's screens.

Sanctions Against ~~Unfair~~Improper or Unethical Practices

The security measures outlined in this document should help prevent ~~unfair~~improper or unethical practices. ~~Unfair~~Improper and unethical practices include, but are not limited to, the following:

1. Violating any provision of this policy.
2. Copying any part of the standardized test bookletfor any reasonmaterials or online test unless authorized by test protocol.
3. ~~Removal of a~~Removing any test bookletmaterials from the secure storage area except during test administration or accessing test questions prior to when the test is given, unless authorized by the test coordinator and otherwise allowed by test protocol.
4. Copying, printing, downloading or duplicating in any way any part of an online assessment for any reason unless authorized by the test coordinator and otherwise allowed by test protocol.
5. ~~Failure~~Failing to return all test bookletmaterials following test administration.
6. Directly teaching any test item or taking actions to discover test items included on a standardized test.
7. Altering in any way a student's responses to items on an answer sheeton a test.
8. Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions; allowing students to give each other answers to questions or to copy off each other's work; orand altering test administration procedures in any other way to give students an unfair advantage.
9. ~~Undue pressure or encouragement on the part of administrators for~~Administrators or other staff members pressuring or encouraging teachers to engage in any of the aforementioned inappropriateimproper or unfairunethical practices.

All district staff are required to immediately report to the district test coordinator any suspicion that this policy has been violated. An immediate investigation will occur if a district staff person is suspected of engaging in any unfairimproper or unethical practice,an immediate investigation will

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~~occur~~. If the allegations against the staff person are proven, a report will be forwarded to the superintendent, and appropriate disciplinary action will be taken, including termination.

The district will conduct an investigation of any student suspected of engaging in any improper or unethical practice. If allegations are proven, the student will be disciplined in accordance with district policy.

Administrators and test examiners are responsible for reporting any improper or unethical behaviors to DESE's Assessment Section or in accordance with specific testing protocol.

<http://www.webster.k12.mo.us/pages/WGSD/Departments/Curriculum/Curric/Elements/curriculumdevelopment>

* * * * *

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: 12/08/1997

Revised: 12/09/2002;

Reviewed: 02/10/2014

Cross Refs: GCPD, Suspension of Professional Staff Members
GCPE, Termination of Professional Staff Members
GDPD, Nonrenewal, Suspension and Termination of Support Staff Members
JG, Student Discipline

Webster Groves School District, St. Louis, Missouri

REFERENCE COPY

FILE: IM
Basic

EXPLANATION: EVALUATION OF INSTRUCTIONAL PROGRAMS

MSBA has updated this policy to remove the wellness program. See policy ADF and procedure ADF-API in this update for more information on changes to the wellness program.

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

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

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Basic

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Board of Education directs the superintendent to implement appropriate methods for a continual evaluation of the curriculum, the educational programs and the instructional processes of the school district.

These evaluations will assess educational needs, provide information for planning in the district, indicate instructional strengths and weaknesses in the district's educational programs, assure that the district is complying with the legal requirements for state-funded and federally funded programs, and provide data for public information.

The Board will rely on its professional staff and/or outside agencies to provide continual evaluation of the educational programs and instructional processes of the district. Specific measures will be identified to determine program success. The superintendent or designee will periodically review appropriate research studies to determine recent trends and developments in instructional evaluative techniques.

The superintendent or designee will prepare and maintain written reports about the educational programs and instructional processes of the district and provide copies to the Board upon request and as necessary to carry out the Board evaluations required by this policy. The reports will include the goals and objectives of each program, progress toward meeting those goals and objectives, an explanation of the data and information used to determine program effectiveness, and recommendations for continued or improved effectiveness.

Unless otherwise required by law or Board policy specific to a particular program, the Board will review each district program in accordance with the following schedule. The Board may review any program at any time and is not restricted to the schedule or programs in this policy.

Annual Review

1. ~~Wellness Program~~
2. ~~Financial Investment of Surplus Funds~~

Biennial Review (Every Two Years)

1. Title I
2. Special Education
3. Career/Technical Education
4. Gifted Education
5. Programs for Homeless Students
6. Programs for English Language Learner (ELL) Students (reviewed annually by coordinator)

FILE: IM
Basic

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7. Programs for Migrant Students *(if needed)*
8. Programs for At-Risk Students
9. Early Childhood Programs
10. Parents as Teachers
11. Guidance and Counseling
12. Student Health Services
13. Library and Media Resources
14. Technology
15. Professional Development (reviewed annually by the Professional Development Committee)
16. Parent, Family, and Community Involvement (reviewed annually at the school level)
17. Transportation
18. Food Service
19. Facilities and Grounds
20. School Climate *(reviewed at school level)*
21. Safety Program and Emergency Response and Intervention Plan
22. Grant-funded programs not otherwise listed (unless the grant requires a different schedule)

Other

Curriculum will be reviewed immediately following the scheduled *program evaluations* ~~curriculum reviews by staff.~~

<http://www.webster.k12.mo.us/pages/WGSD/Departments/Curriculum/Curric/Elements/curriculumdevelopment>

* * * * *

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: 12/11/1995

Revised: 06/27/2011;

MSIP Refs: 8.1

Webster Groves School District, St. Louis, Missouri

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FILE: IND
Critical

EXPLANATION: CEREMONIES AND OBSERVANCES

MSBA has revised this policy to reflect the changes in Senate Bill 600, which now requires school districts to conduct educational programs and activities and devote at least one class period leading up to a Veterans Day observance in order to convey the meaning and significance of Veterans Day. This expands the previous requirement that the district merely have an observance for Veterans Day.

The new law also allows, but does not require, districts to designate November 11 (Veterans Day) as an official school holiday.

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

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

FILE: IND
Critical

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CEREMONIES AND OBSERVANCES

The Board of Education recognizes the community's responsibility in providing a strong spiritual and moral atmosphere for the proper rearing of youth. In addition, the Board recognizes that a great number of denominations and faiths are represented in the school student body. The schools of the Webster Groves School District must be neutral in respect to the religious beliefs of individual citizens, but this does not mean in any sense that the schools are or should be irreligious. There is a very fine line between the impersonal objective teaching of facts about events, individuals and institutions, and advocating a specific point of view by that teaching; therefore, care must be taken in such teaching.

Music, art, literature and drama having religious themes (including traditional carols, seasonal songs and classical music) will be permitted for use in the district if presented in an objective manner, without sectarian indoctrination. The emphasis on religious themes will be only as extensive as necessary for a balanced and comprehensive study or presentation. Religious content included in student performances will be selected on the basis of independent educational merit, and will seek exposure to a variety of religious customs, beliefs and forms of expression. Student participation in a program or performance that involves personally offensive religious material or expression will be voluntary.

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

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

To the extent required by law, district employees or officials shall not lead attendees of a district-sponsored event in prayer or any other religious ritual, nor shall they direct, whether implicitly or explicitly, a student to lead attendees in a prayer or any other religious ritual. However, this policy shall not be used to deny any student, employee or district official any personal legal right of expression.

Programs, Ceremonies and Observances

1. The flag of the United States of America will be prominently displayed, either on the outside of the building or upon a pole erected in the school yard, at every school in the district during school hours.

2. Pursuant to state law, the Pledge of Allegiance will be recited in at least one scheduled class of every student no less than once a week. However, no student will be required to participate in the recitation.
3. The text of the Bill of Rights of the U.S. Constitution will be displayed in all school buildings in a conspicuous and legible manner.
4. Teachers and students should observe the following days with the appropriate exercises, as required by law:
 - ▶ Bird Appreciation Day (March 21)
 - ▶ Prisoners of War Remembrance Day (April 9)
 - ▶ Patriots' Day (April 19)
 - 1. Constitution Day and Citizenship Day (September 17, or the preceding or following week if this date falls on a weekend or holiday)
 - ▶ Missouri Day (the third Wednesday of October)
 - ▶ ~~Veterans Day (as closely as possible to November 11)~~
 - ▶ Pearl Harbor Remembrance Day (December 7)
5. The district may observe the following days and months, as recommended in state statute:
 - ▶ Missouri Lifelong Learning Month (February)
 - ▶ Math, Engineering, Technology and Science Week (the first week of March)
 - ▶ Arbor Day (the first Friday in April)
 - ▶ Jefferson Day (April 13)
 - ▶ Emancipation Day (June 19)
 - ▶ Emergency Services Day (September 11)
 - ▶ POW/MIA Recognition Day (the third Friday of September)
 - ▶ Disability History and Awareness Month (October)
 - ▶ Bill of Rights Day (December 15)
6. The district may host a diploma ceremony on or around Veterans Day for any veteran receiving an honorary diploma from the Department of Elementary and Secondary Education (DESE) pursuant to "Operation Recognition."

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FILE: IND
Critical

7. Each school in the district shall, prior to any scheduled Veterans Day observance, conduct programs and activities that convey the meaning and significance of Veterans Day. Veterans Day observances will be held as closely as possible to November 11, and the duration of activities and programs that lead up to such an observance shall be the equivalent of at least one class period.

* * * * *

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.

Reviewed: 02/10/2014

Adopted: 09/13/1993

Revised: 12/08/2003; 06/14/2004; 03/12/2007; 09/10/2012; 06/08/2013

Cross Refs: KG, Community Use of District Facilities

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

Webster Groves School District, St. Louis, Missouri

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FILE: JEA
Critical

EXPLANATION: COMPULSORY AND PART-TIME ATTENDANCE

This policy was modified to more accurately and clearly state the compulsory attendance age.

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

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

REFERENCE COPY

FILE: JEA
Critical

COMPULSORY AND PART-TIME ATTENDANCE

The Webster Groves School District provides educational programming for all students between the ages of 5 and 21 years of age. In addition, students as young as three may qualify for and receive special education services. The district may also provide preschool and adult education programs.

Compulsory Attendance

While the Board seeks to provide educational services beyond the mere minimum requirements of the law, tThe law requires all children between 7 and 17 years of age, unless the child has successfully completed at least 16 credits toward graduation, within the compulsory attendance age to regularly attend a public, private, parochial, parish, home school or a combination of such schools for the duration of the entire school term. Parents, guardians or other persons having legal custody of a student may obtain a court order requiring students to attend school until the student receives a high school diploma or its equivalent, or reaches the age of 18. In addition, the Webster Groves School District provides educational programming for all students between the ages of five and seven and beginning at the age of three for students qualified for special education services. The district may also provide preschool and adult education programs. The compulsory attendance age is between 7 and 17 years of age or, if under 17, until the student successfully completes 16 credits toward high school graduation.

Once enrolled in the district, the district expects the student to attend regularly and for the student's parents/guardians or other adults having charge, control or custody of the student to communicate regularly and honestly with the district regarding the student's absences. The Webster Groves School District Board and district staff strongly believe that regular attendance is important in gaining the most from the educational experience. State law requires district staff to report all instances of abuse and neglect, including educational neglect. The district will make every effort to ensure students are attending school as required by law. These efforts include, but are not limited to: accurately recording attendance, creating procedures for regular communication with parents/guardians regarding attendance, investigating truancy, and reporting suspected incidences of educational neglect to the Children's Division (CD) of the Department of Social Services.

Part-Time Attendance

State law allows students to attend public school part-time, as long as their total educational experience meets the requirements of the state compulsory education law and students are not already enrolled full-time in another public school. The superintendent or designee will maintain procedures on enrollment of part-time students to ensure that such enrollments do not jeopardize the discipline, health and academic standards of the district. The Board also directs the superintendent to annually analyze the number of students attending school part-time and to create vocational, dual-credit, advanced placement or other programs and incentives to encourage these students to attend

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school full-time. ~~Eligible students may also participate in the School Flex Program per district policy.~~

The administration will establish criteria for determining whether the student is scholastically qualified to participate in a particular class.

Students Withdrawing from or Dropping Out of School

Once enrolled, the student will be considered a district student until the district is directed to withdraw the student or until multiple unsuccessful attempts have been made to contact the parents/guardians or student to confirm continued enrollment after several absences. The district will encourage all families and students to consult with district staff prior to withdrawing a student.

Any student age 16 years or older who drops out of school for any reason other than to attend another school, college or university, or to enlist in the armed services, shall be reported to the state literacy hotline office at the Adult Learning Center in Jefferson City, Missouri (314-751-1249).

* * * * *

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

Adopted: 09/13/1993

Revised: 12/11/2000; 01/18/2008; 06/08/2013; 03/10/2014;

Cross Refs: IGBD, At-Risk Students
IGCE, District-Sponsored Instruction Options

Legal Refs: §§ 160.539, 161.670, 163.011 - .012, .031 - .111, .275, 211.034, RSMo.

Webster Groves School District, St. Louis, Missouri

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FILE: JEC
Critical

EXPLANATION: SCHOOL ADMISSIONS

NOTE: The district had previously combined policies JEC and JECA. For compatability with the new software MSBA is implementing, these policies need to be separated. MSBA has now combined JECA and JECB.

MSBA has updated this policy to address new legislation. In addition, the law requiring students to have a vision examination prior to entering school has expired. MSBA has removed references to this law from its policies, procedures and forms.

House Bill 1577 (2012), § 160.1990, RSMo., requires school districts to make certain exceptions when enrolling, placing and graduating students in foster care. This is the second such piece of legislation in the past few years, and MSBA anticipates that more will be forthcoming. For that reason, MSBA is moving most language about foster care students to policy IGBE, which is specific to foster care students.

MSBA has also modified the list of crimes for which students cannot be enrolled in the regular school program. House Bills 215 and 301 (2013), § 160.261, RSMo., have amended and renamed several crimes, including the crimes of forcible rape and sodomy.

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

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

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FILE: JEC
Critical

SCHOOL ADMISSIONS

Student Admission

The Board of Education shall provide free public education to all students who are residents of the school district and who are between the ages of 5 and have either graduated from high school or are 21 years of age and who otherwise qualify for admission under Missouri law unless otherwise required by federal law. Federal law also requires the district to provide services to resident students qualifying for special education services between the ages of 3 and 21. Any senior qualifying for graduation at the end of the school semester and attaining age 21 during the course of the semester may complete that particular semester tuition free.

Persons seeking admission to the district and its instructional programs must satisfactorily meet all residency, academic, age, immunization, discipline, and other eligibility prerequisites as established by Board policy and law. ~~Students enrolling in kindergarten or first grade must provide proof of a comprehensive vision examination by January 1 of the first year in the district, in accordance with law.~~ Students who are homeless, in foster care or are otherwise entitled to admission will be admitted in accordance with Board policy and law.

Students who transfer to the district from another district will be placed in accordance with Board policy.

Entrance Age

In accordance with law, a student is eligible for admission to attend the Webster Groves School District, and is eligible for admission to summer school the summer prior to entering kindergarten, if the student:

1. Reaches the age of five before August 1 of the school year in which he or she plans to enroll.
2. Has attended school, or the summer school prior to a kindergarten school term, in the St. Louis City School District or the Kansas City 33 School District, regardless of the age of the student.
3. Is a child in the household of an active duty member of the military, including some veterans who are deceased or injured as defined by law, who has successfully completed an accredited pre-kindergarten program or has attended an accredited kindergarten in another state, regardless of the age of the student.

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

district will be required to present a birth certificate or other acceptable proof of age if necessary to determine whether the student is eligible to attend school.

A student eligible to attend who has previously attended a kindergarten program or demonstrates to the satisfaction of the district that he or she is socially and academically ready to progress may be placed in a class, grade or program that would best meet the student's educational needs, after consultation with the student's parent/guardian. A student who demonstrates that he or she is not socially or academically ready to enter kindergarten or the grade in which he or she would be placed may be placed in a preschool or other appropriate class or program offered by the district, after consultation with the student's parent/guardian.

Requests for Student Records

Within two business days of enrolling a student, the school official enrolling the student shall request records required by district policy for student transfer, including discipline records, from all schools previously attended by the student within the last 12 months.

Within 48 hours of enrolling a nonresident student placed in the district pursuant to §§ 210.481 - .536, RSMo., via foster homes, residential care facilities or child-placing agencies, the school official enrolling the student shall request those records required by district policy for student transfer, including discipline records, from all schools and facilities previously attended by the student; the Department of Social Services; the Department of Mental Health; the Department of Elementary and Secondary Education and any entity involved with the placement of the student within the last 24 months.

The district will accept hand-carried or unofficial records for the purpose of enrolling a student transferring from another state who is in the household of an active duty member of the military, including some veterans who are deceased or injured as defined by law, but will request official records in accordance with this policy.

Foster Children

~~The district designates the Director of Student Services as the liaison for foster care children. The liaison will provide advisory assistance regarding all aspects of the enrollment, placement, transfer and withdrawal of children in foster care.~~

Requirements for Enrollment

~~In order to register a student, the parent, legal guardian, military guardian, person acting as a parent or the student shall provide proof of residency or request a waiver of proof of residency as outlined below and shall complete all admission requirements as determined by Board policies, regulations~~

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FILE: JEC
Critical

~~and procedures. Students who do not meet the residency requirements and are not eligible for a waiver of proof of residency may only apply for admission in accordance with Board policy JECB.~~

A student is a "resident" student if he or she meets at least one of the following criteria:

- ~~1. The student physically resides and is domiciled in the district. For the purposes of this policy the domicile of a minor student is the domicile of a parent, military guardian pursuant to a military-issued guardianship or court-appointed legal guardian. A "power of attorney" document alone is insufficient to satisfy the "court-appointed legal guardian" requirement, except a special power of attorney document relevant to the guardianship of a child in the household of an active duty member of the military.~~
- ~~2. The student physically resides in the district for reasons other than obtaining access to the district's schools, regardless of with whom the student is living, and has a waiver of proof of residency on file.~~
- ~~3. The student is otherwise legally entitled to attend school in the district including, but not limited to: a student who is a homeless child; a student attending a school not in the student's district of residence as a participant in an interdistrict transfer program established under a court-ordered desegregation program; a student who is a ward of the state and has been placed in a residential care facility by state officials; a student who has been placed in a residential care facility due to a mental illness or developmental disability; a student attending a school pursuant to §§ 167.121 and 167.151, RSMo.; a student placed in a residential facility by a juvenile court; a student with a disability identified under state eligibility criteria if the student is in the district for reasons other than accessing the district's educational program; a student attending a regional or cooperative alternative education program; or a student attending an alternative education program on a contractual basis.~~
- ~~4. The student is a transitioning military student who was enrolled in the Webster Groves School District, but is placed in the care of someone other than the student's parent or military or legal guardian who resides in another school district. Such student will be allowed to continue to attend school in the Webster Groves School District without payment of tuition. A transitioning military student is a student who is in the process of transferring from one state or school district to another state or school district and was or is currently in the household of an active duty member of the military, including some veterans who are deceased or injured as defined by law.~~

Prior to enrolling any student, the district shall be in receipt of the following:

1. If a resident student, proof of residency in the district as prescribed by the rules of the district, or proof that an application for waiver of proof of residency is pending and was filed within the previous 45 days;
2. A signed affidavit indicating that the student is not currently under suspension or expulsion from a school in this state or any other state, or a determination by the superintendent that the conduct that resulted in such suspension or expulsion would not have resulted in such a suspension or expulsion in this district;
3. A signed affidavit indicating that the student has not been convicted, and is not currently charged, with any of the criminal acts listed in the "Admission Restriction" section of this policy, which affidavit shall remain as a part of the student's scholastic record; and,
4. Any other information or documents required by district rule or regulation.

If any of the statements or documents required for enrollment are later determined to be false or erroneous, or in the event that the application for waiver of proof of residency is denied, the district may immediately cancel the admission of such student and recover tuition if appropriate.

Waiver of Proof of Residency

~~In cases where a student living in the district wishes to register but the student does not live with a parent, military guardian or court-appointed guardian in the district, the student, parent, military guardian, legal guardian or person acting as a parent must request a waiver of proof of residency. Waiver of proof of residency may only be granted on the basis of hardship or good cause. Good cause shall include situations where the student is living in the district for reasons other than attending school in the district.~~

~~The Board delegates to the superintendent or designee the responsibility of bringing to the Board's attention any application for a waiver in which the student is not clearly entitled to attend school in the district. All other applications will be accepted and granted on behalf of the Board. Once an application for a waiver has been identified for Board review, the Board shall convene a hearing to consider a waiver request as soon as possible, but no later than 45 days after receipt of the waiver request or the waiver shall be deemed granted. The Board president may appoint a committee of the Board to act in lieu of the Board to consider waiver requests.~~

~~Once a waiver of proof of residency has been requested, the student may be permitted to register and attend school until such time as the Board or designee decides to grant or deny the waiver request.~~

~~In the event there is reason to suspect that admission of a student will create an immediate danger to the safety of other students and employees of the district, the enrollment of the student may be~~

REFERENCE COPY

FILE: JEC
Critical

~~delayed and the superintendent or designee may convene a hearing within five working days of the registration request and determine whether the student may register.~~

~~A transitioning military student who is placed in the care of someone other than the student's parent or military or legal guardian who resides within the district will be granted a waiver without a hearing and allowed to attend school in the district without the payment of tuition.~~

Statement of Prior Suspension, Expulsion or Criminal Offense

The Board of Education requires the parent, guardian or other person having control or charge of a child of school age to provide upon enrollment a signed statement indicating whether the student has been suspended or expelled from a public or private school in this state or any other state for an offense in violation of Board policies. In addition, the person enrolling the student must affirm that the student has not been convicted of or charged with an act listed in the "Admission Restriction" section of this policy. This registration document shall be maintained as a part of the student's scholastic record.

Students Suspended or Expelled from Another District

Without the superintendent's or designee's permission, no student may enroll in a school in the district during a suspension or expulsion from another in-state or out-of-state school district, including a private, charter or parochial school or school district, if the superintendent or designee determines that the student's conduct would have resulted in a suspension or expulsion in this district. The parent/guardian or student may request a conference with the superintendent or designee to consider whether the conduct of the student would have resulted in a suspension or expulsion in this district. The superintendent or designee may make such suspension or expulsion from another school or district effective if it is determined that such conduct would have resulted in a suspension or expulsion in this district. The superintendent or designee will consider whether the student has received the due process required by law before making any decision.

A remedial conference will be held in accordance with Board policy prior to the enrollment of any student following a suspension or expulsion from another school for an act of school violence as defined in § 160.261.2, RSMo. The remedial conference will be held regardless of whether such act was committed at a public or private school, provided that such act shall have resulted in the suspension or expulsion of such student in the case of a private school.

Admission Restriction

In accordance with § 167.171, RSMo., no student may be readmitted or enrolled to a regular program of instruction in the school district ~~who~~if he or she has been convicted of or charged with an act that if committed by an adult would be one of the following:

FILE: JEC
Critical

REFERENCE COPY

1. First degree murder under § 565.020, RSMo.
2. Second degree murder under § 565.021, RSMo.
3. First degree assault under § 565.050, RSMo.
4. Forcible rape (as it existed prior to August 28, 2013) or rape in the first degree under § 566.030, RSMo.
5. Forcible sodomy (as it existed prior to August 28, 2013) or sodomy in the first degree under § 566.060, RSMo.
6. Statutory rape under § 566.032, RSMo.
7. Statutory sodomy under § 566.062, RSMo.
8. Robbery in the first degree under § 569.020, RSMo.
9. Distribution of drugs to a minor under § 195.212, RSMo.
10. Arson in the first degree under § 569.040, RSMo.
11. Kidnapping, when classified as a class A felony under § 565.110, RSMo.

Nothing in this section shall prohibit the readmittance or enrollment of any student if a charge has been dismissed or when a student has been acquitted of any of the above acts. This section does not apply to a student with a disability, as identified under state eligibility criteria, who is convicted as a result of an action related to the student's disability. If the district maintains an alternative education program, and the district determines that the placement is appropriate, a student subject to these admissions restrictions may be admitted to such an alternative education program.

* * * * *

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

Adopted: 09/13/1993

REFERENCE COPY

FILE: JEC
Critical

Revised: 12/08/2003; 12/13/2004; 06/13/2005; 03/12/2007; 11/10/2008; 03/30/2009;
05/10/2010; 03/10/2014

Cross Refs: IGBCA, Programs for Homeless Students
IGBCB, Programs for Migrant Students
IGBE, Students in Foster Care

Legal Refs: §§ 43.408, 160.051 - .053, .055, .261, ~~.2000~~, ~~167.018~~ - .023, .101, .122, ~~.126~~, ~~.151~~,
.161, .171, ~~.194~~, ~~195.212~~, ~~452.375~~, ~~475.060~~, ~~565.020~~ - .021, .050, .110,
566.030, .032, .060, .062, 569.020, .040, RSMo.

McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42
U.S.C. §§ 11431- 11435

~~*Martinez v. Bynum*, 461 U.S. 321 (1983)~~

~~*Horton v. Marshall Public Sch.*, 769 F.2d 1323 (8th Cir. 1985)~~

Webster Groves School District, St. Louis County, Missouri

EXPLANATION: ADMISSION OF STUDENTS (District Allows Tuition-Paying Nonresident Students to Enroll and Attend)

Please note: There are two versions of this policy. This version is for districts that DO allow nonresident students to enroll and attend upon payment of tuition.

NOTE: MSBA has used the district's custom language from policy JEC and JECB as the basis for this policy.

In the past few years the exceptions to the residency rules for enrollment in public schools have seemed to overwhelm the original rule. For that reason, policies JECA, Admission of Resident Students, and JECB, Admission of Nonresident Students, have slowly blended together. MSBA has combined these policies to avoid confusion and to more clearly set out the legal requirements for attendance.

In addition to combining the two policies, MSBA has addressed the following issues in this new policy:

1. Students Living in K-8 Districts

Section 167.131, RSMo., allows students living in a district that does not maintain a school for all grade levels, such as a K-8 district, to attend a school district in the same or an adjoining county for those missing grade levels. MSBA has added language addressing this circumstance to the policy. If the district does not have any K-6 or K-8 districts in the same or an adjoining county, the district may remove this language.

2. Transfers from Unaccredited Districts

Two cases from the Missouri Supreme Court have now affirmed that students residing in unaccredited districts may transfer to accredited districts in the same or adjoining counties pursuant to § 167.131, RSMo. MSBA has included language to this effect in this policy. MSBA has also created model procedures outlining how to facilitate these transfers. Districts interested in these sample procedures should contact the MSBA Policy department.

3. Military

House Bill 159 (2013), § 167.020, RSMo., expanded state statute to allow for enrollment of a student who is placed in the care of another person living in the district because one or both of the student's parents or guardians is deployed by the military. In addition, if the active duty orders expire during the school year, the student may finish the school year in the district in accordance with law.

This is really not new in that existing law requires districts to enroll students who are living in the district for reasons other than purely accessing the district's schools, which would qualify in this circumstance. Nevertheless, MSBA has included this exception on the list.

4. Unusual or Unreasonable Transportation Hardship

Section 167.121, RSMo., allows the Commissioner of Education to assign students to different districts if attendance in the resident district "constitutes an unusual or unreasonable transportation hardship because of natural barriers, travel time or distance." The district of residence must then pay tuition for the student to attend the neighboring school. While this does not happen often, MSBA has included this provision in the policy.

5. Summer School

Section 167.227, RSMo., allows districts to enroll nonresident students for summer school as long as the students are not attending summer school in another district. The district is not required to enroll these students, but if it does it may either collect state aid for the students or require payment of tuition by the parents/guardians or other districts if they so agree. Nonresident students cannot be enrolled in programs paid for solely by federal funds.

6. Process for Removing Students

MSBA has received several calls from districts that have discovered students who were no longer residents of the district or who otherwise did not qualify to attend the district. While it is tempting to remove the student immediately, students have a property right to a public education and should not be removed from school without the district first offering the students and parents/guardians appropriate due process. In *Washington v. Ladue School District Board of Education*, 564 F.Supp. 2d 1059 (E.D. Mo. 2008), the court found that a contested case hearing, a high level of due process that includes a hearing, was owed to a student removed from the district's rolls due to lack of residency.

7. Educational Larceny

Section 167.020, RSMo., makes it a crime to knowingly submit false information regarding residency. This statute also allows schools to file civil actions to recover tuition if a parent/guardian files false information regarding residency. MSBA has added language to this policy making it clear when the district may seek recourse for false information.

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

ADMISSION OF ~~RESIDENT~~ STUDENTS

(District Allows Tuition-Paying, Nonresident Students to Enroll and Attend)

In ~~general, in~~ order to ~~register~~enroll in the Webster Groves School District, a student, the parent, legal guardian, military guardian, person acting as a parent or the student ~~shall~~must provide proof of residency ~~in the district~~ or request a waiver of proof of residency (as outlined ~~below~~in this policy) and ~~shall~~must complete all admission requirements as determined by Board policies, regulations and procedures. Students who do not ~~meet the residency requirements and are not eligible for a waiver of~~provide proof of residency ~~may only apply for admission in accordance with Board policy JECB~~in the district will only be admitted without payment of tuition if permitted in this policy or required by law. This district allows nonresident students living in Missouri who are otherwise entitled to attend the Webster Groves School District to enroll or attend this district upon payment of tuition.

The Board directs the superintendent or designee to create procedures for enrolling students and for collecting tuition or other payments when applicable and authorized under this policy.

Resident Students

A student is a "resident" student if he or she meets at least one of the following criteria:

1. The student physically resides and is domiciled in the district. For the purposes of this policy the domicile of a minor student is the domicile of a parent, military guardian pursuant to a military-issued guardianship or court-appointed legal guardian. A "power of attorney" document alone is insufficient to satisfy the "court-appointed legal guardian" requirement, ~~except with the exception of~~ a special power of attorney document relevant to the guardianship of a child in the household of an active duty member of the military.
2. The student physically resides in the district for reasons other than obtaining access to the district's schools, regardless of with whom the student is living, and has a waiver of proof of residency on file.
3. ~~The student is otherwise legally entitled to attend school in the district including, but not limited to: a student who is a homeless child; a student attending a school not in the student's district of residence as a participant in an interdistrict transfer program established under a court-ordered desegregation program; a student who is a ward of the state and has been placed in a residential care facility by state officials; a student who has been placed in a residential care facility due to a mental illness or developmental disability; a student attending a school pursuant to §§ 167.121 and 167.151, RSMo.; a student placed in a residential facility by a juvenile court; a student with a disability identified under state eligibility criteria if the student is in the district for reasons other than accessing the district's~~

FILE: JECA
Critical

~~educational program; a student attending a regional or cooperative alternative education program; or a student attending an alternative education program on a contractual basis.~~

- ~~4. The student is a transitioning military student who was enrolled in the Webster Groves School District, but is placed in the care of someone other than the student's parent or military or legal guardian who resides in another school district. Such student will be allowed to continue to attend school in the Webster Groves School District without payment of tuition. A transitioning military student is a student who is in the process of transferring from one state or school district to another state or school district and was or is currently in the household of an active duty member of the military, including some veterans who are deceased or injured as defined by law.~~

Waiver of Proof of Residency

In cases where a student living in the district wishes to register, but the student does not live with a parent, military guardian or court-appointed guardian in the district and is not otherwise allowed by law or contractual relationship with another district to attend, the student, parent, military guardian, legal guardian or person acting as a parent must request a waiver of proof of residency. Waiver of proof of residency ~~may~~will only be granted on the basis of hardship or good cause. Good cause shall include situations where the student is living in the district for reasons other than attending school in the district.

The Board delegates to the superintendent or designee the responsibility of bringing to the Board's attention any application for a waiver in which the student is not clearly entitled to attend school in the district. All other applications will be accepted and granted by the superintendent or designee on behalf of the Board. Once an application for a waiver has been identified for Board review, the Board shall convene a hearing to consider a waiver request as soon as possible, but no later than 45 days after receipt of the waiver request or the waiver shall be deemed granted. The Board president may appoint a committee of the Board to act in lieu of the Board to consider waiver requests.

Once a waiver of proof of residency has been requested and the superintendent or designee has determined that attendance is in the best interest of the student, the student may be permitted to register and attend school until such time as the Board or designee decides to grant or deny the waiver request.

In the event there is reason to suspect that admission of a student will create an immediate danger to the safety of other students and employees of the district, the enrollment of the student may be delayed and the superintendent or designee may convene a hearing within five working days of the registration request and determine whether the student may register.

~~A transitioning military student who is placed in the care of someone other than the student's parent or military or legal guardian who resides within the district will be granted a waiver without a hearing and allowed to attend school in the district without the payment of tuition.~~

Students Otherwise Entitled by Law to Enroll

In accordance with law, students will be enrolled and admitted without going through the waiver process when they:

1. Are considered homeless in accordance with state and federal law (42 U.S.C. § 11431 - 11435; § 167.020, RSMo.).
2. Are attending the district as participants in the voluntary transfer state program established under a court-ordered desegregation program as long as the district continues to receive funding (§ 167.020, RSMo.).

Voluntary transfer students (as defined in the voluntary transfer program instituted under *Craton Liddell, et al. v. The Board of Education etc., et al.*, U.S. District Court No. 72-0100C (E. Dist. Mo.) who are admitted to the district may attend school without paying tuition as long as the district continues to receive appropriate funding from the state.

3. Are wards of the state and have been placed in a residential care facility within the district by state officials (§ 167.020, RSMo.).
4. Have been placed in a residential care facility within the district due to a mental illness or developmental disability (§ 167.020, RSMo.).
5. Have been placed in a residential care facility within the district by a juvenile court (§ 167.020, RSMo.).
6. Are assigned to the district by the commissioner of education due to an unusual or unreasonable transportation hardship (§ 167.121, RSMo.). The resident district will pay the tuition.
7. Have been identified as students with disabilities under state eligibility criteria and are in the district for reasons other than accessing the district's educational program (§ 167.020, RSMo.).
8. Have a permanent or temporary home in the district and are orphans, have only one parent living or their parents do not contribute to their support, as long as the students are between the ages of 6 and 20 years old and are unable to pay tuition (§ 167.151, RSMo.).

9. Are children of parents/guardians who pay school taxes on property in the school district but do not live in the district. These students may attend school in the district on a tuition basis (§ 167.151, RSMo.). School taxes paid to the school district by the parents/guardians of nonresident students shall be deducted from the tuition charge applicable to the school term or fractional part thereof, concurrent with the calendar year in which the taxes are paid. The deduction will be prorated among the number of students per family attending the district's schools. A tax statement must be submitted to the superintendent or designee before a student will be admitted.
10. Are children of parents/guardians who own real estate of which 80 acres or more are used for agricultural purposes and upon which their residence is situated. These children may attend school, without paying tuition, in any district in which a part of such real estate, contiguous to that upon which their residence is situated, lies, provided that 35 percent of the real estate is located in the district of choice (§ 167.151, RSMo.). Such parents/guardians are required to send notification by June 30 to all school districts involved specifying which district their children will attend, and the children will only attend the district notified for that school year. If notification is not received, such children shall attend the school in which the majority of the parent's/guardian's property lies.
11. Have been placed by the Missouri Department of Mental Health, the Missouri Department of Social Services or by court order in facilities or programs located within the district, even if their domicile is in another district (§ 167.126, RSMo.).

The domicile district of a student is the school district where he or she would have been educated if not placed in the facility or program. Each domicile district will pay the Webster Groves School District the average sum produced per child by the domicile district's local tax effort. A special school district will pay the average sum produced per child by the local tax efforts of the domiciliary districts. The district may, if such funds are available, receive payment from the Department of Elementary and Secondary Education (DESE) for educational costs that exceed the amount received from the domicile district, state aid and other state funds. In addition, the district may receive payments from DESE in lieu of receiving the local tax effort from the domiciliary district in some situations.

12. Are residing in a Missouri school district that has been declared unaccredited by the Missouri State Board of Education (State Board) and that is located in the same county as the Webster Groves School District or an adjoining county (§167.131, RSMo.). The unaccredited district will pay tuition as calculated by the Webster Groves School District or the State Board. The Webster Groves School District is not responsible for providing transportation.

As to students domiciled in an unaccredited school district allowed to enroll in the school district, such students shall not be allowed to attend unless and until the tuition provided by

law for such students is either paid in full or such payment is guaranteed in a manner that is agreeable to the Board of Education of the school district.

The Board will annually set tuition for each grade-level grouping in accordance with law. If an unaccredited district disputes the amount of tuition, the Board will submit the dispute to the State Board for resolution.

13. Are living in a district that is located in the same county as the Webster Groves School District or an adjoining county if that district does not provide education for all grade levels, such as K–6 or K–8 districts (§ 167.131, RSMo.). The sending district will pay tuition as calculated by the Webster Groves School District or the State Board. The Webster Groves School District is not responsible for providing transportation.

The Board will annually set tuition for each grade-level grouping in accordance with law. If a sending district disputes the amount of tuition, the Board will submit the dispute to the State Board for resolution.

14. Are placed in the care of another person living in the district because one or both of their parents/guardians are deployed by the military or because of active duty military service. These students will be allowed to attend school in the district without the payment of tuition (§§ 160.2000, 167.020, RSMo.). In addition, if the active duty orders expire during the school year, the students may finish the school year in the district in accordance with law.
15. Were enrolled in the Webster Groves School District but, due to the active duty military service of a parent/guardian, are placed in the care of a person who resides in another school district. These students will be allowed to continue to attend school in the Webster Groves School District without payment of tuition (§ 160.2000, RSMo.).
16. Attend a private school within the district and are enrolled in the district for the limited purpose of special education identification and the receipt of some special education services when available as mandated by federal special education law (§ 167.020, RSMo.).
17. Have been placed in foster care outside the district if they previously attended the district and are placed in an adjacent district (§ 167.019, RSMo.).
18. Are otherwise required by law to be enrolled and admitted.

Enrollment at the Option of the District

The Board in its discretion may also allow students to enroll and attend under the following circumstances without going through the waiver process. Unless required by law, no student will

be enrolled in the Webster Groves School District if the enrollment might result in overcrowding, disruption to the educational environment or a financial hardship to the district.

By law the district does not provide any students special education services because the Special School District of St. Louis County, a separate educational and taxing entity, is legally responsible for providing those services to students living in St. Louis County and enrolled in a public school. The Special School District will not provide special education services to students who do not live in St. Louis County and therefore the district cannot enroll a nonresident student who does not live in St. Louis County if the student needs special education services. In addition, the district cannot continue to enroll nonresident students who are determined to need those services if those students do not already live in St. Louis County.

1. The district may enroll and educate nonresident students on a contractual basis with another school district that will pay the tuition or educational expenses (§ 167.020, RSMo.). For example, students may attend a district alternative education program on a contractual basis or as part of a regional or cooperative education program.
2. Children of nonresident district employees who are employed full time may attend schools in the district for the purpose of receiving general education services free of tuition charges on a space available basis and in an attendance area determined by the district after one year of successful parental employment. (§§ 163.011, 168.151, RSMo.). In accordance with law, these students will be considered resident students for the purpose of determining average daily attendance, and the Board shall not solicit or receive money from a nonresident district employee employed by the district for the purpose of paying tuition or any other expenses for the operation of schools.
3. The district may enroll students pursuant to a contractual arrangement that complies with the Enrollment Option Act (§§ 162.1040 - .1059, RSMo.). A nonresident student enrolled pursuant to an enrollment option program shall be counted as a resident student for the purposes of determining state aid.
4. Nonresident students living in Missouri will be permitted to enroll in the district's schools upon payment of tuition as long as the admission will not require the district to exceed the district's target class sizes and student-to-teacher ratios set by the Board. Nonresident students will only be permitted to enroll upon agreement to pay tuition, as calculated by the Webster Groves School District or the State Board, unless the students are exempt from payment of tuition as allowed by law or another arrangement has been made with Board approval. Tuition rates shall be determined annually on the basis of the per-pupil cost for the preceding year for the operation, maintenance and debt service of the schools, as prescribed by state law. A nonresident student shall be defined as a student who does not meet the

requirements to be a resident student of the Webster Groves School District, as defined in Board policies and law. Priority shall first be given to:

- a. Children of nonresident district employees.
- b. Next to existing nonresident tuition students.
- c. Next to siblings of existing nonresident tuition students.
- d. Next to the approved number of foreign exchange students, and
- e. Finally, to all other students whose tuition is paid, as more specifically provided later in this policy.

5. In accordance with law, the district may enroll nonresident students in its summer school program if there is room in the district's program to accommodate the students and the students are not attending summer school in another district (§ 167.227, RSMo.). The district will either count the students as residents for state aid purposes or allow them to attend upon payment of tuition by another district or the parents/guardians.

The district will not enroll nonresident students in summer programs funded entirely by federal funds unless there is an interdistrict agreement to provide those services.

6. Foreign exchange students living within the boundaries of the school district who have obtained a J-1 visa and who are sponsored by an organization listed on the Council on Standards for International Educational Travel (CSIET) Advisory List will be allowed to enroll in the school district. Such enrollment will be conditioned upon approval of the superintendent and in accordance with procedures set forth by the superintendent or designee. The Board of Education reserves the right to limit the number of foreign exchange students enrolled in a given year. Attendance by foreign exchange students is a privilege, not a right.
7. Children residing in institutions located within the district that provide a place of residence for three or more such children whose domicile is not in the state of Missouri may be admitted pursuant to a contractual arrangement, provided that the school district, its taxpayers, the state of Missouri or its political subdivisions bear no financial burden as a result of the placement (§ 167.126, RSMo.).

Tuition

The amount of tuition, when referenced in this policy, will be determined by the Webster Groves School District or the State Board, in accordance with law.

FILE: JECA
Critical

Removal of Students Ineligible to Attend

The superintendent or designee will investigate any information the district receives indicating that a student is not a resident of the district or not otherwise entitled to attend the district in accordance with law or this policy. If the superintendent or designee determines after the investigation that the student is not a resident of the district and is not otherwise entitled to enroll in and attend the district in accordance with law and the district's policy, the district will notify the student's parents/guardians, ask them to withdraw the student by a specific date, and offer the parents/guardians a hearing. If the parents/guardians do not request a hearing by the specified deadline and do not withdraw the student, the district will formally remove the student from its rolls and notify the parents/guardians that the student may no longer attend school in the district.

Educational Larceny

It is a crime to provide the district false information regarding residency. The Board authorizes the superintendent or designee to seek all criminal and civil recourse against any person who attempts to fraudulently assert residency 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: 09/13/1993

Revised: 12/08/2003; 12/13/2004; 06/13/2005; 03/12/2007; 11/10/2008; 03/30/2009;
05/10/2010; 03/10/2014;

Cross Refs: IGBCA, Programs for Homeless Students
IGBCB, Programs for Migrant Students
IGBE, Students in Foster Care
IHB, Class Size

Legal Refs: §§ 160.2000, 162.1040 - .1059, 163.011, 167.020, 169.019 - .022, .121, .126, .131, .151,
.227, 168.151, 452.375, 475.060, RSMo.
8 U.S.C. § 1101
McKinney-Vento Homeless Education Assistance Improvements Act of 2001,
42 U.S.C. §§ 11431 - 11435

FILE: JECA
Critical

Blue Springs R-IV Sch. Dist. v. School Dist. of Kansas City, ___ S.W.3d ___ (Mo. 2013)

Breitenfeld v. School Dist. of Clayton, 399 S.W.3d 816 (Mo. 2013)

Martinez v. Bynum, 461 U.S. 321 (1983)

Horton v. Marshall Public Sch., 769 F.2d 1323 (8th Cir. 1985)

Washington v. Ladue Sch. Dist. Bd. of Educ., 564 F. Supp. 2d 1059 (E.D. Mo. 2008)

Webster Groves School District, St. Louis County, Missouri

REFERENCE COPY

rescind

FILE: JECB
Critical

EXPLANATION: ADMISSION OF NONRESIDENT STUDENTS (Districts Accepting Nonresident Students)

MSBA recommends that districts RESCIND this policy. In the past few years the exceptions to the residency rules for enrollment in public schools have seemed to overwhelm the original rule. For that reason, policies JECA, Admission of Resident Students, and JECB, Admission of Nonresident Students, have slowly blended together. MSBA has combined these policies to avoid confusion and to more clearly set out the legal requirements for attendance.

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	Facility Maintenance		Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

REFERENCE COPY

FILE: JECB
Critical

ADMISSION OF NONRESIDENT STUDENTS

(Districts Accepting Nonresident Students)

Nonresident students may be permitted to attend the Webster Groves schools for the purpose of receiving general education services upon payment of tuition as established by the Board unless exempt from payment of tuition as allowed by law, provided that those services are appropriate for the student and provided the admission of such students does not adversely affect the educational opportunities afforded students the district is required by law to enroll. Factors to be considered in determining the effect on such students shall include, but not be limited to, class size standards as determined by the Board and the prior discipline record of the nonresident student. As to students the district is not required by law to enroll, priority shall first be given to:

1. Voluntary transfer students*;
2. Next to children of nonresident district employees;
3. Next to existing nonresident tuition students;
4. Next to siblings of existing nonresident tuition students;
5. Next to the approved number of foreign exchange students; and
6. Finally, to all other students whose tuition is paid, as more specifically provided later in this policy.

Tuition rates shall be determined annually on the basis of the per-pupil cost for the preceding year for the operation, maintenance and debt service of the schools, as prescribed by state law. A nonresident student shall be defined as a student who does not meet the requirements to be a resident student of the Webster Groves School District, as defined in Board policies and law.

Students admitted pursuant to the following exceptions or as otherwise mandated by law will not be required to file for a waiver of residency:

1. The following students will be admitted and are exempt from complete or partial tuition charges:

Children placed by the Department of Mental Health, the Department of Social Services or by court order in facilities or programs located within the district or assigned by the Missouri Commissioner of Education due to a transportation hardship will be admitted even if the child's domicile is in another district.

The district is entitled to local tax effort from each student's domiciliary district, and in the case of a transportation hardship, full tuition as provided by law. The district may, if such funds are available and pursuant to law, receive payment from the Department of Elementary and Secondary Education (DESE) for such students in lieu of the local tax effort payments from the domiciliary district.

REFERENCE COPY

- ~~—————>————— Homeless children, as defined and qualified by law, may attend school without paying tuition.~~
 - ~~—————>————— Orphaned children, as defined by the courts, who have a permanent or temporary home within the school district may attend school without paying tuition.~~
 - ~~—————>————— Children with only one living parent who have a permanent or temporary home within the school district may attend school without paying tuition.~~
 - ~~—————>————— Children whose parents do not contribute anything to their support and are unable to pay tuition, and who have a permanent or temporary home within the school district, may attend school without paying tuition.~~
 - ~~—————>————— Children whose parents or guardians pay school taxes on property in the school district but do not live in the district may attend school in the district and pay tuition on a tuition/tax credit basis. School taxes paid to the school district by the parents or guardians of nonresident students shall be deducted from the tuition charge applicable to the school term or fractional part thereof, concurrent with the calendar year in which the taxes are paid. The deduction will be prorated among the number of students per family attending the district's schools. A tax statement must be submitted to the appropriate administrator before a student can be admitted.~~
 - ~~—————>————— Children whose parents or guardians own real estate of which 80 acres or more are used for agricultural purposes and upon which their residence is situated may attend school, without paying tuition, in any district in which a part of such real estate, contiguous to that upon which his or her residence is situated, lies, provided that 35 percent of the real estate is located in the district of choice. Such parents or guardians are required to send notification by June 30 to all school districts involved specifying which district their children will attend. If notification is not received, such children shall attend the school in which the majority of the parent or guardian's property lies. Attendance at any other district will require the payment of tuition.~~
2. ~~Children residing in institutions located within the district that provide a place of residence for three or more such children whose domicile is not in the state of Missouri may be admitted pursuant to a contractual arrangement, provided that the school district, its taxpayers, the state of Missouri or its political subdivisions bear no financial burden as a result of the placement.~~
3. ~~Children of nonresident district employees who are employed full time may attend schools in the district for the purpose of receiving general education services free of tuition charges on a space available basis and in an attendance area determined by the district after one year~~

REFERENCE COPY

FILE: JECB
Critical

~~of successful parental employment. In the event the Board allows nonresident district employees to send their children to the district, such children will be considered resident students for the purpose of determining average daily attendance. The Board shall not solicit or receive money from a nonresident district employee employed by the district for the purposes of paying tuition or any other expenses of the operation of schools.~~

- ~~4. Foreign exchange students living within the boundaries of the school district who have obtained a J-1 visa and who are sponsored by an organization listed on the Council on Standards for International Educational Travel (CSIET) Advisory List will be allowed to enroll in the school district. Such enrollment will be conditioned upon approval of the superintendent and in accordance with procedures set forth by the superintendent or designee. The Board of Education reserves the right to limit the number of foreign exchange students enrolled in a given year. Attendance by foreign exchange students is a privilege, not a right.~~
- ~~5. The district may admit nonresident students pursuant to a contractual arrangement, the Enrollment Option Act or as otherwise permitted by law. A nonresident student enrolled pursuant to an enrollment option program shall be counted as a resident pupil for the purposes of determining state aid. As to students domiciled in an unaccredited school district allowed to enroll in the school district, such students shall not be allowed to attend unless and until the tuition provided by law for such students is either paid in full or such payment is guaranteed in a manner that is agreeable to the Board of Education of the school district.~~
- ~~6. Voluntary transfer students* who are admitted to the district may attend school without paying tuition as long as the district continues to receive appropriate funding from the state.~~

~~* Voluntary transfer students as defined in the voluntary transfer program instituted under *Craton Liddell, et al. v. The Board of Education etc., et al.*, U.S. District Court No. 72-0100C (E. Dist. Mo.)~~

~~*****~~

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

Adopted: 09/13/1993

Revised: 04/10/2000; 09/13/2004; 11/14/2005; 05/14/2007; 05/09/2011; 09/12/2011;
06/08/2013; 03/10/2014

FILE: JECB
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REFERENCE COPY

~~Cross Refs: IGBCA, Programs for Homeless Students~~
~~IGBE, Students in Foster Care~~
~~HHB, Class Size~~

~~Legal Refs: §§ 162.1040 - .1059, 163.011, 167.121 - .151, 168.151, RSMo.~~
~~8 U.S.C. §§ 1101, 1372~~

~~Webster Groves School District, St. Louis, Missouri~~

REFERENCE COPY

OK as is

FILE: JGF
Critical

EXPLANATION: DISCIPLINE REPORTING AND RECORDS

MSBA has updated this policy to reflect changes in state law brought about by House Bill 215 (2013), § 160.261, RSMo. Among other things, these bills changed the name for certain crimes—for example changing the crime of "forcible rape" to "rape in the first degree." These name changes are important for districts to have so that they can meet the reporting requirements of the Safe Schools Act. These updates reflect the name changes.

In addition, MSBA has revised the policy to clarify that reports of crimes must be made "immediately" and to recognize that reports of third-degree assaults might not need to be made "immediately" if the district has entered into an agreement with law enforcement on the reporting of third-degree assaults.

MSBA has created a chart, "Reporting between District and Law Enforcement and Exclusion from School," to assist districts with their reporting obligations. This chart is available on MSBA's website at:

<http://www.msbanet.org/law-policy-a-labor-relations/legal-guidance/legal-articles-and-guides.html>

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

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

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FILE: JGF
Critical

DISCIPLINE REPORTING AND RECORDS

In compliance with state law, the Board of Education establishes ~~explicit~~clear channels of communication between teachers, administrators, law enforcement officials and other schools concerning acts of school violence and other behaviors that endanger the welfare or safety of students, staff and patrons of the district. The purpose of this policy is to designate specific actions committed by students that must be reported to teachers, administrators and/or law enforcement officials as well as those actions that must be documented in a student's discipline record.

Definitions

The following definitions and terms apply to this policy:

Act of School Violence/Violent Behavior – The exertion of physical force by a student with the intent to do serious physical injury to another person while on school property, including a school bus in service on behalf of the district, or while involved in school activities.

Serious Physical Injury – Physical injury that creates a substantial risk of death or that causes serious disfigurement or protracted loss or impairment of any part of the body.

Need to Know – Relates to school personnel who are directly responsible for the student's education or who otherwise interact with the student on a professional basis while acting within the scope of their assigned duties.

School or District Property – Property utilized, supervised, owned, rented, leased, or controlled by the school district including, but not limited to, school playgrounds, parking lots, school transportation, and any property on which any school activity takes place.

Reporting to School Staff

School administrators shall report acts of school violence to all teachers at the attendance areas in which the involved students are educated and to other school district employees with a need to know. In addition, any portion of a student's individualized education program (IEP) that is related to demonstrated or potentially violent behavior shall be provided to any teachers and other district employees with a need to know.

The superintendent or designee will inform district employees with a need to know of any act committed or allegedly committed by a student in the district that is reported to the district by a juvenile officer or an employee of the Children's Division (CD) of the Department of Social Services, sheriff, chief of police or other appropriate law enforcement authority in accordance with

state law. Such reports shall not be used as the sole basis for denying educational services to a student.

Reporting to Law Enforcement Officials

Any crime listed in this section, or any act that if committed by an adult would be a crime listed in this section, that is committed on school property, on any school bus or at any school activity must be reported immediately by the appropriate school administrator to the appropriate law enforcement agency ~~as soon as reasonably practical~~. The following acts are subject to this reporting requirement:

1. First- or second-degree murder under §§ 565.020, .021, RSMo.
2. Voluntary or involuntary manslaughter under § 565.023, .024, RSMo.
3. Kidnapping under § 565.110, RSMo.
4. First-, second- or third-degree assault under §§ 565.050, .060, .070, RSMo.*
5. ~~Sexual assault or deviate sexual assault under §§ 566.040, .070, RSMo.~~
6. ~~Forceful Rape or sodomy in the first or second degree under §§ 566.030, .060, .031, RSMo.~~
6. Sodomy in the first or second degree under §§ 566.060, .061, RSMo.
7. Burglary in the first or second degree under §§ 569.160, .170, RSMo.
8. Robbery in the first degree under § 569.020, RSMo.
9. Possession of a weapon under chapter 571, RSMo.
10. Distribution of drugs and distribution of drugs to a minor under §§ 195.211, .212, RSMo.
11. Arson in the first degree under § 569.040, RSMo.
12. Felonious restraint under § 565.120, RSMo.
13. Property damage in the first degree under § 569.100, RSMo.
14. Child molestation in the first degree pursuant to § 566.067, RSMo.
15. Sexual misconduct involving a child pursuant to § 566.083, RSMo.
16. Sexual abuse in the first degree pursuant to § 566.100, RSMo.
17. Harassment under § 565.090, RSMo.
18. Stalking under § 565.225, RSMo.

* Immediate reporting of third-degree assault under § 565.070, RSMo., may not be required if an agreement with law enforcement exists.

In addition, the superintendent shall notify the appropriate division of the juvenile or family court upon suspension for more than ten days or expulsion of any student who the school district is aware is under the jurisdiction of the court. If the district is aware that a student who is suspended for more than ten days or expelled is under court jurisdiction, the superintendent shall notify the appropriate division of the juvenile or family court of the suspension or expulsion.

All employees shall immediately report to the principal any incident that constitutes a crime, including any incident in which a person is believed to have committed an act that if committed by

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FILE: JGF
Critical

an adult would be first-, second- or third-degree assault, ~~sexual assault or deviate sexual assault~~ rape in the second degree or sodomy in the second degree against a student or school employee, while on school property, school transportation or at school activities. Employees shall also inform the principal if a student is discovered to possess a controlled substance or weapon in violation of the district's policy.

The principal shall immediately report to the appropriate law enforcement agency and superintendent any incident in which a person is believed to have committed an act that if committed by an adult would be first-, second- or third-* degree assault, ~~sexual assault or deviate sexual assault~~ rape in the second degree or sodomy in the second degree against a student or school employee, while on school property, ~~bus~~ school transportation or at school activities. The principal shall also notify the appropriate law enforcement agency and superintendent if a student is discovered to possess a controlled substance or weapon in violation of the district's policy. However, if the district has entered into an agreement with law enforcement regarding the reporting of third-degree assaults, the district will report third-degree assaults to law enforcement in accordance with that agreement.

School districts may report or disclose education records to law enforcement and juvenile justice authorities if the disclosure concerns law enforcement's or juvenile justice authorities' ability to effectively serve, prior to adjudication, the student whose records are released. The officials and authorities to whom such information is disclosed must comply with applicable restrictions set forth in state and federal law.

Reporting Third-Degree Assault

*The superintendent and the appropriate local law enforcement agency may develop a written agreement outlining the procedure for reporting any incident in which a student is believed to have committed an act that if committed by an adult would be third degree assault. The principal shall report such incidents to the appropriate local law enforcement agency in accordance with the agreement.

Student Discipline Records

The Board of Education directs the superintendent or designee to compile and maintain records of any serious violation of the district's discipline policy for each student enrolled in the district. Such records shall be made available to all district employees with a need to know and shall be provided to any school district in which the student subsequently attempts to enroll within five business days of receiving the request in accordance with state law. If a student is placed in another school by the CD, the records will be transferred to the new school within two business days after notification by the CD. Personally identifiable student records will only be released or destroyed in accordance with state and federal law.

FILE: JGF
Critical

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Pursuant to Department of Secondary and Elementary Education (DESE) data reporting requirements, the district shall report rates and durations of, and reasons for, student suspensions of ten days or longer and expulsions.

Confidentiality

Any information received by a school district employee relating to the conduct of a student shall be received in confidence and used for the limited purpose of assuring that good order and discipline are maintained in the schools.

Liability

Teachers and authorized district personnel, including volunteers selected with reasonable care by the district, shall not be civilly liable when acting in accordance with the Board's policies, including the Board's discipline policies, or when reporting to his or her supervisor or other person acts of school violence or threatened acts of school violence, pursuant to law and district policy.

* * * * *

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

Adopted: 11/11/1996

Revised: 12/09/2002; 06/13/2005; 03/30/2009; 06/27/2011;

Reviewed: 05/12/2014

Legal Refs: §§ 160.261, .522, 167.020, .115 - .117, .122, 210.865, 565.002, RSMo.

Webster Groves School District, St. Louis, Missouri

ok as is

REFERENCE COPY

FILE: JHCD

Basic

EXPLANATION: ADMINISTRATION OF MEDICATIONS TO STUDENTS

MSBA has revised this policy to reflect the changes in law brought about by House Bill 675 (2013), §§ 167.800 - .824, RSMo. House Bill 675 specifically addresses the district's responsibilities related to caring for and supporting students with diabetes.

REQUIREMENTS

1. The new law requires districts to work with parents/guardians and students to review and implement a student's "diabetes medical management plan" as necessary to provide the appropriate services to students with diabetes. However, districts are not required to accept the management plan exactly as presented, but are only required to "review" the plan. MSBA recommends that the district work with the parents/guardians and student as necessary to best implement the plan in a school setting.
2. In accordance with the new law, the revisions to this policy now allow for students to possess at all times (not just while at school) and to self-administer their diabetic medications and to test blood sugar levels.

OPTIONAL

The following language is NOT required by the new law. Because this language is NOT required, MSBA did not include it in the revisions to this policy. Districts MAY include this language if they desire.

Here is a summary of the changes districts MAY include:

1. By January 15, 2014, the Department of Elementary and Secondary Education (DESE) is required to develop guidelines for training school employees in the care of students with diabetes. School boards MAY adopt and implement the DESE training guidelines and annual diabetes training programs for all school nurses and diabetes care personnel.
2. IF the district adopts and implements the training guidelines developed by DESE, it shall ensure that the training is provided to a minimum of three school employees at each school attended by a student with diabetes. If at any time fewer than three school employees are available to be trained, the principal or other administrator shall distribute to staff members a written notice seeking volunteers to serve as diabetes care personnel. Such notice shall:

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- ▶ State that the school shall provide diabetes care to one or more students with diabetes and is seeking personnel willing to be trained to provide care.
 - ▶ Include the tasks to be performed.
 - ▶ State that participation is voluntary and that the district shall take no action against any staff member who doesn't volunteer.
 - ▶ State that training will be provided to those who volunteer.
 - ▶ State that trained personnel are protected from any liability.
 - ▶ Include whom to contact if interested in volunteering.
3. Each district MAY provide training in the recognition of hypoglycemia and hyperglycemia and actions to take in response to emergency situations to all school personnel who have primary responsibility for supervising a student with diabetes during some portion of the school day and to bus drivers responsible for the transportation of a student with diabetes.
4. The district MAY provide all students with diabetes in the district appropriate and needed diabetes care as specified in their diabetes medical management plan. In accordance with a request from the parent/guardian of a student with diabetes and the student's diabetes medical management plan, the school nurse or trained diabetes care personnel may perform diabetes care functions including:
- ▶ Checking and recording blood glucose levels and ketone levels or assisting a student with such testing and recording.
 - ▶ Responding to blood glucose levels that are outside the student's target range.
 - ▶ Administering glucagon and other emergency treatments as prescribed.
 - ▶ Administering insulin or assisting a student in administering insulin through the insulin delivery system the student uses.
 - ▶ Providing oral diabetes medications.
 - ▶ Following instructions regarding meals, snacks and physical activity.

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FILE: JHCD
Basic

5. The school nurse or at least one of the trained diabetes care personnel **MAY** be on site and available to provide care to each student with diabetes during regular school hours and during all school-sponsored activities, including school-sponsored before- and after-school care programs, field trips, extended off-site excursions, extracurricular activities and on buses when the driver has not completed the necessary training.
6. If the district does adopt those practices listed above, those activities shall not constitute the practice of nursing and shall be exempted from all applicable statutory and regulatory provisions that restrict what activities can be delegated to or performed by a person who is not a licensed healthcare professional.
7. Further, it shall be lawful for a licensed healthcare professional to provide training to school employees or to supervise such personnel in performing those tasks described above.
8. Finally, no physician, nurse, school employee or school district shall be liable for civil damages or subject to disciplinary action under professional licensing regulations or school disciplinary policies as a result of the activities listed above when such acts are committed as an ordinarily reasonably prudent person would have acted under the same or similar circumstances.

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

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

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FILE: JHCD
Basic

ADMINISTRATION OF MEDICATIONS TO STUDENTS

Definitions

Authorized Prescriber – Includes a healthcare provider licensed or otherwise authorized by state law to prescribe medication.

Diabetes Medical Management Plan – A document developed by the student's personal healthcare team that sets out the health services needed by the student at school and that is signed by the student's personal healthcare team and parent/guardian.

Medications – For the purposes of this policy, medications include prescription drugs and over-the-counter drugs, including herbal preparations and vitamins. Medications also include substances that claim or purport to be medicinal or performance enhancing.

General

The Webster Groves School District is not legally obligated to administer medication to students unless specifically included in a Section 504 plan or an individualized education program (IEP). However, the Board recognizes that some students may require medication for chronic or short-term illnesses to enable them to remain in school and participate in the district's educational services. Parents/Guardians are encouraged to submit any relevant information regarding the medications their student needs, including a diabetes medical management plan or other information the district may use to develop an IEP, Section 504 Plan or individualized health plan (IHP). The district will review all information submitted by the parents/guardians and work with them to create a plan to meet the student's medical needs while at school or school activities. The district prohibits students from possessing or self-administering medications while on district grounds, on district transportation or during district activities unless explicitly authorized in accordance with this policy. The Board directs the superintendent to establish procedures for storing and administering medication for any student pursuant to state and federal law. Medications will only be administered at school when it is not possible or effective for the student to receive the medication at home.

The administration of medications is a nursing activity that must be performed by or under the supervision of a registered professional nurse. A registered professional nurse may delegate the administration of medication to a licensed practical nurse or unlicensed personnel who are trained by the nurse to administer medications. The registered professional nurse is responsible for developing written procedures for training unlicensed personnel in the administration of medications and for supervising the administration of medication by others. In accordance with law, any trained or qualified employee will be held harmless and immune from civil liability for administering medication in good faith and according to standard medical practices. A qualified employee is one who has been trained to administer medication according to standard medical practices.

For all medications administered, the school nurse or designee must maintain a thorough record documenting in ink the student's name, date, time, name of medication, reason for administration, dosage administered, any adverse effect of medication and signature of the individual who administered the medication.

School nurses must use reasonable and prudent judgment in administering medications to students while also working in collaboration with parents/guardians and the school administration.

The district shall not knowingly administer medications in an amount exceeding the recommended daily dosage listed in the *Physician's Desk Reference (PDR)* or other recognized medical or pharmaceutical text. Except for the emergency use of a prefilled epinephrine auto syringe or asthma-related rescue medication, the district will not administer the first dose of any medication. Parents/Guardians are encouraged to arrange to administer prescription medications themselves when possible.

Over-the-Counter Medications

Written permission must be obtained from the parent/guardian to administer over-the-counter medications. This permission must be renewed at least annually. Administration of over-the-counter drugs does not require a prescription as long as one administers the over-the-counter drugs according to the specific directions outlined on the manufacturer's label. All over-the-counter medications must be delivered to the school principal or designee in the manufacturer's original packaging and will only be administered in accordance with the manufacturer's label. Students may not self-administer or possess over-the-counter medications except in accordance with this policy.

Prescription Medications

The district will administer prescription drugs upon the written request of the parent/guardian, provided the medication is brought to school in a prescription bottle that contains the student's name, name of the drug, dosage, frequency of administration, how the medication is to be given and the doctor's name. The prescription label will be considered an equivalent of the physician's order for short-term medication. Students may not self-administer or possess prescription medications except in accordance with this policy.

Possession and Self-Administration of Medications

The district will permit a student to possess and self-administer medications ~~in accordance with an IEP or Section 504 plan or in accordance with state law allowing students to possess and self-administer medications for a chronic health condition as required by law and as allowed in this section.~~ However, permission to possess and self-administer medications may be revisited if there is evidence that the student is not handling or administering the medication appropriately or that the

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FILE: JHCD
Basic

student's actions may be harming his or her own health or the health and safety of other persons. Such permission is required for students to possess and self-administer medications while at school, at a district-sponsored activity and on district-sponsored transportation. Such permission shall be effective only for the same school and school year for which it is granted.

Students with Diabetes

Upon written request of the parent/guardian and upon authorization by a student's diabetes medical management plan, the district will permit a student with diabetes to perform blood glucose checks, administer insulin through the student's insulin delivery systems, treat hypoglycemia and hyperglycemia, and otherwise attend to the care and management of the student's diabetes. The district will permit the student to possess on his or her person at all times all necessary supplies and equipment to perform these monitoring and treatment functions. The student shall have access to a private area for performing diabetes care tasks should the parent/guardian or student request such access.

Students with IEPs or Section 504 Plans

Students may possess and self-administer medications in accordance with the student's IEP or Section 504 plan.

Students with Other Chronic Health Conditions

Students may possess and self-administer medications for the treatment of asthma, anaphylaxis and other chronic health conditions in accordance with this policy and law. The district will not permit students to possess and self-administer medications unless:

1. The medication was prescribed or ordered by the student's physician.
2. The physician has provided a written treatment plan for the condition for which the medication was prescribed or authorized that includes a certification that the student is capable of and has been instructed in the correct and responsible use of the medication and has demonstrated to the physician or the physician's designee the skill level necessary to use the medication.
3. The student has demonstrated proper self-administration technique to the school nurse.
4. The student's parent/guardian has signed a statement authorizing self-administration and acknowledging that the district and its employees or agents will incur no liability as a result of any injury arising from the self-administration of such medication unless such injury is a result of negligence on the part of the district or its employees or agents.

Emergency Medications

All student-occupied buildings in this district are equipped with prefilled epinephrine auto syringes and asthma-related rescue medications. The school nurse or another employee trained and supervised by the school nurse may administer these medications when they believe, based on training, that a student is having a life-threatening anaphylactic reaction or life-threatening asthma episode.

Epinephrine and asthma-related rescue medications will only be administered in accordance with written protocols provided by an authorized prescriber. The Board will purchase an adequate number of prefilled epinephrine auto syringes and asthma-related rescue medications based on the recommendation of the school nurse, who will be responsible for maintaining adequate supplies.

The school principal or designee will maintain a list of students who cannot, according to their parents/guardians, receive epinephrine or asthma-related rescue medications. A current copy of the list will be kept with the devices at all times.

* * * * *

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

Adopted: 09/13/1993

Revised: 08/23/1999; 09/13/2004; 11/27/2006; 01/18/2008; 06/27/2011; 06/08/2013;

Cross Refs: EBB, Communicable Diseases
EBBA, Illness and Injury Response and Prevention

Legal Refs: §§ 167.621 - .635, .800 - .824, 335.016, .066, 338.059, 577.625, .628, RSMo.
Davis v. Francis Howell Sch. Dist., 138 F.3d 754 (8th Cir. 1998)
DeBord v. Board of Educ. of Ferguson-Florissant Sch. Dist., 126 F.3d 1102 (8th Cir. 1997)

Webster Groves School District, St. Louis, Missouri

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OK as is

FILE: JHDA
Critical

EXPLANATION: SURVEYING, ANALYZING OR EVALUATING STUDENTS

Revised per attorney recommendations.

ATTORNEY COMMENTS:

The district has removed language in the first paragraph of policy JHDA as it was considered “unnecessary.” The language removed is directly from federal law. I agree it is cumbersome; however, I would encourage the district to keep it.

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

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

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Critical

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SURVEYING, ANALYZING OR EVALUATING STUDENTS

Inspection

Any parent may inspect, upon request, any instructional material used as part of the educational curriculum and all instructional materials, including teachers' manuals, films, tapes or other supplementary material, that will be used in connection with any survey, analysis or evaluation as part of any applicable program. Further, a parent may inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student. The term "instructional material" does not include academic tests or academic assessments.

In general, the district will not collect, disclose or use personal student information for the purpose of marketing or selling that information or otherwise providing the information to others for that purpose. In the rare case where the district may collect information from students for the purpose of marketing or selling that information, parents may inspect any instrument used before it the instrument is administered or distributed to a student, upon request and in accordance with Board policy.

Consent Required

In accordance with law, no student, as part of any program wholly or partially funded by the U.S. Department of Education, shall be required to submit to a survey, analysis or evaluation (hereafter referred to as "protected information survey") that reveals any of the following information without written consent of a parent:

1. Political affiliations or beliefs of the student or the student's parent.
2. Mental or psychological problems of the student or the student's family.
3. Sex behavior or attitudes.
4. Illegal, antisocial, self-incriminating or demeaning behavior.
5. Critical appraisals of other individuals with whom respondents have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers.
7. Religious practices, affiliations or beliefs of the student or the student's parent

8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

Notice and Opportunity to Opt Out

In accordance with law, parents will receive prior notice and an opportunity to opt a student out of:

1. Any other protected information survey, as defined above, regardless of the funding source.
2. Any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and not necessary to protect the immediate health and safety of a student, or any physical exam or screening permitted or required under state law, except for hearing, vision or scoliosis screenings.
3. Activities involving the collection, disclosure or use of personal information obtained from students for marketing, selling or otherwise distributing information to others.

The district will directly notify parents at the beginning of the school year of the specific or approximate dates during the school year when the above-listed activities will occur or are expected to be scheduled.

Notification of Policy and Privacy

In accordance with law, parents will be directly notified of this policy at least annually at the beginning of the school year and within a reasonable period of time after any substantive change in the policy.

The district will take measures to protect the identification and privacy of the students participating in a protected information survey, regardless of the source of funding. These measures may include limiting access to the completed surveys and the survey results as allowed by law. All student educational records will be protected in accordance with law and Board policy JO.

The provisions of this policy applicable to parents will transfer to a student who is 18 years old or emancipated.

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

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FILE: JHDA
Critical

Adopted: 09/13/1993

Revised: 12/08/2003; 10/10/2005; 06/14/2014;

Cross Refs: IGBA, Programs for Students with Disabilities
IGBC, Parent/Family Involvement in Instructional and Other Programs
KI, Public Solicitation/Advertising in District Facilities

Legal Refs: §§ 610.010 - .028, RSMo.
Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h

Webster Groves School District, St. Louis, Missouri

REFERENCE COPY

FILE: KB
Critical

EXPLANATION: PUBLIC INFORMATION PROGRAM

MSBA has expanded this policy to address district communications more thoroughly. MSBA recommends that districts have a communications policy in place and develop related procedures to address all aspects of the district's external communications in greater detail.

This policy was revised primarily to designate official spokespersons for the district and remind Board members and employees that they must be aware of their message any time they interact with a parent/guardian, community member or the press.

Each district should have a communications plan, which is a written procedure detailing the methods of communicating with the public. MSBA has not attempted to create a model procedure since such procedures would be very specific to each district. In general, a communications plan or procedure would include, but not be limited to:

1. The name and contact information for each person authorized to speak on behalf of the district. The district may wish to designate different contact people for different matters. For example, the athletic director might be the contact person for information about the district's sports program.
2. Instructions to employees about how to respond to the media, including how to direct media representatives to the appropriate person in the district.
3. Rules for the types of communications permitted by staff members.
4. Expectations regarding the frequency of communications with parents/guardians and community members.
5. Sources for information about the district's programs.
6. Rules for the use of district and school names, mascots or other logos.

For examples of school district communications plans, contact Brent Ghan, MSBA's chief communications officer, at ghan@msbanet.org.

MSBA has further revised this policy to move references to specific laws requiring communication with the public and the press to KB-AP. Such laws are being passed with greater frequency, and listing specific public information requirements in the administrative procedure will assist the administrative staff in meeting the district's legal obligations without

FILE: KB
Critical

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requiring regular revision and adoption of the policy. Administrative procedure KB-AP is not a comprehensive communications plan because it only addresses legal compliance.

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

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

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FILE: KB
Critical

PUBLIC INFORMATION PROGRAM

Open communication with the district's students, parents/guardians, ~~patron~~ employees and the public ~~in general~~ is essential for the school district to operate effectively. The Webster Groves School District Board of Education places high importance on conveying information concerning the district's goals, achievements, activities and operations to these groups.

The district will make a systematic effort to communicate with the public using ~~newsletters, student handbooks, local media and the district's website~~ a variety of communication channels. The Board of Education authorizes the expenditure of funds for the purpose of preparing and distributing information to the general public. Employees and Board members will maintain an effective working relationship with the news media.

Spokespersons

The superintendent, Board president or designee will serve as official spokespersons for the district. All employees and Board members will direct requests for official statements about district business from the public or members of the media to the district's spokespersons. Board members should emphasize to the media and members of the public that they may only speak as individual Board members unless empowered by the Board to speak on its behalf.

Communications Plan

The Board directs the superintendent or designee to develop and disseminate written guidelines to further the goals of this policy, including a communications plan that aligns with relevant Board policies and administrative procedures and addresses:

1. Guidelines for employees communicating with the media.
2. Communicating during emergency situations.
3. Use of the district's website and social media.
4. Sharing information within the district.
5. Sharing information with the public.

Effective Communications

The district recognizes that Board members and employees have regular contact with students, parents/guardians and the public in general. When interacting with the public, all district employees and Board members are responsible for communicating accurate information about district policies and programs and promoting effective school-home-community partnerships.

In all communications, the Board and its employees will:

1. Disseminate accurate and timely information about district policies, programs, procedures, achievements, decisions and critical issues.
2. Eliminate rumors and misinformation.
3. Observe confidentiality and other restrictions imposed by law and Board policy.
4. Promote a climate of trust.

Specific Information

information
x6
The district will provide ~~parents/guardians and members of the public~~ *information* as required by law. Board policies and related documents, including current versions of district handbooks, will be posted on the district's website. School ~~building~~ and district report cards may be posted on the district's website and will be distributed to the public as determined by the superintendent or designee. The district will post notice of Board meetings and make copies of these notices available to representatives of the news media upon request. Other public information will be available in the district's buildings or administrative offices for viewing by the public during the office's normal business hours, as required by law and in accordance with policy BDDL.

~~The district will utilize the local radio, newspapers and other media to publicize the district's legal obligations as required by the Individuals with Disabilities Education Act (IDEA) and by other applicable law. Notice of district meetings will be made to representatives of the news media, if requested.~~

plan
~~The superintendent or designee may adopt administrative procedures to further the goals of this policy. The superintendent or designee will develop a communication system for the exchange of information between the district and staff, students, parents/guardians and others when school or school activities are canceled. Notice of the closing and reopening of school or cancellation of activities will be publicized through local media, the district's website and other district information dissemination options.~~

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

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FILE: KB
Critical

Adopted: 02/11/2002

Revised: 06/13/2005; 01/14/2013; 06/08/2013;

Cross Refs: BDDL, Release of Information
CH, Policy Implementation and Dissemination
DCB, Political Campaigns
EBC, Emergency Drills
EFB, Free and Reduced-Cost Price Food Services
EHB, Technology Usage
GBH, Staff-Student Relations
IGBC, Parent/Family Involvement in Instruction and Other Programs
IL, Assessment Program
JHA, Student Insurance
JO, Student Records

Legal Refs: §§ 160.522, .570, 162.208, 167.645, RSMo.
~~5 C.S.R. 30-4.040, 50-340.200~~
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1417
7 C.F.R. §§ 200.12, 245.5
34 C.F.R. Part 300
The Rehabilitation Act of 1973, Section 504
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213

Webster Groves School District, St. Louis, Missouri