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ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0311

Board Organization

Statement of Practices

Attendance

Each member shall attend all regularly scheduled Board meetings insofar as possible. Any member failing to attend the meeting of the Board for three (3) consecutive regular meetings, shall be deemed to have vacated the seat; and the secretary of the Board shall certify that fact to the Board. The vacancy shall be filled as other vacancies occurring in the Board. Attendance for purposes of this provision shall be defined as either physical attendance or participation via electronic media at the Board meeting. If the Board meeting is required due to a bona fide emergency and if the emergency is stated on the record, Board members may also participate in roll call votes by other electronic means, including telephone.

Knowledge

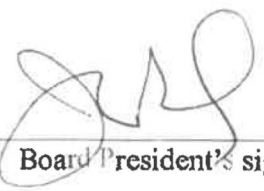
Each member brings a variety of experiences to their Board positions. Each member shall come to Board meetings informed concerning the issues to be considered.

Abstentions

All members shall avoid abstaining except when required by statute or Board policy. The members of the Board have been elected to make difficult decisions on behalf of the students, parents, patrons and employees of the school. The concept of trusteeship requires each member to review the issues under the Board's consideration and to take a stand regarding those issues. A member who has conformed to the above-described tenets of knowledge, open discussion, independent judgment, and independent and civility should be prepared to cast a vote on each of the issues before that member.

10/17/24

Date of Board Approval



Board President's signature

Cooperation/Delegation

All members shall work with other Board members to establish effective Board policies and to delegate authority for the administration of the school to the Head of School. All members shall not attempt to by-pass, undermine, or usurp the Head of School's authority and responsibility for the daily operation of the schools.

Conflict of Interest (Refer to Policy Conflict of Interest and Financial Disclosure)

Each member shall avoid being placed in a position of conflict of interest, and shall not use the Board position for personal or partisan gain. Members shall conduct themselves in accordance with the conflict of interest policy and disclosure requirements prescribed by statute and Board policy. Specifically, each member shall complete a personal financial disclosure form and submit such form to the Missouri Ethics Commission in compliance with all requirements in Chapter 105 and any Missouri Ethics Commission regulations and guidance.

Confidentiality

No member shall disclose confidential information. Information is confidential if it is (a) communicated during executive session; or (b) otherwise communicated with a mutual understanding of confidentiality.

Acceptance of Gifts

No member shall solicit or accept gifts, payments, or anything greater than a nominal value item or holiday gifts of nominal value from any person, organization, group, or entity doing business or desiring to do business with the School. Nominal value shall not exceed $25.00

Contact with Vendors

All members, if contacted by a vendor requesting information about the School's bidding procedures, whether of a general nature or with regard to specific goods or services to be bid, shall provide the vendor with the name and business telephone number of the head of finance.

Board Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the Head of School, and the Head of School will employ such media as are appropriate to keep the staff fully informed of the Board's concerns and action.

In addition, the Chairman of the Board and Finance Chair will communicate directly with the head of finance as necessary and with any other employee as delegated by the Head of School. The Head of School shall be included on all such written communications.

Visits to Schools

Individual Board members who, in their parental capacity, wish to visit the school or classroom(s) of their child(ren) will follow the regular procedures for visitors. Board members will contact a member of the administration when they choose to visit the school or classroom.

Educational Welfare

Each member shall remember always that the first and greatest concern must be the educational welfare of the students attending the School.

Background Checks

Each member shall obtain a background check prior to beginning service on School's board. Copies of such background checks will be available to the public at the School's administrative offices. In addition as required by DESE, all board members are required to submit an annual finance and ethics disclosure to the state.

ORGANIZATION, PHILOSOPHY AND GOALS Policy 0321

School Organization

School Officers

The Board will meet annually in September to elect a chairman, vice-chairman, a secretary, and a treasurer.

5/21/14

Date of Board Approval Board President Signature

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0323

School Board Organization

Resignation

Any Board member who wishes to resign from office shall inform the School Board secretary in writing. The Board secretary shall certify to the Board that the office is vacant. The Board may then appoint a replacement to serve.

APPROVED NOV 13 2013

Date of Board Approval

Board President Signature

ORGANIZATION, PHILOSOPHY AND GOALS — Policy 0340

School Board Organization

Code of Ethics

The purpose of the Board is:

1. To select and support the Head of School.
2. To govern and control the affairs of the School as provided by law and Board policy..
3. To discover and interpret the educational needs, attitudes and interests throughout the School as a guide to developing and setting priorities for an educational program.
4. To exercise judgment in reviewing, considering and voting on school wide policies affecting the operation of the school.
5. To oversee the management and fiscal control of the school as provided by law and to review, evaluate and judge the effectiveness of the educational program.

The roles of the collective Board are:

1. To recognize that it is the responsibility of the Board to see that the school is properly administered, not to administer them.
2. To hold the Head of School responsible for the implementation of Board policies and the administration of the School.
3. To give the Head of School authority commensurate with his/her responsibility.
4. To vote on Board matters only after considering the recommendation of the Head of School and any interested citizens.
5. To maintain a working rapport with other members of the Board and the Head of School.
6. To respect and encourage the rights of others to hold and express opinions.
7. To support the Board once a legal decision has been made by a majority vote.
8. To avoid inappropriate or disparaging remarks, in or out of Board meetings, about other Board members, the Head of School and all other staff or their opinions.

5/21/14

Date of Board Approval — Board President Signature

9. To recognize that authority rests with the Board in legal session and no individual Board member has legal authority to request action from the staff.

10. To avoid any comments which may be interpreted as undermining the administration of the School.

11. To assure that special committees, when appointed, have a well defined objective and that there is an understanding that the committees serve in an advisory capacity.

In addition, each member of the Board will:

1. Work through the Head of School and his/her staff.

2. Support the Head of School's efforts to appoint the most qualified persons as employees of the School.

3. Reinforce the efforts of the Head of School and the staff so that they may perform their assigned responsibilities in the most effective manner.

4. Provide the Head of School counsel as requested or required.

5. Make every effort to keep all citizens informed about the quality and condition of public education in the School.

6. Initiate and implement all efforts to secure adequate financial support for the School.

7. Assure that all transactions of the School are ethical, open and aboveboard.

Conflict of Interest Policy

The Board of Directors affirms that the directors, officers, administrators, faculty and other employees of School have an obligation to exercise their authority and to carry out the duties of their respective positions for the sole benefit of SCHOOL. They should avoid placing themselves in positions in which their personal interests are, or may be, in conflict with the interests of SCHOOL. Where a potential conflict of interest exists, it shall be the responsibility of the person involved or any other person with knowledge to notify the Board of Directors of the circumstances resulting in the potential conflict so that the Board of Directors can provide such guidance and take such action as it shall deem appropriate. Areas of potential conflict of interest are:

1. Financial Interests

   (A) Ownership by the individual directly or indirectly of a material financial interest in any business or firm (i) from which SCHOOL obtains goods or services, or (ii) which is a competitor of SCHOOL.

   (B) Competition by the individual, directly or indirectly, with SCHOOL in the purchase or sale of property right or interest.

   (C) Representation of SCHOOL by the individual in any transaction or activity in which the individual, directly or indirectly, has a material financial interest.

   (D) Any other circumstance in which the individual may profit, directly or indirectly, from any action or decision by SCHOOL in which he or she participates, or which he or she has knowledge.

2. Insider Information

   Disclosure or use by the individual of confidential information about SCHOOL, its activities or intentions, for the personal profit or advantage of the individual or any person.

3. Conflicting Interests Other than Financial

   Representation as director, officer, agent, or fiduciary of another company, institution, agency or person in any transaction or activity which involves SCHOOL as an adverse party or with adverse interests.

4. Gifts and Favors

   Acceptance of gifts or favors from any firm or individual which does or seeks to do business with, or is a competitor of, SCHOOL under circumstances which imply reasonably that such action is intended to influence the individual in the performance of his or her duties.

5. Nepotism/Favoritism Based Upon Relationship\

   A potential area of conflict of interest may also occur where an officer, director, administrator, faculty member or other employee of SCHOOL is in a position to influence a decision that may result in personal gain for a

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5/21/14

relative of that trustee, officer, director, administrator, faculty member or other employee. For purposes of this policy, a relative is any person who is related by blood or by marriage or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No Director who directly or indirectly is involved in a potential conflict of interest shall by counted in determining the existence of quorum at any meeting of the Board where the potential conflict is considered, nor shall the director vote on any action of the Board regarding the potential conflict.

All employees who desire to work at an extra or weekend job while employed by SCHOOL must request and obtain written approval from the Head of SCHOOL before accepting such employment. Any employee who has any outside employment without written approval of the Head of SCHOOL will risk having their employment with SCHOOL terminated.

_____ _____

Board Member Signed

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0350

Board Organization

Board Compensation

No member of the Board shall accept a salary from, or be employed by the Board, or profit financially in any manner by reason of any dealings with the Board.

APPROVED NOV 13 2012

Date of Board Approval

Board President signature

09/18/2012

ORGANIZATION, PHILOSOPHY AND GOALS Policy 0360

Board Organization

Board Committees

The Board may appoint committees to assist it in carrying out the Board's responsibilities. However, the Board may not delegate those functions which, by law, must be exercised by the Board itself.

Committee Guidelines

1. Committees created by the Board will be assigned specific tasks to be performed and will be assigned a specific time frame within which to accomplish assigned tasks.

2. Upon completion of these tasks or upon expiration of the time allotted, the committee will be dissolved unless extended by the Board.

3. Reports of Board committees may be made in written form or be presented verbally at a Board meeting at the discretion of the Board.

Committee Meetings

Meetings of committees appointed by the Board or at the Board's direction including advisory committees appointed for the specific purpose of recommending policy, policy revisions, expenditures of public funds to the Board or to the Head of School will comply with the notice and open meeting provision applicable to Board meetings. The School's custodian of records will maintain a current list of such advisory committees.

APPROVED NOV 13 2012

Date of Board Approval Board President Signature

Meetings

Meetings

Regular

The meetings of the Board for the next fiscal year shall be determined at the last meeting in the fiscal year except when a majority of the Board agrees in advance and public notice is given. Public meetings may be conducted in person via various electronic media. .

Special

Special meetings may be held at the time set by the Board or on the call of the Board president or a majority of the Board. (Not less than twenty-four (24) hours written notice, stating the time and place of the meeting and the business to be considered, will be given to each member.) Simultaneously with the giving of notice of such meeting to the members of the Board, a written notice of the meeting and the matters to be considered will be posted in the same manner as postings for regular Board meetings.

Quorum and Majority Vote

The presence of a majority of the Board constitutes a quorum for the transaction of business.

Closed Meetings

The Board may vote to conduct closed executive sessions as provided for in Policy 0430 - Executive Sessions. In order to enter into executive session, such motion must be approved by a majority vote. The motion to enter executive session must reference the specific statutory matters to be discussed.

Any Board member may object to the closing of a meeting, record or vote if the member believes the motion to close violates the Sunshine Law; such member(s) must object at or before the motion to close is voted upon and must vote against closing. The member(s) shall be allowed to fully participate in any subsequent meeting or vote. The objecting member(s) shall be immune from any liability for improper closure of a meeting.

Recording of Board Meetings

APPROVED NOV 1 3 2012

Date of Board Approval Board President Signature

The open sessions of Board meetings may be audio or video taped. The Board has adopted guidelines set forth in Regulation 0410 to minimize the potential disruptive effect of such recordings.

Firearms and Weapons

Possession of firearms and weapons are prohibited from all school premises and school activities. This prohibition specifically applies to meetings and activities of the Board and applies to all attendees, including members of the Board. The firearm prohibition includes permitted weapons. (See also Policy 1432 - Prohibition Against Firearms and Weapons.)

APPROVED NOV 13 2012

ORGANIZATION, PHILOSOPHY AND GOALS **Policy 0411**

Meetings

Meeting Agenda

A tentative agenda for each regular, special or proposed closed meeting of the Board shall be prepared by the Head of School, in consultation with the Board president, and shall be included in any public notice of such meetings. Any member of the Board may request items to be placed on the agenda. The tentative agenda, related materials and minutes of the previous meeting shall be mailed to each member of the Board at least four days prior to the stated meeting unless a special emergency meeting is called at a time which makes the four day prior notice impossible. The agenda for each meeting of the Board shall be adopted or modified by a motion by a majority of those Board members present. Once the agenda is approved, it shall require a vote of majority of the Board members present to make additional modifications. The motion to close a meeting must be voted on during a public meeting and must also include the reasons for closing the meeting with references to the specific topics under the provision of Section 610.021, RSMo. as valid grounds for a closed meeting session. (Refer to Policy 0430 – Executive Sessions.)

APPROVED NOV 1 3 2017

Date of Board Approval Board President signature

ORGANIZATION, PHILOSOPHY AND GOALS — Policy 0412

Meetings

Meetings - Participation by Public

A designated period of time may be provided for public comments at all regular Board meetings. The Board is very interested in citizen viewpoints and problems; however, citizens are encouraged to work through problems at the school and/or administrative levels before coming to the Board. Remarks may be limited to three minutes and to one appearance, thus allowing a maximum number of participants in the allotted time period in which citizens are to speak to issues. Questions directed to the Board may not always be answered immediately. All questions will be responded to by an appropriate person as soon as possible. Persons who wish to suggest items for the agenda should contact the Head of School.

APPROVED NOV 13 2012

Date of Board Approval — Board President signature

ORGANIZATION, PHILOSOPHY AND GOALS **Policy 0420**

Meetings

Minutes

Open Session Minutes

Minutes of Board meetings shall be available to the public for inspection at the Head of School's office, at reasonable hours and on the website. The minutes will include the date, time, place, members present, members absent, and a record of any votes taken.

APPROVED NOV 13 2012

Date of Board Approval Board President Signature

Meetings

Executive Sessions

The Board reserves the right, as provided by law, to close meetings, records and votes as they relate to the matters below. All discussion and action by the Board in executive session must be related to the reasons set forth in the motion to enter executive session.

Legal Matters

Litigation including privileged communications between the Board, its representatives, and its attorneys. Upon completion of the litigation or upon the execution of a settlement agreement, the vote, minutes, and settlement agreement will be made public unless subject to a court order closing the record.

Real Estate Matters

The lease, purchase or sale of real estate where public knowledge of the details of the proposed acquisition might adversely affect the School's interests. Any vote or public record approving such a contract shall become available to the public upon execution of the contract.

Personnel Matters

Actions related to the hiring, firing, disciplining or promotion of the Head of School when the performance or individual merits of this employee is considered.

Student Matters

Scholastic probation, expulsion, or discipline, of identifiable persons, including records of individual test or examination scores subject to the provisions of the Board's student records policy and regulations.

Bidding Matters

Competitive bidding specifications, until officially approved or published for bids. Sealed bids, until the earlier of the time all are opened or all are accepted or rejected.

Personnel Records

Individually identifiable personnel records, performance ratings or records related to employees or applicants for employment. However, the public will have access to the names, positions, salaries, and length of service of employees of the School.

APPROVED NOV 1 3 2012

Communications with School Auditor –
Confidential and privileged communication between the Board and its auditor, including the auditor's work product. However, final audit reports issued by the auditor will be open.

Security Systems

Information provided to the School by outside consultants relating to the security of School facilities. However, expenditures of public funds for the purchase of security systems are considered to be open public records.

Notwithstanding the provisions of this section, consultant reports involving open records matters, which were prepared for the School, are deemed to be open records.

APPROVED NOV 13 2012

Date of Board Approval Board President Signature

ORGANIZATION, PHILOSOPHY AND GOALS — Policy 0440

Meetings

Notification of Board Meetings

Notice of meetings of the Board including committees of the Board as provided in Policy 0360 will be given in a manner to reasonably inform the public of the matters to be considered by the Board.

Notice of the time, date, and place of the meeting as well as the tentative agenda will be provided at least twenty-four hours, exclusive of holidays and weekends, prior to the meeting unless for good cause it is impossible or impractical to provide such notice. In such instances, the nature of the impossibility or impracticality will be stated in the minutes. In order to maximize public participation, notice of Board meetings will be posted in the school and on the School's website. Upon request, members of the media will be provided with notice of the meeting at the same time notice is provided to members of the Board. Meetings will be scheduled at a location reasonably accessible to the public in a room of sufficient size to accommodate the anticipated attendance by the public.

Where meetings are conducted by telephone or other electronic means, written notice of such meetings will include the specific mode by which the meetings will be conducted and the location where the public may attend such electronic meetings. If a meeting is conducted through the Internet or other electronic media notice of such meeting will be posted on an existing School web site.

APPROVED NOV 1 3 2012

Date of Board Approval — Board President Signature

GENERAL ADMINISTRATION **Policy 1110**

Religion

Religious Expression

The School is committed to providing educational services and to maintain a learning environment, which does not limit or deny participation in constitutionally protected prayer or other protected religious expression. Consistent with the provisions of the First Amendment, the School and its employees, who are engaged in official duties, will not sponsor any religious activity or expression . Conversely, the School and its employees, who are engaged in official duties, will not discourage or preclude religious expression that is privately initiated, consistent with this policy and regulation. (For Board policy regarding instruction and religious or controversial issues, refer to Policy 6242 - Religious or Controversial Issues.)

APPROVED NOV 1 3 2012

Date of Board Approval Board President Signature

GENERAL ADMINISTRATION **Policy 1210**
(Regulation 1210)

Calendar Requirements

School Year and School Day

The Board will annually adopt a school calendar that will provide for 1,044 hours of pupil attendance with no minimum number of school days. The beginning of the school year will not be earlier than fourteen (14) calendar days prior to the first Monday in September. For a school district that is located wholly or partially in a county with a charter form of government or in a school district that is located wholly or partially in a city with more than 30,000 inhabitants, a minimum of 169 school days are required. However, if the School has adopted a four-day school week, a minimum of 142 school days are required. If the School has adopted or adopts a four-day school week, Fridays may be used as make-up days.

The length of the school day will meet State Department of Elementary and Secondary Education requirements for six (6) clock hours of instruction. A school year and school day in excess of the state required minimum may be recommended by the Head of School and approved by the Board. The planned calendar adopted prior to the beginning of the school year must be reported to DESE on Core Data Screen 10 by August 15 of each year and cannot be changed after that date.

The District will only be required to make up the first thirty-six (36) hours of school lost or canceled due to inclement weather and half the number of hours lost or canceled in excess of thirty-six (36) hours up to twenty-four (24) hours of additional lost or canceled hours. Thus, the maximum number of hours that must be made up is sixty (60) hours. Days missed in the School's half-day education program will only be made up if required of the School due to "inclement weather on a proportional basis." For purposes of this Policy, "inclement weather" shall mean ice, snow, extreme cold, flooding, a tornado, or excessive heat.

Effective July 1, 2026, the School will make up the first six (6) days of school lost or cancelled due to inclement weather and half the number of days in excess of six (6) days if the make-up is necessary to ensure that District students attend a minimum school term and a minimum of one thousand forty-four (1,044) hours for the school year except as provided in this Policy.

The School will not be required to make up any hours of school lost or cancelled due to exceptional or emergency circumstances during a school year, if DESE has approved an alternative method of instruction plan submitted by the District. (See Regulation 1210).

NOTE: *See* Regulation 1210 for "Adoption of a Four-Day School Week" and for "Adoption of a Five-Day School Week Incentive.

10/17/24
Date of Board Approval

Board President's signature

Calendar Requirements

School Year and School Day

Alternative Methods of Instruction

Beginning in school year 2020-21, the District may use a DESE approved alternative method of instruction to compensate for certain hours lost due to exceptional and/or emergency circumstances. "Exceptional or emergency circumstances" include, inclement weather, a utility outage or an outbreak of a contagious disease.

Notification of Parents and Students

If the District utilizes such DESE approved alternative method of instruction plan, the District will notify students and parents on each day of the closure. In these circumstances, the District will ensure that each student receives assignments for that day in hard copy or receives instruction through virtual learning or another form of instruction.

Limitation on Utilization of Instruction Method

Alternative methods of instruction can be utilized for a maximum of thirty-six (36) hours during a school year. Days lost or cancelled beyond thirty-six (36) hours, will be made up in the scheduling of replacement days.

Application for Use of Alternative Methods of Instruction

The District's application to DESE will describe:

1. Manner in which the District intends to strengthen and reinforce instructional content.
2. Means of communicating to students and parents the decision to implement alternative methods.
3. Process for communicating the purpose and expectation of alternative changes.
4. Communication of proposed expectations.
5. Assignments and materials to be used.
6. Manner in which attendance will be determined.
7. Instruction methods to reach students electronically and to reach students without internet access.
8. Instructional methods for IEP students.
9. Role and responsibility of certified personnel to be available to communicate with students.

10/17/24

Date of Board Approval

Board President's signature

Adoption of a Four-Day School Week

Effective for the 2026-27 school year, if the District is located wholly or partially in a charter county or in cities with more than 30,000 inhabitants, adoption of a four-day school week requires a majority vote of the qualified voters of the District.

A. If the District is not located partially or wholly in a charter county or cities with more than 30,000 inhabitants:

The District may adopt a four-day school week, by a majority vote of the Board of Education.

If the District adopts a four-day school week, the District will file a calendar with DESE. This calendar will include but not be limited to:

1. A minimum term of one hundred forty-two (142) days; and
2. A minimum of one thousand forty-four hours (1,044) hours of actual pupil attendance during a twelve-month period.

Adoption of a Five-Day School Week Incentive

For fiscal years 2026 and 2027, DESE will remit to the District, which provided at least 169 school days, an amount calculated by increasing the District's preceding year's annual state aid entitlement as calculated in June by 1%. For fiscal year 2028 and thereafter, the increase percentage will be 2%.

Funds received under this incentive will be used exclusively to increase teacher salaries.

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GENERAL ADMINISTRATION **Regulation 1300**
(Form 1300)

Equal Opportunity

Prohibition Against Harassment, Discrimination and Retaliation

Harassment or discrimination because of an individual's race, color, national origin, ancestry, religion, sex, sexual orientation, gender identity, disability, age, genetic information, or any other characteristic protected by law is prohibited at Premier Charter School. Premier Charter School also prohibits retaliation against a person who files a complaint of discrimination or harassment or participates in an investigation of allegations of harassment or discrimination.

This Regulation governs and outlines the procedure for filing a complaint by students, employees, parents, and patrons of Premier Charter School alleging harassment, discrimination, or related retaliation based on a protected classification under the laws identified in Policy 1300 (outside of Title IX). A complaint regarding sexual harassment or related retaliation of a student or employee under Title IX and that is alleged to have occurred on or after August 14, 2020, should be filed in accordance with the procedures outlined in Regulation 1301. A complaint regarding the identification, evaluation, educational program, or placement of a child with a disability under Section 504 of the Rehabilitation Act of 1973 should be filed in accordance with the procedures outlined in Regulation 2110.

DISTRICT'S COMPLIANCE OFFICER

The following person has been designated as the Compliance Officer to handle inquiries or complaints regarding Premier Charter School's non-discrimination policies:

Assistant Head of School
5279 Fyler Ave. St. Louis, MO 63139
314-645-9600
mschrimpf@premiercharterschool.org

Lead Therapist
5279 Fyler Ave. St. Louis, MO 63139
314-645-9600
mgray@premiercharterschool.org

J M Blomker

Apr 6, 2022

Date of Board Approval Board President's signature

Premier Charter School has designated the Compliance Officer with the responsibility to identify, prevent, and remedy unlawful discrimination and harassment at Premier Charter School. The Compliance Officer is in charge of assuring compliance with this Policy and Regulation, Title VII of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; as well as other state and federal nondiscrimination laws. See Regulation 1301 for the individual(s) designated by Premier Charter School to be the Title IX Coordinator with the responsibility to identify, prevent, and remedy unlawful harassment and related retaliation in accordance with Title IX of the Education Amendments of 1972.

The Compliance Officer will:

1. *Receive complaints of discrimination or harassment based on an individual's race, color, national origin, ancestry, religion, sex, sexual orientation, gender identity, disability, age, genetic information, or any other characteristic protected by law.

2. Oversee the investigative process.

3. Assess the training needs of Premier Charter School staff and students in connection with the dissemination, comprehension, and compliance with this Regulation.

4. Arrange for necessary training required for compliance with this Regulation.

5. Insure that investigations are conducted by an impartial investigator.

6. In the event the complaint is about the Compliance Officer or Compliance Officer's immediate supervisor, Premier Charter School will consider appointment of an outside investigator.

*If any complaint involves allegations against the Compliance Officer, the Complaint shall be filed directly with the Superintendent, unless the Superintendent is the Compliance Officer, or President of the Board of Education.

DEFINITIONS

For the purpose of this Regulation, the following terms are defined:

Compliance Officer: Premier Charter School employee(s) designated by the Board of Education to coordinate compliance with Premier Charter School policy, Missouri statutes, and federal laws regarding discrimination, harassment and retaliation based on an individual's race, color, national origin, ancestry, religion, sex, sexual orientation, gender identity, disability, age, genetic information, or any other characteristic or any other characteristic that is protected by law.

Day: A calendar day. All timeframes and deadlines may be extended by Premier Charter School for good cause, including but not limited to Board-approved holiday breaks and building closures.

Disability: A physical or mental impairment that substantially limits a major life activity.

Discrimination: Adverse conduct directed at an individual or group based on race, color, national origin, ancestry, religion, sex, sexual orientation, gender identity, disability, age, genetic information, or any other characteristic that is protected by law. The encouragement, cooperation, coercing, or support of adverse conduct that is based on race, color, national origin, ancestry, religion, sex, sexual orientation, gender identity, disability, age, genetic information, or any other characteristic that is protected by law is discrimination.

Harassment: Harassment is conduct, including but not limited to, intimidation, ridicule or insult, toward an individual or group because of race, color, national origin, ancestry, religion, sex, sexual orientation, gender identity, disability, age, genetic information, or any other characteristic that is protected by law and is so severe or pervasive that it:

- Affects an individual's ability to work in, participate in, or benefit from an educational program or activity; and
- Creates an intimidating, threating, abusive hostile or offensive environment; or
- Has the purpose or effect of substantially or unreasonably altering the work or educational environment.

For the purposes of this Regulation, sexual harassment is defined as unwelcome conduct of a sexual nature or based upon sex when a) benefits or decisions are implicitly or explicitly conditioned upon submission to, or consequence is applied for refusing to comply with, unwelcome sexual advances, requests for sexual favors or conduct of a sexual nature; or b) the school or work environment becomes permeated with intimidation, ridicule or insult that is based on sex or is sexual in nature and that is sufficiently severe or pervasive enough to alter the conditions of participation in the district's programs and activities or the conditions of employment.

A student regardless of age cannot consent to behavior of a sexual nature with an adult irrespective of the circumstances.

Retaliation: Adverse conduct including, but not limited to, conduct of a coercive, intimidating, threatening, discriminatory, or harassing nature because of an individual's good faith complaint, participation in the investigation, testifying, or resolution of discriminatory or harassing conduct based on an individual's race, color, national origin, ancestry, religion, sex, sexual orientation, gender identity, disability, age, genetic information, or any other characteristic that is protected by law.

Student: An individual that is currently enrolled as a student at Premier Charter School.

Illustrations and Examples of Prohibited Harassment

For the purpose of this Regulation, the determination if conduct as unwelcome is a fact-intensive question that shall be considered on a case-by-case basis.

Examples of Sexual Harassment

Sexual harassment may include a range of subtle and not-so-subtle behaviors and may involve individuals of the same or different gender. Legitimate, non-sexual physical conduct necessary to avoid physical harm to persons or property, to console an individual, or spontaneous movement during a sporting activity is not sexual harassment.

Depending on the circumstances and application of the definitions immediately above in this Regulation, examples of conduct which may or may not constitute sexual harassment, include, but are not limited to:

- sexual advances;
- request for sexual favors;
- threatening an individual for not agreeing to submit to sexual advancement;
- sexually motivated touching of an individual's intimate parts;
- coercing, forcing, or attempting to coerce or force the touching of an individual's intimate parts;
- display of drawings, graffiti, cartoons, pictures, symbols or other written material of a sexual nature;
- sexual gestures;
- sexual or dirty jokes;
- sexually provocative or explicit speech;
- communications about or rating an individual as to his/her body, sexual activity, or performance; and
- verbal abuse of a sexual nature.

Examples of Race, Color, Nation Origin, Ancestry, Religion, Disability, Age or Genetic Information Harassment

As defined in this Regulation, examples of conduct that may be considered harassment based on an individual's race, color, national origin, ancestry, religion, disability, age, or genetic information, or any other characteristic that is protected by law include, but are not limited to:

- display of drawings, graffiti, cartoons, pictures, symbols or other written material;
- jokes;

- gestures;
- slurs, derogatory stereotypes or remarks, rumors, name-calling, insults, teasing, or taunting;
- threats or intimidating conduct;
- hostile action, physical aggression or violence; and
- damage or theft of property.

OBLIGATION TO REPORT

Premier Charter School is steadfastly committed to providing an inclusive environment that is free from discrimination and harassment for all of its students and staff. Unless a concern is informally resolved, staff and students shall report all incidents of discrimination, harassment and retaliation to the Compliance Officer as set forth in this Regulation. When a formal complaint is filed with the Compliance Officer, the investigation and complaint process detailed below will be used, including a possible determination by the Compliance Officer that the incident has been appropriately addressed through the informal process. Reports of discrimination, harassment and/or related retaliation must contain as much specific information as possible to allow for proper assessment of the nature, extent and urgency of preliminary investigative procedures.

INTERIM MEASURES

Premier Charter School will take action to protect a complainant or persons subjected to discrimination, harassment, or retaliation as necessary during the course of an investigation. Appropriate interim measures will be offered and may include, but are not limited to, physical separation, contact limitations, reassignment, alternative work or assignments, altering class or bus seating assignments, additional supervision, counseling, training, warning, conferences, exclusion and employee suspension pending an investigation as permitted by policies and law. Additional interim measures to prevent retaliation may include, but are not limited to, notification of the retaliation prohibition, confirming the individual knows how to report retaliation, and follow-up contact.

INVESTIGATION AND RESPONSE

Premier Charter School will investigate allegations of harassment, discrimination, and/or retaliation and take appropriate steps reasonably calculated to resolve the situation, eliminate the misconduct, prevent its recurrence and as appropriate, remedy its effects. Premier Charter School will take equitable and remedial action within its authority on complaints that come to the attention of Premier Charter School, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement and/or the Children's Division. Regardless of whether the misconduct is reported to law enforcement and/or the Children's Division, school staff will

investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation.

Engaging in harassment, discrimination, and/or retaliation will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in school activities. Anyone else who engages in harassment, discrimination, and retaliation on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Employees and students should fully cooperate with investigation process.

Informal Process for Resolution

Premier Charter School takes seriously the obligation to investigate complaints of discrimination, harassment, or retaliation and to take appropriate remedial measures when necessary. The school recognizes that the obligation to investigate and remedy may be accomplished through an informal process, depending on the circumstances.

Anyone may use informal procedures to report and resolve complaints of harassment, discrimination, and retaliation. If a staff member receives an informal complaint of harassment, discrimination, and/or retaliation and the complaint cannot be resolved informally, the staff member shall inform their relevant building administrator or supervisor. The administrator/supervisor may attempt to resolve the matter informally and should inform complainants of this Regulation.

Building administrators/supervisors shall provide information to the Compliance Officer on a regular basis about complaints reported and resolved through the informal process.

Informal complaints may become formal complaints at the request of the complainant, parent/guardian, or Premier Charter School.

During the course of the informal complaint process, the school will take prompt and effective steps reasonably calculated to end the harassment, discrimination, and retaliation and to correct any effects on the complainant.

Informal remedies may include, but are not limited to:

- If the complainant so desires, an opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;
- A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
- Developing a safety plan;
- Separating students; or

- Providing staff and/or student training.

The school will inform the complainant (and their parent/guardian when applicable) how to report any subsequent problems. Additionally, Premier Charter School may conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems.

Formal Process for Resolution

Step One – Complaint to School

Anyone may initiate a formal complaint of harassment, discrimination, or retaliation by filing a written complaint with the Compliance Officer. At any step in the formal resolution process, where appropriate, the school will take interim measures to protect the complainant or alleged victim before the final outcome of the school's investigation. Additionally, Premier Charter School may appoint an outside investigator at any step of the informal or formal resolution process. A subordinate shall not investigate his/her supervisor.

The following process will be followed at Step One:

Filing of Complaint

- All formal complaints will be in writing and will set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute harassment, discrimination or retaliation. The Compliance Officer may draft the complaint based on the report of the complainant for the complainant to review and approve. The Compliance Officer may also conclude that the school needs to conduct an investigation based on information in his or her possession, regardless of the complainant's interest in filing a formal complaint.

- Formal complaints must be submitted to the Compliance Officer.

- A charge or complaint of discrimination, harassment, or retaliation filed with an outside agency does not constitute a formal complaint or trigger an obligation to follow the formal complaint investigation procedures as contemplated under this Regulation.

Investigation of Complaint

- The Compliance Officer will receive and investigate all formal, written complaints of harassment, discrimination or retaliation or will investigate if information in the Officer's possession leads them to believe further investigation is required. The Compliance Officer will delegate his or her authority to participate in this process if such action is necessary to avoid any potential conflicts of interest. Upon receipt of a complaint, the Compliance Officer will provide the complainant a copy of this Regulation.

- Investigations will be carried out in a manner that is adequate in scope, reliability and impartiality. During the investigation process, the complainant and accused party or parties, if the complainant has identified an accused party, will have an opportunity to identify witnesses and present relevant evidence. Premier Charter School and complainant may also agree to resolve the complaint in lieu of an investigation.

- When the investigation is completed, the Compliance Officer will compile a written report of the investigation. The report may include a recommendation of appropriate action to remedy the allegations included in the complaint. The Compliance Officer will forward the report and recommendations to the Head of School. If the Head of School is the subject of the complaint, the report and recommendations will be forwarded to the Board President.

Response to Complaint

- The Head of School will review the report completed by the Compliance Officer.

- The Head of School will respond in writing with a Letter of Outcome to the complainant and the accused party within **thirty (30)** calendar days of the Compliance Officer's receipt of the written complaint, unless otherwise agreed to by the complainant or if circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the school will notify the complainant in writing of the reason for the extension and the anticipated response date.

- The Letter of Outcome will include: 1) a statement of the outcome of the investigation including whether a preponderance of the evidence establishes that harassment, discrimination, and/or retaliation occurred in violation of Policy 1300; 2) if violation of Policy 1300 is found to have occurred, the assurance that the school will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; and 3) notice of the right to appeal to the school board and the necessary filing information.

- Any corrective measures deemed necessary will be instituted as promptly as reasonable.

- The school will inform the complainant (and their parent/guardian if the complainant is a student) how to report any subsequent problems. Additionally, where appropriate the school will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to respond and appropriately address continuing or new problems.

- If the Head of School is the subject of the complaint, the actions set forth herein to be completed by the Head of School will be completed by the Board President.

Step Two – Appeal to Board of Education

Notice of Appeal

- The complainant or accused party may appeal to the Board of Education by filing a written notice of appeal with the secretary of the Board within **ten (10)** calendar days following receipt of the Letter of Outcome.

- On receipt of the written appeal, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting, unless otherwise agreed to by the complainant and the superintendent or for good cause.

- Parties will be allowed to provide comment and information as the Board deems relevant and material.

Board Decision

- Unless otherwise agreed to by the appealing party, the Board will provide written notice of its determination within **thirty (30)** calendar days following the filing of the notice of appeal and provide the appealing party with a copy of the determination.

RETALIATION

The school prohibits retaliation against a person who files a complaint of discrimination or harassment, and further prohibits retaliation against a person who participates in related proceedings or investigations.

Notwithstanding this provision, employees or students found to have intentionally made false or materially misleading allegations of suspected discrimination, harassment and/or related retaliation under this Regulation may be disciplined, up to and including dismissal or expulsion.

CONFIDENTIALITY

Premier Charter School will respect the privacy of the complainant, the individuals against whom the complaint is filed, and the witnesses to the extent possible, consistent with applicable law, the school's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. However, pursuant to the school's discretion, information may be disclosed, if necessary, to aid in the investigation, resolution, or appeal of the complaint.

CONSEQUENCES AND REMEDIES

Premier Charter School will take prompt, effective and appropriate action to address substantiated discrimination, harassment or retaliation, prevent its recurrence and remedy its effects.

Consequences

Consequences for violations of this Policy and Regulation may have educational, restorative, rehabilitative and/or punitive components.

Conduct constituting harassment, discrimination or retaliation as defined in this Regulation will be subject to discipline including, but not limited to, written warning or reprimand, conference, required training, "no contact" order, reassignment, probation, suspension or termination for employees, suspension or expulsion for students, or exclusion from school property.

In the event that the evidence suggests that the conduct at issue is also a crime in violation of a Missouri criminal statute, the school's Compliance Officer shall report the conduct to the appropriate law enforcement agency charged with responsibility for handling such crimes.

As required by and in compliance with law and school policy, a report will be made to the Missouri Children's Division if there is reasonable cause to suspect abuse or neglect of a child.

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

Remedies

The school will consider remedies for the victim as appropriate including, but are not limited to, providing additional resources such as counseling, moving or reassignment of the perpetrator, or allowing the victim to retake or withdraw from a class.

An allegation of discrimination, harassment and/or related retaliation complaint may not necessarily stop, delay or affect pending personnel actions. This includes, but is not limited to, performance evaluations or disciplinary actions related to a reporter who is not performing at acceptable levels or standards or who has violated district policies or regulations.

TRAINING & PUBLICATION OF POLICY

Premier Charter School will train its employees on this Policy and Regulation. The training will include the requirements of nondiscrimination and the appropriate responses to discrimination, harassment, and retaliation. The school will notify its employees to report complaints of discrimination, harassment or retaliation in accordance with this Policy. This training will be provided to employees on an annual basis, and at such other times as the Head of School, in consultation with the Compliance Officer, determines is necessary or appropriate. Additionally, the school will provide additional training to the Compliance Officer on identifying, investigating, and reporting on acts that may constitute discrimination, harassment or retaliation. Students will be notified regarding this Policy. This Policy will be posted on the school's website and available in Main Office.

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GENERAL ADMINISTRATION **Policy 1301**
(Regulation 1301)

Equal Opportunity

Prohibition Against Sexual Harassment and Retaliation under Title IX

Sexual harassment as protected by law is prohibited at Premier Charter School. Premier Charter School also prohibits retaliation against a person who files a complaint of sexual harassment or who participates in an investigation of allegations of sexual harassment under this Regulation.

This Policy governs Premier Charter School's compliance with Title IX of the Education Amendments of 1972. The following person(s) are designated and authorized as Premier Charter School's Title IX Coordinator(s), with the responsibility to identify, prevent, and remedy unlawful harassment and retaliation under Title IX in the District:

Martha Gray
5279 Fyler Ave., St. Louis, MO 63139
314-645-9600
mgray@premiercharterschool.org

Mike Schrimpf
5279 Fyler Ave., St. Louis, MO 63139
314-645-9600
mgray@premiercharterschool.org

A complaint regarding sexual harassment or related retaliation of a student or employee under Title IX and that is alleged to have occurred on or after August 14, 2020, should be filed in accordance with the procedures outlined in Regulation 1301. A complaint by students, employees, parents, and patrons of the District alleging harassment, discrimination, or related retaliation based on a protected classification under the laws identified above (outside of Title IX) should be filed in accordance with the procedures outlined in Regulation 1300. A complaint regarding the identification, evaluation, educational program, or placement of a child with a disability under Section 504 should be filed in accordance with the procedures outlined in Regulation 2110. This policy replaces Policy and Regulation 4810.

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Equal Opportunity

Prohibition Against Sexual Harassment and Retaliation under Title IX

This Policy governs a complaint of sexual harassment or retaliation of a student or employee, as such conduct is defined and regulated under Title IX of the Education Amendments of 1972, and that is alleged to have occurred on or after August 14, 2020. If any provision of Title IX or its regulations is held invalid or unenforceable by a court, agency, or department with legal jurisdiction over Premier Charter School, the corresponding provisions in this Policy shall likewise be rendered invalid and not enforced.

A complaint by students, employees, parents, and patrons of Premier Charter School alleging harassment, discrimination, or related retaliation based on a protected classification under the laws identified in Policy 1300 (outside of Title IX) should be filed in accordance with the procedures outlined in Regulation 1300. A complaint regarding the identification, evaluation, educational program, or placement of a child with a disability under Section 504 of the Rehabilitation Act of 1973 should be filed in accordance with the procedures outlined in Regulation 2110.

SCHOOL'S TITLE IX COORDINATOR

The following person has been designated as the School's Title IX Coordinator:

Martha Gray
5279 Fyler Ave., St. Louis, MO 63139
314-645-9600
mgray@premiercharterschool.org

Mike Schrimpf
5279 Fyler Ave., St. Louis, MO 63139
314-645-9600
mgray@premiercharterschool.org

Premier Charter School has designated the Title IX Coordinator with the responsibility to identify, prevent, and remedy unlawful harassment and retaliation under Title IX in the School. The Title IX Coordinator is in charge of assuring School compliance with Regulation 1301 and Title IX of the Education Amendments of 1972. See Policy and Regulation 1300 for the individual(s) designated by the School to be the Compliance Officer with the responsibility to identify, prevent, and remedy unlawful discrimination and harassment in accordance with Title VII of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; as well as other state and federal nondiscrimination laws.

DEFINITIONS

For the purpose of this Regulation, the following terms are defined:

Actual Knowledge: Notice of sexual harassment or allegations of sexual harassment to any employee (other than the respondent) in an education program or activity of the School against a person in the United States. Actual knowledge does not include constructive notice.

Complainant: An individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Day: A calendar day. All timeframes and deadlines may be extended by the School for good cause, including but not limited to Board-approved holiday breaks and building closures.

Education program or activity: Locations, events, or circumstances over which the School exercised substantial control over both the respondent and the context in which the sexual harassment occurs.

Formal complaint: A document filed by a complainant, or a parent or legal guardian of a student complainant, alleging sexual harassment against a respondent and requesting that the School investigate the allegation of sexual harassment. Additionally, a formal complaint can be completed and signed by the Title IX Coordinator, if , in their sole discretion, they conclude that the School needs to conduct an investigation based on information in their possession, regardless of the complainant's interest in filing a formal complaint. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the School. The complainant must physically or digitally sign the formal complaint, or otherwise indicate that the complainant is the person filing the formal complaint. If the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant.

Respondent: An individual who is reported to be the perpetrator of conduct that could constitute sexual harassment.

Retaliation: Intimidation, threats, coercion, or discrimination of an individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual has made a report of complaint, testified, assisted, or participated or refused to participate in any manner in an investigation or proceeding under this Regulation.

Sexual harassment: Conduct on the basis of sex that satisfies one or more of the following:

1. A School employee conditioning an aid, benefit, or service of an education program or activity on an individual's participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity; or

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

stalking" as defined in 34 U.S.C. 12291(a)(30).

Supportive measures: Non-disciplinary, non-punitive, individualized services. Appropriate supportive measures shall be offered to the complainant and may be offered the respondent, as appropriate and depending on the individual circumstances of the situation. Supportive measures may include, but are not limited to, physical separation, contact limitations, reassignment, alternative work or assignments, altering class or bus seating assignments, additional supervision, counseling, training, and conferences.

Illustrations and Examples of Prohibited Sexual Harassment

For the purpose of this Regulation, the determination if conduct is prohibited under Title IX is a fact-intensive question that shall be considered on a case-by-case basis. Legitimate, non-sexual physical conduct necessary to avoid physical harm to persons or property, to console an individual, or spontaneous movement during a sporting activity is not sexual harassment.

Depending on the circumstances and application of the definitions immediately above in this Regulation, examples of conduct which may or may not constitute sexual harassment, include, but are not limited to:

- sexual advances;
- request for sexual favors;
- threatening an individual for not agreeing to submit to sexual advancement;
- sexually motivated touching of an individual's intimate parts;
- coercing, forcing, or attempting to coerce or force the touching of an individual's intimate parts;
- display of drawings, graffiti, cartoons, pictures, symbols or other written material of a sexual nature;
- sexual gestures;
- sexual or dirty jokes;
- sexually provocative or explicit speech;
- communications about or rating an individual as to their body, sexual activity, or performance; and
- verbal abuse of a sexual nature.

OBLIGATION TO REPORT

The School is steadfastly committed to providing an inclusive environment that is free from sexual discrimination and harassment for all of its students and staff. Staff with actual knowledge of behaviors that may constitute sexual harassment and related retaliation as defined in this Regulation shall report it to the Title IX Coordinator. When a formal complaint is filed with the Title IX Coordinator, the grievance process detailed below will be used. Reports of sexual harassment and/or related retaliation must contain as much specific information as possible to allow for proper assessment of the nature and extent of the investigative procedures.

RESPONSE TO ACTUAL KNOWLEDGE OF SEXUAL HARASSMENT OR RELATED RETALIATION

When the School has actual knowledge of sexual harassment or related retaliation under Title IX, the Title IX Coordinator shall:

1. Promptly contact the complainant to discuss the availability of supportive measures;

2. Consider the complainant's wishes with respect to supportive measures;

3. Explain the process for filing a formal complaint under this Regulation; and

4. Inform the complainant of the availability of supportive measures regardless of whether a formal complaint is filed under this Regulation.

The respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process outlined in this Regulation. The School will only impose disciplinary consequences against a respondent for violations of this Regulation after the grievance process has been completed; however, the School may impose disciplinary consequences against a respondent for other violations of the School's Board of Education Policies prior to the conclusion of the grievance process outlined in this Regulation. If there is an immediate threat to the physical health or safety of any student arising from the allegation of sexual harassment that justifies removal, the respondent's placement shall be changed, including removal from the School. Immediately following the removal, the respondent shall be given notice and an opportunity to challenge the decision to the Superintendent in writing. The Superintendent shall issue a written decision on the respondent's challenge and such decision shall be final. If the respondent is an employee, the employee may be placed on administrative leave during the pendency of the grievance process.

GRIEVANCE PROCESS FOR FORMAL COMPLAINT

During the grievance process for a formal complaint, the School shall treat the complainant and the respondent equitably. The School will ensure that relevant evidence is objectively evaluated, including both inculpatory and exculpatory evidence, and that credibility determinations are not based on a person's status as a complainant, respondent, or witness. Additionally, the Title IX Coordinator, the investigator, all decision-makers, and any facilitator of the informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or individually. Furthermore, the School shall not require, allow, rely upon, or

otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Formal Complaint

Formal complaints of sexual harassment under this Regulation must be submitted to the Title IX Coordinator.

A charge or complaint of sexual harassment or retaliation filed with an outside agency does not constitute a formal complaint with the School or trigger the School's obligation to follow the formal complaint grievance process as contemplated under this Regulation.

If a formal complaint involves allegations against the Title IX Coordinator, the formal complaint shall be filed directly with the Head of School, unless the Head of School is the Title IX Coordinator, or President of the Board of Education.

Upon receipt of a formal complaint, the Title IX Coordinator shall promptly:

1. Provide written notice of the allegations, the grievance process, and any informal resolution process to the complainant and the respondent to give both parties the proper time to prepare a response before an interview;

2. Inform the complainant and the respondent of the prohibition against making false statement or knowingly submitting false information;

3. Inform the complainant and the respondent that they may have an advisor (who may be but who is not required to be an attorney) present during any of their own subsequent meetings; and

4. Offer supportive measures in an equitable manner to the complainant and the respondent, when appropriate.

The Title IX Coordinator, at their discretion, may consolidate formal complaints if they arise out of the same facts or circumstances. If, in the course of the investigation process as outlined below in this Regulation, the investigator decides to investigate new allegations about the complainant or the respondent that are not included in a written notice previously provided to the complainant and respondent, the Title IX Coordinator will provide another written notice of the additional allegations to the complainant and the respondent.

The Title IX Coordinator must dismiss a formal complaint for any of the following reasons:

1. The conduct alleged in the formal complaint would not constitute sexual harassment even if proved.

2. The conduct alleged in the formal complaint did not occur in the School's education

program or activity.

3. The conduct alleged in the formal complaint did not occur within the United States.

The Title IX Coordinator may dismiss a formal complaint for any of the following reasons:

1. The complainant has notified the School in writing that the complainant would like to withdraw the formal complaint or any allegations.

2. The respondent is no longer enrolled or employed by the School.

3. Specific circumstances prevent the School from gathering evidence sufficient to reach a determination as to the formal complaint.

If the Title IX Coordinator dismisses a formal complaint, written notice of the dismissal, including the reasons for dismissal, shall be provided to the complainant and the respondent. If a complainant or respondent wishes to appeal a dismissal of a formal complaint, they should follow the appeal process outlined in this Regulation. Dismissal of a formal complaint does not preclude the School from investigating, taking action, or imposing discipline outside of this Regulation related to the alleged conduct and in accordance with any other Board policy or regulation.

Investigation

The Title IX Coordinator, or a designee, shall serve as the investigator and be responsible for investigating formal complaints in an equitable manner that involves an objective evaluation of all relevant evidence. The School may appoint an outside investigator when appropriate. A subordinate shall not investigate his or her supervisor.

The burden for obtaining evidence sufficient to reach a determination regarding responsibility rests on the School and not the complainant or respondent.

The investigator shall initiate an investigation within five (5) days of the receipt of the formal complaint by the Title IX Coordinator, unless good cause exists to extend this timeframe. All investigations shall:

1. Provide an equal opportunity for the complainant and the respondent to present witnesses and evidence;

2. Not restrict the ability of either the complainant or the respondent to discuss the allegations under investigation or to gather and present relevant evidence;

3. Refrain from requiring, allowing, relying upon, or otherwise using questions or evidence that seek disclosure of information protected under a legally recognized privilege unless such privilege has been waived;

4. Provide the complainant and the respondent with the same opportunities to have an advisor present during any grievance proceeding;

5. Provide to the complainant and the respondent whose participation is requested written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time for the individual to prepare to participate;

6. Provide the complainant and the respondent an equal opportunity to inspect and review any evidence directly related to the allegations in the formal complaint; and

7. Result in the creation of an investigative report that fairly summarizes relevant evidence.

Employees and students should fully cooperate with the investigation process under this Regulation.

Prior to the completion of the investigative report, the investigator shall send to the complainant and the respondent the evidence related to the investigation to inspect and review. The complainant and the respondent shall have ten (10) days to submit a written response which the investigator shall take into consideration in creating the final investigative report.

At the close of the investigation, a written final investigative report will be delivered to the complainant and the respondent. The final investigative report should be completed within thirty (30) days of the initiation of the investigation, unless good cause exists to extend this timeframe.

Upon receipt of the final investigative report, the complainant and the respondent shall have ten (10) days to submit a written response to the report to the investigator and to submit written, relevant questions to be asked of any party or witness prior to the determination of responsibility.

Determination of Responsibility

For the purposes of a determination of responsibility, the decision-maker shall be the Head of School or their designee; however, the decision-maker shall not be the Title IX Coordinator or the investigator. The decision-maker shall receive the final investigative report as well as any written responses and additional questions to be asked that were timely submitted by the complainant and the respondent. Upon a determination of relevance, the decision-maker will facilitate the exchange of written questions as submitted by the complainant and the respondent, provide the complainant and the respondent with submitted answers (if any), and allow for additional, limited follow-up questions from the complainant and respondent.

Within a reasonably prompt time frame, the decision-maker shall make a determination of responsibility based on the final investigative report, the evidence, and all written responses timely submitted by the complainant and the respondent, and without any live testimony or hearing.

The decision-maker shall provide the written determination to the complainant and the respondent, along with information regarding the procedures and allowable bases to appeal the decision. The written determination shall include:

1. The allegations potentially constituting sexual harassment;

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

3. Findings of fact supporting the determination;

4. Conclusions regarding the application of the School's code of conduct to the facts; and

5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the School imposes on the respondent, and whether remedies designed to restore or preserve equal access to the School's education program or activity will be provided by the recipient to the complainant.

The preponderance of the evidence standard shall be used in making a determination of responsibility.

If a determination of responsibility against a respondent is made, the School shall impose consequences as described below in this Regulation. After a determination of responsibility is made, the Title IX Coordinator shall work with the complainant to determine if further supportive measures are necessary. The Title IX Coordinator shall also determine whether any other actions are necessary to prevent reoccurrence of the harassment and to restore equal access to the education program or activity.

Appeal

Either the complainant or the respondent may appeal from a determination of responsibility or a dismissal of a formal complaint (or any allegations therein) for any of the following reasons:

1. A procedural irregularity that affected the outcome of the investigation;

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

3. A conflict of interest on the part of the Title IX Coordinator, investigator, or decision-maker.

Appeals shall be submitted to the Title IX Coordinator within five (5) days of a determination of responsibility or dismissal of a formal complaint (or any allegation therein). If an appeal is not

timely submitted, the determination of responsibility or the dismissal of a formal complaint (or any allegation therein) becomes final.

Upon receipt of an appeal, the Title IX Coordinator shall provide written notice of the appeal to the complainant and the respondent. During the appeal process, the complainant and the respondent shall have a reasonable, equal opportunity to submit written statements in support of or in challenge of the appeal to the designated decision-maker on appeal; however, both the complainant and the respondent are limited on appeal to submission of only written statements. There will be no live or oral testimony.

After review of the appeal, investigative report, and any written statement submitted by the complainant and the respondent, the designated decision-maker on appeal, who shall not be the Title IX Coordinator, investigator, or the decision-maker of a dismissal or determination of responsibility, shall issue a written decision describing the result of the appeal and the rationale for the result. The written decision shall be provided to the complainant and the respondent. This decision shall be final.

Informal Resolution

At any time after a formal complaint is filed and prior to reaching a determination regarding responsibility, the School may facilitate an informal resolution process to address the allegations made in the formal complaint. The informal resolution process is voluntary and does not involve a full investigation and adjudication under the grievance process in this Regulation. If the complainant and respondent both elect to engage in the informal resolution process, their voluntary consent shall be made in writing and all timeframes and deadlines in this Regulation shall be suspended.

An informal resolution may include, but is not limited to the following:

- If the complainant so desires, an opportunity for the complainant to explain to the respondent that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;
- A statement from a staff member to the respondent that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
- Developing a safety plan;
- Separating students; or
- Providing staff and/or student training.

The informal resolution process shall not be made available to formal complaints alleging sexual harassment under this Regulation of a student by an employee.

RETALIATION

The School prohibits retaliation against a person who files a formal complaint of sexual harassment under this Regulation, and further prohibits retaliation against a person who participates in related investigations.

Notwithstanding this provision, employees or students found to have intentionally made knowingly false or materially misleading allegations of suspected harassment and/or related retaliation under this Regulation may be disciplined, up to and including dismissal or expulsion.

CONFIDENTIALITY

The School will respect the privacy of the complainant, the respondent, and the witnesses to the extent possible, consistent with applicable law as well as the School's legal obligations to investigate, to take appropriate action, and to conform with disclosure obligations as identified in this Regulation.

The complainant and the respondent shall not disclose any information obtained during the grievance process in violation of the Family Educational Rights and Privacy Act or for any purpose outside of participation in the grievance process.

CONSEQUENCES

Where a determination of responsibility for sexual harassment or related retaliation as defined in this Regulation has been made, the School will provide remedies to the complainant designed to restore or preserve equal access to the School's education program or activity.

Consequences for violations of this Regulation may have educational, restorative, rehabilitative and/or punitive components.

Conduct constituting sexual harassment or related retaliation as defined in this Regulation will be subject to discipline including, but not limited to, written warning or reprimand, conference, required training, "no contact" order, reassignment, probation, suspension or termination for employees, suspension or expulsion for students, or exclusion from School property.

In the event that the evidence suggests that the conduct at issue is also a crime in violation of a Missouri criminal statute, the Title IX Coordinator shall report the conduct to the appropriate law enforcement agency charged with responsibility for handling such crimes.

As required by and in compliance with law and School policy, a report will be made to the Missouri Children's Division if there is reasonable cause to suspect abuse or neglect of a child.

RECORD KEEPING

The School shall maintain for a period of seven (7) years records of the following:

1. Each investigation and determination of responsibility made under this Regulation, including disciplinary sanctions imposed on the respondent and remedies provided to the complainant;

2. Any appeal decided under this Regulation;

3. Any informal resolution reached under this Regulation;

4. Materials used for training the Title IX Coordinator, investigator, decision-makers, and facilitators of the informal resolution process under this Regulation; and

5. Actions taken in response to actual knowledge of sexual harassment or related retaliation under this Regulation, including supportive measures designed to restore or preserve equal access to the School's education program or activity.

TRAINING & PUBLICATION OF POLICY

The School will train its employees on the definition of sexual harassment and retaliation under this Regulation and the duty to report when they have actual knowledge of sexual harassment. This training will be provided to employees on an annual basis, and at such other times as the Head of School, in consultation with the School's Title IX Coordinator, determines is necessary or appropriate. Additionally, the School will provide training to the Title IX Coordinator, investigator, decision-makers, and facilitators of the informal resolution process on identifying, investigating, and reporting on acts that may constitute sexual harassment or related retaliation under Title IX, and such training materials will be posted on the School's website. School students will be notified regarding this Regulation. This Regulation will be posted on the School's website and available in Central Office.

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GENERAL ADMINISTRATION

Policy 1405
(Regulation 1405)

School/Community Relations

Parent/Family Involvement in Education

The Board recognizes the positive effects of parents'/families' involvement in the education of their children. The Board is committed to strong parent/family involvement in working collaboratively with school's staff as knowledgeable partners in educating students. In order to implement the Board's commitment to parent/family involvement in education, the Head of School will appoint a committee of parents, staff, and community representatives to serve as the school's School Improvement Committee. The Committee's responsibilities will include recommendations for program development, parent/staff training and program evaluation. Program evaluation reports will be prepared and submitted to the Head of School annually by June 1.

APPROVED NOV 1 3 2012

Date of Board Approval Board President Signature

GENERAL ADMINISTRATION **Policy 1410**

School/Community Relations

Relations with Law Enforcement Authorities

It is the School's policy to cooperate fully with law enforcement agencies in promoting the welfare of school's students, staff and the community. As provided in Policy and Regulation 2673 – Reporting of Violent Behavior, school officials will satisfy the reporting requirements of the Safe Schools Act. (See also Policy 2150 – Searches by School Personnel, and Policy 2160 – Interviews, Interrogations and Removal from School.)

APPROVED NOV 1 3 2012

Date of Board Approval Board President's signature

GENERAL ADMINISTRATION

Policy 1420
(Regulation 1420)

School/Community Relations

Community Use of School Facilities

School facilities are available for community use when facilities are not required for instructional or administration purposes. Use of School facilities is subject to approval of the community group's application and is subject to conditions established by the Board as set forth in administrative regulations.

To the extent that school facilities are available for community use, such facilities will be open, under the same terms and conditions, to youth groups including but not limited to Boy Scouts, Girl Scouts, Big Brothers-Big Sisters of America, Boys and Girls Clubs of America, Little League Baseball and similar groups. When outside groups are permitted to use school facilities under this policy, the School will not unlawfully discriminate against groups based upon a group's religious, political or philosophical content of the speech at such meetings.

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Date of Board Approval Board President's signature

GENERAL ADMINISTRATION

Policy 1425
(Form 1425)

School/Community Relations

School Volunteers

The School encourages participation of parents and citizens of the community to volunteer in the school in order to serve as additional resources to the teachers and students. Prior to serving as a volunteer, each individual who may have unsupervised contact with a child must have a satisfactory criminal records check, and have a satisfactory check of the child abuse/neglect records maintained by the Missouri Department of Social Services.

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Date of Board Approval Board President's signature

GENERAL ADMINISTRATION **Policy 1430**

School/Community Relations

Visitors To Schools

Administrator and teachers shall welcome and encourage visits by parents/guardians, Board members, volunteers and patrons of the schools. All visitors shall report to the receptionist on entering the building so that the office will be aware of their presence. When a patron of the school has a need for a conference with a teacher or counselor, an appointment should be made so the staff member may proceed with his/her assigned duties without undue interruption.

Groups of visitors wishing to visit the school or facilities shall notify an Administrator as far in advance as possible.

All persons who do not obtain permission from an Administrator's office to visit the school, or visitors who create serious distractions to the learning environment in the building or on the premises, shall be considered trespassers and subject to arrest and prosecution.

In order to minimize the potential harm to staff and students, persons listed on the sex offenders list may not be present in any school building, or on school property, in any school vehicle utilized to transport students, or be present at school activities without the written permission of an Administrator. If permission is granted for a specific event or events, an Administrator will notify the staff, where the sex offender will be present.

Observations by Parents, Advocates, or Others

Under applicable state and federal law, a parent/guardian has the right to observe his/her child in the educational setting. However, if a parent/guardian, advocate or other person wishes to conduct an observation of any child, activity, teacher, or classroom, he or she must submit a written request to the school Administrator, within five school days of the date he or she wishes to observe, with the following information:

1. The name and position of the individual(s) who will be observing;
2. The date and time he or she wishes to observe;
3. The amount of time he or she wishes to observe;
4. The specific purpose for which he or she wishes to observe.

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The Administrator must then grant written permission for the observation to occur. The School reserves the right to deny any observation that it believes will disrupt the educational environment or may lead to a direct or indirect release of personally identifiable information about a student or students. The school Administrator will provide a written or verbal explanation of its decision prior to the requested observation date.

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GENERAL ADMINISTRATION

Policy 1431
(Regulation 1431)

School/Community Relations

Code of Conduct - Adults

The Board believes in and fosters a safe and orderly environment for all students, staff, and visitors.

Therefore, the Board has established a code of conduct for parents, patrons, and visitors on school premises and at school activities. All parents, patrons, and visitors will be expected to conduct themselves in a manner reflective of a positive role model for children. Public displays contrary to this expectation as provided in Regulation 1431 will result in sanctions which will limit a person's access to school activities and school premises.

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GENERAL ADMINISTRATION **Policy 1432**

School/Community Relations

Prohibition Against Firearms and Weapons

The presence of firearms and weapons poses a substantial risk of serious harm to School students, staff and community members. Therefore, possession of firearms and weapons is prohibited on school premises at all times except for law enforcement officials. As used in this policy, the phrase *school premises* includes all School buildings, grounds, vehicles and parking areas. This prohibition also extends to the sites of school activities, whether or not those school activities are conducted on School property.

Individuals found to be in violation of this policy will be dealt with severely. Students will be disciplined up to and including expulsion as provided in Policy and Regulation 2620 - Firearms and Weapons in School. Law enforcement officials will be notified and the individual violating this policy will be directed to leave school premises. Non-students violating this policy will be barred from all school premises and school activities for a period of one (1) year. Subsequent violations by the same individual will result in a permanent bar from school premises and school activities.

Student participation in school sanctioned gun safety courses, student military or ROTC courses, or other school sponsored firearm related events does not constitute a violation of this policy, provided the student does not carry a firearm or other weapon into any school, school bus, or onto the premises of any other activity sponsored or sanctioned by school officials. In addition, persons passing through school property for purposes of dropping off or picking up a student do not violate this policy if they possess a lawful permitted weapon in the vehicle during this time.

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Date of Board Approval Board President's signature

GENERAL ADMINISTRATION **Regulation 1440**
(Form 1440)

School/Community Relations

Research Requests

The following steps must be taken by the researcher:

1. Obtain a copy of the School's policy statement on research requests.

2. Present a letter of introduction and authentication from the responsible official, i.e., department chairman or above, of the institution of higher education or the professional organization.

3. Submit a copy of the research proposal to include an outline of the research design, copies of the instruments to be used, and an outline or summary of techniques and procedures to be used in the study, including an anticipated date the School can expect a report of the findings.

4. Obtain approval by the Administrator/designee.

5. Obtain approval from the administrator(s) of the school (s) to be involved so that the School will be assured that data collecting will not in any way disrupt ongoing school programs.

6. Obtain written permission from parents of children to be directly involved.

7. Sign an agreement using the form provided by the Administrator's office.

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GENERAL ADMINISTRATION **Form 1440**

School/Community Relations

Research Requests Review

RESEARCH REQUEST REVIEW

Has the investigator observed the following agreements?

_____Submitted a letter of introduction providing evidence of sponsorship by a faculty member of an institution of higher education or professional organization.

_____Obtained the Superintendent's approval of the District's participation.

_____Submitted a copy of the research design, (three (3) pages or less) sample tests, questionnaires, interview guides and descriptions of materials, techniques and procedures to be used in the study.

_____Provided written approval of the administrator(s) whose student(s) are to be involved which assures that data collecting will not in any way disrupt existing school programs.

_____Provided evidence that parents' permission has been secured for students directly involved as subjects.

_____Assured that all information regarding individuals will be held in strict confidence.

_____Submitted a definite date, not later than one month after conclusion of data gathering, for a preliminary report to the Head of School on progress and findings to date, and a subsequent deadline for the final report.

_____Assured that, at the conclusion of the study, a report of findings and interpretation will be provided to the Head of School and copies sent to the administrator of each participating school.

_____ _____

Head of School Investigator

_____ _____

Administrator Institution

The investigator should obtain appropriate signatures, keep one copy, and return a copy of this agreement with one copy of the proposal to the Head of School.

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GENERAL ADMINISTRATION **Form 1440.1**

School/Community Relations

Research Requests Agreement

AGREEMENT FOR RESEARCH STUDY

To be completed by the Investigator and submitted in duplicate.

Topic_____ Date_____

Name of Investigator_____ Phone_____

Address _____

Investigator's University or Institution _____

Purpose of the Study (describe briefly): _____

_____

_____

_____

Procedure: _____

_____

_____

Students to be involved: How many_____ Age, grade, or class_____
Total time required: During school time_____ Out of school time _____
Beginning date_____ Ending date _____

Teachers involved _____

_____

How will this study contribute to professional knowledge that can lead to educational improvement? _____

_____

List and attach the instruments to be used_____

_____

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GENERAL ADMINISTRATION **Regulation 1450**
(Form 1450)

School/Community Relations

Public Access to School Documents –

The following regulations are intended to ensure full and open disclosure of the School's public records.

Public Records

As defined by state statute and provided in Board policy, public records include but are not limited to reports, surveys, memoranda, documents/studies prepared and presented to the Board by consultants or other professional service paid for in any part by public funds, provided that such "records" are retained by the School.

The phrase *public records* does not include:

1. Creation of a document not retained or creation of a summary/compilation of School data where such compilation or summary is not an existing, retained record.

2. Internal memoranda or correspondence received by or prepared by or on behalf of the Board where such documents involve advice, opinions, or recommendations related to the Board's decision making process. However, if such memoranda or correspondence is retained by the School or are presented at a public meeting, they will be deemed public records subject to public access.

3. School records closed to public access by the Board including but not limited to appropriate legal actions, real estate matters, information related to the performance or merit of individual employees, academic discipline and testing records of personally identifiable students, testing and examination materials, software codes, preparation for employee negotiations, specifications for competitive bidding, personnel records, and sealed bidding.

Request for Inspection and/or Duplication

1. Requests for access or duplication of the School's public records must be made to the School's designated custodian of records.

2. Upon receipt, the custodian/designee will provide or deny access within three (3) business days of the request. The date of request will not be counted as one of the three (3) business days provided for response. Where reasonable cause exists the three-day response period may be exceeded.

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3. *If access is not immediately provided*, the custodian/designee will provide the person requesting access with a detailed explanation of the reason for the delay. The custodian/designee will advise of the earliest date, time, and place when access will be provided.

4. *If access is denied*, the custodian/designee will provide the person requesting access with a written explanation of the reason for denial of access. The written explanation will provide the specific provision of law relied upon in denying access and will be provided within three (3) days of the date when access was denied.

5. Fees for duplication of the School's public records must be received prior to copying unless the fee has been waived by the Board. Upon request of the person requesting duplication, the custodian/designee will certify that the actual cost of document search and duplication does not exceed the allowable charges for public records set out in state law.

Unauthorized Removal of Public Records

No person is permitted to remove original public records from School facilities without written permission of the custodian of records/designee. Employees who violate this provision are subject to discipline up to and including termination. Violators may be referred to law enforcement officials.

Commercial Use of School Records

No person or business entity will be provided with the exclusive right to have access to, control over, duplication of, and dissemination of the public records of the School.

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GENERAL ADMINISTRATION

Policy 1450
(Regulation 1450)
(Form 1450)

School/Community Relations

Public Access to School Documents

The School provides public access for the inspection and copying of the School's public records. As a general practice, the School requires advance payment of a copy fee that does not exceed ten (10) cents per page for pages not larger than nine by fourteen inches and a search and duplication fee that does not exceed the average hourly rate of pay for School clerical staff. However, copies of the School's public records may be provided without a fee or at a reduced fee when the Board determines that a reduction is in the public interest. In assessing fee reductions, the Board will consider the potential that the reduction will significantly contribute to public understanding of the School's operations and will consider the degree of commercial value to be gained by the person requesting a fee reduction. In accordance with state law, search time that would require more than clerical duplication of documents may be charged at the actual cost of research time.

Similarly the School will provide public access for inspection and duplication of the School's public records maintained on audio, video, or similar media. Public access includes but is not limited to computer facilities, recording tapes, discs, videotapes, films, pictures, slides, graphics, and illustrations. The School requires advance payment not to exceed the cost of copies, staff time (not to exceed the average hourly rate of pay for clerical staff), and the cost of the disk or tape used for duplication.

In order to facilitate public access to the School's public records, the Board will appoint a custodian of records. The custodian will be responsible for maintaining the School's public records as well as for assuring access to the School's public records. The identity, business address, and office telephone number of the custodian of records will be published annually and will be available at the School's administrative office. The procedures for implementing public access provided in this policy are set forth in Regulation 1450.

The School will make available for public inspection, and provide upon request, to the parent, guardian, or other custodian of any school age pupil resident in the public school district within which the School is located the following information:

- the School's Charter;
- the School's most recent annual report card published according to state law; and
- the results of background checks on the school's board members.

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Date of Board Approval Board President's signature

GENERAL ADMINISTRATION **Form 1450**

School/Community Relations

Public Record Search and Duplication Cost Certification

CERTIFICATION OF COST FOR PUBLIC RECORD DUPLICATION

I, _____, certify that the fee charged for this public record search and duplication is fair, reasonable and does not exceed the actual cost incurred by the District in the following respects:

1. The fee charged for the public record search and duplication was _____.

2. The public documents searched and duplicated consisted of _____ (brief description) and totaled _____ pages.

By: _____ _____
Custodian of Records/Designee Date

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GENERAL ADMINISTRATION **Form 1450.1**

School/Community Relations

Denial of Access to Requested Records

RATIONALE FOR DENIAL OF ACCESS TO PUBLIC RECORDS

1. On (date) a request was made for the following documents: (description of documents requested) by (name of person requesting access).

2. On (date) (name of custodian of records/designee) provided notice that the records requested would not be provided.

3. The reason for denial of access to requested records is as follows:

   (Brief rationale, i.e.,
   a. No such document exists.
   b. The record requested is a closed record relating to the performance of a specific employee §610.021(3).
   c. The record requested is an internal memorandum prepared on behalf of a member or members of the Board consisting of recommendations, advice, or opinion for use by the Board in the Board's decision-making process §610.010(6).)

4. A completed copy of this form was provided to (name of person requesting record) on (date) by means of (describe how provided, i.e., certified mail, hand delivery, etc.) by (name of person delivering completed form).

By:_____ _____

Custodian of Records/Designee Date

A copy of this document is to be provided within three business days of denial of request.

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General Administration

Staff/Student Communication **Policy 1470**

Expectations Regarding Student Communication
Staff members are expected to maintain courteous and professional relationships with students. For purposes of this policy, "staff member" means any individual employed by the school, including part-time and substitute employees, and student teachers. All staff members have a responsibility to provide an atmosphere conducive to learning through consistently and fairly applied discipline and the maintenance of physical and emotional boundaries with students.

These boundaries must be maintained regardless of the student's age, the location of the activity, whether the student allegedly consents to the relationship or whether the staff member directly supervises the student. Maintaining these boundaries is an essential requirement for employment in the school.

Employee communication with students shall be appropriate and consistent with Board policy. This requirement applies to both personal and professional communication regardless of when, where, in what form (verbal or non-verbal) or through what medium (in person or electronic) the communication occurs.

Communication shall be deemed to be inappropriate if such communication is sexually suggestive; suggests romantic activity with student or students; or is otherwise inconsistent with Board policy.

Although this policy applies to the communications and relationships between staff members and school students, staff members who inappropriately interact with any child may be disciplined or terminated when the school determines such action is necessary to protect students.

Goal and Scope of this Policy
The goal of this policy is to protect students from harm and staff members from allegations of misconduct by requiring staff members to maintain professional boundaries with students. The school does not intend to interfere with or impede appropriate interactions between staff members and students. This policy does not limit staff members from communicating with their children, stepchildren or other persons living within the staff member's home who happen to be students of the school.

Absolute Prohibitions

There are some interactions between staff members and students that are never acceptable and are absolutely prohibited. Examples of such behavior include, but are not limited to:

1. Dating a student or discussing or planning a future romantic or sexual relationship with a student

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2. Making sexual advances toward a student, engaging in a sexual relationship with a student, or touching a student in a sexual manner
3. Engaging in any conduct that constitutes illegal harassment or discrimination
4. Engaging in any conduct that violates Board policies, regulations or procedures, or that constitutes criminal behavior

Any staff member who engages in any of these behaviors will be disciplined up to and including termination of employment.

Electronic Communication

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

Staff members may use electronic communication with students only as frequently as necessary to accomplish an educational purpose. Communication for an educational purpose would include communications related to a staff member's position, including but not limited to teaching, counseling, athletics, extracurricular activities, treatment of a student's physical injury, or other purposes related to a staff member's job duties.

1. When communicating electronically with students for educational purposes, staff members are must use school provided devices, accounts and forms of communication (such as computers, phones, telephone numbers, e-mail addresses and school sponsored web pages or social networking sites). Staff members must maintain professional boundaries with students while communicating electronically. Staff members school based electronic communicating may be monitored.
2. Staff use of any electronic communication is subject to the school's policies, regulations and procedures including, but not limited to, policies, regulations, procedures and legal requirements governing the confidentiality and release of information about identifiable students. Employees who obtain pictures or other information about identifiable students through their connections with the school are prohibited from posting such pictures or information on personal websites or personal social networking websites without written permission from a supervisor and the student's parent or legal guardian. (Permission on file with school registrar.)
3. The school discourages staff members from communicating with students electronically for reasons other than educational purposes. However, an emergency situation or the temporary unavailability of school communication systems might justify deviation from the policy's restrictions on electronic communications. Likewise, staff members might be related to students or have contact with students through participation in civic, religious or other organizations. These contacts might justify deviation from this policy as well. If concerns are raised, the staff member must be prepared to demonstrate that the communications are appropriate. The school encourages staff members to consult with their supervisors prior to engaging in

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behaviors or activities that might violate any of the restrictions set forth in this policy. As stated above, this policy does not limit staff members from communicating with their children, stepchildren or other persons living within the staff member's home who happen to be students in the school.

Consequences for Violation
Staff members who violate this policy may be disciplined, up to and including termination of employment. Depending on the circumstances, the school may report staff members to law enforcement and the Children's Division (CD) of the Department of Social Services for further investigation, and the school may seek revocation of a staff member's license(s) with the Department of Elementary and Secondary Education (DESE).

Reporting
Any person, including a student, who has concerns about or is uncomfortable with a relationship or activities between a staff member and a student, should bring this concern immediately to the attention of a teacher, counselor, or administrator. If illegal discrimination or harassment is suspected, School policies related to discrimination and harassment will be followed.
Any staff member who possesses knowledge or evidence of possible violations of this policy must immediately make a report to a school administrator. All staff members who know or have reasonable cause to suspect child abuse shall immediately report the suspected abuse in accordance with Board policy and state law. Staff members must also immediately report a violation or perceived violation of the school's discrimination and harassment policy to the school's nondiscrimination compliance officer. Staff members may be disciplined for failing to make such reports. The compliance officer for the school is the Director of Finance and Operations,

The school will not discipline, terminate or otherwise discriminate or retaliate against any student or staff member for reporting in good faith any action that may be a violation of this policy.

Training
The school will provide training to school staff that includes current and reliable information on identifying signs of sexual abuse of children and potentially abusive relationships between children and adults. The training will emphasize legal reporting requirements and cover how to establish an atmosphere where students feel comfortable discussing matters related to abuse.

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GENERAL ADMINISTRATION

Policy 1520
(Regulation 1520)

Office Methods and Data Management

Regulation School Annual Report

School officials will submit to the Missouri Department of Elementary and Secondary Education all data and reports as required by law and/or by regulations of the Missouri State Board of Education. The Annual Report will be completed and submitted in accordance with department regulations.

The Annual Report will be published annually, and will be made available to all School patrons, and included on the School's website.

APPROVED NOV 1 3 2012

Date of Board Approval Board President's signature

Office Methods and Data Management

School Annual Report –
The School Accountability Report Card will include but is not limited to the following information:

1. Enrollment.
2. Rates of pupil attendance.
3. Staffing ratios, including the ratio of students to all teachers, to administrators, and to classroom teachers.
4. Average years of experience of professional staff and advanced degrees earned.
5. Student achievement as determined through the assessment system developed pursuant to section 160.518.
6. Average teachers' and administrators' salaries compared to the state averages.
7. Average salaries of non-certificated personnel compared to state averages.
8. Average per pupil expenditures for the School
9. Percent of the School's operating budget received from state, federal, and local sources.
10. Number of students eligible for free or reduced lunch.
11. School calendar information, including days of student attendance.
12. Parent-teacher conferences and rates of participation.
13. Staff development or in-service training.
14. Data on course offerings.
15. Special education programs.
16. Gifted or enrichment programs.

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17. Rates, duration of, and reasons for suspensions of ten (10) days or longer and expulsions of students.

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GENERAL ADMINISTRATION **Policy 1600**

Private, State and Federal Programs Administration

Where appropriate the School will seek to participate in private, state and federal grant programs as recommended by the Administration and approved by the Board. Procedures for development of grant proposals are set forth in Regulation 1620 - Private, State and Federal Funding.

APPROVED NOV 13 2012

Date of Board approval Board President's signature

GENERAL ADMINISTRATION **Policy 1610**

Private, State and Federal Programs Administration

Protection of Student Rights

All instructional materials, including teachers' manuals, films, tapes or other supplementary material which will be used in connection with any student survey, analysis or evaluation shall be available for inspection by parents/guardians of the students. This requirement also applies to the collection, disclosure or use of student information for marketing surveys.

No student shall be required to submit to a survey, analysis, or evaluation as part of a school program or marketing survey that requires students to reveal personal information concerning:

1. Political affiliations of the student or student's family/guardian;

2. Mental and psychological problems of the student or his/her family/guardian;

3. Sexual behavior and attitudes;

4. Illegal, antisocial or self-incriminating behavior;

5. Critical appraisals of other individuals with whom respondents have close family/guardian relationships;

6. Religious practices and affiliations;

7. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; or

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

The School will give parents/guardian notice of their right to inspect surveys and instructional materials used in educating their children, and of the right to opt their child out of participating in activities that concern any of the above eight areas.

APPROVED NOV 1 3 2012

Date of Board Approval Board President's signature

GENERAL ADMINISTRATION

Policy 1620
(Regulation 1620)

Private, State and Federal Programs Administration

Private, State and Federal Funding

Grants from outside agencies are to be related to the needs and priorities of the School in the form of program improvement. Outside funds are to be regarded as supplemental in nature, intended to enhance or augment the usual efforts toward desired goals, quality of learning, inservice education, or capital improvement. Grants may lead to research and development that will be of value to the School. All such funds will be deposited, accounted, and reported through the School's accounting office. The Board directs that the Administration keep financial and program records to document the compliance with all state and federal requirements and to corroborate program success.

All employees of the School who plan to apply to an outside agency (private, corporate, or governmental) for grants or other types of funds for School use must clear the request with the Head of School or designee before preparing an application.

Grants cannot be requested that would require School expenditures not budgeted in the current fiscal year. School funds may not be obligated in advance for future years by the terms of a grant without prior Board approval.

If a grant requires participation by children in experimental types of instruction, written permission of parent of family/guardian must be secured.

APPROVED NOV 1 3 2012

Date of Board approval Board President's signature

GENERAL ADMINISTRATION **Regulation 1620**

Private, State and Federal Programs Administration

Private, State and Federal Funding

Steps to be followed in securing grants are:

1. Identify a significant School problem or need for program improvement that may be helped through outside funds.

2. Match the need or problem with a funding source that subscribes to a relevant purpose.

3. Study the background, resources, and funding prospects of the agency.

4. Clear with the Head of School the general idea for a proposal.

5. Involve prospective participants in planning for a proposal. Secure parents' written permission if children are to be involved in experimental types of instruction.

6. Prepare the application, using the format and following the timeline prescribed by the funding agency.

7. Discuss the funding of personnel, including the project director, with the Head of School , making sure to apply for full outside funding of all fringe benefits, including unemployment insurance.

8. Submit copies as required to the Board for approval, if required.

9. If approved, complete the process of submission to the funding agency and its subsidiaries as required, with copies provided to participants.

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GENERAL ADMINISTRATION

Policy 1621
(Regulation 1621)
(Form 1621)

Private, State and Federal Programs Administration

Title I

Parent/Guardian Involvement

The Board recognizes the importance of parental/guardian involvement with the Title I program and will provide a variety of opportunities for parents/guardian to be involved in policy design and in the planning, implementation and review of Title I programs.

Staff Qualifications

Title I teachers and paraprofessionals must meet the qualifications outlined in Regulation 1621.

Reporting Requirements

Pursuant to the provisions of the No Child Left Behind Act of 2001, the School will submit its Federal Title I LEA Plan, describing the School's Title I services.

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Date of Board Approval Board President's signature

Private, State and Federal Programs Administration

Title I

The Title I Director is responsible for implementation of the Title I policy. The designation of these duties is described below.

Title I Staff Responsibilities

1. Provide letters to parents/guardians regarding Title I programs and curriculum, how their children were selected for Title I, how their progress will be measured, how much progress they are expected to make during the school year, and how their performance compares to that of their schoolmates.

2. Provide an orientation meeting for parents/guardians each school year before the end of the first quarter.

3. Provide parents/guardians of each school with the results of the annual review. This review is to include the individual school performance profiles.

4. Provide timely notification to parents/guardians, in the form of letters and flyers, regarding Title I meetings and workshops.

5. Offer professional development opportunities for teachers on increasing their effectiveness in teaching all students eligible for Title I services and on addressing the needs of Title I parents/guardians.

6. Offer workshops for parents/guardians on how to help assist in the instruction of their children.

7. Send data regarding year-end Title I program evaluation results to all parents/guardians.

8. Invite parents/guardians to and include parents/guardians in Title I program review team meetings.

9. Notify parents/guardians regarding the professional qualifications of their student's classroom teachers.

Title I Staff Qualifications

Teachers

Title I teachers must meet the following qualifications:

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1. Have obtained full state certification as a teacher.

2. Hold at least a bachelor's degree.

3. Elementary teachers - have demonstrated subject knowledge and teaching skills in reading, writing, mathematics and other areas of the basic elementary school curriculum.

Paraprofessionals

Title I paraprofessionals must have a secondary school diploma or a GED and meet one of the following qualifications:

1. Completed at least two (2) years of study at an institution of higher education, or

2. Obtained an associate's (or higher) degree, or

3. Have demonstrated knowledge of, and the ability to assist in instructing reading readiness, writing readiness and mathematics readiness, as appropriate.

Exceptions to these qualifications would apply to those Title I paraprofessionals who primarily serve as translators or whose duties consist solely of conducting parental involvement activities.

Parent/Guardian Notification of Teacher Qualifications

At the beginning of each school year, the School will notify the parents/guardians that they may request information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;

3. Whether the child is provided services by paraprofessionals and, if so, their qualifications; and

4. What baccalaureate degree major and any other graduate certification or degree is held by the teacher, and the field of discipline of the certification of the degree.

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In addition to the information that parents/guardians may request, the School will provide to each individual parent:

1. Information on achievement level of the family parent's/guardians child in each of the state academic assessments as required under this part; and

2. Timely notice that the family parent's/guardians child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

Requests by parents/guardians for this information must be provided in a timely manner.

Title I Grievance Procedure

Any parent, other individual, or organization alleging a violation of state or federal laws, rules, or regulations or an approved application by the School in the administration of Title I shall file with the Head of School a written complaint containing the specific nature of the alleged violation, the time and place of the violation, and related details of the alleged violation. The Head of School shall cause a review of the written complaint to be conducted and a written response mailed to the complainant within ten (10) working days after receipt of the written complaint. A copy of the written complaint and the Head of School's response shall be provided each member of the Board. If complainant is not satisfied with such response, he or she may submit a written appeal to the Board indicating with particularity the nature of disagreement with the response and his/her reasons underlying such disagreement.

The Board shall consider the appeal at its regularly scheduled board meeting following receipt of the response. The Board shall permit the complainant to address the Board in public or closed session, as appropriate and lawful, concerning his/her complaint and shall provide the complainant with its written decision in the matter as expeditiously as possible following completion of the hearing.

If the complainant is dissatisfied with the action taken by the Board, a written notice stating the reasons for dissatisfaction shall be filed within fifteen (15) working days following resolution of the complaint by the Board with the state director of Title I. The state director of Title I will initiate an in vestigation, determine the facts relating to the complaint and issue notice of his/her findings to the Board and the complainant. If the findings support the allegations of the complainant, the Board will be requested to take corrective action. If the findings support actions taken by the Board, the Board's action will stand.

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Private, State and Federal Programs Administration

Title I Parent Notification of Teacher Qualifications

NOTIFICATION OF TEACHER QUALIFICATIONS

Dear Parent or Guardian:

Our School is required to inform you of certain information that you, according to the No Child Left Behind Act of 2001 (Public Law 107-110), have the right to know.

Upon your request, our School is required to provide to you, in a timely manner, the following information:

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.
- What baccalaureate degree major the teacher has and any other graduate certification or degree held by the teacher, and the field of discipline of the certification.

In addition to the information that you may request, the School will provide to you individually:

- Information on the achievement level of your child in each of the state academic assessments as required under this part; and
- Timely notice that your child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

_____ School

APPROVED NOV 13 2012

GENERAL ADMINISTRATION **Policy 1710**

Administrative Organization and Roles

Administrative Reports –

The Board may require reports from the Head of School and other administrative officials concerning the status of School programs, educational needs and long-term School planning. The Board will take steps to monitor the success of the school in achieving its educational objectives.

The School will provide UMSL with all information necessary to confirm compliance with all provisions of the School's Charter and relevant state statutes in a timely manner as requested by USML

APPROVED NOV 13 2012

Date of Board Approval Board President's signature

GENERAL ADMINISTRATION **Regulation 1720**

Administrative Organization and Roles

Head of School

1. Attend and participate in all meetings of the Board, except when his/her own employment status is being considered.

2. Formulate and present for Board action policies, plans, programs and proposals for curriculum revision with full information which will assist the Board in making fully informed decisions. Short and long term educational goals shall be presented along with regular population studies.

3. Enforce all provisions of applicable municipal, state and federal laws, policies and regulations of the Board, make recommendations for any changes of policy or regulation which may be needed.

4. Make recommendations for the employment, promotion, assignment, transfer, or dismissal, of any school employee in accordance with school policy.

5. Prepare, or direct the preparation of, the annual School budget for the Board's consideration and action.

6. Administer the budget as approved by the Board and interpret it to the community.

7. Conduct a program of public relations which will keep the community fully informed of the activities, successes and needs of the School. The Head of School shall maintain a cooperative working relationship between the School and the community by regularly attending community and school activities.

8. Initiate citizen committees which includes professional consultants to act in an advisory capacity in areas such as curriculum, government programs, school projects, research, school finance and evaluations subject to the Board's approval.

9. Respond to situations requiring discretion because they are not covered by Board existing policies, reporting the action to the Board as soon as possible thereafter.

10. Assist the Board in fulfilling its legislative function for the schools in an efficient and just manner.

11. Maintain accurate up-to-date records and reports as required by law, the Missouri Department of Elementary and Secondary Education, and/or the Board.

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12. Provide an orientation program for new Board members and inform Board members of conferences, workshops and other meetings that will assist them in their duties and responsibilities.

13. Provide an agenda to Board members prior to all regular Board meetings, with appropriate background information.

14. Provide leadership for all School personnel which encourages team effort to provide quality education and services.

15. Supervise and evaluate office administrative personnel and all administrators, making annual recommendations to the Board for administrative employment and compensation.

16. Resolve student disciplinary problems resulting from administrators' referrals.

17. Perform other duties as may be assigned by the Board or as may be required to implement the policies and regulations of the Board.

APPROVED NOV 1 3 2012

GENERAL ADMINISTRATION **Policy 1730**

Administrative Organization and Roles

Administration

The Administrators serve as the instructional leaders of their assigned instructional area. In that capacity, administrators are responsible for the implementation of Board policies and regulations. Each administrator will be evaluated on his/her instructional leadership and the success of his/her students.

APPROVED NOV 1 3 2012

Date of Board Approval Board President's Signature

STUDENTS Policy 2100

Nondiscrimination and Student Rights

The Board of St. Louis Charter School reaffirms its belief that every student regardless of race, color, sex, national origin, age, ethnicity, religion, disability, sexual orientation or perceived sexual orientation be given equal opportunity for educational development.

The Board of St. Louis Charter School recognizes the importance of providing each student with a school environment conducive to intellectual, emotional and social growth through participation in a full range of educational programs and activities. Board and staff commitments insure equal educational opportunities in course offerings, guidance and counseling, test procedures, extracurricular activities, discipline procedures and student support services.

Approved
5/21/14

Date of Board Approval

Board President Signature

Nondiscrimination and Student Rights

Equal Education Opportunity/504 Procedural Safeguards

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act were designed to eliminate discrimination on the basis of disability. To that end, Section 504 provides, in pertinent part, as follows:

> No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . .

A disabled person under Section 504 is defined as any person who has a physical or mental impairment that substantially limits one or more major life activities.

Pursuant to Subpart D of the 504 federal regulations, a recipient of federal financial assistance that operates a public elementary or secondary education program must establish and implement, with respect to actions regarding the identification, evaluation, or educational placement of persons who, because of disability, need or are believed to need special instruction or related services, a system of procedural safeguards. The following is a description of the procedural safeguards or rights granted by federal law to students with 504 disabilities and/or their parents or legal guardians and to those students who are suspected of having a 504 disability and/or their parents or legal guardians. Parents/guardian of students who are suspected of or identified with a disability under the Individuals with Disabilities Education Act are provided with copies of the IDEA procedural safeguards unless those students have a separately identified 504 disability that is not addressed through an IEP.

Parent and Student Rights Under Section 504:

1. Parents/guardian and students have the right to be informed by the School District of their rights under Section 504. The purpose of these Procedural Safeguards is to advise you of those rights.

2. A student with a 504 disability has the right to a free appropriate public education. An appropriate education is defined as the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of the disabled person as adequately as the needs of nondisabled persons are met and are based upon adherence to 504 regulatory procedures.

3. The provision of a free education is the provision of educational and related services without cost to the disabled person or to his or her parents or guardian, except for those fees that are imposed on nondisabled persons or their parents or guardian. Funds available from any public or private agency may be used to meet this requirement. Under the law,

insurers and other third parties are not relieved from an otherwise valid obligation to provide or pay for services for a disabled student.

4. A child with a disability has the right to take part in, and receive benefits from, public education programs without discrimination because of his/her disability.

5. The parents(s) or guardian of a child with a disability have the right to receive notice with respect to the identification, evaluation, or placement of the child.

6. A student with a disability has the right to receive services and be educated in facilities that are comparable to those provided to nondisabled students.

7. A student with a disability has the right to have evaluation, education and placement decisions made based on a variety of information sources, and by persons who know the student and are knowledgeable about the evaluation data and placement options. The student also has the right to be periodically reevaluated.

8. A student with a disability has an equal opportunity to participate in nonacademic and extracurricular activities offered by the District.

9. A student with a disability has the right to have transportation provided to and from an alternative placement setting (if the setting is in a program not operated by the District) at no greater cost to the parent/guardian than would be incurred if the student were placed in a programed operated by the District.

10. The parents/guardian of a student with a disability or an eligible student (over the age of 18) have the right to examine all relevant records relating to decisions regarding the student's identification, evaluation and placement.

11. The parents/guardian of a student with a disability or an eligible student and/or the District have the right to request an impartial due process hearing relating to decisions or actions relating to the student's identification, evaluation, program or placement and the parents or guardian have the right to be represented by counsel in such hearings. The parents or guardian or eligible student and/or the District also have the right to a review procedure involving such hearings. The procedures for requesting an impartial due process shearing and the relevant review procedures are described below.

12. The parents/guardian of a student with a disability or an eligible student have the right to file a local grievance with the District for issues unrelated to the identification, evaluation, program or placement of the student. Board Policy 1621 describes the procedures for filing a grievance and can be requested by contacting the Assistant Head of School.

    Persons who believe that the district is discriminating against eligible persons on the basis of disability may also file complaints with the District's Section 504 Coordinator and/or OCR, U.S. Department of Education, 601 E. 12th St., Kansas City, Missouri 64106.

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The District's Section 504 Coordinator are Martha Gray/Julie Rhodes and may be reached at 314-645-9600.

Due Process Appeal Procedures:

This procedure should be used if the parent(s), legal guardian or eligible student intends to challenge actions the District proposes or refuses under 504 regarding the identification, evaluation, program or placement of a student with a disability. The District also has the right to initiate a 504 due process hearing regarding these same matters.

1. If a parent, legal guardian or eligible student intends to challenge the action proposed or refused by the District, the parent/guardian or eligible student must file a written Request for 504 Due Process Hearing within 15 calendar days from the date of the District's written notice of the proposed or refused action. A copy of this form is attached to these Procedural Safeguards. The Request for 504 Due Process hearing should be filed with the District's Section 504 Coordinator.

   If the District intends to initiate a Section 504 due process hearing, the District's Section 504 Coordinator will complete the Request for a 504 Due Process Hearing within the same number of calendar days as specified above.

2. The Request for a 504 Due Process Hearing must state the specific circumstances, including all relevant facts, giving rise to the request for due process; the specific issues to be decided at the impartial due process hearing; and the relief being requested. The District will acknowledge, in writing, all parent/guardian requests for a due process hearing within 15 business days of receipt. If the District initiates the due process hearing, the District will inform the parent or guardian within 15 days of the District's decision to so initiate.

3. The District will, within 15 business days of the District's or parent/guardian's receipt of the Request for a 504 Due Process Hearing, appoint and retain a single impartial hearing officer to hear and decide the due process request. The hearing officer must have knowledge or training in Section 504 and may not be an employee of the District. The hearing officer may not have a personal or professional interest that would conflict with his/her objectivity in the hearing. The District is not required to consult with the parent/guardian or eligible student with respect to the hearing offer appointment.

4. The parties to the hearing have the following rights:

   a. The right to inspect all relevant records, including personally identifiable records of the student;

   b. The right to be represented and advised by an attorney;

   c. The right to present evidence and confront, cross-examine and compel the attendance of witnesses;

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d. The right to obtain a record of the hearing;

e. The right to obtain written findings of fact, conclusions of law, and decision.

5. The parents or guardian have the right to open the hearing to the public; otherwise, it will be closed. The parents or guardian may elect to have the student present at the hearing.

6. The hearing officer must hold the hearing within 30 days of his/her appointment as hearing officer. This timeline may be extended upon the request of the party or parties and by agreement and order of the hearing officer.

7. Each hearing must be conducted at a time and place which is reasonably convenient to the District and the parents or guardian. The District's facilities will be presumed to be a reasonably convenient location but the parents or guardian may challenge this presumption with the hearing officer.

8. The party that requested the due process hearing may not raise issues at the due process hearing that were not addressed in the Request for a 504 Due Process Hearing unless the other party agrees.

9. The hearing officer shall render a final, written decision no later than 20 days following the completion of the hearing. A decision may be rendered after 30 days, if either party requests an extension of this timeframe, and for good cause shown. The decision of the hearing is final and binding, subject to the procedures outlined below.

10. The District is responsible for costs directly attributable to the provision of administration hearings described in these procedures, including compensation of the hearing officer, transcripts or recordings of the hearing, and other related expenses. The District is not responsible for the costs of legal counsel or other representative of the parent/guardian or eligible student or for the costs of producing or reproducing the evidence presented by the parent/guardian or eligible student.

11. Any timelines specified herein may be extended by agreement of the District and parent/guardian or eligible student or by order of the hearing officer.

12. Any party aggrieved by the decision of the impartial hearing officer may appeal that decision to any court of competent jurisdiction.

Date of Board Approval: 12/11/25 Board Chair Signature: _____

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STUDENTS **Policy 2140**

Nondiscrimination and Student Rights

Marital, Parental Status of Students

Students who are pregnant or who have given birth will be treated in a like manner as other students with respect to academic matters, student activities and other educational benefits provided by St. Louis Charter School.

APPROVED APR 16 2013

STUDENTS

Policy 2150
(Form 2150)

Nondiscrimination and Student Rights

Searches by School Personnel

School lockers and desks are the property of St. Louis Charter School and are provided for the convenience of students, and as such, are subject to periodic inspection without notice, without student consent, and without a search warrant. The lockers and desks may be searched by St. Louis Charter School administrators or staff who have a reasonable suspicion that the lockers or desks contain drugs, alcohol, material of a disruptive nature, stolen properties, weapons, items posing a danger to the health or safety of students and school employees, or evidence of a violation of school policy. In addition, the Board of St. Louis Charter School authorizes the use of trained dogs to sniff lockers or other school property to assist in the detection of the presence of drugs, explosives, and other contraband.

Students or student property may be searched based on reasonable suspicion of a violation of St. Louis Charter School rules, policy or state law. Reasonable suspicion must be based on facts known to the administration, credible information provided or reasonable inference drawn from such facts or information. The privacy and dignity of students shall be respected. Searches shall be carried out in the presence of adult witnesses, if such witnesses are available. Students may be asked to empty pockets, remove jackets, coats, shoes and other articles of exterior clothing for examination if reasonable under the circumstances. No employee shall perform a strip search of any student.

Law enforcement officials shall be contacted if the search produces a controlled substance, drug paraphernalia, weapons, stolen goods or evidence of a crime, in any case involving a violation of law when a student refuses to allow a search, or where the search cannot safely be conducted. Parents may also be contacted. A student who refuses to submit to a search may be appropriately disciplined by St. Louis Charter School officials.

APPROVED APR 16 2013

STUDENTS **Policy 2160**

Nondiscrimination and Student Rights

Interviews, Interrogations and Removal From School

Interview or Interrogation

St. Louis Charter School has legal jurisdiction over students during the school day and hours of approved extracurricular activities. St. Louis Charter School administration is responsible for making an effort to protect each student's rights with respect to interrogations by law enforcement officials. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the principals/administrators or designee will be present and the interview will be conducted in private.

The Head of School/Designee will verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school. The Head of School/Designee ordinarily will make reasonable efforts to notify the student's parents/guardians to notify the student's parents/guardians who may be present for any interrogation by law enforcement personnel.

Removal of Students From School

Before a student at school is arrested or taken into custody by a law enforcement or other legally authorized person, the Head of School/Designee will verify the official's authority to take custody of the student. The Head of School/Designee will attempt to notify the student's parent/guardian that the student is being removed from school.

APPROVED APR 16 2013

STUDENTS

Policy 2170
(Regulation 2170)

Nondiscrimination and Student Rights

Distribution of Noncurricular Publications by Students

St. Louis Charter School recognizes that student expression regarding a variety of topics may be beneficial to St. Louis Charter School's educational mission. Discussion and debate regarding serious issues can engender tolerance for diverse viewpoints. St. Louis Charter School, however, has the obligation to ensure that student expression is consistent with the educational mission.

5/21/14

Date of Board Approval

Board President Signature

STUDENTS **Policy 2200**

Admission and Withdrawal

Premier Charter School shall enroll only pupils that reside in the city of St. Louis, Missouri or are currently enrolled in an unaccredited Missouri school district. Premier Charter School does not limit admission based on race, ethnicity, national origin, disability, gender, income level, proficiency in the English language or athletic ability, but may limit admission to pupils within a given grade level based on the number of openings.

If capacity of Premier Charter School is insufficient to enroll all pupils who submit a timely application at any grade level, Premier Charter School will use a lottery admissions process that assures all applicants of an equal chance of gaining admission except that:

1. Premier Charter School gives a preference for admission of children whose siblings attend the school.
2. Second priority is given to students whose parents are employed at the school.
3. If there are fewer openings at a grade level then students on the waiting list from category #1 or #2 lottery is used to determine which children will be admitted. If the number of pupils from the category #1 waiting list is equal or less then the opening at a grade level all category #1 pupils will be admitted.

All students on the waiting list will be used to fill remaining vacancy by grade level. If a student is selected in the lottery, that student's parents/guardians will be notified using the contact information listed in lottery application. Once notified, a student's parent or guardian will have 5 days to accept the spot that was offered. If a student's parent or guardian does not accept the spot that was offered after 5 days or if the school is unable to contact a parent or guardian using contact information provided within 5 days of the student's name being selected in the lottery, the school will revoke the spot that was offered and conduct another lottery to fill it.

If a student does not attend school for the first five consecutive days at the beginning of a school year, the parent or guardian does not contact the school, and the school is unable to contact the parent or guardian using contact information provided, that student will be dropped from enrollment and his or her spot will be filled through the regular lottery process.

Once the school year has begun, students who stop attending without notification will be dropped once Premier Charter School staff confirm the student's enrollment in another school or transfer to homeschooling or MOCAP virtual schooling. Should a student be dropped for non-attendance and wish to re-enroll at Premier Charter School, the regular lottery enrollment process would be required.

When unusual or extreme circumstances occur, exceptions to this stated policy will be made only by administrative discretion on an individual basis.

Date of Board Approval: 2/19/2026 Board Chair Signature: Colleen L Wilson

Admission and Withdrawal

Entrance Age

Entrance Age for Kindergarten

To be admitted to kindergarten or to summer school prior to the student's regular term, a student must be five (5) years old before August 1st preceding entrance.

Entrance Age for First Grade

To be admitted to first grade a student must be six (6) years old before August 1st preceding entrance. However, students who have completed an accredited kindergarten program will be considered for enrollment in the first grade regardless of the August 1st cut-off date.

A birth certificate will be required as proof of age.

Military Dependants

Military dependants who have completed an accredited pre-kindergarten or kindergarten program in another state may enter kindergarten or first grade regardless of age. St. Louis Charter School will facilitate the timely enrollment of children of military families and will ensure that they are not placed at a disadvantage due to difficulty in their transfer of education records from the previous school(s) or variations in entrance legal requirements.

APPROVED APR 16 2013

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STUDENTS Policy 2245

Admission and Withdrawal

Transfer Students

All students entering St. Louis Charter School from other educational settings are required to submit evidence of their achievement in the last grade attended. Grade placement of a student may be adjusted on the basis of examination of the student's previous record, achievement tests administered, or other factors that the Principals/administrators and staff believe are appropriate under the circumstances. However, a student may be permitted to enroll temporarily until a full transcript is obtained.

Transfers from Unaccredited Schools

Parents/guardians should be advised that if they choose to transfer their student to St. Louis Charter School from an unaccredited school, the student will not be guaranteed comparable placement in the charter school. Students transferring will be assigned an appropriate grade level and class assignment based on their educational and developmental level as determined by the principal through assessment of student's age, educational experience, achievement tests and consultation with parent/guardian and personnel from the student's former school.

APPROVED APR 16 2013

STUDENTS

Policy 2250
(Regulation 2250)

Admission and Withdrawal

Admission of Exchange Students

Resident foreign exchange students under the auspices of an organization or association accredited by the state and/or federal governments for that purpose may enroll in St. Louis Charter School, and shall have all the rights and privileges of a resident student during the period of enrollment. Admission is subject to Admission Policy and Regulation 2200. To be eligible for attendance, the exchange student's host family must reside in St. Louis. Those sponsoring agencies which comply with the standards for foreign student exchange programs as established by the U.S. Department of State are those which will be recognized by St. Louis Charter School.

5/21/14

Date of Board Approval

Board President Signature

STUDENTS **Policy 2255**

Admission and Withdrawal

Disabled Students

St. Louis Charter School will follow all state and federal laws, rules and regulations with regard to implementing its responsibilities to students who enroll in St. Louis Charter School that have been previously identified as disabled under the Individuals with Disabilities Education Act, or Section 504 of the Rehabilitation Act.

APPROVED APR 16 2013

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STUDENTS

Policy 2260
(Regulation 2260)

Admission and Withdrawal

Homeless Students

The Board of St. Louis Charter School is committed to providing equal access for all eligible homeless students to a free, appropriate education in the same manner as is provided to other students. The Principals/Administrators will review all St. Louis Charter School's policies to determine whether they act as barriers to the enrollment of homeless students. Special attention will be given to policies regarding immunization, residency, birth certificates, school records and guardianship. (See also Policy and Regulation 6273 – Instruction for Homeless Students.)

5/21/14

Date of Board Approval

Board President Signature

Revised 1/13/22

STUDENTS **Regulation 2260**

Admission and Withdrawal

Homeless Students

Identification

For purposes of Board policies and regulations *homeless students* include students under age twenty- one (21) who lack a fixed, regular and adequate nighttime residence and include students who:

1. are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in hotels, motels, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;

2. have a primary night time residence that is a public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings;

3. are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

4. Are a migratory child or youth who qualifies as homeless because they are living in circumstances described above.

School Selection

Parents, guardians, or unaccompanied youth will be informed of the homeless student's right to remain in the school of origin. For purposes of this policy, the school of origin means the school that the student last attended when permanently housed, or the school where the student was last enrolled including preschool. In determining the best interest of the student, the Board will consider:

1. Keeping the student in the school of origin unless contrary to wishes of parent or guardian;
2. Impact of mobility on admission;
3. Education, health, safety of the student;
4. Consider the views of an unaccompanied student;
5. Irrespective of whether the student lives with homeless parents or has been temporarily placed elsewhere.

Premier Charter School will provide a written explanation, including the right to appeal to the student or parent/guardian if, the Board sends the student to a school other than the school of origin or the school requested by the parent/guardian.

Enrollment

A homeless student will be enrolled without undue or unreasonable delay. A homeless student will be enrolled even if their previous academic records, immunization records, proof of residence, or other documents are not immediately available. Premier Charter School will ensure that homeless students, meeting eligibility standards, do not face barriers in accessing academic and extracurricular activities.

Transportation

Premier Charter School will, upon parent/guardian or unaccompanied youth request, provide transportation to and from the school of origin as follows:

1. If the student continues to live in the geographic area served by Premier Charter School, transportation will be arranged to the school of origin.
2. If the student continues in their school of origin, but moves into another district, transportation will be arranged upon by the District of origin and the new District of residence.

Parents, guardians and unaccompanied youth will be fully informed of all transportation services, including transportation to and from the school of origin, and are assisted in accessing transportation services.

Homeless Liaison

The Board of Education has appointed the Lead Therapist as liaison for homeless students. The responsibilities of the liaison will include, but not be limited to:

1. Ensure that homeless children and youth are identified by school personnel through outreach and coordination activities with other entities and agencies.

2. Establish practices designed to ensure the school enrollment and success of homeless students;

3. Assist with the enrollment of homeless students and provide assistance with obtaining academic and medical records;

4. Make school placement decisions based on the best interest of the child and wishes of the parent, guardian, or unaccompanied youth;

5. Inform parents, guardians, or unaccompanied homeless students of the educational and related opportunities available to them;

6. Ensure that homeless students and their families have access to educational services including Head Start, Even Start and other preschool programs administered by Premier Charter School;

7. Ensure that referrals are made to health care, dental, mental health and other appropriate services;

8. Ensure that homeless students are not isolated or stigmatized because of their status as homeless;

9. Handle enrollment disputes and ensure that disputes over the placement of homeless students are resolved in a timely manner consistent with the requirements of the McKinney Vento Act;

10. Provide/arrange transportation and inform the parent, guardian, or unaccompanied homeless youth of the transportation services the school district must make available and assist homeless students in accessing transportation to and from school; and

11. Disseminate public notice of the educational rights of homeless students in places where homeless students receive services.

12. Ensure school personnel receives professional development and other support.

13. Ensure that unaccompanied youth are enrolled in school, have the opportunity to meet the same challenging state academic standards, are informed of their status as independent students under Section 480 of the Higher Education Act and their right to receive verification of this status.

All school personnel, school service providers and locally known advocates working with homeless families will be informed of the identity of the Homeless Liaison and the Homeless Liaison duties.

Disputes Over School Selection or Enrollment in a School

If a dispute arises over school selection or enrollment in a school, the following protocols will apply:

1. The homeless student will be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute;

2. The parent, guardian or unaccompanied youth will be provided with a written explanation of the decision regarding school selection, enrollment, and related decisions concerning education services, including the rights of the parent, guardian, or student to appeal the decision; and

3. The homeless student, parent, or guardian will be referred to the Homeless Liaison, who will carry out the complaint resolution process described in the next section of this Regulation as expeditiously as possible after receiving notice of the dispute.

4. At the request of the parent, guardian or unaccompanied youth, Premier Charter School will provide for or arrange adequate or appropriate transportation to and from the school selected by the parent, guardian or unaccompanied youth. Inter-district transportation disputes will be resolved by DESE.

Dispute Resolution

Level I - A complaint regarding eligibility, school selection, enrollment or barriers to attending classes and participating in school activities of a homeless child shall first be presented orally and informally to the educational liaison for homeless children. If the complaint is not promptly resolved, the complainant may present a formal written complaint (grievance) to the educational liaison. The written charge must include the following: date of filing, description of alleged grievances, the name of the person or persons involved and a recap of the action taken during the informal charge stage. Within five (5) working days after receiving the complaint, the liaison shall state a decision in writing to the complainant, with supporting evidence and reasons. In addition, the liaison will inform the Superintendent of the formal complaint and the disposition.

Level II - Within five (5) working days after receiving the decision at Level I, the complainant may appeal the decision to the Head of School/CEO by filing a written appeals package. This package shall consist of the complainant's grievance and the decisions rendered at Level I. The Head of School/CEO will arrange for a personal conference with the complainant at their earliest mutual convenience. Within five (5) working days after receiving the complaint, the Superintendent shall state a decision in writing to the complainant, with supporting evidence and reasons.

Level III - If resolution is not reached in Level II, a similar written appeals package shall be directed through the Head of School/CEO to the Board of Education requesting a hearing before the Board at the next regularly scheduled or specially called meeting. The hearing before the

Board may be conducted in closed session upon the request of either the Board or the complainant. Within thirty (30) working days after receiving the appeals package, the Board shall state its decision and reply in writing to the parties involved. The decision of the Board of Education is final.

Level IV – If the complainant is dissatisfied with the action taken at Level III, the Complainant may appeal the decision to the State Education Agency point of contact. Such appeal must be in writing and filed within five (5) days of Level III decision, and including:

1. School in which enrollment is sought and the basis for seeking enrollment;
2. Name and contact information for the parent or education decision-maker;
3. Best Interest notes and reports;
4. Copy of the previous appeal letter;
5. Copy of the decision recommended at Level III.

The appeal letter must be submitted to the State point of contact as well as the Head of School/CEO.

Policy Dissemination

Copies of the Board of Education's Policy on Homeless Students will be presented to the County Welfare Office, County Office of the Division of Employment Security, the Juvenile Officer and to local law enforcement authorities.

Identification

Homeless students will be identified by referrals from community organizations and Premier Charter School personnel and by review of Premier Charter School's enrollment forms.

STUDENTS

Policy 2270
(Regulation 2270)

Admission and Withdrawal

Migrant Students

The Board of St. Louis Charter School is committed to the needs assessment and enrollment of migrant students living within St. Louis Charter School's attendance area. The Principals/Administrators are also responsible for implementation and maintenance of St. Louis Charter School's program for migrant students. (See also Policy 6274 – Instruction for Migrant Students.)

5/21/14

Date of Board Approval

Board President's signature

STUDENTS Policy 2290

Admission and Withdrawal

Student Withdrawal From School

Students who withdraw from school for any reason are required to notify the registrar/designee and provide a specific reason for withdrawal.

The principal will submit a monthly report to the Head of School concerning the identity and reason of each student withdrawing from school.

The registrar/designee will respond within five (5) business days to requests by other schools for the records of students transferring from St. Louis Charter School. Records transferred pursuant to such requests will include the written notification of criminal charges/adjudications by law enforcement officials for criminal acts listed in Regulation 2673.

5/21/14

Date of Board Approval

Board President Signature

STUDENTS **Policy 2310**
(Regulation 2310)

Attendance

Student Attendance

The Board of Education believes that regular attendance is essential to achieving success in school. Education is a total process based upon continual communication and shared responsibilities among parents, students, teachers and school. As students mature and progress through the educational system, they should increasingly assume responsibility for regular attendance. However, parents have a legal and moral responsibility to require regular attendance at school.

STUDENTS **Regulation 2310**

Attendance

Student Attendance

The Board of Education has established the following rules and regulations regarding attendance, absences and excuses for students. These rules and regulations are intended to comply with Missouri Compulsory Attendance Law (167.031 RSMo.) which establishes compulsory attendance for all children between the ages of seven and sixteen unless their education is provided by other acceptable means or otherwise excusable under the law.

Excusable Absences

In case of absence, it is the responsibility of the parent/guardian to notify the school. If the school is not notified on the day of absence, a note from the parent/guardian will be required on the first day of the student's return to school. The absence will be recorded as unexcused without a note from a physician.

Excusable absences include, but are not limited to:

1. Illness of the student (Doctor's statement may be required to support such absences).
2. Days of religious observance.
3. Death in the family (Each District shall define degree of relatedness required to excuse absence).
4. Family emergencies which necessitate absence from school. The school must be notified in advance when such absences are foreseen. (Each District shall define degree of emergency required to excuse absence).

The following procedures should be followed by students who are absent so as to prevent academic difficulties:

1. The student shall obtain assignments from appropriate staff members. Assignments shall be obtained in advance if the absence is foreseen.
2. All assigned work shall be submitted upon returning to school.
3. All classroom work (to include tests) shall be completed as indicated by the individual classroom teacher.

Unexcused Absences

Attendance patterns for all students will be monitored. Absences which are not clearly excusable will be investigated by the principal and/or staff, and appropriate action will be taken:

1. After a student has been absent for three (3) consecutive days, it is the building principal's responsibility to contact the parent/guardian by telephone or letter in order to inquire about the reason for the student's absence.

2. If the principal is unable to contact the parent/guardian within three (3) days or the parent/guardian does not give a reasonable explanation for the absence within three (3) days, the building principal shall send a registered letter to the parent/guardian requesting a conference within a week.

3. If the parent/guardian does not contact the principal within a week of receipt of the registered letter, the building principal will make a referral to the proper legal authorities.

4. The building principal shall also notify the office of the Superintendent in writing of the excessive absence and continue to update the Superintendent on the situation.

Excessive Absences

Elementary Students and Middle School Students

A student shall be allowed unexcused absences totaling not more than 10% of the scheduled number of days of school per school year. Excessive absences, excused or unexcused, have a detrimental effect upon academic progress and may be one factor considered in promotion/retention decisions.

When unusual or extreme circumstances occur, exceptions to this stated policy will be made only by administrative discretion on an individual basis. Any absence not accounted for will be considered an unexcused absence.

Any absence from class as a result of a school-sanctioned activity is not recorded as an absence for purposes of this policy. Example: field trip, athletic event, student activity, etc. It is the student's responsibility to remind all of his/her teachers following a school-sanctioned absence to use the attendance correction form if he/she was reported absent inadvertently.

A student is expected to make up work as a result of class periods missed. It shall be the student's responsibility to meet with the teacher and receive the necessary instructions and assignments.

Any exceptions to the items cited above shall be approved by the Board of Education.

Each principal may have written policies which further detail procedures for making up work, reporting absence, etc.

STUDENTS

Policy 2320
(Regulation 2320)

Attendance

Part-Time Attendance

Students may attend St. Louis Charter School on a part-time basis as provided by state law and regulations of the Board of St. Louis Charter School.

JAN 25 2007

~~Jan 2007~~

STUDENTS

Policy 2330
(Regulation 2330)

Attendance

Student Early Dismissal Procedures

Students are to be released from school during school hours only with permission of his/her principal/designee.

Early dismissal of a student may be approved only by her/her principal/designee. Normally requests for early dismissal must be in writing, signed and dated by a parent/guardian.

~~Jan 2007~~

JAN 25 2013

STUDENTS

Policy 2340
(Regulation 2340)

Attendance

Truancy and Educational Neglect

The Board of St. Louis Charter School believes regular attendance is important to academic success. Therefore, St. Louis Charter School requires that problems with a student's attendance be investigated and acted upon promptly.

Truancy is defined as deliberate absence from school on the part of the pupil with or without the knowledge of the parent/guardian and for which no justifiable excuse is given. When a pattern of truancy becomes evident, Administrators/Principals and School Counselors will investigate and take such action as circumstances dictate.

Section 210.115 R.S.Mo. mandates reporting to the Children's Division when there is reasonable cause to suspect that a student's nonattendance is due to the educational neglect of the parents/guardians.

Any St. Louis Charter School official or employee who knows or has reasonable cause to suspect that a student is being subjected to home conditions or circumstances which would reasonably result in truancy will immediately report or cause a report to be made to the building principal, or School Counselor(s), who will then become responsible for making a report via the Student Abuse Hotline to the Children's Division. The Head of School shall inform the Board of St. Louis Charter School that a report has been made, and keep the Board apprised of the status of the case.

STUDENTS **Regulation 2400**
(Form 2400)

Student Educational Records

Definitions

Directory information means information contained in the educational record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. In St. Louis Charter School, directory information includes the following: the student's name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous school attended, and photographs.

1. *Educational record* means those records that are directly related to a student and are maintained by the School.

2. *Disclosure* means to permit access to or the release, transfer, or other communication of educational records, or the personally identifiable information contained in those records, to any party, by any means, including oral, written or electronic means.

3. *Eligible student* means a student who has reached 18 years of age or attends an institution of post-secondary education.

4. *Parent* means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent/guardian in the absence of a parent/guardian.

5. *Personally identifiable information* includes, but is not limited to the student's name; the name of the student's parent/guardian or other family member; the address of the student or student's family; a personal identifier, such as the student's social security number or student number; a list of personal characteristics that would make the student's identity easily traceable, or other information that would make the student's identity easily traceable.

6. *Student* means any individual who is or has been in attendance in St. Louis Charter School and about whom St. Louis Charter School maintains educational records.

General Guidelines

1. St. Louis Charter School shall give full rights under this regulation to either parent/guardian of a student, unless St. Louis Charter School is provided with a court order, state law or other legally binding document that specifically revokes the parent/guardian's rights to access under this regulation.

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2. St. Louis Charter School will annually disseminate a notice of the rights available under this regulation to parent/guardian and eligible students. The annual notification will include a statement that the parent/guardian or eligible student is entitled:

   a. To inspect and review the student's educational records.

   b. To request changes to the educational records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.

   c. To consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that federal and state law authorize disclosure without such consent; and

   d. To obtain a copy of this policy and guidelines.

   The annual notification will also inform parents/guardians and eligible students where copies of the policy and guidelines are located.

3. Prior to making directory information public, St. Louis Charter School will notify the parent/guardian regarding the categories of information that it has designated as directory. In addition, St. Louis Charter School will allow a reasonable period of time after such notice for the parent/guardian or eligible student to inform St. Louis Charter School that any or all of the designated directory information should not be released without the parent's/guardian's or eligible student's consent.

Procedures for Inspection and Review of Educational Records

1. St. Louis Charter School regulation permits parents/guardians and eligible students to inspect and review the educational records of the student.

2. After a request for access to records, St. Louis Charter School will allow access within a reasonable period of time, but in no case more than forty-five (45) days after receipt of the request. All requests for access should be directed to the school registrar.

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3. After the parent/guardian or eligible student has had an opportunity to inspect and review the student's educational records, the parent/guardian may make a request for explanations of the records to the school registrar. St. Louis Charter School's designee shall respond to all reasonable requests for explanation or interpretation.

4. St. Louis Charter School will not destroy any educational record if there is an outstanding request to inspect and review that record.

5. If a student's educational records contain information on more than one student, the parent/guardian or adult student may inspect, review or be informed of only the specific information about that student. That is, all information pertaining to another student will be redacted.

6. St. Louis Charter School may employ the use of security videos in its hallways, classrooms and/or buses. Security videos maintained by the School's law enforcement unit (if any) or not maintained at all (recycled) are not considered educational records and therefore may not be inspected and reviewed under FERPA. If security videos are maintained by the School, such videos are protected educational records under FERPA and may be viewed by parents or patrons with a court order or written permission from the parent(s) of each student to whom the video is directly related.

7. St. Louis Charter School may disclose personally identifiable information from an educational record only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior consent of the parent/guardian or eligible student. Each party to whom disclosure may be made under this policy must first sign a statement in which he/she agrees to abide by this provision and agrees to use the information disclosed only for the purposes for which the disclosure was made. This does not apply to disclosures of directory information or to any information that St. Louis Charter School is required to disclose under Missouri law.

Copies of Educational Records

1. St. Louis Charter School has no obligation to provide copies of educational records to parents, their representatives or adult students under FERPA unless failure to provide copies prevents a parent or adult student from exercising the right to inspect or review the records, or is otherwise required by law. For example, if a parent does not live within driving distance of St. Louis Charter School, is hospitalized, or incarcerated, he or she may have a right to copies.

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Procedures to Request Amendment of a Student's Educational Records

1. If a parent/guardian or eligible student believes the educational records for that student contain information that is inaccurate, misleading, or in violation of the student's rights of privacy or other rights, he/she may ask St. Louis Charter School to amend the record. All such requests should be directed to the building principal.

2. St. Louis Charter School's designee, in consultation with the administration or Board of St. Louis Charter School as needed, shall decide whether to amend the record as requested within a reasonable time after the request.

3. If St. Louis Charter School's designee decides not to amend the record, he/she shall inform the parent/guardian or eligible student of that decision and of their right to request a hearing on the request.

4. If a hearing is requested, St. Louis Charter School will hold the hearing within a reasonable time after it has received the request and will give the parent/guardian or eligible student reasonable advance notice of the date, time and place of the hearing. The hearing may be conducted by any individual, including an employee of St. Louis Charter School, who does not have a direct interest in the outcome of the hearing. St. Louis Charter School will give the parent/guardian or eligible student a full and fair opportunity to present evidence relevant to the issue(s) raised by the parent/guardian or eligible student's request. The parent/guardian or eligible student may, at their own expense, be assisted or represented at the hearing by any individual of their choice, including an attorney.

5. St. Louis Charter School will make its decision in writing within a reasonable period of time after the hearing. The decision will be based solely on the evidence presented at the hearing, and will include a summary of the evidence and the reasons for the decision.

    a. If St. Louis Charter School decides, as a result of the hearing, that the information is inaccurate, misleading or violates the student's rights, St. Louis Charter School shall amend the record and inform the parent/guardian or eligible student of the amendment in writing.

    b. If St. Louis Charter School decides, as a result of the hearing, that the information is not inaccurate, misleading, or otherwise in violation of the student's rights, St. Louis Charter School shall inform the parent/guardian or eligible student of that decision and shall inform the parent/guardian or student of his/her right to place a statement in the record commenting on the contested information or stating why he/she disagrees with St. Louis Charter School's decision, or both. If the

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parent/guardian or eligible student submits such a statement, St. Louis Charter School will maintain that statement with the student's educational records as long as the record is maintained and will disclose the statement whenever it discloses the portion of the record to which the statement relates.

Procedures Regarding Disclosure of Personally Identifiable Information Where Consent is Required

1. Before St. Louis Charter School discloses personally identifiable information from a student's records (other than directory information), St. Louis Charter School will obtain a signed and dated written consent from the parent/guardian or eligible student. The written consent will specify the records that may be disclosed; state the purpose of the disclosure; and identify the party or parties to whom disclosure may be made.

2. If the parent/guardian or eligible student so requests, St. Louis Charter School will provide him/her with a copy of the records disclosed.

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Disclosure of Personally Identifiable Information Where Consent is Not Required

St. Louis Charter School may disclose personally identifiable information from a student's educational records without the written consent of the parent/guardian or eligible student in the following circumstances:

1. Disclosure may be made to other school officials, including teachers, within St. Louis Charter School whom SLCS has determined to have legitimate educational interests. In addition, the school official or his/her assistants who are responsible for the custody of the records and those parties authorized to audit the record keeping procedures of St. Louis Charter School may inspect the records relating to each student without the consent of the parent/guardian or eligible student.

   The Head of School's designee will make the determination as to whether a particular school official has a legitimate educational interest in accessing a student's educational records. Before accessing any student's educational records, the St. Louis Charter School official seeking access must submit a written request to the Head of School's designee. The request must include the student's name, the reason for the request, the school official's name and the date of the request. St. Louis Charter School's designee must provide in writing whether the request was granted or denied and the reason for the decision. If the request is granted, the request and the designee's decision must be maintained with the student's educational records.

2. Disclosure may be made to officials of another school or post secondary educational institution where the student seeks or intends to enroll.

3. Disclosure may be made to authorized federal and state agencies and authorities.

4. Disclosure of acts of school violence, as set forth in Policy and Regulation 2673, may be made to St. Louis Charter School employees who are directly responsible for the student's education or who interact with the student in the performance of the employee's duties.

5. Disclosure related to past or potentially future violent behavior may be made to appropriate staff members of portions of any student's individualized education program team.

6. Disclosure may be made to law enforcement officials, as soon as is reasonably practicable, of the commission of the criminal acts listed in Regulation 2673.

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7. In appropriate circumstances, St. Louis Charter School administrators may disclose student educational records to law enforcement and/or juvenile authorities where necessary to serve students prior to adjudication. Officials to whom such educational records are disclosed are required to comply with federal law governing students' educational records.

8. Disclosure may be made to the appropriate division of the Juvenile Court of the suspension of more than ten (10) days of any student under court jurisdiction.

9. Disclosure of discipline records may be made within five (5) days to any requesting school where the student seeks to enroll.

10. Disclosure may be made if such disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility, amount of aid, condition for the aid, or to enforce the terms and conditions of the aid.

11. Disclosure may be made to organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate or administer predictive tests; administer student aid programs; or improve instruction, if the study is conducted in a way that does not permit personal identification of parent/guardian and students, and the information is destroyed when no longer needed for the purposes for which the study was conducted.

12. Disclosure may be made to accrediting organizations to carry out their accrediting functions.

13. Disclosure may be made to comply with a judicial order or lawfully issued subpoena and only after St. Louis Charter School makes a reasonable effort to notify the parent/guardian or eligible student of the order or subpoena in advance of the compliance.

14. Disclosure may be made to appropriate parties where the disclosure is in connection with a health or safety emergency and the information is necessary to protect the health or safety of the student or other individuals.

15. Disclosure may be made where the disclosure is of information St. Louis Charter School has designated to be directory information.

16. Disclosure may be made to the parent/guardian of a noneligible student or to an eligible student.

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17. Disclosure may be made without the written consent of the parent/guardian or eligible student as otherwise may be specified by federal or state law.

Record Keeping Procedures

1. St. Louis Charter School will maintain a record of each request for access to and each disclosure of personally identifiable information from the educational records of each student. Head of School's designee will be responsible for keeping such records of requests and disclosures.

2. St. Louis Charter School will maintain the record of each request and disclosure with the educational records of the student as long as the records are maintained by the School.

3. For each request or disclosure, St. Louis Charter School's record will include the parties who have requested or received personally identifiable information from educational records and the legitimate interests the parties had in requesting or obtaining the information.

4. If St. Louis Charter School discloses personally identifiable information from an educational record under the exceptions enumerated in the section above, St. Louis Charter School will record the names of those persons to whom that party may disclose the information on behalf of St. Louis Charter School and the legitimate interests which each of the additional parties has in requesting or obtaining the information.

5. If St. Louis Charter School discloses information pursuant to a health or safety emergency, St. Louis Charter School within a reasonable time period, will record in the student's educational records the significant threat that formed the basis for the disclosure and the parties to whom the information was disclosed.

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STUDENTS

Policy 2410
(Regulation 2410)

Student Educational Records

Health Information Records

Except as otherwise required to comply with the Individuals with Disabilities Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504), records containing student health information will be stored separately from other student records in a locked file cabinet or in a secure computer file.

Jan 2007

APPROVED APR 16 2013

Student Educational Records

Recording of Meetings

St. Louis Charter School does not prohibit the use of audio, video or other recording devices in any meetings between School employees and parents/guardians, including but not limited to meetings held pursuant to the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. If a recording device is being used during a meeting or conversation, all parties involved are to be advised of the device.

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APPROVED APR 16 2013

STUDENTS

Policy 2520
(Regulation 2520)

Student Academic Achievement

Promotion and Retention

The purpose of promotions and retentions is to provide maximum consideration for the long-range welfare of the student and to provide an opportunity for each student to progress through school according to his/her own needs and abilities.

It is expected that most students in St. Louis Charter School will be promoted annually from one grade level to another upon completion of satisfactory work, however, a student may be retained when his/her standards of achievement or social, emotional, mental, or physical development would not allow satisfactory progress in the next higher grade. Retention normally occurs before the student leaves the primary grades.

Parents/guardians who wish to appeal the decision for retention must first contact the principal of your child's grade level. If parents/guardians do not accept the decision at the building level, an appeal may be made in writing to the Board. All appeals must be requested within two (2) weeks after the close of school.

The process for reading assessments and remediation, and retention guidelines for students who fail to meet St. Louis Charter School's objectives for reading, are contained in Regulation 2520 - Promotion and Retention.

Discipline

St. Louis Charter School has the authority to discipline for student conduct that is prejudicial to good order and as provided by state law. School officials are authorized to hold students accountable for misconduct in school, on school property, and during school-sponsored activities. Students who engage in significant acts of misconduct off campus which materially and adversely impact the education of St. Louis Charter School students will be subject to discipline up to and including expulsion. However, no student will be confined in an unattended locked space except for emergency situations while awaiting the arrival of law enforcement officials.

Students forfeit their right to a public school education by engaging in conduct prohibited in Regulation 2610, the code of student conduct, and/or state or federal law. Disciplinary consequences include, but are not limited to, withdrawal of school privileges (athletics, intramurals, student clubs and activities and school social events); the reassignment of the student to another school; removal for up to ten (10) school days by Administrators/Principals; extension of suspensions for a total of 180 days by the Head of School; and longer term suspension and expulsion from school by the Board. See also Policies 2610, 2662, and 2663.

Removal of any student who is a student with a disability under Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act is subject to state and federal procedural due process rights. See policy 2672 and its corresponding regulation.

St. Louis Charter School will provide annual in-service training to all employees concerning its discipline regulations and their implementation. Annual training will also include, but will not be limited to, approved methods of dealing with school violence, discipline of students with disabilities, and the requirements of student confidentiality.

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STUDENTS

Policy 2610
(Regulation 2610)

Discipline

Misconduct and Disciplinary Consequences

All students attending St. Louis Charter School will be expected to accept the obligation and responsibility to attend school on a regular basis and to comply with the discipline code set forth in Regulation 2610. Those students who choose not to fulfill their responsibilities at school will be held accountable for their conduct. Consequences for individual acts of misconduct are calculated to discipline the student, to deter future misconduct, and to provide a safe and positive environment in which students can learn. Students who engage in significant acts of misconduct off campus which materially and adversely impact the educational environment of students to the extent allowed by law will be subject to discipline up to and including expulsion.

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STUDENTS

Policy 2620
(Regulation 2620)

Discipline

Firearms and Weapons in School

St. Louis Charter School recognizes firearm and weapon possession as a potential threat to the health, safety and security of students, employees, and other persons. St. Louis Charter School will not tolerate the presence of firearms or weapons on the premises of our campus. This prohibition includes possession of firearms and weapons on school playgrounds, school parking lots, school buses, and at school activities, whether on or off school property. St. Louis Charter School complies with the provisions of the Improving America's Schools Act of 1994 and other applicable federal and state law.

Nothing in this policy shall prohibit St. Louis Charter School from permitting a Civil War re-enactor to bring a Civil War era weapon to school for educational purposes so long as the weapon is not loaded.

Students who violate this policy will be suspended for no less than one (1) year and are subject to permanent expulsion. However, the Head of School may recommend to the Board a modification of the suspension on a case-by-case basis. Students with disabilities under the Individuals with Disabilities Act and/or Section 504 of the Rehabilitation Act are entitled to the protections of those laws.

This policy will be annually submitted to the Department of Elementary and Secondary Education together with a report of disciplinary action taken for possession of a "firearm" or "weapon" as defined in Regulation 2620.

5/21/14

Date of Board Approval

Board President Signature

STUDENTS Policy 2630

Discipline

Closed Campus

With the safety and welfare of the students in mind, St. Louis Charter School's campus will be closed during the school day. Permission to leave school will be granted only for valid reasons, and only with a written request signed by a parent/guardian. In emergency situations, a telephone call from a parent/guardian may suffice, with approval of the building administrator.

5/21/14

Date of Board Approval Board President Signature

Discipline

Student Use of Tobacco, Alcohol and Drugs

Smoking

St. Louis Charter School believes that smoking and the use of any tobacco product is detrimental to the health and well-being of staff and students. Therefore, St. Louis Charter School prohibits the use, sale, transfer and possession of tobacco products at school and at school activities.

Alcohol and Drug Use

The improper use of controlled substances, alcohol and substances represented to be such is detrimental to the health and welfare of students and is detrimental to discipline in school. Such conduct as well as the possession of drug paraphernalia is prohibited and is subject to disciplinary action as set forth in Regulation 2610.

Pursuant to 29 U.S.C. 705(20(c)(iv), disabled students protected under Section 504 of the Rehabilitation Act, who are currently engaging in the illegal use of controlled substances, including alcohol, may negate his/her eligibility or disciplinary protections under Section 504 and the Americans with Disabilities Act regardless of whether his/her disability is related to the alcohol or drug abuse. Disabled students protected under the IDEA, who engage in the illegal use of controlled substances, including alcohol, may be placed in an Interim Alternate Educational Setting pursuant to 20 USC §1415(k).

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STUDENTS **Policy 2641**

Discipline

Drug-Free Schools

Pursuant to requirements of the 1989 amendments of the Drug-Free Schools and Communities Act and to the requirements of the Safe Schools Act, and for the purpose of preventing the use of illicit drugs and alcohol by students, St. Louis Charter School shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs to all students from Kindergarten – 8th grade. (See also Policy 6130 - Drug Education.) Such programs will address the legal, social and health consequences of drug and alcohol use, and provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol.

St. Louis Charter School shall provide information about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to students. Students may be required to participate in such programs in order to avoid suspension or expulsion if they are found to be in violation of this policy. All parents/guardians and students shall annually be provided with a copy of this policy.

St. Louis Charter School certifies that it has adopted and implemented the drug prevention program described in this policy in the form required by the Department of Elementary and Secondary Education or the United States Department of Education. St. Louis Charter School conducts a two-year review of such program to determine its effectiveness, to implement necessary changes and to ensure that the disciplinary sanctions are consistently enforced.

STUDENTS **Policy 2651**

Discipline

Student Dress

St. Louis Charter School expects student dress and grooming to be neat, clean and in keeping with community standards, so that each student may share in promoting a positive, healthy and safe atmosphere at St. Louis Charter School. This expectation includes the school day and school sponsored extracurricular activities. St. Louis Charter School may require students to wear a school uniform.

Students shall observe modes of dress and standards of personal grooming that are in conformity with the educational environment and necessary to maintain an orderly and safe atmosphere for all students. Apparel is expected to conform to reasonable student standards of modesty, and as such, no excessive or inappropriate areas of skin or undergarments may be exposed. No apparel or grooming which presents a safety concern is permitted. No apparel displaying messages that are gang-related, sexually explicit, vulgar, violent, or advocating illegal activities is permitted. Further, no clothing or personal grooming that disrupts, or can be forecasted to disrupt, the educational environment is permitted.

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STUDENTS **Policy 2652**

Discipline

Student Conduct on Buses

The safety of students during their transportation to and from school is a responsibility which they and their parents/guardians share with the bus drivers and St. Louis Charter School officials. Therefore, the rules of student conduct will be issued to all students at the beginning of the school year, and to new students upon enrollment.

STUDENTS

Policy 2653
(Regulation 2653)

Discipline

Student Participation in Secret Organizations and Gangs

The Board of St. Louis Charter School prohibits membership in secret fraternities or sororities, or in other clubs or gangs not sponsored by established agencies or organizations recognized by St. Louis Charter School.

The Board of St. Louis Charter School feels that the presence of gangs and gang activities can cause a substantial disruption of or material interference with school and school activities. A "gang" as defined in this policy is any group of two or more persons whose purposes include the commission of illegal acts. By this policy, the Board of St. Louis Charter School acts to prohibit existence of gangs and gang activities as follows:

No student on or about school property or at any school activity:

1. Shall wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign, or other things which are evidence of membership or affiliation in any gang.

2. Shall commit any act or omission or use any speech either verbal or non-verbal (gestures, handshakes, etc.) showing membership or affiliation in a gang.

3. Shall use any speech or commit any act or omission in furtherance of the interests of any gang or gang activity, including but not limited to:

    a Soliciting others for membership in any gangs.

    b Requesting any person to pay protection or otherwise intimidating or threatening any person.

    c Committing any other illegal act or other violation of St. Louis Charter School policies.

    d Inciting other students to act with physical violence upon any other person.

5/21/14

Date of Board Approval

Board President Signature

STUDENTS **Policy 2654**

Discipline

Student Use and Care of School Property

The Board of St. Louis Charter School recognizes that acts of destruction, defacing, trespassing, burglary and theft of School property are contrary to the interests of students, staff and tax payers. St. Louis Charter School officials will cooperate fully with all law enforcement agencies in the prevention of crimes against School property as well as in the prosecution of persons involved in such conduct.

St. Louis Charter School will seek restitution from students and other persons who have damaged or destroyed School property. As permitted by law, St. Louis Charter School will also seek restitution from the parent/guardian of children involved in such misconduct.

STUDENTS Policy 2655

Discipline

Bullying

Premier Charter School is committed to maintaining a learning and working environment free of any form of bullying or intimidation by students or adults toward School personnel or students on school grounds, or school time, at a school sponsored activity or in a school related context. As such, bullying is prohibited on school property or at any school function. Bullying is the intentional, repeated action by an individual or group of individuals to inflict physical, emotional or mental suffering on another individual or group of individuals that causes a reasonable student to fear for his or her physical safety or property, substantially interferes with the educational performance, opportunities, or benefits of any student without exception, or substantially disrupts the orderly operation of the school.

Bullying occurs when a student:

- Communicates with another by any means including telephone, wireless telephone or other wireless communication device, computer or pager, writing, cyberbullying including, but not limited to a message, text, sound, or image by means of an electronic device with the intention to intimidate, or inflict physical, emotional, or mental harm without legitimate purpose, or

- Physically contacts another person with the intent to intimidate or to inflict physical, emotional, or mental harm without legitimate purpose. Physical contact does not require physical touching, although touching may be included.

Students or adults who are found to have violated this policy will be subject to the following consequences depending on factors such as: age of student(s), degree of harm, severity of behavior, number of incidences, etc. Consequences: Loss of privileges, classroom detention, conference with Teacher, parents contacted, conference with Administrator(s)/Principal(s), in-school suspension, out-of-school suspension, expulsion and law enforcement contacted. Retaliation against any person who reports an act of bullying is also prohibited and will be met with similar consequences.

Premier Charter School employees are required to report any instance of bullying of which the employee has first-hand knowledge within 2 days. Moreover, Premier Charter School will provide training for employees relative to enforcement of this policy.

Acts of bullying can be reported verbally or in writing to classroom teachers or can be reported directly to school principals or teacher leaders.

Within two school days of a report of an incident of bullying being received, the school principal, or his or her designee, shall initiate an investigation of the incident. The school principal may appoint other school staff to assist with the investigation and the investigation school be completed within ten school days from the date of the report unless good cause exists to extend the investigation.

Premier Charter School will give annual notice of this policy to students, parents or guardians, and staff. Premier Charter School will provide education and information to students regarding bullying, including information regarding this policy, the harmful effects of bullying, and other applicable initiatives to address bullying including peer-to-peer initiatives to provide accountability and policy enforcement for those found to have engaged in bullying, reprisal, or retaliation against any person who reports an act of bullying. The administration of the school shall instruct its school counselors, social workers, mental health professionals and school psychologists to educate students who are victims of bullying on techniques for students to overcome bullying's negative effects including but not limited to cultivating the student's self-worth and self-esteem, teaching the student to defend himself or herself assertively and effectively, helping the student develop social skills, or encouraging the student to develop an internal locus of control. The provisions of this paragraph shall not be construed to contradict or limit any other provision of this section. The administration of the school shall implement programs and other initiatives to address bullying, to respond to such conduct in a manner that does not stigmatize the victim, and to make resources or referrals available to victims of bullying.

Approved 11/2/2017

STUDENTS **Policy 2656**

Discipline

Student Cell Phone Usage

Developments in cell phone technology in recent years have resulted in enhanced communication opportunities. However, the use of cell phones in schools poses increasing risks of school disruptions, bullying, criminal activity, and academic dishonesty. As a result, beginning with the 2012-13 school year, student cell phones, digital cameras and similar electronic devices will be banned during the instructional day, as well as, in dressing areas during extracurricular activities. Violation of this policy will result in the confiscation of the phone by school officials/staff until a parent/guardian can pick it up. Students who use cell phones during the times cited also run the risk of being assigned additional consequences deemed necessary by St. Louis Charter School staff. The school does not assume liability for any reason for cell phones brought on the bus or to school that are broken or stolen for any reason.

Should parents and students need to communicate during the day for emergency situations, conversations should be done through the school office.

STUDENTS **Policy 2657**

Discipline

Cell Phones-Display and Usage

Students may not display or use cell phones or other "electronic personal communication devices" ("devices") (as defined below) from the beginning of the school day (the first bell) through the end of the school day (the last bell), including, but not limited to, during instructional time, meal times, breaks, time between classes, and study halls. Students must keep all devices powered off and stored in a lock box or designated areas determined by the administration.

Exceptions will be allowed when the display and use of the device is necessary for compliance with the following:

a. A student's individualized education program, or IEP developed pursuant to the IDEA, 20 U.S.C. Section 1401;
b. A student's 504 Plan, created pursuant to the Rehabilitation Act of 1973, 29 U.S.C. Section 794;
c. A student's individualized emergency health care plan or an individualized health care plan established under Section 167.625 RSMO;
d. The Americans with Disabilities Act, 42 U.S.C. Section 12101;
e. The Rehabilitation Act of 1973, 29 U.S.C. Section 794;
f. The Civil Rights Act of 1964, 42 U.S.C. Section 2000e;
g. The Equal Educational Opportunities Act of 1974, 20 U.S.C. Section 1701 regarding English language learners, as defined in 29 U.S.C., Section 3102;
h. In the case of an "emergency", defined as a serious, unexpected, and dangerous situation that requires immediate action, including, but no limited to the following:
    a. An active fire;
    b. An active tornado or earthquake;
    c. An active shooter;
    d. An evacuation of school grounds; or
    e. A medical emergency.
i. When directed to use such device for an educational purpose.

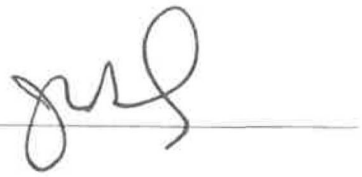
"Electronic personal communication devices" are defined as any portable device that is used to initiate, receive, store, or view communication, information, images, or data electronically, and includes, but is not limited to, cell phones, tablets, and smartwatches.

Students who violate this policy will be subject to discipline in accordance with the Student Code of Conduct, and Board Policies and Regulations 2656. Consequences for violation of this policy are set forth in the Student Code of Conduct and Board Policy/Regulation 2656.

Further, school officials are authorized to confiscate a device if the official determines that a student has disrupted the learning environment through the use or display of a device, has displayed or used a device during unauthorized times, or has used or displayed a device without

permission. Confiscated devices will be returned, at the school official's discretion, to the student's parent or guardian at the end of the school day or as soon as practicable as determined by a school official. However, school officials are authorized to provide the confiscated device to law enforcement officials, if authorized pursuant to law, or to otherwise retain the device, if authorized by law. Confiscated devices are subject to search pursuant to Board policy. The school is not responsible for lost or stolen cell phones or other electronic personal communication devices.

Reference: Section 162.207 RSMo

Date of Board Approval: 9/18/15 Board Chair Signature: 

STUDENTS

Policy 2662
(Regulation 2662)
(Form 2662)

Discipline

Suspension

Suspension refers to an exclusion from school for a specific period of time short of permanent exclusion. Administrators/Principals are authorized to suspend students for periods of time not to exceed ten (10) consecutive school days for violation of School regulations, and are authorized to impose additional suspensions of not more than 10 consecutive school days in the same school year for separate acts of misconduct. Administrators/Principals may also recommend extensions of suspension for periods of time up to 180 consecutive school days to the Head of School. The Head of School may suspend students for periods up to 180 consecutive school days and recommend longer suspensions and expulsions to the Board. Only the Board may impose suspensions in excess of 180 consecutive school days.

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STUDENTS

Policy 2663
(Regulation 2663)
(Form 2663)

Discipline

Expulsion

The term "expulsion" refers to permanent exclusion from school.

If a student consistently or grossly refuses to conform to school policies, rules and/or regulations, the Head of School may recommend to the Board of St. Louis Charter School that the student be expelled from school. Parent(s) (guardian(s)) may waive the right to a hearing for their student provided the student is under the age of eighteen (18) and provided the waiver is in writing.

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STUDENTS **Policy 2664**
(Regulation 2664)

Discipline

Enrollment or Return Following Suspension and/or Expulsion

No student shall be readmitted, or permitted to enroll or otherwise attend school (except as may otherwise be required by law), following a suspension or expulsion from this or any other school until St. Louis Charter School has conducted a conference to review the conduct that resulted in the expulsion or suspension, and any remedial actions needed to prevent any future occurrences of such or related conduct.

STUDENTS **Policy 2670**

Discipline

Corporal Punishment: Prohibited

No person employed by or volunteering for St. Louis Charter School shall administer or cause to be administered corporal punishment upon a student attending St. Louis Charter School.

A staff member may, however, use reasonable restraint against a student without advance notice to the administrators/principals, if it is essential for self-defense, the preservation of order, or for the protection of other persons or the property of St. Louis Charter School.

Although corporal punishment is prohibited the use of reasonable force for a School employee to protect persons or property is not abuse within the meaning of Chapter 210, RSMo.

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STUDENTS

Policy 2671
(Regulation 2671)
(Form 2671)

Discipline

Student Discipline Hearings

Parents/guardians of students suspended for more than ten (10) school days may make a written request for a hearing before the Board. This request will be addressed to the Administrators/Principals who will along with the Head of School review all matters concerning the suspension and refer the request for a Board hearing.

In conducting a discipline hearing the Board will carefully consider the information presented by the administration and by the parent/guardian. In making its decision concerning guilt and innocence as well as punishment, the Board will be mindful of Board discipline policies in place, the effect of its decision upon the individual student, and the safety and welfare of students and staff.

STUDENTS

Policy 2672
(Regulation 2672)

Discipline

Discipline of Students with Disabilities

The obligation and the responsibility to attend school regularly and to comply with the School's discipline policies applies to all students. St. Louis Charter School may discipline a student with a disability who has not complied with St. Louis Charter School's discipline policies in a manner that is consistent with the SLCS's policies and applicable law. Special education services will be provided to a disabled student if the student has been removed from school for more than ten (10) school days. If a student with a disability is removed for less than ten (10) cumulative days, educational services will be provided only if such services are provided to students without disabilities who have been similarly removed in accordance with applicable federal and state law and Board policy.

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STUDENTS

Policy 2673
(Regulation 2673)
(Form 2673)

Discipline

Reporting of Violent Behavior

St. Louis Charter School requires school administrators to report acts of school violence to all teachers and other School employees who are directly responsible for the student's education or who interact with the student in the performance of the employee's duties, and who have a need to know. School administrators will also disclose to appropriate staff members portions of any student's individualized education program that is related to past or potentially future violent behavior. Violent behavior and the phrase acts of school violence are defined as the use 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, or while involved in school activities.

In addition the Administrators/Principals and/or the Head of School will report to law enforcement officials, as soon as is reasonably practicable, the commission of any of the acts or related juvenile offenses listed in Regulation 2673, which are committed on school property, including school buses, or while involved in school activities.

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STUDENTS

Policy 2710
(Regulation 2710)

Student Welfare

Reporting Student Abuse

The Board of St. Louis Charter School believes that school staff members are in a unique position to assist children, families, and the community in dealing with the issue of child abuse and neglect. Child abuse is defined as any physical injury, sexual abuse or emotional abuse inflicted on a child other than by accidental means. Neglect is defined as the failure to provide the proper or necessary support, education, nutrition or medical, surgical or other care necessary for the child's well being.

If a student reports alleged sexual misconduct on the part of a teacher, or school employee, to a school employee, such employee and the Head of School shall forward the information within twenty-four (24) hours of receiving the information to the Division of Family Services. St. Louis Charter School will investigate the allegation for the purpose of making decisions about the accused person's employment.

However, if the report of alleged sexual abuse is received from someone other than a student, a report will be made to the Division of Family Services if a School administrator has reason to believe that a child has been or is likely to be abused or neglected.

Any school employee, acting in good faith, who reports alleged sexual misconduct on the part of a school employee will not be disciplined or discriminated against because of such reporting.

St. Louis Charter School will annually provide employee training, which will include but not be limited to current information concerning identification of the signs of sexual abuse in children as well as the identification of the danger signals of potentially abusive relationships between children and adults. This training will emphasize the importance of mandatory child abuse reporting, including the obligation to report suspected abuse by other mandated reporters. Employees will receive training on the need for and methods to create an atmosphere of trust so that students believe their school and school employees are available to discuss matters concerning abusive behavior.

5/21/14

Date of Board Approval

Board President's signature

STUDENTS **Policy 2720**

Work Certificate

Employment of Students

The Head of School will make provision for the issuance of work permits to students between the ages of fourteen (14) and sixteen (16). In addition, Administrators/Principals and School employees holding a student service certificate and, who is authorized by the Head of School, may issue work certificates to students who are attending St. Louis Charter School. Employees with authority to issue certificates may not issue a certificate to their own child.

Administrators/Principals issuing work certificates will provide self-certification that the Administrators/Principals understand the legal requirements for issuing work certificates. The Administrators/Principals issuing a work certificate will submit a copy of each certificate and the certificate application to the Head of School. The Head of School may revoke a certificate issued by an Administrator/Principal if the Head of School becomes aware of any grounds upon which the student may be ineligible for a work certificate.

JAN 2 5 2013

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STUDENTS **Policy 2760**
(Regulation 2760)
Student Welfare **(Form 2760)**

Students in Foster Care

The purpose of this policy is to provide foster care students with educational stability and remove barriers to, and provide opportunities for, academic excellence for foster care students. In order to achieve this purpose, the school will work collaboratively with the Missouri Department of Elementary and Secondary Education (DESE) and the Children's Division (CD) of the Missouri Department of Social Services.

Definitions

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

Foster Care Student: Any pre-K-8 student who is residing in a foster care setting in this state or who is awaiting foster care.

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

Liaison

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

Martha Gray M.Ed, LPC, RPT, CTP-E

5279 Fyler Ave 314-645-9600 ext. 410

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

Enrollment and Placement of Foster Care Students

Students located within the St. Louis city limits will continue at Premier Charter School, as the "school of origin" unless it is not in the best interest of the student to do so. A student placed in the school of origin will remain in the there for the duration of the time he or she is in foster care or it is deemed not in their best interest. Premier Charter School will immediately enroll a

student in foster care, even if the student is unable to produce records normally required for enrollment, and will contact the school of origin to obtain relevant records.

Best-Interest Determination

Placement

Within three days of the student enrolling, the liaison will consult with staff to determine which placement is in the best interest of the student. The meeting or consultation will include a representative of the CD; the foster parents; the parents/guardians and student, if appropriate; and any other person requested by the student, the foster parents or the CD who has a special relationship with the student. These individuals will be considered the best interest determination (BID) team and will determine the best placement for the student. If the BID team cannot reach a consensus as to the best placement, the representative from the CD will make the final determination.

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

Dispute Resolution

If the parent/guardian, foster parent, student or educational decision maker disputes that the placement assigned by the BID team or CD is in the student's best interest, he or she may contact the liaison in an effort to resolve the dispute. If the liaison is not able to resolve the dispute, the parent/guardian, foster parent, student or educational decision maker may request a conference with the Head of School and/ or the Premier Charter School Board. If the Head of School or School Board is unable to resolve the dispute, the parent/guardian or educational decision maker may appeal the placement to:

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

Transportation

If the BID team determines that the school of origin is the best placement for a foster care student, the student will be transported to the school of origin in accordance with the transportation plan developed in collaboration with the CD. Transportation will be provided in a cost-effective manner and in accordance with law. The BID team will also determine the best way to transport the student. Options include a cab, medical van, bus pass for student only or bus pass for students and family member or ride share (Hop, Skip, Drive)..

Transportation Disputes

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

Records

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

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

1. Respond within three business days to a request for records by another district, and

2. Request records from other districts within two days of enrolling a student.

Attendance

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

Programs and Activities

The district will encourage foster care students to participate in extracurricular activities and assist them in joining extracurricular activities. Foster care students are automatically eligible for participation in the district's free nutrition program.

Date of Board Approval: 12/11/25 Board Chair Signature: 

STUDENTS **Policy 2200**

Admission and Withdrawal

Premier Charter School shall enroll only pupils that reside in the city of St. Louis, Missouri or are currently enrolled in an unaccredited Missouri school district. Premier Charter School does not limit admission based on race, ethnicity, national origin, disability, gender, income level, proficiency in the English language or athletic ability, but may limit admission to pupils within a given grade level based on the number of openings.

If capacity of Premier Charter School is insufficient to enroll all pupils who submit a timely application at any grade level, Premier Charter School will use a lottery admissions process that assures all applicants of an equal chance of gaining admission except that:

1. Premier Charter School gives a preference for admission of children whose siblings attend the school.
2. Second priority is given to students whose parents are employed at the school.
3. If there are fewer openings at a grade level then students on the waiting list from category #1 or #2 lottery is used to determine which children will be admitted. If the number of pupils from the category #1 waiting list is equal or less then the opening at a grade level all category #1 pupils will be admitted.

All students on the waiting list will be used to fill remaining vacancy by grade level. If a student is selected in the lottery, that student's parents/guardians will be notified using the contact information listed in lottery application. Once notified, a student's parent or guardian will have 5 days to accept the spot that was offered. If a student's parent or guardian does not accept the spot that was offered after 5 days or if the school is unable to contact a parent or guardian using contact information provided within 5 days of the student's name being selected in the lottery, the school will revoke the spot that was offered and conduct another lottery to fill it.

If a student does not attend school for the first five consecutive days at the beginning of a school year, the parent or guardian does not contact the school, and the school is unable to contact the parent or guardian using contact information provided, that student will be dropped from enrollment and his or her spot will be filled through the regular lottery process.

Once the school year has begun, students who stop attending without notification will be dropped once Premier Charter School staff confirm the student's enrollment in another school or transfer to homeschooling or MOCAP virtual schooling. Should a student be dropped for non-attendance and wish to re-enroll at Premier Charter School, the regular lottery enrollment process would be required.

When unusual or extreme circumstances occur, exceptions to this stated policy will be made only by administrative discretion on an individual basis.

Date of Board Approval: 2/19/2026 Board Chair Signature: Colleen L Wilson

STUDENTS **Policy 2770**

Student Welfare

Seclusion and Restraint

A. Purpose

It is the purpose of this policy to:

- Meet the requirements of RSMo 160.263.
- Promote safety and prevent harm to all students, school personnel and visitors in the school district.
- Treat all students with dignity and respect in the use of discipline and behavior-management techniques.
- Provide school personnel with clear guidelines about the use of seclusion, isolation and restraint on school district property or at any school district function or event.
- Promote retention of teachers and other school personnel by addressing student behavior in an appropriate and safe manner.
- Promote parent understanding about state guidelines and district policies related to the use of discipline, behavior management, behavior interventions and responses to emergency situations.
- Promote the use of non-aversive behavioral interventions.

B. Definitions:

"Authorized School Personnel" means school personnel who have received annual training in:

- De-escalation practices,
- Appropriate use of physical restraint,
- Professionally accepted practices in physical management and use of restraints,
- Methods to explain the use of restraint to the student who is to be restrained and to the individual's family,
- Appropriate use of isolation,
- Appropriate use of seclusion, and
- Information on the policy and appropriate documentation and notification procedures.

"Behavior Intervention Plan (BIP)" sets forth specific behavior interventions for a specific student who displays chronic patterns of problem behavior.

"Chemical Restraint" shall never be used by school personnel.

Apr 6, 2022 J M Blomker

Date of Board Approval Board President's signature

"**Functional Behavior Assessment**" a formal assessment to identify the function or purpose the behavior serves for the student so that classroom interventions and behavior support plans can be developed to improve behavior. The assessment could include observations and charting of the behavior and interviews with family, teachers, and the student, so as to determine the frequency, antecedent and response of the targeted behavior.

"**IEP**" means a student's Individualized Education Program as defined by the Individuals with Disabilities Education Act (IDEA).

"Mechanical Restraint" means the use of any device or equipment to restrict a student's freedom of movement. "Mechanical Restraint" shall not include devices implemented by trained personnel or use by a student with prescription for such devices from an appropriate medical or related services professional and that are used for specific and approved purposes for which such devices were designed such as the following:

a. Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices.
b. Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.
c. Restraints for medical immobilization; or
d. Orthopedically prescribed devices that permit a student to participate in activities without risk.

"Physical Restraint" a personal restriction such as person-to-person physical contact that immobilizes, reduces, or restricts the ability of a student to move the student's torso, arms, legs, or head freely. "Physical restraint" shall not include:

a. A physical escort, which is a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student to walk to a safe location.
b. Comforting or calming a student.
c. Holding a student's hand to transport the student for safety purposes.
d. Intervening in a fight; or
e. Using an assistive or protective device prescribed by an appropriately trained professional or professional team.

"Prone Restraint" using mechanical or physical restraint or both to restrict a student's movement while the student is lying with the student's front or face downward.

"Restraint" includes, but is not limited to, mechanical restraint, physical restraint, and prone restraint.

"**School personnel**" means

- Employees of a local board of education.
- Any person, paid or unpaid, working on school grounds in an official capacity.
- Any person working at a school function under a contract or written agreement with the school system to provide educational or related services to students.
- Any person working on school grounds or at a school function for another agency providing educational or related services to students.

"Seclusion" the involuntary confinement of a student alone in an area or room that the student is physically prevented from leaving and that complies with the code in effect at Premier Charter School. Seclusion does not include the following:

a. A timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a nonlocked setting, and is implemented for the purpose of calming.
b. In-school suspension.
c. Detention; or
d. Other appropriate disciplinary measures.

"**Section 504 Plan**" means a student's individualized plan developed by the student's Section 504 multidisciplinary team after a pre-placement evaluation finding the student is disabled within the meaning of Section 504 and its implementing regulations.

"**Time out**" means brief removal from sources of reinforcement within instructional contexts that does not meet the definition of seclusion or isolation. Time out includes both of the following:

a. Non-exclusionary time out: removal of reinforcers from the student without changing the physical location of the student (e.g., asking the student to put his/her head down on the desk); and
b. Exclusionary time-out: removal of the student from participation in an activity or removal from the instructional area.

C. Seclusion

The District will not confine a student in seclusion unless there is a situation or condition where there is imminent danger of physical harm to the student or others.

D. Mechanical, Physical and Prone Restraint

For all school years beginning on or after July 1, 2022, Premier Charter School will not use any mechanical, physical, or prone restraint technique that:

1. Obstructs views of the student's face.
2. Obstructs the student's respiratory airway, impairs the student's breathing or respiratory capacity, or restricts the movement required for normal breathing to cause positional or postural asphyxia.
3. Places pressure or weight on or causes the compression of the student's chest, lungs, sternum, diaphragm, back, abdomen, or genitals.
4. Obstructs the student's circulation of blood.
5. Involves pushing on or into the student's mouth, nose, eyes, or any part of the face or involves covering the face or body with anything including, but not limited to, soft objects such as pillows, blankets, or washcloths.
6. Endangers the student's life or significantly exacerbates the student's medical condition.
7. Is purposely designed to inflict pain.
8. Restricts the student from communicating. If an employee physically restrains a student who uses sign language or an augmentative mode of communication as the student's primary mode of communication, the student shall be permitted to have the student's hands free of restraint for brief periods unless an employee determines that such freedom appears likely to result in harm to self or others.

Physical restraints should never be used as a form of punishment or for the convenience of school personnel or unless there is a situation or condition in which there is an imminent danger of physical harm to the student or others.

E. Assurances and Training

Premier Charter School will ensure that the policy adopted under this section requires the following:

1. Any student placed in seclusion or restraint shall be removed from such seclusion or restraint as soon as Premier Charter School personnel determines that the student is no longer an imminent danger of physical harm to self or others.
2. Premier Charter School personnel shall annually review the policy and procedures involving the use of seclusion and restraint. Personnel who use seclusion or restraint shall annually complete mandatory training in the specific seclusion and restraint techniques that Premier Charter School uses.

F. Recordkeeping and Parental Notification

Premier Charter School will attempt to notify the parents or legal guardians as soon as possible but no later than one hour after the end of the school day on which the use of seclusion or restraint occurred. Notification shall be oral or electronic and shall include a statement indicating that Premier

Charter School will provide the parents or legal guardians a copy of the report described in this section within five (5) school days.

Each time seclusion or restraint is used for a student, the incident shall be monitored by a member of Premier Charter School's staff and a report shall be completed by Premier Charter School personnel that contains at a minimum the following:

a. Date, time of day, location, duration and description of the incident and intervention.
b. Any event leading to the incident and the reason for using seclusion or restraint.
c. A description of the methods of seclusion or restraint used.
d. The nature or extent of any injury to the student.
e. The names, roles, and certifications of each employee involved in the use of seclusion or restraint.
f. The name, role, and signature of the person who prepared the report.
g. The name of the employee whom the parent or guardian can contact regarding the incident and use of seclusion or restraint.
h. The name of the employee to contact if the parent or guardian wishes to file a complaint.
i. A statement directing parents and/or legal guardian to a sociological, emotional, or behavioral support organization and a hotline number to report child abuse and neglect.

Form 2770 is a sample reporting form which may be utilized to satisfy the reporting requirement.

Premier Charter School will maintain the report as an education record of the student, provide a copy of the report to the parent or legal guardian within five (5) school days, and a copy of each incident report shall be sent to the Department of Elementary and Secondary Education within thirty (30) days of the incident.

G. Applicability of this Policy

This policy applies to all district school personnel. School personnel assigned to programs not located on district premises (hospitals, detention centers, juvenile facilities, and mental health facilities) shall follow the policy and procedure of the facility/program where they work.

H. School Personnel Debriefing

Following any situation involving the use of seclusion, isolation or restraint, as defined in this policy, a debriefing shall occur as soon as possible but no later than two (2) school days after the emergency situation. The debriefing shall include, at a minimum, a discussion of the events that led to the emergency and why the de-escalation efforts were not effective; any trauma reactions on the part of the student, other students or school personnel; what, if anything, could have been done differently; and an evaluation of the process.

I. Retaliation

Premier Charter School employees will not retaliate against any person for having:

a. Reported a violation of any policy established under this section or failure of Premier Charter School to follow any provisions of this section in retaliation to incidents of seclusion and restraint; or
b. Provided information regarding a violation of this section by Premier Charter School or a member of the staff of Premier Charter School.

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STUDENTS

Policy 2785
(Regulation 2785)
(Form 2785)

Student Welfare

Student Suicide Awareness

This policy and the accompanying regulation reflects the District's commitment to maintaining a safe environment to protect the health, safety and welfare of students. The corresponding regulation for this policy outlines key protocol and procedures for this District in educating employees and students on the actions and resources necessary to prevent suicide and to promote student well-being. This policy is being adopted pursuant to Section 170.048, RSMo. This policy and corresponding regulation will go into effect no later than July 1, 2018.

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STUDENTS

Regulation 2785

Student Welfare

Student Suicide Awareness

The district will address suicide awareness and prevention through the following policy components[1]:

1. Crisis response team
2. Crisis response procedures
3. Procedures for parent involvement
4. Community resources available to students, parents, patrons and employees
5. Responding to suicidal behavior or death by suicide in the school community
6. Suicide prevention and response protocol education for staff
7. Suicide prevention education for students
8. Publication of policy

1. Response Procedures

Student suicidal behaviors are not confidential and may be revealed to the student's parents, guardians, school personnel or other appropriate authority when the health, welfare or safety of the student is at risk.

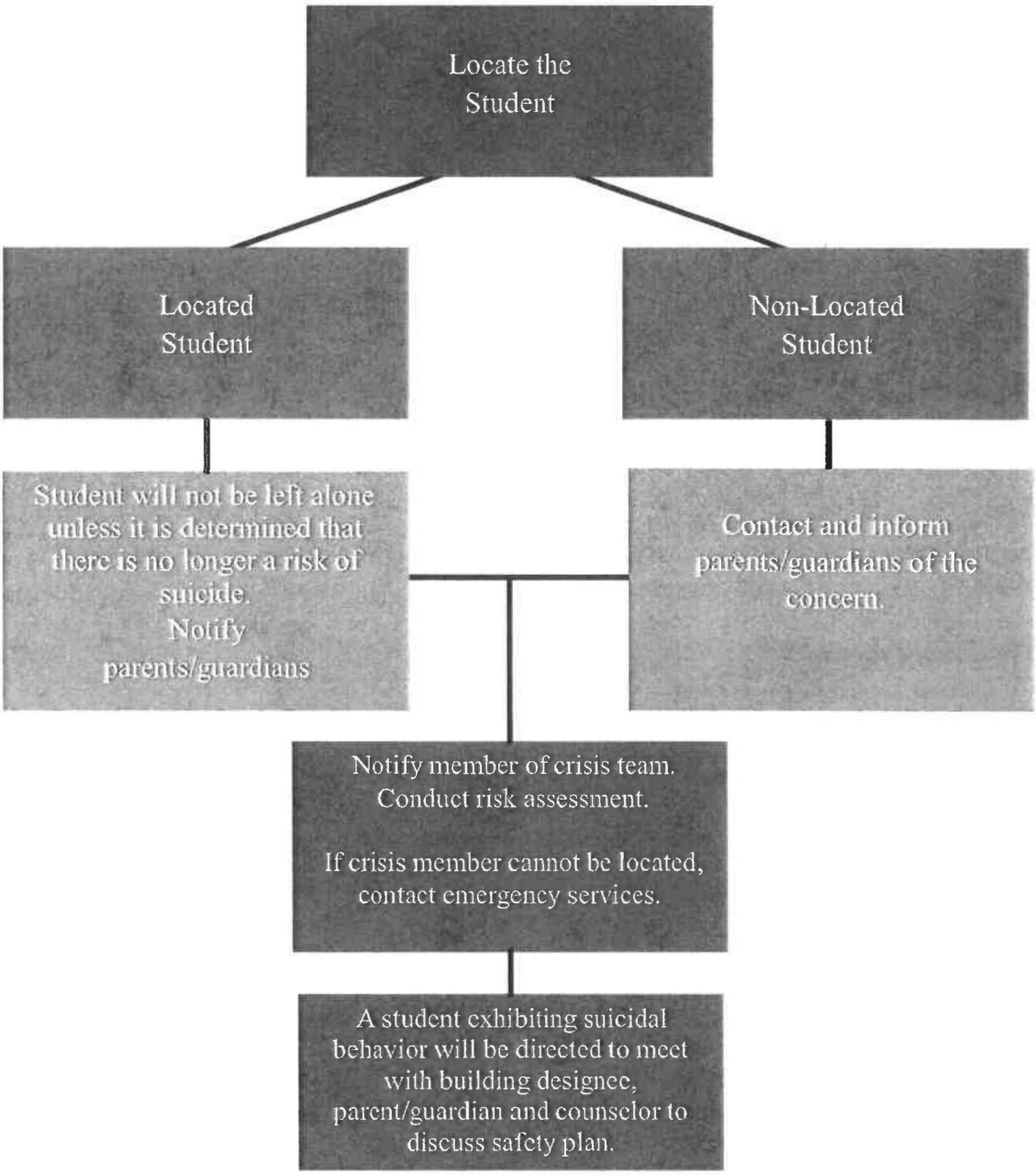
Any school employee who has a reasonable belief that a student may be at risk for suicide or witnesses any attempt towards self-injury will notify the Grade Level Counselor and/ or the building administrator or his/her designee.

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[1] Department of Elementary and Secondary Education Youth Suicide Awareness and Prevention Model Policy

If a student suicide behavior is made known to any school employee and a member of the crisis response team, the building administrator or his/her designee is not available, the employee will notify the student's parent/guardian, the National Suicide Prevention Lifeline (800-273-8255) or local law enforcement in an emergency situation. As soon as practical, the employee will notify the building designee or principal.

The following steps will be employed in response to any risk of student suicide:



Reference: DESE Youth Suicide Awareness and Prevention Model Policy

2. Procedures for Parent Involvement

A Grade level counselor will assess the risk and either request the person who heard the threat to call home or the counselor will do so. The designee shall reach out to the parents/guardians of a student identified as being at risk of suicide to consult with them about the risk assessment of their student, to make them aware of community resources, and to discuss how to best support the student's mental well-being and safety.

If the parent refuses to cooperate or if there is any doubt regarding the student's safety, local mental service providers and/or law enforcement may need to be engaged, and a report may need to be made to the Child Abuse and Neglect Hotline.

Contact with a parent concerning risk of suicide will be documented in writing.

3. School and Community Resources

A student exhibiting suicidal behavior will be directed to meet with the building designee, their parent/guardian and counselor to discuss support and safety systems, available resources, coping skills and a safety plan as necessary.

The district will, in collaboration with local organizations and the Missouri Department of Mental Health, identify local, state and national resources and organizations that can provide information or support to students and families. A basic list of resources can be found on the Department of Mental Health website and the district will strive to develop its own list of local resources to be made readily available.
http://dmh.mo.gov/mentalillness/suicide/prevention.html

4. Responding to Suicidal Behavior or Death by Suicide in the School Community

When the school community is impacted by suicidal behavior or a death by suicide, the district will confer with the counseling department and the administrators. Also, when appropriate, confer with local community resources and professionals to identify and make available supports that may help the school community understand and process the behavior and/or death.

The crisis response team, the building administrator or his/her designee will determine appropriate procedures for informing the school community of a death by suicide and the supports that will be offered. Staff and students who need immediate attention following a death by suicide will be provided support and resources as determined necessary.

5. Suicide Prevention and Response Protocol Education for Staff

All district employees will receive information annually regarding this policy and the district's protocol for suicide awareness, prevention and response. The importance of suicide prevention, recognition of suicide protective and risk factors, strategies to strengthen school connectedness and building specific response procedures will be highlighted.

Reference: DESE Youth Suicide Awareness and Prevention Model Policy

Such information shall include the following:

1. Current trends in youth mental health, wellbeing and suicide prevention and awareness
2. Strategies to encourage students to seek help for themselves and other students
3. Warning signs that indicate a student may be at risk of suicide
4. The impact of mental health issues and substance abuse
5. Communication to students regarding concerns about safety and that asking for help can save a life
6. Understanding limitations and boundaries for giving help and techniques to practice self-care
7. Identification of key school personnel who are comfortable, confident and competent to help students at risk of escalated distress and suicide

All district staff will participate in professional development regarding suicide awareness and prevention.

6. Suicide Prevention Education for Students

Starting no later than fifth grade, students will receive age appropriate information and instruction on suicide awareness and prevention. Information and instruction may be offered in health education, by the counseling staff or in other curricula as may be appropriate.

Student education will include the following:

1. Information about mental health, well-being and suicide prevention and awareness
2. Promotion of a climate that encourages peer referral and which emphasizes school connectedness
3. Recognition of the signs that they or peers are at risk for suicide
4. Identification of issues that may lead to suicide including depression, anxiety, anger, and drug/alcohol dependency
5. Directive to not make promises of confidence when they are concerned about peer suicide
6. Identification of a trusted adult on campus with whom students can discuss concerns about suicide

7. Publication of Policy

The district will notify employees, students and parents of this policy by posting the policy and related procedures and documents on the district's website and discussing this policy during employee training as detailed herein.

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SUICIDE Procedure for PCS staff in the Crisis Manual:

1. If any employee believes that an individual at school intends to IMMINENTLY harm him/herself, the following procedures should be followed:
   a. Never leave the student alone.
   b. Notify the office and/ or counselor and tell them to call 911
   c. Remain calm and remove other students as appropriate to your buddy room.

Reference: DESE Youth Suicide Awareness and Prevention Model Policy

2. If a student or staff member commits suicide at school, the following steps are to be taken:
   a. Secure the area where the suicide occurred.
   b. Notify the office.
   c. Be sure that all students who witnessed the suicide are removed from the immediate vicinity and placed under the supervision of a counselor or teacher. Keep a record of witnesses for the police.
   d. The office will turn off the bell system and notify all teachers to keep their students until further notice.
   e. The office will notify law enforcement.
   f. Provide for the counseling needs of students. Do not allow students to leave school prior to normal dismissal without parent/guardian approval.
   g. Contain the story and protect the privacy of the family.
3. Premier Charter School employs Licensed Professional Counselors on site that will assess counseling needs of students, staff and families as needed. Follow up care will be given on campus or referred outside of school with case management and follow up with the Division of Family Services.

STUDENTS **Form 2785**

Student Welfare

Student Suicide Awareness

GUIDELINES for training or professional development[2]

Protective Factors for Suicide

Protective factors buffer individuals from suicidal thoughts and behavior. To date, protective factors have not been studied as extensively or rigorously as risk factors. Identifying and understanding protective factors are, however, equally as important as researching risk factors.

- Effective clinical care for mental, physical and substance abuse disorders
- Easy access to a variety of clinical interventions and support for seeking help
- Family and community support (connectedness)
- Support from ongoing medical and mental health care relationships
- Skills in problem solving, conflict resolution and nonviolent ways of handling disputes
- Cultural and religious beliefs that discourage suicide and support instincts for self-preservation

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[2] Department of Elementary and Secondary Education Model Policy
Reference: DESE Youth Suicide Awareness and Prevention Model Policy

Risk Factors for Suicide

A combination of individual, relationship, community, and societal factors contribute to the risk of suicide. Risk factors are those characteristics associated with suicide they might not be direct causes.

- Family history of suicide
- Family history of child maltreatment
- Previous suicide attempt(s)
- History of mental disorders, particularly clinical depression
- History of alcohol and substance abuse
- Feelings of hopelessness
- Impulsive or aggressive tendencies
- Cultural and religious beliefs (e.g., belief that suicide is a noble resolution of a personal dilemma)
- Local epidemics of suicide
- Isolation, a feeling of being cut off from other people
- Barriers to accessing mental health treatment
- Loss (relational, social, work or financial)
- Physical illness
- Easy access to lethal methods
- Unwillingness to seek help because of the stigma attached to mental health and substance abuse disorders or to suicidal thoughts

Centers for Disease Control - Risk and Protective Factors

Suicide Prevention Training (Department of Mental Health)
https://dmh.mo.gov/mentalillness/suicide/training.html

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Reference: DESE Youth Suicide Awareness and Prevention Model Policy

STUDENTS **Policy 2810**

Student Services

Guidance and Counseling Services

The Board of St. Louis Charter School supports a systematic program of Guidance and Counseling which will be provided to all students from kindergarten through 8TH grade. This program will be a total education process with a priority of assisting students in reaching their full potential in their personal and educational development.

The Guidance and Counseling program may include the following areas:

1. Counseling
2. Developmental Guidance
3. Testing
4. Orientation, Registration, and Scheduling
5. Referrals

See also Policy 2815 - Assessment and Referrals to Outside Services.

Jan 2007

APPROVED APR 16 2013

STUDENTS **Policy 2815**

Student Services

Assessment and Referrals to Outside Services

The counseling staff, in consultation with other staff members, is responsible for the initial assessment of students' academic progress as well as personal/social concerns. Where necessary, St. Louis Charter School will make available responsive services including individual and small group counseling, crisis counseling, referral to other agencies or professional resources, and vocational and educational placement. St. Louis Charter School will cooperate and assist other agencies with the diagnosis and treatment of students referred for responsive services. Student information will not be provided to outside agencies until the student's parents/guardians have signed a release of information form. Except as required by law, including but not limited to the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the cost of diagnostic and treatment services provided outside St. Louis Charter School is the sole responsibility of individual parents/guardians. (See also Regulation 6250 - Instruction for Students with Disabilities).

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APPROVED APR 16 2013

STUDENTS **Policy 2820**

Student Services

Psychological Testing of Students

Psychological tests administered to students by qualified School personnel or appropriate diagnostic agencies will ensure quality psychological services in St. Louis Charter School, and will protect the educational rights, dignity and privacy of students and parents/guardians.

Psychological evaluations will be made only after informed and written consent of the student's parent/guardian is obtained. A conference will be held with the parent/guardian to review all test results and the student's specific educational needs in the educational program. Psychological data are only partial criteria for determining any change in a student's educational program. Psychological data older than three years shall not be used as the basis for prescriptive teaching or placement.

All psychological services provided by St. Louis Charter School or agencies contracted by the school will be in accordance with state and federal statutes and regulations concerning the privacy of student records and use of psychological services. (See also Policy 2815 - Assessments and Referrals to Outside Services.)

APPROVED APR 16 2013

STUDENTS **Policy 2830**

Student Services

Health Services

The Board of St. Louis Charter School believes that in order to provide for the safety and well being of its students, it is necessary to implement and maintain a student health services program. The health service staff will be responsible to their building principals/administrators and may also be responsible to a designated St. Louis Charter School administrator.

St. Louis Charter School will be responsible for providing first aid or emergency treatment for students in cases of sudden illness or injury. Where necessary, and with notice to the parent/guardian, emergency health services will be secured. The parent/guardian is responsible for the cost of their child's medical treatment provided by professionals outside the employ of SLCS.

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APPROVED APR 16 2013

STUDENTS **Policy 2840**

Student Services

Student Accident Insurance

St. Louis Charter School will provide the opportunity for parents/guardians, students and others to receive information about student accident insurance on an annual basis should they be insured ~~unemployed~~ through MoHealth Net as required by our participation in the National Free and Reduced lunch program.

Participation in any group plan is optional and arrangements for participation are the responsibility of the parents/guardians or students. However, all students are required to have insurance coverage before they are allowed to practice or compete in interscholastic athletics, cheerleading, pompon squads and similar groups.

OK

APPROVED APR 16 2013

Date of Board Approval Board President's Signature

STUDENTS

Policy 2850
(Regulation 2850)
(Form 2850)

Student Services

Inoculations of Students

All students attending St. Louis Charter School are required to be in compliance with state programs mandating immunization against specific diseases. Failure to comply with St. Louis Charter School immunization requirements will result in exclusion from school until proof of compliance is provided. Homeless children will be granted a temporary twenty-four (24) hour grace period within which to submit proof of compliance.

The Principals/Administrators shall institute procedures for the maintenance of health records, which are to show the immunization status of every student enrolled or attending St. Louis Charter School, and for the completion of all necessary reports in accordance with guidelines prepared by the Department of Social Services-Missouri Division of Health.

5/21/14

Date of Board Approval

Board President's signature

STUDENTS

Policy 2860
(Regulation 2860)

Student Services

Students with Communicable Diseases

A student shall not attend classes or other school-sponsored activities, if the student (1) has, or has been exposed to, an acute (short duration) or chronic (long duration) contagious or infectious disease, and (2) is liable to transmit the contagious or infectious disease, unless the Board or its designee has determined, based upon medical evidence, that the student:

1. No longer has the disease.

2. Is not in the contagious or infectious stage of an acute disease.

3. Has a chronic infectious disease that poses little risk of transmission in the school environment with reasonable precautions.

School officials may require any child suspected of having a contagious or infectious disease to be examined by a physician and may exclude the child from school, in accordance with the procedures authorized by this policy, so long as there is a substantial risk of transmission of the disease in the school environment.

A student who has a chronic infectious disease, and who is permitted to attend school, may be required to do so under specified conditions. Failure to adhere to the conditions will result in the student being excluded from school. A student who has a chronic infectious disease and who is not permitted to attend school or participate in school activities will be provided instruction in an alternative educational setting in accordance with School policy.

Students with acute or chronic contagious or infectious diseases and their families have a right to privacy and confidentiality. Only staff members who have a medical reason to know the identity and condition of such students will be informed. Willful or negligent disclosure of confidential information about a student's medical condition by staff members will be cause for disciplinary action.

The School will implement reporting and disease outbreak control measures in accordance with the provisions of Missouri Department of Health publication PACH-16, "Prevention and Control of Communicable Diseases: A Guide for School Administrators, Nurses, Teachers and Day Care Operators," a copy of which shall be on file in the office of the Principal.

APPROVED APR 16 2013

STUDENTS **Regulation 2870**
(Form 2870)

Student Services

Administering Medicines to Students

Prescription Medication

The student's authorized prescriber shall provide a written request that the student be given medication during school hours. The request shall state the name of the student, name of drug, dosage, frequency of administration, route of administration, and the prescriber's name. The diagnosis/indication for use of the medicine shall be provided. When possible, the prescriber should state adverse effects and applicable emergency instructions.

The School shall require that a prescription label be properly affixed to the medication in question. Said label must contain the name of the student, name of the drug, dosage, frequency of administration, route of administration, diagnosis and the prescriber's name.

A parent/guardian must request in writing that the School comply with the authorized prescriber's request to give medication. (The School will not administer the initial dose of any new prescription except in an emergency.)

Over-the-Counter Medication

The student's authorized prescriber shall provide a written request that the student be given medication during school hours. The request shall state the name of the student, name of drug, dosage, frequency of administration, route of administration, and the prescriber's name. The diagnosis/indication for use of the medicine shall be provided. When possible, the prescriber should state potential adverse effects and applicable emergency instructions.

A parent/guardian will provide a written request that the School comply with the authorized prescriber's request to give medication.

Emergency Medication

Written standing orders will be obtained annually for the administration of emergency medication.

Storage and Administration of Medication

A parent/guardian or other responsible party designated by the parent/guardian will deliver all medication to be administered at school to the school nurse or designee. All medication, prescription or over-the-counter, must be in a pharmacy or manufacturer-labeled container. The

School shall provide secure, locked storage for medication to prevent diversion, misuse, or ingestion by another individual.

The administration of medication, including over-the-counter medications, is a nursing activity, governed by the State of Missouri Nursing Practice Act. It must be performed by the registered professional school nurse. The nurse may delegate and supervise the administration of medication by unlicensed personnel who are qualified by education, knowledge and skill to do so. The registered nurse must provide and document the requisite education, training, and competency verification. The nurse is also empowered to contact the prescriber or pharmacist filling the prescription to discuss the prescription if the nurse has questions regarding the administration of such medication. Qualified employees will be held harmless and immune from civil liability for administering medication or medical services in good faith and according to standard medical practices.

School employees who are not qualified according to standard medical practices will not be required to administer medications or medical services. Such unqualified employees who refuse to administer medications or medical services will not be subject to disciplinary action for such refusal.

Pre-filled Auto Syringes

A school nurse or other school employee trained and supervised by the nurse may be authorized by the Board to maintain an adequate supply of pre-filled auto syringes of epinephrine with fifteen hundredths milligram (15/100 mg) or three tenths milligram (3/10mg) delivery at school. The school nurse shall recommend to the school board, through the Head of School, the number of pre-filled epinephrine auto syringes to be maintained at each school. Licensed school nurses have the discretion to use an epinephrine auto syringe on any student the school nurse believes is having a life threatening anaphylactic reaction based upon the nurses training in recognizing an acute episode of an anaphylactic reaction. Trained employees administering life-saving methods will be immune from civil liability for administering life-saving methods for administering a pre-filled auto syringe in good faith consistent with standard medical practices.

Self-Administration of Medication

Students with asthma, anaphylaxis, or any chronic health condition may carry with them for self-administration metered-dose inhalers containing "rescue" medication. Possession and self-administration of these prescription medications must comply with the Missouri Safe Schools Act, 1996. The directives of this Act will be given to each parent/guardian who requests that his/her student be permitted to carry and self-administer such medication. A permission form for self-administration (Form 2870) is required. Provided however, that:

APPROVED NOV 1 3 2012

1. A licensed physician has prescribed or ordered such medications for use of the student and has instructed the student in the correct and responsible use of such medications;

2. The student has demonstrated to the student's licensed physician or designee and the school nurse, the skill level necessary to use the medications and any device necessary to administer such medications;

3. The student's physician has appended and signed a written treatment plan for managing asthma and anaphylaxis episodes of the student and for medications for use of the student. Such plan will include a statement that the student is capable of self-administering the medication under the treatment plan;

4. The student's parent/guardian has completed and submitted to the school the student's treatment plan and liability statement.

5. The student's parent/guardian has signed a statement acknowledging that the School and/or its employees will incur no liability as a result of any injury arising from self-administration of medication by the student or administration of such medication by school staff. (see Form 2870.1)

The authorization for the possession and self administration of medication to treat a student's asthma or anaphylaxis permits authorized students to possess and self administer such student's medication while in school, at a school sponsored activity, and in transit from school or school sponsored activity. Such authorization will be effective for the school year when issued and for the school attended when the authorization is issued. Such authorization must be renewed each subsequent year in order to remain effective. Information concerning the student's condition, treatment plan, authorization, and related documents will be kept on file in the school nurse's office and be easily accessible in the event of an asthma or anaphylaxis emergency. Duplicate prescribed medication, as described in this policy, will be kept in the school's nurses office and be reasonably accessible to the student and school staff in the event of an asthma or anaphylactic emergency.

Parent/Guardian Administration

In situations where the above requirements are not met, or any time the parent/guardian chooses, the parent/guardian may come to school to administer medicine to his/her student.

Exception for Potentially Harmful Administration

It shall be the policy of this School that the School will not knowingly administer any medication to a student if the School's registered professional school nurse believes, in his/her professional

judgment, that such administration could cause harm to the student, other students, or the School itself. Such cases may include, but are not necessarily limited to, situations in which the School is being asked to administer medication in a dosage that exceeds the highest recommended dosage listed in the current annual volume of the Physician's Desk Reference or other recognized medical or pharmaceutical text.

APPROVED NOV 1 3 2012

STUDENTS **Form 2870**

Student Services

Permission to Self-Administer Medication

PERMISSION FORM
FOR STUDENT TO SELF-ADMINISTER MEDICATION

I hereby certify as follows:

I, _____ , the parent/guardian of
Parent/Guardian

_____, a student in the
Student

_____, am legally authorized
School

to make educational and health care decisions for the Student.

I hereby give my permission for the Student to retain in his/her possession _____ and to self-administer this medication in accordance with my son/daughter's written treatment plan signed by his/her physician. This permission shall be effective during the school day, on school property, including but not limited to a school bus, and at all school activities, whether on or off school property or occurring during the regular school day.

I have provided the School with a written medical history of the Student's experience with his/her chronic health condition, ("Condition") and a plan of action for addressing any emergency situations that could reasonably be anticipated as a consequence of administering the medication and having the Condition.

I have provided the School with a copy of the Student's treatment plan including a physician's statement that the Student is capable of self-administering the medication under the treatment plan, and written certification from the Student's physician, stating that the Student (a) has the aforementioned Condition and (b) is capable of, and has been instructed in, the proper method of self-administration of medication and informed of the dangers of permitting other persons to use the medicine prescribed for the Student.

I understand that the School and its employees or agents may disclose information provided in accordance the foregoing paragraphs to administrators, schools nurses, teachers, and other school employees as may be necessary to protect the health of the Student and to establish that the Student has been authorized to self-administer the medication designated above, and shall incur no liability for the disclosure of such information.

APPROVED NOV 1 3 2012

I understand that the School and its employees or agents shall incur no liability as a result of any injury arising from the self-administration of medication by the Student, and that I shall be required to indemnify and hold harmless the School and its employees or agents against any claims arising out of the self-administration of medication by the Student. I understand that this paragraph shall not be construed as a release from liability for negligence.

I understand that this permission form is effective for the school year for which it is granted, and that a new Permission Form and supporting documentation as described above must be submitted for each school year.

_____ _____

Signature of Parent/Guardian Date

STATE OF MISSOURI)
)SS
COUNTY OF)

On this ____day of 20____, before me appeared _____ to me personally known, who, being by me duly sworn, did say that he/she executed the foregoing instrument and acknowledge said instrument to be his/her free act and deed.

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed my official seal in the County and State aforesaid, the day and year first above written.

_____

Notary Public

My commission expires: _____

OR

_____

Signature of nurse, secretary or administrator

APPROVED NOV 1 3 2012

STUDENTS **Form 2870.1**

Student Services

Administering Medicines to Students

ACKNOWLEDGEMENT OF STUDENT SELF ADMINISTRATION OF MEDICATION

As parents/guardians of (Students Name) we authorize our son/daughter to possess and to self-administer medication to treat his/her chronic health condition.

We warrant that:

1. A licensed physician prescribed or ordered such medications for use by our son/daughter.

2. A licensed physician has instructed our son/daughter in the correct and responsible use of such medications.

3. Our son/daughter has demonstrated to our son/daughter's licensed physician or licensed designee the skill necessary to use the medication and any device necessary to administer such medications.

4. Our son/daughter's physician has approved and signed a written treatment plan for managing our son/daughter's chronic health condition that describes the specific medications to be self-administered and the medication's appropriate use by our son/daughter. The treatment plan includes a physician's statement that our son/daughter is capable of self-administering the medication under the treatment plan. A copy of this treatment plan is attached to this acknowledgement.

5. We agree to complete and submit to the school any written documentation required by the school.

_____ _____

Parent/Guardian Signature Date

APPROVED NOV 1 3 2012

WE ACKNOWLEDGE THAT THE SCHOOL AND ITS EMPLOYEES SHALL INCURE NO LIABILITY AS RESULT OF ANY INJURY ARRISING FROM THE SELF-ADMINISTRATION OF MEDICATION BY OUR SON/DAUGHTER OR ANY ADVERSE EFFECTS OR INJURY CAUSED BY THE MEDICATION AS ADMINISTERED BY SCHOOL STAFF. HOWEVER, WE ALSO ACKNOWLEDGE THAT THE ABOVE STATEMENT SHALL NOT BE CONSTRUED AS A RELEASE FROM LIABILITY FOR NEGLIGENCE.

_____ _____

Parent/Guardian Signature Date

APPROVED NOV 1 3 2012

STUDENTS **Policy 2880**

Student Services

Student Physical Examination

The Board of St. Louis Charter School may require any student to be examined by a physician for the purpose of determining whether the student is afflicted with a contagious or infectious disease or have the liability of transmitting the disease.

The Board of St. Louis Charter School may also require certification from a physician indicating a student's fitness to participate in specific educational programs or extra-class activities.

Refusal on the part of parent/guardian to obtain the required examination and to submit the certification indicating freedom from contagious or infectious disease may result in student exclusion from school.

Students may be excused from engaging in required educational activities upon proper certification from a physician advising of student disability.

All costs of physical or other examinations shall be at the expense of students unless state or federal law specifically mandates the examination to be the responsibility of St. Louis Charter School.

Vision Examinations

Students enrolling in kindergarten or first grade will be required to receive a vision examination from a state licensed optometrist or physician.

A trained School nurse or other qualified School employee will conduct eye screening exams for every student prior to the completion of first grade and will again screen before the completion of third grade. If a student fails an eye screening, St. Louis Charter School will notify the parent/guardian of the results of the eye screening and will require the student to receive a complete eye exam from an optometrist or physician. Students will be excused from the eye screening examination if a student's parent/guardian submit a written objection to the exam addressed to the student's principal.

APPROVED APR 16 2013

STUDENTS **Policy 2875**
(Regulation 2875)

Student Services

Student Allergy Prevention and Response

The purpose of this policy is to create an organized system for preventing and responding to allergic reactions in accordance with House Bill 922 (2009). This policy is not a guarantee of an allergen-free environment; instead, it is designed to increase awareness, provide education and training, reduce the chance of exposure and outline responses to allergic reactions.

This policy applies to district facilities to which students have access and includes transportation provided by the district. The Board instructs the superintendent or designee to develop procedures to implement this policy.

Identification

An allergic reaction is an immune system response to a substance that itself is not harmful but that the body interprets as being harmful. Allergic reactions range from mild to life- threatening. Each school in the district will attempt to identify students with life-threatening allergies, including food allergies. At enrollment, the person enrolling the student will be asked to provide information on any allergies the student may have.

Prevention

Students with allergies that rise to the level of a disability as defined by law will be accommodated in accordance with district policies and procedures pertaining to the identification and accommodation of students with disabilities. An Individualized Health Plan (IHP), including an Emergency Action Plan (EAP), may be developed for students with allergies that do not rise to the level of a disability.

All staff members are required to follow any 504 Plan or IHP/EAP developed for a student by the district. Staff members who do not follow an existing 504 Plan or IHP/EAP will be disciplined, up to and including termination.

Staff members shall not use air fresheners, oils, candles, incense or other such items intended to add fragrance in any district facilities. This provision will not be construed to prohibit the use of personal care items that contain added fragrance, but the principal may require staff members to refrain from the use of personal care items with added fragrance under particular circumstances.

Staff members are prohibited from using cleaning materials, disinfectants, pesticides or other chemicals except those provided by the district.

The district will not serve any processed foods, including foods sold in vending machines, which are not labeled with a complete list of ingredients. Vended items must include a list of ingredients on the individual package. The food service director will create an ingredient list for all foods provided by the district as part of the district's nutrition program, including food provided during the school day and in before- and after-school programs. This list will be available upon request.

Prepackaged items used in concessions, fundraisers and classroom activities must include a list of

ingredients on the package. If the package does not contain a list of ingredients, the list of ingredients must be available at the location where the package is sold or provided.

Education and Training

All staff members will be annually trained on the causes and symptoms of and responses to allergic reactions. Training will include instruction on the use of epinephrine premeasured auto-injection devices.

Age-appropriate education on allergies and allergic reactions will be provided to students as such education aligns with state Grade-Level Expectations (GLEs) for health education. Education will include potential causes, information on avoiding allergens, signs and symptoms of allergic reactions and simple steps students can take to keep classmates safe.

Confidentiality

Information about individual students with allergies will be provided to all staff members and others who need to know the information to provide a safe learning environment for the student. Information about individual students with allergies will be shared with students and others who do not have a legitimate educational interest in the information only to the extent authorized by the parent/guardian or as otherwise permitted by law, including the Family Educational Rights and Privacy Act (FERPA).

Response

Response to an allergic reaction shall be in accordance with established procedures, including application of the student's 504 Plan or IHP/EAP, where applicable. Parents of students with life-threatening allergies should supply the school with epinephrine premeasured auto-injection devices to be administered in accordance with Board policy.

* * * * *

Approved 11/2/2017

STUDENTS **Regulation 2875**

Student Services

Student Allergy Prevention and Response

The school nurse shall oversee the administration of these procedures in consultation with the food service director, the School Health Advisory Council (SHAC), the wellness committee, the transportation director, local health authorities and, where appropriate, the special education director or 504 coordinator.

Definitions

Allergen – A substance that triggers an allergic reaction.

Allergic Reaction – An immune system response to a substance that itself is not harmful but that the body interprets as being harmful. Allergic reactions trigger inflammation in the skin (hives, itching, a rash); in the respiratory system (coughing, wheezing, difficulty breathing); in the gastrointestinal tract (vomiting, diarrhea, stomach pain); and the cardiovascular system (lowered blood pressure, irregular heartbeat, shock). Anaphylaxis is another type of allergic reaction.

Anaphylaxis – A life-threatening allergic reaction that involves the entire body. It may be characterized by symptoms such as lowered blood pressure, wheezing, nausea, vomiting or diarrhea and swelling and hives. Anaphylaxis may result in shock or death.

Emergency Action Plan – An EAP is a written plan for students who have life-threatening conditions, such as an allergy. This plan is designed to inform school district personnel who may be called upon to respond.

Individualized Health Plan – An IHP is a document created by the district in cooperation with the parents and, when appropriate, a student's health care provider for students who have specific health care needs. It is a nursing care plan that has student-centered goals and objectives, and describes the nursing interventions designed to meet the student's short and long-term goals.

Life-Threatening Allergy – An allergic reaction that is severe enough to potentially cause death.

General

In accordance with Board policy, the nurse or designee will provide training to all staff members about the causes and symptoms of and responses to allergic reactions and the proper administration of epinephrine. This training will be provided to current staff members within thirty (30) calendar days of the adoption of the Allergy Prevention and Response policy and on an annual basis thereafter. Staff members who are hired after this training has been conducted will be provided the information within ten (10) calendar days of the first day of employment.

Pursuant to Board policy, students may carry medication for the treatment of allergies. In addition, epinephrine premeasured auto-injection devices are available in each building and stored in the following locations:

Building: Intermediate Locations: Nurse's Office

Response to an Allergic Reaction

Any staff member who becomes aware that a student is having an allergic reaction must:

1. Stay with the student;
2. Notify the nurse immediately or direct another person to do so; and
3. Contact the parents.

If a staff member determines that the allergic reaction is potentially life-threatening the staff member will implement the student's 504 Plan, Individualized Health Plan (IHP) or Emergency Action Plan (EAP) if the staff member is familiar with the plan.

If the student does not have a 504 Plan, IHP or EAP, the staff member is not familiar with the 504 Plan, IHP or EAP or such plan is not immediately available, the staff member will immediately take or direct another person to take the following actions.

1. Call 911.
2. Notify the middle school or elementary school nurse.
3. Administer epinephrine, if available, at the direction of the school nurse pursuant to his/her training or designee. If the school nurse is not present, the staff member may administer epinephrine pursuant to his/her transcript, if available, if the staff member determines it is necessary to safeguard the health of the student.
4. Notify the parents.
5. Provide first responders with information about the student's allergy and reaction and any actions already taken.
6. A staff member will remain with the student until a parent/guardian or emergency contact arrives or until the student is transported from the district by first responders.

As soon as possible after the life-threatening allergic reaction, the nurse will consult with the 504 compliance coordinator and the student's parent/guardian to determine whether a 504 Plan or IHP/EAP would be appropriate for the student.

Instructional Areas

No food preparation or consumption will take place in any instructional area unless the instructor has permission from the building administrator. Courses that include food preparation or consumption as a regular part of the curriculum are exempt from this provision, but instructors in these courses have an increased responsibility to monitor student adherence to prevention procedures.

Dining Areas

The school nurse or designee will provide the food service director with a copy of any 504 Plan or IHP that concerns diet, along with a photograph of the student. Any 504 Plan or IHP that requires food substitutions must include a written statement from a licensed physician that:

1. Describes the disability or condition.
2. Explains how the student is restricted as a result of the disability or condition.
3. Identifies the major life activities affected by the disability or condition.
4. Lists omitted and permitted substitute foods.

The food service director will provide information to food service personnel as necessary. Food service personnel will not act on individual requests for dietary accommodations. If a student or parent/guardian of a student who does not have a 504 Plan or IHP/EAP on file with the food service director requests an accommodation, he or she will be referred to the school nurse and/or the Section 504 Coordinator for assistance.

The food service director will arrange for all food service staff to be trained in food label reading, cross-contamination avoidance, safe food handling and food item labeling requirements.

If there is any change in the menu after the menu has been posted, the food service director will notify the school nurse or designee. The nurse or designee will notify parents of students with a 504 Plan or IHP/EAP for food allergies, if necessary and applicable.

The principal may designate one (1) or more tables in the dining area as peanut and/or nut-free areas. Any student may use these tables, but may not have any food or beverage that contains or may contain peanuts or other nuts. If any student has been identified as having life-threatening allergies to a food or beverage other than peanuts or nuts, the principal may instead designate one (1) or more tables as allergen-free areas and specify the prohibited foods and beverages. Staff responsible for cleaning dining areas will clean any such designated tables prior to each use according to United States Department of Agriculture (USDA) recommendations using separate cleaning supplies. No student will be required to sit at the designated table.

Staff members supervising dining areas will promote a "no sharing/no trading" environment to prevent students from trading food, beverages or dining utensils.

Transportation and Off-Site Activities

Except as otherwise outlined in this procedure, drivers will not allow students to eat or drink on district transportation unless the student has written permission from his or her building principal. Written permission will be provided if the student has a medical need to consume food or beverages during the time the student is transported. A student who has a medical need to consume food or beverages on district transportation must have an IEP, 504 Plan or IHP that addresses which foods or beverages the student may consume.

Students being transported to and from activities on district transportation may be allowed to consume food and beverages if the staff member serving as sponsor has verified that none of the students being transported have documented life-threatening food allergies.

Staff members must submit a list of students taking part in off-site activities, such as competitions and field trips, to the nurse at least five (5) days prior to the activity. The nurse will verify which, if any, students have allergies and provide the staff member with a copy of the relevant 504 Plans or IHPs or EAPs and any medications that may be needed in the case of an allergic reaction.

* * * * *

STUDENTS **Policy 2890**

Student Services

Do Not Resuscitate (DNR) Orders

The Board of St. Louis Charter School recognizes that some students have progressive medical conditions that may result in the students' death while present at school or school activities. St. Louis Charter School appreciates the difficult medical and emotional decisions that must be made when families choose to limit resuscitative efforts for these students. Accordingly, the Head of School shall develop procedures for evaluating requests by a parent or guardian that St. Louis Charter School honor a Do Not Resuscitate (DNR) order from a licensed physician.

At a minimum, the procedures will require an individualized evaluation of each request. The procedures will comply with federal and state law. A health care and resuscitation/non-resuscitation plan shall be developed for each request and shall include a determination regarding what if any resuscitation efforts are appropriate. Health care and resuscitation/non-resuscitation plans will be developed by a multidisciplinary team that shall include the student's parents or guardians and physician; appropriate school personnel (including but not limited to, the Head of School, building principal(s), counselor(s), and school nurse) and their consultants; and when appropriate, the student. This team will consider the best interests of the student.

The team will also address and plan for the effect of a student's sudden death on other students and staff in each school setting in which the student participates. Health care and resuscitation/non-resuscitation plans shall be reviewed regularly and have a specific limited duration. Such plans will be communicated to all St. Louis Charter School personnel who have a need to know in order to implement these plans. The administration shall coordinate with local emergency medical services to implement the plans.

APPROVED APR 16 2013

STUDENTS

Policy 2910
(Regulation 2910)

Activities and Athletics

Student Publications

The Board of St. Louis Charter School encourages student production and distribution of publications which can provide opportunities for practical journalistic experience and for the written expression of differing opinions. The Board of St. Louis Charter School recognizes that freedom of speech and press bring corresponding responsibilities, therefore, in its inherent authority based on Missouri Public School Law, it designates the Head of School as the Board's representative. The Head of School, through appointment of a faculty advisor, shall provide guidance to students in appropriate methods for preparing and producing publications.

The Head of School/designee may delay or stop distribution of any materials proposed for printing or that have been printed which may be reasonably forecast to cause substantial and material disruption or obstruction of any lawful mission, process, or function of the school.

5/21/14

Date of Board Approval

Board President's signature

STUDENTS

Policy 2920
(Regulation 2920)
(Form 2920)

Activities and Athletics

Interscholastic Activities and Athletics

St. Louis Charter School provides opportunities for students to participate in interscholastic activities and athletics. The interscholastic programs should encourage participation by as many students as possible and should be carried on with the best interests of the students as the primary consideration. The programs are expected to be well organized and well conducted and to have a positive influence on the students and the community.

Participation in interscholastic and extracurricular activities is a privilege and not a right. Interscholastic competition may be withheld from any student as a condition of discipline. Furthermore, all policies that apply to the regular school day apply also to interscholastic competition. Coaches and sponsors may establish policies for their groups in addition to those set out by the Missouri State High School Activities Association.

Hazing

Student hazing is inconsistent with the educational goals of St. Louis Charter School and poses a significant risk to the physical and mental welfare of students. Hazing of students, on or off School property, is prohibited and may result in suspension from school and from activity/athletic participation.

5/21/14
Date of Board Approval

Board President's signature

STUDENTS

Policy 2940
(Regulation 2940)

Activities and Athletics

Student Group Use of School Facilities

Pursuant to the Equal Access Act, the Board of St. Louis Charter School will provide an opportunity for student-initiated non-curricular groups to conduct meetings on school premises, during non-instructional time, and will not discriminate against students on the basis of the religious, political or philosophical content of the speech at such meetings.

An activity is to be considered curricular if the subject matter is or will be taught in a regularly offered class; if the subject matter concerns the body of courses as a whole; if participation in the group is a requirement for a course; or if academic credit is available for participation. Extracurricular activities include activities organized and supervised under the auspices of the school. Extracurricular activities primarily involve students in activities occurring outside academic class time, for which no units of credit are awarded. Any activity which does not meet the definition of a curricular or extracurricular activity will be considered noncurricular.

5/21/14

Date of Board Approval

Board President's signature

FINANCIAL OPERATION

Policy 3100
(Regulation 3100)

Financial Management

The Board will adopt a series of policies to provide direction regarding the School's budget and financial affairs which reflect the educational philosophy of the School and provide a framework in which the School's administration can effectively operate.

The budget and finance processes will conform to all state and local requirements as set forth by the State constitution, State statutes, Department of Elementary and Secondary Education rules, and Board policies.

Good business necessitates keeping accurate, legal and understandable records of receipts and expenditures. It is also essential that procedures be followed which will help to insure that the budget adopted by the Board is effective in providing parameters for the fiscal affairs of the School.

The purpose of the School budget and financial policies will be to provide direction for a systematized procedure that maintains continuity from year to year and informs the public regarding the education and financial operations of the School.

APPROVED NOV 13 2012

Date of Board Approval Board President's signature

FINANCIAL OPERATION **Regulation 3100**

Financial Management

The following procedures or actions shall be taken:

1. The Missouri Financial Accounting Manual, published by the Missouri Department of Elementary and Secondary Education, shall be adopted for financial accounting.

2. All receipts, including student activity funds, shall be deposited in the School account as provided by law. There shall be no separate accounts of any organization, individual, or department for funds collected or received in connection with any school activity or program.

3. All expenditures shall be paid by check or school credit card.

4. The Head of School shall formulate administrative procedures to facilitate the orderly expenditure and receipt of funds. The Head of School is empowered to purchase for the School within limits as set forth by the budget approved by the Board except for emergency items which are necessary to prevent interruption of school operations.

APPROVED NOV 1 3 2012

FINANCIAL OPERATION — Policy 3106

Financial Management

Fraud Prevention

The School is committed to protecting the funds with which it has been entrusted. Minimizing the losses to fraud and corruption is an essential part of ensuring that all of the School's resources are used for the purpose for which they are intended.

The public is entitled to expect the School to conduct its affairs with integrity, honesty and openness, and demand the highest standards of conduct from those working for it and with it.

Definition of Fraud and Corruption

Although there is no precise legal definition of fraud, the term is used to describe a multitude of offences, including deception, forgery, theft, misappropriation, collusion and false representation of material facts.

Corruption arises when a person receives any benefit which influences them and causes them to act differently when conducting school business.

The School's Response

Board policy requires that matters involving any financial irregularities are referred to the Head of School for investigation. These matters are taken seriously and additional action, such as disciplinary proceedings and/or prosecution, will be taken where evidence of offences is found.

The Head of School/designee will:

- Compile a report of findings for submission to the Board with a recommendation as to whether disciplinary action is appropriate.
- Where appropriate, coordinate with the police in order for them to consider taking criminal action.
- Advise departments on how to address procedural weaknesses identified during investigation.

APPROVED NOV 1 3 2012

Date of Board Approval — Board President's sginature

The Investigation Process

The purpose of any investigation is to establish the facts in an equitable and objective manner.

The process will involve the use of authority or delegated powers to:

- screen allegations or information to gauge their credibility;
- secure all evidence;
- interview suspects;
- interview witnesses;
- take statements; and
- coordinate with departments or other agencies (including the police).

The Head of School/designee will establish and record the basis of the concerns raised and establish what further actions are required. The Board will be informed of all reported disclosures and the actions being taken. In the case of disclosures on alleged fraud and corruption, the head of finance will inform the school's external auditors.

Whenever possible, the individual raising the concern will be advised of the outcome of the investigation. If an individual is not satisfied with the response received and any subsequent action taken, they should put their concerns in writing to the Head of School who will arrange any further investigation as he/she deems appropriate. The Head of School will send a written response to the individual concerned.

Reporting Suspicions

If fraud or corruption is suspected, then the matter should be reported without delay. Employees should report suspicions to a supervisor at the outset and retain all evidence. However, if it is thought the supervisor might be involved or there may be a conflict of interest, the matter should be reported directly to a more senior administrator.

It is recognized that for some individuals, raising a concern under this procedure may be a difficult experience. All reported incidents will be investigated.

All reports will be dealt with in confidence, with staff being informed on a need to know basis only.

APPROVED NOV 1 3 2012

To ensure that this policy is adhered to, and to assure staff that the concern will be taken seriously, the School will:

- not allow the person raising the concern to be retaliated against for doing so;
- treat retaliation against whistle blowers as a serious matter leading to disciplinary action that may include dismissal;
- not attempt to conceal evidence of poor or unacceptable practice;
- take disciplinary action if an employee destroys or conceals evidence of poor or unacceptable practice or misconduct; and
- ensure confidentiality clauses in employment contracts do not restrict, forbid or penalize whistle blowing.

Overall Objectives

The School's overall objective is to identify and maintain good practices, address weaknesses in current processes and introduce improved systems for the management of those processes. The end result is that of minimizing the amount of fraud and corruption which may occur within the system and significantly reduce the opportunity for fraud or corruption to occur in the future.

APPROVED NOV 1 3 2012

FINANCIAL OPERATION

Policy 3110
(Regulation 3110)

Financial Management

Preparation of Budget

Each year the Head of School is required to submit to the Board for their consideration a detailed annual budget showing estimates of income and expenditures for the ensuing fiscal year. The Board may accept, reject, modify or request revisions of the budget, but will adopt a budget by June 30, according to statutory provisions.

The approved estimated expenditures cannot exceed 98% of estimated revenues to be received without a specific resolution and approval of the Board.

APPROVED NOV 13 2012

Date of Board Approval Board President's signature

FINANCIAL OPERATION **Regulation 3110**

Financial Management

Preparation of Budget

On or before the March Board Meeting of each year, the Head of School shall prepare and submit to the Board for its consideration a preliminary draft of the annual budget covering salaries of the teachers, administrators, and other employees, and an estimate of other current expenses for the next fiscal year.

After the beginning of the fiscal year in July, the Head of School shall prepare and present to the Board for its consideration a detailed annual budget covering all estimated expenditures for the ensuing fiscal year. The aggregate estimated expenditures shall not exceed ninety-eight percent (98%) of the estimated income. This annual budget, with such changes or additions as the Board may desire to make, shall be adopted by the Board on or before the September Board meeting.

Income

Estimates of income are based on previous receipts, information such as new legislation, new programs and phasing out of present programs; best estimated of weighted average daily attendance (WADA) and basic allocation from the state and city.

Expenditures

Budget expenditures are to reflect the needs and priorities of the School's programs. By law, the expenditures cannot exceed the estimated revenue to be received plus any unencumbered balance.

APPROVED NOV 1 3 2012

FINANCIAL OPERATION **Policy 3111**

Financial Management

Fiscal Year

The fiscal year begins annually on the first day of July and ends on the thirtieth day of the following June.

APPROVED NOV 13 2012

Date of Board approval Board President's signature

FINANCIAL OPERATION **Policy 3112**

Financial Management

Budget Implementation

The annual budget governs the revenue and expenditures and capital obligations for the School. The Head of Finance will establish procedures for cash management and reporting.

No funds may be spent which are not authorized by the annual budget. If an unanticipated need arises, the Board may approve the Head of School's recommendation to appropriate an amount to cover a needed expenditure from the contingency or budget surplus.

The Head of Finance will prepare a monthly statement to account for monthly and year to date revenue and expenditures for the fiscal year as compared to the budget.

APPROVED NOV 1 3 2012

Date of Board Approval Board President's Signature

FINANCIAL OPERATION **Policy 3113**

Financial Management

School General Ledger Fund Accounts

The School will maintain the following general ledger funds for the accounting of revenue as required by DESE: teachers' fund and incidental fund. These funds are denoted for state reporting purposes as: General Fund, Fund 1 – comprised of the Incidental and Fund 2 – the Special Revenue Fund, comprised of the Teachers' Fund.

APPROVED NOV 1 3 2012

Date of Board Approval Board President's signature

FINANCIAL OPERATION **Policy 3120**

Financial Management

Petty Cash

A petty cash fund is a small amount of money ($100.00 or less) that is managed by an administrator in order to purchase small amounts of supplies or cover unanticipated small expenses, such as materials or refreshments for emergency meetings or unexpected guests. The petty cash fund may have been obtained with a requisition to the School Business Office. The designated administrator is accountable for this fund. Funds collected in excess of $100.00 must be processed immediately for proper deposit and are not to be held at a school site.

The petty cash fund must be used for school purposes (purchase of emergency supplies) and must be documented with receipts. If an administrator accrues out-of-pocket expenses, a requisition for reimbursement should be submitted on a monthly basis with back-up information and receipts.

Teachers may not make petty cash purchases without the prior approval of an administrator.

Petty cash should not be used as a short cut to obtain supplies except in an emergency or in cases where very small items make it impractical to order through channels.

APPROVED NOV 1 3 2012

Date of Approval Board President's signature

FINANCIAL OPERATION **Policy 3130**

Financial Management

State and Federal Projects

With Board approval, the School may operate various specially funded programs that must be administered in accordance with particular federal and/or state laws, regulations and other conditions for use of such funds.

The Head of School shall be the designated School official responsible for coordinating funded projects, administering programs and ensuring that the various departments operating these programs do so within the guidelines of the particular program. The administration shall keep accurate and separate records, as required by state and federal programs, to enable the School to verify program compliance and success. The Head of School shall keep the Board fully informed.

Staff involvement will be solicited by the administration in the planning, implementation and evaluation of programs authorized and approved within the guidelines of Title I of the Improving American Schools Act of 1994 and/or other significant legislative enactments. The vehicle for such involvement shall be determined by the administration, with the approval of the Board.

APPROVED NOV 1 3 2012

Date of Board Approval Board President's signature

FINANCIAL OPERATION **Policy 3150**

Financial Management

Payment Procedures

All money received by the School shall be disbursed only for the purposes for which they are levied, collected or received.

Payment of bills shall be authorized by the head of finance, only after verification of delivery and satisfaction by the department or staff receiving the item(s). No payment for goods or services shall be made unless both an itemized invoice showing the name of the person or firm to whom payment is due is presented, and a receiving document bearing the signature of an authorized school employee is on file. Furthermore, the invoice must have been issued in response to an approved purchase order.

All disbursements greater than $5,000 require two authorized signatures.

The use of wire transfers is discouraged for routine disbursements. Should a wire transfer be needed, the Head of School or the head of finance will issue the request and the Chairman of The Board will approve the request before the funds are released.

APPROVED NOV 1 3 2012

Date of Board Approval Board President's signature

FINANCIAL OPERATIONS **Policy 3162**

Financial Management

Procurement Policies

The Board recognizes the importance of a sound fiscal management program and expects school staff to maximize the resources available for the school's educational program and to be good stewards of public funds by exercising fair, competitive purchasing practices. The school will respect its financial obligations and will also require that providers meet their obligations to provide quality products and services in a timely manner to the school.

All funds deposited with the school, regardless of source, are considered school funds and are subject to this policy. No contract will be entered into or bill paid without the proper documentation. Purchases that may exceed $100,000 must have prior Board approval unless this policy's emergency provisions are applicable.

The Board encourages school staff to purchase products manufactured, assembled or produced in the United States.

In addition to this policy, please also see Federal Contracts, Payment Procedures and expense reimbursement.

Purchasing Supervision

The Head of Finance will service as the school's purchasing officer or will designate a purchasing officer. The purchasing officer will supervisor school purchases of products and services and may authorize purchases on behalf of the school that comply with the Board-adopted budget and this policy. The Head of School, in consultation with the purchasing officer, shall develop procedures to implement this policy in a manner that will meet the school's needs while protecting the school's resources. These procedures will comply with all applicable laws and will centralize and provide oversight of all purchasing decisions.

School staff requesting to purchase a product or service must receive approval from a member of school administration with purchasing approval authority as determined by the Head of Finance and Head of School. Purchasing approval is documented through the School's current purchasing software. School Administrators will be authorized to approve purchases within the Board-adopted budget up to and including $1,000 for functional areas or departments which they oversee and lead. Any purchases exceeding $1,000 will need to be approved by the Head of Finance. All written contracts including any leases or similar executory documents need to be approved by the Head of Finance and signed by the Head of School.

J M Blomker

November 11, 2021

Date of Board Approval Board President's signature

Competitive Purchasing

School staff will research all purchases and compare prices prior to making decisions regarding the expenditure of school funds, unless a purchase is covered by an exception pursuant to this policy. Employees are expected to contact at least one provider before making a decision regarding purchases up to and under $1,000, at least two providers for purchases up to and over $1,000 but up to and less than $10,000, and at least three providers for purchases over $10,000. The Head of Finance may request documentation of these comparable providers. Sealed bids (formal advertising) will be required for purchases that may exceed $100,000. Bidding for products or services exceeding $20,000 that are like kind in nature are required at a minimum every 5 years unless no other like kind provider is available. Exceptions to the competitive bid process may involve the following scenarios: emergency situations, utilities, products or services that can only be purchased from a single source, tuition, annual software renewal and maintenance agreements that have been in use for less than 5 years, or situations where after solicitation of a number of sources, competition is determined to be inadequate.

The school will select the lowest or best bid. The school reserves the right to waive minor technical defects in a bid, reject any and all bids, reject any part of the bid, advertise for new bids, or make the purchase on the open market if the product or service can be obtained at a better price.

When the purchasing officer determines that the purchase requires competitive negotiations, products or services may be purchased by competitive proposals. Likewise, the Head of School, in consultation with the purchasing officer is directed to create procedures that all the school to benefit from cooperative purchasing and address unusual situations such as purchasing when there is a single feasible source for the purchase. The Head of School is also directed to create a process whereby authorized providers are selected for frequent purchases, while still monitoring the competitiveness of these providers.

Emergency Situations

Unless otherwise required by law, the Head of School may waive the requirement for competitive bids or proposals when he or she has determined that there exists a threat to life, property, public health or public safety or when immediate expenditure is necessary in order to protect against further loss of damage to property, or to prevent or minimize a serious disruption in services. Emergency purchases shall be made with as much competition as is practical under the circumstances and will only be utilized for purchases that are necessary to alleviate the emergency.

Debarred or Suspended Providers

The school will not do business with providers who have been suspended or debarred on a state or federal level unless the Head of School authorizes the transaction and provides the Board with written justification. School employees are directed to verify that selected providers are in good standing before making a purchasing decision.

Confidentiality

Sealed bids and related documents will be kept confidential until bids are opened. School staff will not disclose offers, bids, or price quotations to competitors except as necessary to conduct negotiations beneficial to the school or as required by law. All contract negotiations and related documents are considered closed until a contract is executed or all proposals are rejected.

Credit and Purchasing Cards

Authorized school employees may use credit cards or purchasing cards issued to the school to make purchases for the school or to pay for reasonable travel expenses incurred when performing job duties. Employees will not use these cards to circumvent the bidding and purchasing requirements established by law and Board policy. All purchases made using school cards must be attributed to the appropriate budget code and must confirm to the board-adopted budget. School credit card purchases like all purchases must be approved in advance of the purchase by initiating a purchase request in the School's purchasing software. These purchase requests are approved by the administrator responsible for the designated activity. Please allow a minimum 10-day notice when requesting the card.

Unless otherwise authorized by the Board, only the Head of School and Head of Finance will have a school credit card.

School employees using a school card must provide documentation, such as receipts and applicable budget codes, justifying expenditures. The school's business office will examine all documentation prior to payment and will notify the Head of School or designee immediately if any purchase was made in violation of law or school policies or procedures. Should a team member that has requested the use of the school credit card not bring in expense receipts for the activity within 10 days of the activity, the school may have the team member reimburse the school for undocumented expenses. The team member may also be refused the ability to use the school credit card for future transactions.

All employees issued a school card must take all reasonable measures to protect the cards against damage, loss, theft or misuse. Any damage, loss, theft or misuse of the card must be reported to the Head of School immediately. School employees will surrender all cards upon completion of their employment or upon demand by the school.

Prohibited Activity and Reporting Requirements

The school expects all staff members to comply with the letter and intent of all school policies and procedures regarding purchasing. Under no circumstances may employees use school funds to make unauthorized or personal purchases. Staff members may not artificially divide purchases to avoid bidding requirements or design bid specifications to favor a particular school resources, including school cards.

The Head of School or Head of Finance will contact law enforcement and file a report or sign a complaint on behalf of the school in situations where a crime may have occurred.

FINANCIAL OPERATION

Policy 3165
(Regulation 3165)

Procurement Standards – Federal Contracts

The School will comply with all applicable regulations issued by the Office of the Secretary – Education related to procurement activities in federal related contracts. These provisions include, but are not limited to, procurement, disposition of unused supplies, copyrights and debarred or suspended parties. The School will maintain a contract administration system which ensures that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Detailed requirements for compliance are incorporated into Regulation 3165.

APPROVED NOV 13 2012

Date of Board approval

Board President's signature

FINANCIAL OPERATION **Regulation 3165**

Procurement Standards - Federal Contracts

Code of Standards

Conflict of Interest

The School maintains a written code of standards of conduct which governs the performance of School employees who may be engaged in the award and administration of contracts. These standards will include a prohibition against employees who are involved in the selection, award or administration of a contract supported by federal funds, if a conflict of interest, real or apparent, would be involved.

A conflict of interest would arise if a School board member or employee, any member of their family, their partner, or an organization which employs or is about to employ any of the parties named in this paragraph, has a financial or other interest in the firm selected for the award.

Neither School board members, nor employees will accept gratuities, favors, or anything of monetary value from contractors, potential contractors or parties to sub-agreements. This rule will not apply to gifts of less than ten dollars ($10.00), or is an unsolicited item of nominal intrinsic value. Violations of these conflict of interest provisions will result in disciplinary action up to and including termination for employees, and up to and including public sanction of a violating Board member.

Avoidance of Unnecessary/Duplicate Purchase

The School will review proposed procurements to avoid purchases of unnecessary or duplicative items. Consideration will be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. Where appropriate to foster great economy and efficiency, the School will consider entering into state and local intergovernmental agreements for procurement, or lease of common goods and services. Moreover where appropriate, the School will use federal excess and surplus property in lieu of purchasing new equipment and property.

The School will, when appropriate, consider and utilize value engineering classes in contracts for construction projects for cost reductions. In making awards, the School will select contractors to successfully perform under the terms of the procurement. In analyzing the suitability of contractors, consideration will be given to contractor integrity, compliance with public policy, past performances, as well as, financial and technical services.

Recordkeeping

The School will maintain records sufficient to detail the significant history of a procurement. These records will include, but not be limited to, the following:

- rationale for the method of procurement:
- selection of contract type;
- contractor selection/rejection; and
- basis for the contract price.

Time and Material Type Contracts

The School will use time and material contracts only after a determination has been made that no other contract is suitable and, if the contract includes a ceiling price, which the contractor may exceed only at its own risk.

Contractor Compliance Resolution

The School is responsible for resolution and settlement of all contractual and administrative issues arising out of federal related procurements including, but not limited to, source evaluation, protests, disputes and claims. Violations of law will be referred to the local, state or federal authority having jurisdiction.

The School will maintain procedures to handle and resolve procurement disputes, including provisions to share information regarding the protest to the awarding agency.

Competition for Contract Awards

The School will conduct all procurement transactions in a manner providing full and open competition. In doing so, the School will avoid:

- placing unreasonable requirements on firms seeking to qualify to do business;
- requiring unnecessary experience or excessive bonding;
- noncompetitive pricing practices among bidders;
- noncompetitive awards to consultants that are retainer contracts;
- organizational conflicts of interest;
- specifying only a brand name product instead of allowing an equal product to be offered; and
- any arbitrary actions in the procurement process.

The School will avoid in such federal procurements administratively imposed in - state or local geographical preferences in the evaluation of bids or proposals, except where federal law expressly mandates or encourages such preferences. However, when contracting for architectural and engineering services, geographic locations may be a selection criteria provided that the use of such criteria leaves a sufficient number of qualified firms to compete for the contract.

Procedures for Procurement Transactions

The School will ensure a clear and accurate description of the technical requirements for the material, product or service to be provided under federally related procurements. The description may include a statement of the qualitative nature of the material, product or service to be procured and when appropriate will set forth those minimum essential characteristics and standards to which it need conform in order to satisfy the intended use. Where appropriate, a "brand name or equal" description may be used to define the performance or other requirements of a procurement.

The School will ensure that all prequalified lists of persons, firms, or products are current and include enough qualified sources to ensure maximum open and free competition. Potential bidders will not be precluded from qualifying during the solicitations process.

Methods of Procurement Affecting

If the amount of purchases for food, supplies and services is less than $10,000, the following procedure will be used for such micro purchases:

- The aggregate dollar value of each transaction shall be less than the micro-purchase threshold above.
- Purchase prices shall be reasonable.
- Micro-purchases shall be spread equitably among qualified suppliers. If the LEA is unable to spread purchases equitably, it shall document the reason why (example: the next grocery store is located 50 miles away from the LEA).

Where small purchases under One Hundred Thousand ($100,000), or rate quotation will be obtained from an adequate number of qualified sources, the following procedures will be utilized.

When procurement is by sealed bid (formal advertising), bids are publically solicited and a firm-fixed price contract is awarded, the award will be made to the responsible bidder whose bid, conforming with all material terms and conditions of the invitation to bid, is the lowest in price. The sealed bid method is preferred for construction if the following conditions apply:

- a complete specification is available;
- two or more responsible bidders are willing and able to compete for the business;
- the procurement lends itself to a firm price contract; and
- selection of the successful bidder can be made principally on the basis of price.

If sealed bids are used, the following requirements apply:

- invitation to bid will be publically advertised and bids will be solicited from an adequate number of known suppliers providing them sufficient time to bid;
- invitation to bid will define the items or sendees to be bid;
- all bids will be publically opened at a time and place described on the invitation to bid;
- awards will be made to the firm whose proposal is most advantageous to the program with price and other factors considered; and

- any and all bids may be rejected when there is a sound documented reason.

The School will utilize an alternative practical method when conditions are not appropriate for the use of sealed bids. When sealed bids are not used, the following requirements will apply:

- requests for proposals will be publicized along with evaluation factors and their relative importance;
- proposals will be solicited from any adequate number of qualified sources;
- a clear method of technical evaluations of the proposals and selective of any awardee will be utilized;
- awards will be made to the firm whose proposal is most advantageous to the program with price and other factors considered; and
- this method may be used for selection of architectural and engineering firms where qualifications are evaluated and the most qualified firm is selected subject to negotiations.

Where appropriate, procurement may be made by competitive proposals through a proposal from any one source or after solicitation, competition is deemed inadequate. This method will be used when small purchase procedures, sealed bid, or competitive proposals are infeasible and one of the following applies:

- item is available from only one source;
- using the services of the Small Business Administration and the Minority Business Development Agency;
- requiring the prime contractor, where subcontracts are to be left to utilize the steps set out above.

Contract Cost and Price

The School will perform a cost or price analysis in connection with every procurement action. At a minimum, the School will make independent estimates before receiving bids or proposals. A cost analysis will be required when adequate price competition is lacking and for sole source procurements, unless price reasonableness can be established on the basis of catalog or mailed price. The School will negotiate profit as a separate element of the process for each contract.

- public emergency will not permit a delay in competitive solicitation; and
- the awarding federal agency authorizes this method.

Contracting with Small and Minority Firms, Women's Business Enterprise and Labor Surplus Area Firms

The School will take all necessary steps to assure participation of such firms. Affirmative steps will include:

- placing such films on a solicitation list;
- assuring that such firms are solicited whenever possible;
- when economically feasible dividing total requirements into smaller contracts or quantities; and

- when economically feasible establishing delivery requests which encourage participation for such firms in which there is no price competition and small cases where cost analysis is performed. Consideration will be given to the complexity of the work, the risk to be borne, contractor's investment, the amount of subcontracting, quality of contractors' work on similar work
- Costs or prices on estimated costs will be allowable only to the extent that costs incurred or cost estimates are consistent with federal cost principals. The School will not use a cost plus a percentage of cost and a percentage of construction cost method.

Agency Review

The School will make available, upon request of the federal agency, all documents, including but not limited to, procurement specifications; invitations to bid; procurement procedures; pre-award documents.

Biding Requirements

The School will require bonding for all construction or facility improvements ensuring that the awarding federal agency's interests are adequately protected as provided in federal regulations.

Contract Provisions

The School's contracts under the Regulation will include:

- administrative, contractual or legal remedies for contractor breaches and provide appropriate remedies for such breaches;
- compliance with Executive Order (EO 11246); [S] compliance with Copeland Anti-Kickback Act;
- compliance with Davis Bacon Act;
- compliance with § 103 and 107 of the Contract Work Hours and Safety Standards Act; [H] notice of awarding agency's requirements and regulations pertaining to reporting;
- notice of awarding agency's requirements and regulations pertaining to patent rights; [B] notice of awarding agency's requirements and regulations relating to copyrights and rights in data;
- access to contractor's book documents, papers and records which are pertinent to the contract;
- compliance with all applicable standards, order or requirements under §306 of the Clean Air Act, §508 of the Clean Water Act (EO 11738) and Environmental Protection Act Regulations; and
- mandatory standards and policies relating to emergency efficiency contained in the state emergency conversation plan.

Faith Based Organizations

Faith based organizations are eligible to contract with those schools on federally related contracts on the same basis as any other private organization. In such contracting, the School will not discriminate for or against an organization based on the organization's religious character or affiliation. However, private organizations that engage in inherently religious activities, such as religious workshops, instruction or prosteltizations must offer these services separately in a time or location separate from any programs or services supported by a federally related school contract.

A faith based organization that contracts with the School on a federally related contract may retain its independence, autonomy, right of expression, religious character and authority over its governance.

Board Signature

2/15/24
Date

FINANCIAL OPERATION **Policy 3420**

Accounting and Reporting

Annual Financial Report

The School annually publishes a statement of all receipts of school moneys, when and from what source derived and all expenditures. This statement will also include the present indebtedness and the nature of such indebtedness. Such statement will be attested by the school's auditors. . This financial statement will be published on or by January 1, in a newspaper generally circulated within the School's geographic area.

APPROVED NOV 1 3 2012

Date of Board Approval Board President's signature

FINANCIAL OPERATION **Policy 3430**

Accounting and Reporting

Authorized Signatures

The Board shall resolve to name authorized administrators and board members to sign all checks issued by the School. Two authorized signatures will be required on all checks issued over $5,000.

APPROVED NOV 1 3 2012

Date of Board Approval Board President's signature

FINANCIAL OPERATION

Policy 3440
(Regulation 3440)

Accounting and Reporting

Travel and Reimbursement

It is the policy of the Board to pay reasonable travel expenses for those who travel on School business and whose trip has been approved in advance by the Head of School/designee. These expenses include registration, transportation, meals, lodging, tolls, and parking charges. Expenses are reimbursed only when properly accounted for by an individual and approved by the Head of School/designee and the Head of Finance.

APPROVED NOV 1 8 2012

Date of Board approval Board President's signature

FINANCIAL OPERATION — Regulation 3440

Accounting and Reporting

EXPENSE REIMBURSEMENT – Approved July 2012 committee

It is the policy of SLCS to reimburse team members for reasonable and necessary expenses incurred on behalf of SLCS. Reimbursement of expenses is authorized for budgeted reasonable and necessary expenses incurred in carrying out job responsibilities budgeted. Reasonable and necessary expenses include but are not limited to mileage or transportation, parking fees, business telephone calls, office supplies, items for children and meal costs when required to attend a luncheon or banquet.

Team members serving in an official capacity for SLCS at conferences and meetings will be reimbursed for actual and necessary expenses incurred, such as travel expenses, meal costs, lodging, tips and registration fees if the costs were not paid in advance by SLCS. When attending meetings that have been approved by the Head of School, team members are reimbursed for travel expenses, course fees, and costs of meals and lodging at the current rates.

Team members are responsible for transportation costs between the office and home during normal work hours. Transportation costs are paid by SLCS for work outside normal work hours if the team member is on official business for SLCS. Team members authorized to use their personal cars for SLCS' business are reimbursed at the current IRS rate for mileage.

An Expense Reimbursement form is provided to request reimbursement for actual expenses. Receipts must be provided for all expenditures in order to claim reimbursement. The Expense Reimbursement form must be completed by the team member and then forwarded to the Finance Office after approval from the employees' administrator within 30 days of expenditures. All completed expense reimbursement forms will be paid by the school within 10 days of receipt of the approved form.

ADVANCE OF EXPENSES –

A team member may ask for an advance for travel purposes. This advance must be in writing and evidenced by conference fees, hotel charges and travel costs. The advance must be approved by their school Administrator and the Director of Finance. Upon the conclusion of the event, the team member must still complete a final expense reimbursement form with appropriate documentation. Should the team member not have appropriate documentation, the school will seek reimbursement for any undocumented advance. The school requires and encourages the use of per diem amounts when traveling. Travel expenses will be paid based on the lowest expense available at the time of approval of the expenditure.

USE OF SCHOOL CREDIT CARD –

On occasion a team member may have a need to purchase items or services on school credit included but not limited to supplies, travel, hotel, and meal expenses for conferences or school meetings. School credit card purchases like all purchases must be approved in advance of the purchasing. These transactions are approved by the administrator responsible for the designated activity. Please allow a minimum 10 day notice when requesting the card. Should a team member that has requested the use of the school credit card not bring in expense receipts for the activity within 10 days of the activity, the school may have the team member reimburse the school for undocumented expenses. The team member may also be refused the ability to use the school credit card for future transactions. Reimbursements will not be made for the following:

1. Alcohol
2. Movies
3. Personal items (personal care, clothing, etc.)

APPROVED NOV 13 2012

FINANCIAL OPERATION **Policy 3450**
(Regulation 3450)

Accounting and Reporting

Sales Tax

Pursuant to Chapter 144, R.S.Mo., the school is exempt from Missouri sales and use tax on purchases. All sellers or vendors shall be furnished a copy of the official State of Missouri Tax Exemption Letter by the Finance Office at the time a purchase order is delivered.

Administrators, teachers, or other school staff who have been authorized to make purchases for the School from local retail dealers will provide a copy of the tax-exempt letter to such dealer at time of purchase.

School representatives are prohibited from using the School tax-exempt letter for purchase of articles for personal use.

APPROVED NOV 1 3 2012

Date of Board approval Board President's signature

FINANCIAL OPERATION **Policy 3460**

Accounting Reporting

Student Attendance Accounting

An accurate accounting of student attendance, transportation and food service records shall be kept by the School. The records will be in accordance with state law and appropriate regulations of the Missouri Department of Elementary and Secondary Education.

School Administrators will be responsible for ensuring accurate student attendance accounting to the office of the school registrar. The registrar will be responsible for submitting reports of such records to the Board and the registrar will be responsible for preparing reports to be submitted to the appropriate state offices.

APPROVED NOV 13 2012

Date of Board approval Board President's signature

FINANCIAL OPERATION **Policy 3510**

Auditing

Annual Audit

The books and accounts of the School will be audited by an independent certified public accountant in conformance with the prescribed standards and legal requirements. The head of finance shall place before the Board the matter of the retaining of a certified public accountant. The auditor shall be selected by the Board. The audit shall be presented to the Board for examination.

The head of finance will be responsible for filing copies of the audit with the proper authorities as prescribed by law.

APPROVED NOV 13 2012

Date of Board approval Board President's signature

FINANCIAL OPERATION **Policy 3610**

School Activities Funds

Management

School activity funds are used to finance a program of student activities which supplement but do not take the place of the instructional programs provided by the Board. Whether funds are collected from student contributions, club dues, special activities, or result from admissions to events or from other fund-raising activities, all funds will be under the jurisdiction of the School's Administrator. The funds will be expended to benefit students currently enrolled in school. The management of the funds will be in accordance with good business practices, including sound budgetary and accounting procedures, and will be audited in the same manner as School funds. There shall be full disclosure of the sources and expenditures of all funds.

APPROVED NOV 1 3 2012

Date of Board Approval Board President's signature

FINANCIAL OPERATION **Policy 3710**

Insurance

Insurance Programs

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

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

The School will maintain coverage on all buildings and capital outlay contents as required by lease. Coverage should be 100% without coinsurance if available.

Liability coverage should include comprehensive general liability, employee benefits liability, vehicular liability, if applicable and board legal liability. (See also Policy 3730 - Liability Insurance.)

APPROVED NOV 1 3 2012

Date of Board approval Board President's signature

FINANCIAL OPERATION **Policy 3730**

Insurance

Liability Insurance

The Board recognizes that legal actions may be initiated from time to time against the School as a corporate entity, against the Board as a whole, against Board members as individuals, or against school employees or other agents. The Board also recognizes the contribution that is rendered to the students of the School by volunteers and is mindful that legal actions may be initiated against these individuals as well.

To protect members of the Board, school employees, other agents and volunteers in the performance of their duties and responsibilities, the Board will defend its Board members, officers, employees, other agents and volunteers against claims for suits arising out of the performance of their duties and responsibilities. The Board shall indemnify its Board members, officers, employees, other agents and volunteers against all financial liability or loss resulting from such claims or suits including judgments for damages, attorney's fees, fines, court costs and amounts paid in settlement of such matters and reasonable and customary ancillary costs. Ancillary costs may include, for example, travel expenses incurred by Board members or others if they must appear for a case that is being tried outside the area.

The protection provided by this policy shall apply on an occurrence basis, which means that an individual will be indemnified even though he/she is no longer a member of the Board or employed by or otherwise associated with the School when the lawsuit is filed.

The Board reserves the right, however, to deny representation and indemnification to any person covered by their Board policy in any instance in which there would be no coverage under the School applicable liability insurance program in which the claim "results in civil judgment or criminal conviction for" an intentional tort, immoral conduct, violation of any criminal or civil statute or violation of Board policy or regulations or administrative order or directive, whether verbal or written.

As a prerequisite to the right of legal representation and indemnification, any person who is served with legal notice commencing any action or proceeding against him/her for which indemnification is sought is required to immediately notify the Principal of the legal action after receipt of such legal notice.

The School shall maintain a program of insurance coverage sufficient to provide the legal defense and indemnification described in this policy. However, the School's purchase of liability insurance does not waive the School's entitlement to sovereign immunity.

APPROVED NOV 1 3 2012

Date of Board approval Board President's signature

FINANCIAL OPERATION **Policy 3740**

Insurance

Bond For All Employees

All employees of the School shall be covered by a blanket bond in an amount to be determined by the Board with premiums to be paid by the School.

APPROVED NOV 1 3 2012

Date of Board approval Board President's signature

PERSONNEL SERVICES **Policy 4110**

Employment

Equal Opportunity Employment

The Board is an equal opportunity employer. The Board is committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The Board commits itself to the policy that there shall be no unlawful discrimination or harassment against any person because of race, color, religion, age, sex, national origin, ethnicity, disability, sex orientation or perceived sex orientation. All decisions with regard to employment shall be in compliance with applicable state and federal laws.

The Board is required by the Immigration Reform and Control Act to employ only American citizens and aliens who are authorized to work in the United States. The purpose of this law is to preserve jobs for those individuals who are legally entitled to them.

MAY 25 2010

Date of Board Approval Board President's signature

PERSONNEL SERVICES

Policy 4120
(Regulation 4120)
(Form 4120) EMPLOYMENT APPLICATION

Employment

Employment Procedures

The Board delegates all hiring of school personnel to the Head of School. In approving applicants the Head of School will be guided by the desire to obtain individuals committed to providing the highest quality education for the students. For Title I staff qualifications and hiring, refer to Policy and Regulation 1621 – Title I.

No person will be employed by the School until the School obtains a clear criminal records check and a clear check of the Child Abuse/Neglect Registry maintained by the Missouri Department of Social Services. Similarly, all persons employed by outside vendors/contractors who will have contact with students will be required to successfully undergo a criminal records and a clear check of the Child Abuse/Neglect Registry prior to contact with students. Such background checks will be performed at the vendors/contractors' expense and will, upon request, be shared with the School. All finalists for an employment position will be required to sign a release of liability authorizing prior employers, including school districts, to furnish any information about the applicant and the applicant's work performance, including but not limited to discipline records and performance evaluations. The administration may also conduct random background checks after employment. Failure to check references and prior employment for new hires prior to their start date may result in disciplinary action up to and including suspension without pay.

As part of the criminal records check, any person employed after January 1, 2005, shall submit two sets of fingerprints to be used by the Missouri Highway Patrol and the Federal Bureau of Investigation. The fingerprints shall be collected pursuant to standards determined by the Missouri Highway Patrol.

All vacancies should be posted for a minimum of ten (10) school days before the Head of School makes a hiring decision. In an emergency situation the Head of School may temporarily employ an applicant prior to the expiration of the posting. The temporary applicant may be considered along with other applicants for the position after the ten days. However, in order to hire a Board member's spouse, the position must have been advertised. (Refer to Policy 0342 – Nepotism, Conflict of Interest and Financial Disclosure.)

The Head of School or his/her designee is the person who shall respond to requests from potential employers for information regarding a former employee. The information the School may provide is title, position, length of employment, whether the employee was terminated or resigned, and whether the School would re-hire the employee.

Additionally, when requests for information regarding a former employee against whom allegations of sexual misconduct involving a student have resulted in the employee being terminated or resigning in lieu of termination, or allegations of sexual misconduct have been

substantiated by Children's Division, the Head of School or his/her designee shall disclose the allegations of sexual misconduct and the findings of a CD investigation when responding to requests for information to a potential public school employer .

Any school employee who is permitted to respond to requests for information, acting in good faith, who reports authorized information, as provided in this policy or, who, in good faith, reports alleged sexual misconduct on the part of a School employee, will not be disciplined or discriminated against because of such report.

This foregoing policy is intended to comply with the Amy Hestir Student Protection Act, Senate Bill 54, including section 162.068 RSMo. The School shall provide notice of this policy to all current employees and to all potential employers who contact the School regarding the possible employment of an employee.

PERSONNEL SERVICES **Regulation 4120**
(Form 4120)

Employment

Employment Procedures

Certificated Staff

All staff members shall be hired by the Head of School upon recommendation of the Principal or other school administrator.

The Principal or other school administrator shall assure that all persons nominated for employment meet certification requirements and the qualifications established for the particular position.

Interviewing and selection procedures shall assure that the principal or other administrator to be directly responsible for the work of the staff member has, to the extent possible, an opportunity to aid in his/her selection; however, the final selection shall be made or approved by the Head of School.

All candidates shall be considered on the basis of their merits and qualifications and the needs of the School. In each instance the Principal and others playing a role in the selection shall seek to hire the best-qualified person for the job. No person shall on the basis of sex, race, religion, national origin, marital status, age, sexual orientation or disability that will not impair performance be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment for recruitment, consideration, or selection, therefore, whether full-time or part-time, certificated or noncertificated, under any educational program or activity operated by the School.

At a minimum 80% of the teaching staff must be certified by the Department of Elementary and Secondary Education however 100% of the teachers in primary subject areas must by certified by the Department of Elementary and Secondary Education in their primary subject area. This certificate, along with official copies of transcripts showing all college hours and degrees must be kept on file with this office. If the certificate or letter of intent from the State Department is not on file, no salary payments will be made.

Support and Administrative Staff

Letters of employment for support staff are issued as soon as feasible after budgets have been approved by the Board. Since full-time employees begin their year on July 1, target date for issuance of letters of employment is as close to the beginning of the fiscal year as possible.

The work year for support staff personnel will be set based on classification and responsibilities.

Immigration Reform and Control Act

The federal Immigration Reform and Control Act requires all employers to hire only American citizens and aliens who are authorized to work in the United States in order to preserve jobs for those who are legally entitled to them. The School will implement the following procedures to assure compliance with the law:

1. Any employee hired after November 6, 1986, will complete an Eligibility Verification Form (Form I-9), and will produce documents that will establish his/her identity and eligibility to work. (Form I-9 contains a list of documents that will fulfill this requirement.)

2. The School will retain an individual's Form I-9 for three years after the date of hire or one year after the individual is terminated, whichever is later.

3. The form may be reviewed by the Department of Homeland Security (DHS) and potentially by other federal agencies. In order to minimize potential intrusion, Eligibility Verification Forms will be maintained separately from the employee's personnel files as stipulated in Policy 4860.

For further information concerning the procedures surrounding the Form I-9 or the School's obligations under the Act, consult the School office responsible for personnel matters.

Employment

Notice of Arrest, Abuse Complaint, Traffic Citation

Every employee and volunteer who is arrested for a criminal act, felony, or misdemeanor must notify their supervisor in writing within three (3) work days of the arrest. Similarly, every employee/volunteer must notify their supervisor within the same time period of notice of a child abuse complaint against them. Traffic violations related to Driving Under the Influence will be treated as a criminal arrest.

Whenever the School receives a finding of substantiated sexual or physical abuse from the Children's Division against an employee, the employee will be immediately suspended with pay. The employee so affected may be returned to work if the allegation is unsubstantiated, revised or reversed on appeal.

JAN 25 2013

Date of Board Approval

Board President's signature

PERSONNEL SERVICES

Policy 4130
(Regulation 4130)
(Form 4130) — CONTRACT

Employment

Instructional Staff Contracts

Employment contracts will be in writing and will be signed by the employee and the Head of School. Contracts will include the amount of annual compensation and the days of service. All such contracts will have opt out provisions for the teacher and the School.

Instructional staff members under contract include teachers, counselor, librarians and therapists. Beginning after the initial one (1) year contract, teachers who have demonstrated their competence through performance may be offered additional contracts.

The Head of School may elect to employ certain certificated individuals on a part-time basis, as needed. Part-time instructional employees working at least 32 hours per week will be eligible for all employee benefits on a pro rata bases. In addition, part-time instructional employees who do not teach at last four hours per day will not be eligible for pension benefits.

Date of Board approval

Board President's signature

PERSONNEL SERVICES **Regulation 4130**
(Form 4130)

Employment

Instructional Staff Contracts

Teachers

Teachers will receive a one year contract.

Teachers will be notified in writing of the School's intent to reemploy them for the next school year. This written notice will be provided on or by the end of May. Teachers who are not provided a timely notice will not be reemployed for the next school year.

Teachers will be provided with a written contract on or by May 15 and will be required to provide the School with a written acceptance or rejection within fifteen (15) days of receipt of the contract. Failure to provide a timely acceptance of the contract will be deemed a rejection of the School's employment contract.

JAN 2 5 2013

PERSONNEL SERVICES **Policy 4140**

Employment

Instructional Personnel Reemployment

The reemployment of teachers shall be considered not later than the regular March meeting of the Board. All employees shall be recommended by the Head of School.

PERSONNEL SERVICES **Policy 4150**

Employment

Substitute Teacher Employment

Substitute teachers shall meet all requirements as established by the State Board of Education. Rate of compensation shall be according to the annual school budget approved by the Board. Records shall be kept by the Principal concerning number of days taught by substitutes and the amount of funds expended. The Board shall be informed concerning this data at periodic intervals.

JAN 15 2013

Date of Board Approval Board President's signature

PERSONNEL SERVICES

Policy 4220
(Regulation 4220)

Personnel Assignment and Transfer

Instructional Staff Duties, Schedules and Working Hours

The school year will be set annually by the Board. The start date, end date, and number of contracted days will be contained in staff contracts. The length of the teaching day will also be set by the Board.

Regular attendance is essential in order to maintain a high quality educational program. Instructional staff employees, with reasonable notice, will be subject to disciplinary action when their absenteeism is deemed to be excessive.

Instructional staff are required to be on duty during the teaching day. In addition to the teaching day, Instructional staff are required to attend scheduled staff meetings, parent conference days, IEP meetings, and other meetings as may be determined by the administration and Board.

JAN 25 20

Date of Board Approval

Board President's signature

Personnel Assignments and Transfer

Instructional Staff Duties, Schedules and Work Hours

Normal Working Day

Members of the teaching staff are required to be on duty by 8:00 am and fifteen (15) minutes after the close of the students' day.

It is recognized that professional duties and responsibilities extend beyond the student contact hours to include time for such activities as additional planning and evaluating, meetings, professional growth, parent conferences, sponsoring activities and participation in Open House and PTO meetings, if needed. These professional tasks will be equitably shared so that no staff member is given undue burdens.

Snow/Emergency Days

In the event that schools are closed due to snow or inclement weather, teachers are not expected to report for work.

Duty Free Lunch

Efforts will be made to provide an uninterrupted duty-free lunch period of at least twenty-five (25) minutes daily. When temporary, unanticipated emergency situations arise, teachers may not receive the full twenty-five (25) minutes.

The scheduling of lunch periods shall be determined by the building administrator or supervisor. Staff members may leave the school building during such periods; however, clearance must be made through the building principal/designee and a prompt return to assigned duties is mandatory.

PERSONNEL SERVICES

Policy 4221
(Regulation 4221)
(Form 4221)

Personnel Assignment and Transfer

Support Staff Duties, Schedules and Working Hours

The school year and work calendars will be set annually by the Head of School. Work hours may be changed by the administration as needed.

Regular attendance is essential in order to maintain a high quality educational program. Support staff employees, with reasonable notice, will be subject to disciplinary action when their absenteeism is deemed to be excessive.

Overtime/Compensatory Time

Employees who work overtime must receive prior authorization from their immediate supervisors.

JAN - 5 20

Date of Board Approval

Board President's signature

PERSONNEL SERVICES **Regulation 4221**
(Form 4221)

Personnel Assignments and Transfer

Support Staff Duties, Schedules and Working Hours

The working hours for support staff will be set by the Head of based on classification and responsibilities.

Overtime/Compensatory Time

Individuals who begin work earlier or work later than their assigned hours must receive prior authorization from their immediate supervisor.

Individuals who work more than forty (40) hours during any workweek will be awarded compensatory time off ("comp time") or paid overtime. Comp time or overtime pay will be awarded at the rate of one and one-half (1½) hours for each hour of overtime worked.

1. Comp time may be accrued up to 12 hours (8 overtime hours). Overtime work beyond this maximum accrual will be monetarily compensated at the rate of one and one-half (1½) times the individual's normal hourly rate of pay.

2. Every effort will be made to permit the use of comp time at the earliest time mutually agreed upon by the individual and his/her supervisor. However, where the individual's absence would unduly disrupt the School's operations, the School retains the right to postpone comp time usage.

3. Individuals with unused comp time who are terminated or who terminate their employment will be paid for unused comp time at one and one-half (1½) times their final hourly rate of pay.

In the event a supervisor wishes to arrange mutually agreeable exchange of a workday, i.e., a weekend, or work on a holiday period day, such an arrangement must be reported to the Head of School/designee stating:

1. Dates involved
2. Reason
3. Exchange date(s) for compensatory time

Such exchanges are to be done at the earliest time possible, preferably by the next week, and are to be recorded appropriately on the attendance report.

Compensatory time or overtime pay is not authorized unless approved in advance (except for emergency situations) by the Principal/designee upon recommendation of the employee's

immediate supervisor. Employees who violate the overtime provision will be subject to disciplinary action.

Emergency Closing Days

In the event the s, or at times a , are closed due to snow, inclement weather, or for any other emergency reason, designated employees will report to work as per the established procedure.

PERSONNEL SERVICES **Policy 4310**

Absences, Leave and Vacation

General Attendance

Regular attendance is essential in providing students with a high quality of instruction. Eligible instructional staff and school year support staff will have available 10 days of sick/personal leave per school year cumulative to 15 days. Eligible 12 month support employees and administrators have available 12 days of sick/personal leave per year cumulative to 18 days.

When employees are absent more than 5 days in any semester or more than 10 days per school year, their absence is considered excessive unless for short or long term disability. The Head of School/designee will review each incident of excessive absence and may require the employee to provide medical documentation or may consider disciplinary actions up to and including termination.

APPROVED APR 16 2013

Date of Board approval Board President's signature

PERSONNEL SERVICES

Policy 4320
(Regulation 4320)

Absences, Leave and Vacation

Personnel Leave

The Head of School shall approve regulations for the following types of leave for School employees:

1. Personal Leave (includes Sick leave)
2. Vacation Leave (12 month employees only)
3. Bereavement Leave
4. Leave for Jury Duty
5. Military Leave
6. Leave of Absense
7. Family and Medical Care Leave (See Policy and Regulation 4321)
8. Victims of Domestic Violence and Sexual Assault Leave (See Policy and Regulation 4322)

Specific provisions of the various types of School leave are described in Regulation 4320.

November 11, 2021

J M Blomker

Date of Board Approval

Board President's signature

PERSONNEL SERVICES **Regulation 4320**

Absences, Leave and Vacation

Personnel Leave

Paid Personal Leave

Employees desiring to use personal days must schedule a request to the principal at least one week in advance unless an emergency or illness. The Principal/designee has the right to deny any request for personal leave that does not conform to the policy or would cause a hardship to students or staff.

The Head of School/designee may request a physician's statement regarding an absence and/or verification that the employee may return to work it the employee misses 3 or more consecutive days.

Employees shall be granted 2 weeks of maternity leave in addition to their paid personal leave. Maternity leave shall be granted for both the birth and adoption of a child. This leave may be used in addition to any accrued personal leave time.

Vacation Leave

Vacation will be granted with pay to all 12 month employees. 12 month employees working part-time but at least 20 hours per week will be granted pro-rated vacation. Vacation for non-administrative staff is 2 weeks during the summer months unless approved by Head of School/designee for a mutually agreed upon schedule. In addition to the 2 weeks of vacation, the non-administrative staff will receive an additional 3 days off during both the winter break and the week of spring break. Administrators receive 5 weeks of vacation. Up to 5 days of vacation may be carried over from one year to the next for all 12 month employees

Vacation time is from July 1 to June 30 each year on a monthly basis. Employees may request vacation days in advance of earning them. Any team member who leaves employment with SLCS having taken more than their days owed, the days taken in excess of earned will be included in the employees' last pay.

A 12-month team employee who leaves employment with SLCS without having taken the earned balance of accumulated vacation will be paid this balance, provided he or she leaves in good standing, which includes providing two weeks written notice.

APPROVED APR 16 2013

Date of Board Approval Board President's signature

Bereavement Leave

Bereavement leave is available only upon the death of a member of the employee's family. Employee shall notify their principal of the death and number of days requested. Bereavement leave is not accumulative.

Leave for Jury Duty

Employees called for jury duty, for participation in the jury selection process, or subpoenaed to testify in a civil or criminal proceeding will be granted leave with pay. Employees will receive their normal pay. Any jury or witness fees received may be used by the Employee for parking or other incidentals as incurred during Jury Duty. Employees called for jury selection or service on a jury will not be requested or required to use annual vacation, personal leave, or sick leave for time required in such civic service.

Military Leave

An employee who is a member of the National Guard, or an organized military service of the United States, and who is required by laws of the United States or the State of Missouri to report for military duty, including training, shall be eligible for a grant of military leave.

Application for military leave shall be made in advance, as soon as practicable after the employee becomes aware of his/her obligation to report and immediately upon the employee's receipt of official notice to report. A copy of the official orders must be added to the leave application. The Head of School/designee must approve the application. Emergency mobilization orders shall be dealt with on an individual basis.

The School recognizes that employees who receive notice to report for duty typically are not provided with discretion as to when to report. However, whenever an employee has a choice as to when to report for military duty, the employee's military leave shall be arranged during periods in which school is not in session. When the employee is given a choice as to when to report for duty, the Head of School/designee may request that the employee seek a change in military orders if such a change appears to be in the best interest of the School.

Employees shall receive leave with pay for the first fifteen (15) calendar days of military leave in each federal fiscal year. Additional military leave shall be without pay, except as required by federal and state law.
Employee eligibility for reinstatement after military duty is completed shall be determined in accordance with federal and state laws.

Leave of Absence

APPROVED APR 16 2013

Upon the recommendation of the Head of School/designee, an employee of the School may be granted a leave of absence for non-Family and Medical Leave Act (FMLA) child care, education, or other good cause. Such leave is renewable upon written request for one additional year only. Application for leave is to be made in writing to the Head of School and must include the period for which the leave is requested and the reasons for the request. The period should be set to least disrupt the education of students. Requests for leave for an entire school year should normally be made in writing before March 1 of the preceding year.

If leave is approved, the employee is not paid for the period of the leave. Insurance benefits may be continued by the employee by making all payments to the Finance Office, one month in advance.

Whenever a leave of absence has been granted to the end of the school year, the employee must notify the Head of School in writing by the first day of March of an intention to resume his/her position at the beginning of the next school year. Failure to notify the Head of School/designee of such intention may be regarded as a resignation.

Upon completion of an approved leave, provided proper notification is given, a teacher will be re-employed by the School unless placed on involuntary leave of absence.

If desired, and whenever feasible, the employee will be placed in the same or equivalent position to the one held prior to the approved leave.

APPROVED APR 16 2013

PERSONNEL SERVICES

Policy 4321
(Regulation 4321)
(Form 4321)

Absences, Leave and Vacation

Family and Medical Leave

The Board recognizes that leaves of absence are occasionally necessary due to family or medical reasons. The School has adopted detailed procedures to ensure compliance with the Family and Medical Leave Act of 1993 (FMLA). As provided by Board regulations, eligible employees are entitled to use up to twelve (12) workweeks of unpaid leave for family and medical reasons. The Payroll Benefit Specialist acts as FMLA Compliance Officer. As part of its compliance program, the School will notify each employee of the name, address and telephone number of the School's FMLA Compliance Officer and will provide a statement of commitment to adhere to FMLA regulations. The FMLA Compliance Officer will regularly evaluate the School's FMLA compliance to ensure fair and equitable opportunities for all eligible employees.

Date of Board Approval

Board President's signature

Absences, Leave and Vacation

Family and Medical Leave

A. ELIGIBLE EMPLOYEES

Employees eligible for family and medical leave must:

1. Have been employed for a total of at least twelve (12) months (not necessarily consecutive); and

2. Have worked at least 1,250 hours during the twelve (12) months immediately preceding the commencement of the leave (for noninstructional staff and part-time instructional staff), or have been considered full-time (for instructional employees); and

3. Be employed at a work-site where the employer employs at least fifty (50) employees within a 75-mile radius.

B. QUALIFYING REASONS FOR LEAVE

An eligible employee may take unpaid leave for the following reasons:

1. The birth of the employee's child (leave must be concluded within one (1) year of the date of birth).

2. The placement of a child with the employee for adoption, or foster care when foster placement is pursuant to State action (leave must be concluded within one (1) year of the date of placement).

3. The care of the employee's child (including biological, adopted, or foster child, stepchild, legal ward, or child of a person standing in loco parentis, who is either under age 18, or age 18 or older and is incapable of self-care because of mental or physical disability), spouse or parent (including a person who stood in loco parentis to the employee when the employee was a child -- but not parent "in-law"), who has a serious health condition.

4. The serious health condition of the employee that makes the employee unable to perform the essential functions of the employee's position.

5. Any qualifying exigency arising out of the fact the employee's spouse, son, daughter, or parent is a covered military member on active duty (or has been notified of an impending call or order to active duty) in support of a contingency operation.

6. The care for a covered servicemember with a serious injury or illness, if the employee is the spouse, son, daughter, parent, or next of kin of the servicemember.

C. DEFINITIONS

1. Serious Health Condition - An illness, injury, impairment, or physical or mental condition that involves the following:

a. **Inpatient Care**: Inpatient care (overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care.

b. **Continuing Treatment**: Continuing treatment by a health care provider, including the following:

i. *Incapacity and Treatment*: A period of incapacity of more than three consecutive calendar days and any subsequent treatment or period of incapacity relating to the same condition that also involves:

1. Treatment two or more times, within 30 days of the first day of incapacity, by a health care provider, by a nurse or physician's assistant under direct supervision of a health care provider, or by a provider of health care services under order of, or on referral by, a health care provider; or

2. Treatment by a health care provider on at least one occasion, which results in a regimen of continuing treatment under the supervision of a health care provider. The in-person treatment visit must take place within seven days of the first day of incapacity.

ii. *Pregnancy or Prenatal Care*: Any period of incapacity due to pregnancy, or for prenatal care (even if the absence does not last more than three days and the employee or family member does not receive treatment from a health care provider during the absence);

iii. *Chronic Conditions*: Any period of incapacity or treatment for such incapacity due to a chronic serious health condition (even if the absence does not last more than three days and the employee or family member does not receive treatment from a health care provider during the absence). A chronic serious health condition is one which:

1. Requires periodic visits for treatment by a health care provider, or by a nurse or physician's assistant under direct supervision of a health care provider;

2. Continues over an extended period of time (including recurring episodes of a single underlying condition);

3. May cause episodic rather than a continuing period of incapacity (e.g., asthma, diabetes, epilepsy, etc.).

iv. *Permanent or Long-Term Conditions*: A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective. The employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider. Examples include Alzheimer's, a severe stroke, or the terminal stages of a disease.

v. *Multiple Treatments*: Any period of absence to receive multiple treatments (including any period of recovery therefrom) by a health care provider or by a provider of health cares services under orders of, or on referral by, a health care provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three consecutive calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), kidney disease (dialysis).

c. **Exceptions**: Unless complications develop, a Serious Health Condition **does not** include cosmetic treatments, such as most treatments for acne or plastic surgery, the common cold, the flu, ear aches, upset stomach, minor ulcers, headaches other than migraine, routine dental or orthodontia problems, periodontal disease, etc. Treatment for substance abuse by a health care provider or on referral by a health care provider may be a serious health condition if the conditions of this policy are met. Absence due to use of the substance, rather than for treatment, does not qualify for FMLA leave.

2. Treatment - examinations to determine if a serious health condition exists and evaluations of the condition. "Treatment" does not include routine physical, eye, or dental examinations.

3. Health Care Provider - includes doctors of medicine or osteopathy, podiatrists, dentists, clinical psychologists, optometrists, chiropractors (for limited purposes), nurse practitioners, nurse-midwives, clinical social workers, so long as they are licensed (if required by state law) and are performing within the scope of their practice as defined under state law; Christian Science practitioners listed with the First Church of Christ, Scientist, Boston, Massachusetts; any health care provider from whom an employer or a group health plan's benefit manager will accept certification to substantiate a claim for benefits; a health care provider as defined above who practices in a country other than the United States and is licensed in accordance with the laws of that country.

4. Regimen of continuing treatment - A course of prescription medication or therapy requiring special equipment to resolve or alleviate the health condition. A "regimen of continuing treatment" that includes the taking of over-the-counter medications such as aspirins, antihistamines, or salves, or bed rest, drinking fluids, exercise, and other similar activities that can he initiated without a visit to a health care provider, is not, by itself, sufficient to constitute a regimen of continuing treatment for purposes of FMLA leave.

5. Qualifying Exigency – One of the following activities or conditions, occurring while the employee's spouse, son, daughter, or parent is on active duty or call to active duty status in the National Guard or Reserves:

a. Short-notice deployment - notice is received seven days or less from date of deployment;
b. Military events and related activities;
c. Childcare and school activities - arranging for alternatives or changed circumstances;
d. Financial and legal arrangements;
e. Counseling;
f. Rest and recuperation – during period of deployment;
g. Post-deployment activities; and
h. Additional activities agreed upon by the employer and employee.

6. Covered Servicemembers – Any **current** member of the Armed Forces, including the National Guard or Reserves.

7. Instructional employee - A person employed principally in an instructional capacity, whose principal function is to teach and instruct students in a class, a small group, or an individual setting, and includes athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. The term does not include teacher assistants or aids who do not have as their principal function actual teaching or instructing, or auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily noninstructional employees.

D. LENGTH OF LEAVE

1. General Rule: An eligible employee is entitled to up to twelve (12) workweeks of unpaid leave within a twelve-month period without loss of seniority or benefits for the birth, adoption, or foster placement of a child, or to care for a parent with a serious health condition.

- The amount of leave available to an employee at any given time will be calculated by using a "rolling" 12 month period measured backward from the date an employee uses any FMLA leave.

- All leave taken under the policy and leave for any other reason that would qualify under FMLA (e.g., worker's compensation leave that qualifies as a serious health condition), will be counted against the employee's leave entitlement under FMLA.

- When an employee is not required to report for work for one or more weeks (e.g., instructional employees who do not report for work during Christmas/New Year holiday, or during the summer), such days will not count against the employee's FMLA leave.

2. Care of Covered Servicemembers Leave: An eligible employee is entitled to 26 workweeks of leave to care for a covered servicemember with a serious injury or illness during a single twelve-month period, which begins on the first day the eligible employee requests this type of FMLA leave. The employee may take leave to care for a covered servicemember and leave for one of the other FMLA-qualifying reasons; however, in no event may an employee take more than 26 weeks of leave in a single twelve-month period.

3. **Instructional Employees - End of Term Exceptions**:

a. If an instructional employee seeks leave for any purpose, including the employee's own serious health condition, of at least three (3) weeks in duration and the requested leave would begin more than five (5) weeks prior to the end of the academic term (school semester), the School may require the employee to continue taking leave until the end of the school term, if the instructional staff member's return to employment would otherwise occur during the three (3) week period before the end of such term.

b. If the instructional employee seeks leave for any purpose other than the employee's own serious health condition, less than five (5) weeks prior to the end of the academic term, the School may require the staff member to continue taking leave to the end of the term, if the leave is greater than two (2) weeks in duration and the return to employment would occur within two (2) weeks prior to the end of the term.

c. If the instructional employee takes leave for any purpose other than the employee's own serious health condition, within three (3) weeks prior to the end of the term, and duration of the leave is greater than five (5) days, the School may require the staff member to continue the leave until the end of the term.

- When an employee is required to take leave until the end of an academic term, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement.

E. COORDINATION WITH EXISTING LEAVE POLICIES

During a leave related to the employee's serious health condition, the employee shall exhaust all available paid sick leave, personal leave or vacation before continuing such leave on an unpaid basis.

During a family or medical leave provided under this regulation for all other FMLA-qualifying leave, an employee shall first exhaust all unused vacation or personal days before continuing such leave on an unpaid basis.

At the conclusion of any FMLA leave, an employee may elect to extend leave pursuant to the provision of other Board policies and regulations governing extended leave, so long as the employee is eligible for extended leave under such other policy or regulation. The amount of time taken for FMLA leave will be deducted from the period of leave available under other

extended leave policies. Once the FMLA portion of the employee's leave has ended, and the employee has elected to continue on leave pursuant to another Board policy or regulation, the remaining portion of the leave will be governed by the provisions of the other policy or regulation with respect to compensation, benefits, reinstatement, and all other terms and conditions of employment as set forth in the other policy or regulation.

F. CERTIFICATION

The School shall retain the right to request a certification of the FMLA-qualifying need for leave from any employee making such a request. The procedure for providing such certification shall be as follows:

1. Serious Health Condition – When an employee requests a leave of absence for a FMLA-qualifying reason, the employee must submit to the Principal/designee, a written medical certification form (available in the Principal/designee's office). When the leave is for the employee's own serious health condition and School provides a list of the employee's essential job functions, the employee's health care provider must certify the employee is unable to perform an essential function of the employee's job.

a. **Timing** – Upon receipt from the School, an employee has fifteen calendar days to return a complete and sufficient certification of the serious health condition. If the certification is incomplete or insufficient, as determined by the Principal/designee, the School shall state in writing the nature of the deficiency and grant the employee seven additional calendar days to provide the School with a complete and sufficient certification. Failure to provide such certification within the specified time period may result in denial or delay of leave.

b. **Who May Contact Health Care Provider** – In the event the School determines an employee's certification remains either incomplete or insufficient, after the employee has been notified of any deficiencies and been granted time to correct such deficiencies, the following individuals will be authorized to contact the employee's health care provider:

i. The School's own health care provider;

ii. Human resources professional;

iii. Leave administrator; or

iv. Administration official.

Under no circumstances will the employee's direct supervisor be permitted to contact the employee's health care provider to certify the employee's health condition. Should an employee deny the School the ability to communicate with the health care provider regarding an incomplete or insufficient certification, the employee will be denied FMLA leave.

c. **Second/Third Opinion** - The School reserves the right to require an employee receive a second (and possibly a third) opinion from another health care provider (at the School's expense) certifying the serious health condition of the employee or family member.

d. **Fitness for Duty** - Before returning to work, an employee who is on leave for the employee's own serious health condition, must submit to the Principal/designee a health care provider's written certification form that the employee is able to perform the essential functions of the employee's job. The process for verifying the employee's fitness to return to duty shall be the same as for the initial certification set out above. Failure to provide a complete and sufficient fitness for duty certification may result in the delay or denial of job restoration.

e. **Recertification** - During the employee's leave, the School may periodically seek a recertification, no less than once every thirty days, unless the duration of the leave is known to be longer, in which case the School will not seek recertification until the end of the known duration of FMLA leave. The general rule has three exceptions, which permit the School to immediately seek a recertification from the employee. These exceptions include the following: 1) the employee requests a leave extension; 2) the circumstances necessitating leave change; or 3) the School received information disputing the validity of an earlier certification.

f. **Intent to Return to Work** – The School may require an employee to periodically report on the employee's intent to return to work.

g. **Family Relationship** - Employees requesting FMLA-qualifying leave realted to a family member may be requested to provide reasonable documentation of the family relationship.

2. Qualifying Exigency – The School may require an employee to provide it with a copy of the covered military member's active duty orders in support of a contingency operation, prior to permitting FMLA leave for a qualifying exigency. The School may also require the employee to certify, with reference to appropriate facts, that the reason for taking FMLA leave is permissible as it is one of the eight enumerated basis for taking qualifying exigency leave, as stated above. The process for any such certification shall adhere to the procedure outlined for serious health conditions, listed above.

3. Care for Covered Servicemembers – The School may require certification completed by the covered servicemember's health care provider prior to permitting an employee to use FMLA for the care of a covered servicemember. In addition to certifying the authenticity of the covered servicemember's serious injury or illness, any certification must also identify the injury or illness as occurring in the line of duty while on active duty. The process for any such certification shall adhere to the procedure outlined for serious health conditions, listed above.

4. Possibility of Waiver of Certification – The School, at its sole discretion, may waive the certification requirements set forth in this Regulation, as the circumstances of each FMLA-leave request may permit. Under no circumstances shall the School's exercise of its discretion be interpreted or construed as a permanent waiver of the certification requirements, but such

requirements shall remain in full force and effect unless and until the School specifically modifies or eliminates this Regulation.

G. INTERMITTENT OR REDUCED LEAVE

1. Birth or Placement - Leave taken under this policy for the birth of a child, the placement of a child for adoption or foster care, or to care for such child may be taken on an intermittent or reduced work schedule only with the approval of the Board of Education.

2. Non-Instructional Employees – FMLA leave, other than birth or placement of a child, may be taken on an intermittent or reduced-schedule basis when medically necessary. If an employee seeks leave on an intermittent or reduced-schedule basis, the employee must submit medical certification, as discussed above, and additional certification from a health care provider, that the intermittent or reduced-schedule leave is medically necessary.

- The School may require an employee taking intermittent or reduced-schedule leave to transfer temporarily to an alternative available position for which the employee is qualified or may modify the employee's current position to better accommodate the employee's recurring periods of leave.

- Whenever the need for the FMLA leave is reasonably foreseeable, the employee must make a reasonable effort to schedule the treatment so that it is not unduly disruptive to School operations.

3. Instructional Employees - Leave taken because of the employee or family member's serious health condition may be taken on an intermittent or reduced-schedule basis when medically necessary. If an employee seeks leave on an intermittent or reduced-schedule basis, the employee must submit medical certification, as discussed above, and additional certification from a health care provider that the intermittent or reduced-schedule leave is medically necessary.

If an instructional employee requests intermittent leave to care for a family member or the employee's own serious health condition that is foreseeable based on planned medical treatment, and the employee would be on leave for more than twenty (20) percent of the total number of working days over the period of the leave, the School may require the employee to:

1. Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or

2. Transfer temporarily to an available position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than does the employee's regular position.

The employee must make a reasonable effort to schedule the treatment so that it is not unduly disruptive to School operations.

H. INSURANCE PREMIUMS

During an employee's family or medical leave of absence, the School will continue to provide health, life, vision, and dental insurance coverage for employees who are eligible for insurance benefits. Voluntary deductions (employee contributions) for (dependent) insurance for health/life/vision/dental (and employee disability and/or supplemental life insurance) must be paid in full each month and received by the twenty-fifth (25th) day of the month. Payments are to be submitted to the insurance office. Failure to make payments in a timely manner while on FMLA leave may result in the loss of any and all insurance coverage provided by the School to its employees. Employees should contact the School administrator responsible for coordinating insurance benefits regarding specific arrangements for making the required payments.

I. JOB RESTORATION

Upon return from FMLA-qualifying leave in accordance with this Regulation, the employee will be returned to the same or an equivalent position with no loss in benefits that accrued prior to the leave of absence. An employee who does not return to work at the end of an authorized leave may be subject to termination.

If an employee fails to return to work after the termination of the leave period, the School may recover health insurance premiums paid under the group plan during the leave period, except in certain circumstances (e.g., continuing serious health condition of employee or family member needing care, or other circumstances beyond control of employee). The School may recover any other insurance premiums (e.g., premiums for supplemental life insurance or for dependent coverage), submitted on behalf of the employee, for which the School has not been reimbursed, either upon the employee's return to work or the employee's failure to return after unpaid family or medical leave has ended.

J. NOTIFICATION

1. School Notification Procedure – The School shall provide its employees with notice of their rights and responsibilities under the FMLA through use of the following Notices:

   a. **General Notice** – A poster summarizing the FMLA entitlements shall be placed in an area accessible for employees and shall also be provided to each employee in the employee handbook.

   b. **Eligibility Notice** – This Notice shall state whether the employee qualifies to take FMLA leave.

   c. **Rights and Responsibilities Notice** – This Notice, issued in conjunction with the Eligibility Notice, will specify if a certification will be required from the employee, identify if paid leave will run together with the FMLA leave, address the procedure for making health insurance payments, the consequences of failing to make timely payments, and the employee's liability for repayment of health insurance premiums if the employee fails to return to work at the expiration of

their FMLA leave. Finally, this Notice will explain the employee's right to return to the same or an equivalent job at the expiration of their FMLA leave. Both the Eligibility and Rights and Responsibilities Notices will be provided to all employees within five business days of when the School becomes aware of a potential FMLA situation.

d. **Designation Notice** – Within five business days of the School's receipt of sufficient information from the employee to make a determination, the School shall provide the employee with the Designation Notice, which shall inform the employee if the leave shall be designated as FMLA leave. This Notice will designate the amount of leave counted against the employee's entitlement, specify if the FMLA leave will run concurrently with any accrued paid leave, and notify the employee if a fitness-for-duty exam will be required prior to returning to work.

2. Employee Notification Requirements – Absent unusual circumstances, all employees seeking FMLA leave must follow the School's customary call-in procedure for reporting absences. An employee who can reasonably foresee the need to take FMLA leave is required to notify the School of the date of commencement and the expected duration of the leave at least thirty days in advance of the leave, or if the need for the leave is not foreseeable, as soon as practicable. When the need for leave is foreseeable, an employee's failure to provide thirty days notice prior to taking leave may result in denial or delay of leave. An employee requesting leave under this policy should submit a completed application for leave form (forms available in the Principal's office) to the Principal/designee. An employee's failure to follow the School's call-in procedure is grounds for the delay or denial of the employee's FMLA leave request.

K. ADDITIONAL FMLA INFORMATION

The foregoing regulation represents compliance with the provisions of the Family and Medical Leave Act of 1993 and its revised regulations. Any employee desiring additional information or explanation of the rules and regulations of the Act, should review the School's General Notice Poster or arrange a conference with the Principal/designee.

PERSONNEL SERVICES **Regulation 4322**
(Form 4322)

Absences, Leave and Vacation

Victims of Domestic Violence and Sexual Assault Leave

Eligibility

Employees eligible for leave or safety accommodations under this Policy must meet the following criteria:

1. He or she is a victim of domestic violence or sexual violence; or
2. He or she has a household member who is a victim of domestic or sexual violence whose interests are not adverse to the employee as it relates to the domestic or sexual violence.

Leave for Victims of Domestic Violence and Sexual Assault

The School will provide up to two weeks or 80 hours of unpaid leave to eligible employees who are (1) seeking medical attention for, or recovering from, physical or psychological injuries caused by domestic violence or sexual violence, as defined herein, against the employee or the employee's family or household member; (2) obtaining victim services for the employee or the employee's family or household member; (3) obtaining psychological or other counseling for the employee or the employee's family or household member; (4) participating in safety planning, including temporary or permanent relocation, or other actions to increase the employee or the employee's family or household member's safety from future domestic or sexual violence or to ensure economic security; or (5) seeking legal assistance or remedies to ensure the health and safety of the employee or the employee's family or household member, including preparing for or participating in court proceedings related to the violence.

To provide notice to the School of your intention to take leave under this Policy, please submit your leave request through our current human resources platform and contact the School's human resources team via email at hr@premiercharterschool.org.

Date of Board Approval Board President's signature

Safety Accommodation Requests

The School will also make reasonable safety accommodations in a timely manner to known limitations resulting from the domestic or sexual violence experiences of an eligible employee or an eligible employee's a family or household member unless such accommodation would result in an undue hardship for the School. Examples of accommodations for eligible employees include:

- adjustment to a job structure, workplace facility or work requirement;
- a transfer or reassignment;
- a modified schedule;
- leave from work (as described above);
- a changed telephone number or seating assignment;
- installation of a lock or implementation of a safety procedure; or
- assistance in documenting domestic violence that occurs at the workplace or in work-related settings, in response to actual or threatened domestic violence.

To request a reasonable safety accommodation under this Policy, please contact the School's human resources team via email at hr@premiercharterschool.org.

Definitions

1. "Abuse" means any physical injury, sexual abuse, or emotional abuse inflicted on a child other than by accidental means by those responsible for the child's care, custody, and control. Victims of abuse shall also include any victims of sex trafficking or severe forms of trafficking as those terms are defined in 22 U.S.C. 78 Section 7102(9)-(10).
2. "Domestic violence" means abuse or stalking committed by a family or household member, as such terms are defined in this policy.
3. "Family or household member" means a spouse, parent, son, daughter, other person related by blood or by present or prior marriage, other person who shares a relationship through a son or daughter, and persons jointly residing in the same household.
4. "Sexual violence" means sexual assault (causing or attempting to cause another to engage involuntarily in any sexual act by force, threat of force, duress, or without that person's consent) or trafficking for the purposes of sexual exploitation.
5. "Victim of domestic or sexual violence" means an individual who has been subjected to domestic violence, sexual violence, or abuse.

Notice and Documentation

An employee must provide the School with at least 48 hours' advance notice of the need for leave under this Policy unless such notice is impractical, and in which case, the notice must be given as soon as possible. The School may, in its discretion, require documentation showing that the employee is eligible for leave under this Policy (such as a police report or documentation from a victim services organization, medical professional, attorney, member of the clergy, or another professional from whom the employee or the employee's family or household member

has sought assistance in addressing domestic or sexual violence and/or the effects of such violence) and/or a sworn statement from the employee.

If an employee requests a reasonable safety accommodation under this Policy, the School may, in its discretion, require the employee to provide a written statement signed by the employee or an individual acting on the employee's behalf, certifying that the employee is eligible for a reasonable safety accommodation under this Policy.

If documentation is requested by the School under this Policy, such documentation will be maintained by the School in the strictest confidence and will not be disclosed unless consent is provided by the employee or disclosure is otherwise required by applicable federal or state law.

Coordination with Other Policies

Eligible employees who have exhausted all leave allowed under the School's Family and Medical Leave Act Policy, Regulation 4321, shall not be allowed additional unpaid leave under this Policy.

Benefits During Leave

Eligible employees who take leave under this Policy will be entitled to maintain all accrued benefits through the School. Additionally, the eligible employee will continue to be covered by the School's group health insurance policy while taking leave under this Policy at the same level and under the same conditions coverage would have been provided if the eligible employee had continued his or her employment with the School continuously for the duration of such leave, assuming the eligible employee participated in the School's group health insurance coverage prior to taking leave under this Policy.

If an eligible employee fails to return to work after the expiration of leave under this Policy for any reason other than the continuation, recurrence, or onset of domestic violence, sexual violence, abuse, a sexual assault, or human trafficking that entitled the employee to leave under this Policy or for other circumstances beyond the control of the eligible employee, the School may seek reimbursement for the premiums paid by the School, if any, for maintaining coverage under the School's group health insurance plan for the eligible employee's and/or the eligible employee's family or household member(s), if applicable, during leave under this Policy.

Retaliation Prohibited

The School will not retaliate against eligible employees for taking or requesting leave or a reasonable safety accommodation under this Policy. Any eligible employee who takes leave under this Policy shall be entitled, on return from such leave, to be restored to the position of employment held by the eligible employee when the leave commenced or an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

Reference: Section 285.630 RSMo

PERSONNEL SERVICES **Policy 4335**

Absences, Leave, Vacation

Employee Emergency Service

Staff members joining any fire department, fire protection district, volunteer firefighter department, the Missouri-1 Disaster Medical Assistance Team, Missouri Task Force One, Urban Search and Rescue Team, or staff member activated by the Federal Emergency Management Agency (FEMA) to respond to a national disaster will not be subject to dismissal due to their joining such organizations. However, such employees who are absent from work, or who are late to work due to such service may be docked and/or required to submit written verification concerning the time and date of the emergency. In addition, such employees are required to make a reasonable effort to notify their supervisors that they will be absent or late due to emergency service.

JAN 2 5 2012

Date of Board Approval Board President's signature

PERSONNEL SERVICES **Policy 4410**

Professional Activities, Training and Professional Growth

General Professional Development

The Board encourages all employees to be engaged in a continuous program of professional and technical growth in order that they may be qualified to provide quality educational programs and services for all students.

It is the policy of the Board that a program of in-service training be established to provide an opportunity for the continuous professional and technical growth for all employees. The in-service training program for each year will be outlined in the proposed budget for that year with estimated costs to be approved by the Board.

As a result of the operation of this policy, employees will become knowledgeable regarding new developments and changes in their specialized fields and will utilize new and improved methods in practice.

The administrative staff, employing administration and management techniques consistent with modern management development, will provide leadership that will assist each employee to make a maximum contribution to the School's effort to provide quality educational programs and services for all students.

Date of Board approval

Board President's signature

PERSONNEL SERVICES **Policy 4525**

Compensation

Payment of Salary

All instructional employees who are employed in certificated positions will be paid in equal amounts paid over the twelve months of the school year.

JAN 2 3 2013

Date of Board approval

Board President's signature

PERSONNEL SERVICES **Policy 4530**

Compensation

Workers' Compensation Benefits

Employees who suffer an injury caused by an accident or occupational disease arising out of and in the course of employment ("work-related injury") will receive benefits paid by the School according to the Workers' Compensation Law of the State of Missouri ("the Law"). Absence from duty resulting from a work-related injury will be compensated according to the Law. Employees who receive workers' compensation benefits for lost time from work due to a work-related injury are not eligible for additional sick leave or vacation benefits under this policy, except with respect to those employees whose average weekly wage as defined by the Law ("average weekly wage") exceeds the actual wage necessary to obtain the maximum total disability rate as defined by the Law ("maximum wage").

In addition to the benefits for temporary total disability allowed under the Law, an employee whose average weekly wage at the time of the work-related injury exceeds the maximum wage at the time of the work-related injury will receive in wages the difference between the employee's average weekly wage and the maximum wage during the time period such employee is entitled to temporary total disability benefits under the Law. This additional benefit provided herein does not affect an employee's wage rate for purposes of permanent disability benefits.

JUL - 5 2012

Date of Board approval Board President's signature

PERSONNEL SERVICES

Policy 4540
(Regulation 4540)

Compensation

Group Insurance Benefits

The Board directs that medical group insurance coverage for staff members will be provided. The head of finance will solicit proposals and make recommendations to the Board for approval of the insurance provider.

Employees shall be given information regarding COBRA benefits at the times of employment and separation.

Compensation

Group Insurance Benefits

The insurance program for all school personnel who are eligible shall be determined by the annual school budget as first approved by the Board.

There may be years in which the amount determined by the Board to be set aside for personnel insurance benefit will not equal the total amount required by the coverage carrier. The employee must pay the difference or elect not to participate in the program; election not to participate must be approved by the Board.

If the employee elects not to take the Board benefit, the Board is not obligated to reimburse the employee an equal amount of the benefit not taken.

The final date for notification of participation in the health benefit by the employee is the date set by the insurance company.

Group insurance benefits are made available to full-time personnel and personnel working at least 32 hours per week (80%), as defined by the School and/or the insurance provider.

PERSONNEL SERVICES **Policy 4550**

Compensation

Retirement Compensation

Retirement provisions for all eligible employees will be in accordance with the provisions of the Public School Retirement System of the City of St. Louis (PSRSSLS).

All staff are subject to Social Security and Medicare tax.

At the time of initial employment an employee shall be given his/her first COBRA notification. Second notification and continuation of benefits are contingent upon the employee notifying the School of a qualifying event.

JAN - 5 2013

Date of Board approval

Board President's signature

PERSONNEL SERVICES **Policy 4610**
(Form 4610)

Performance Evaluation

Instructional Personnel Performance Evaluation

The Board's ultimate goal in education is to provide the highest quality educational experience to all students. The School performance-based evaluation system contributes to that goal by promoting the professional improvement of each staff member and, when necessary, by providing data to remove an employee whose employment is detrimental to students.

Performance-based evaluation is a process endorsed by the Board for performance improvement that includes identification of performance expectations, documentation of performance, discussion of performance, development of improvement plans, and making personnel decisions based upon performance. The evaluation process for every employee is an on-going process that takes place every day. Formal, summative evaluations will be prepared and reviewed with each teacher at least every year. All other school employees will also receive summative evaluations annually.

JAN - 5 2010

Date of Board approval

Board president's signature

PERSONNEL SERVICES **Regulation 4740**

Separation

Reduction In Force: Certificated Staff

Procedures

The Board and the Head of School acting to maintain the highest quality education program will determine which positions need to be reduced or eliminated. In making this decision, the focus will be on the position and not upon the person filling the position.

APPROVED NOV 1 3 2012

Date of Board Approval Board President's signature

PERSONNEL SERVICES Policy 4741

Separation

Reduction in Force: Support Staff

Procedures

The Board and the Head of School acting to maintain the highest quality education program will determine which positions need to be reduced or eliminated. In making this decision, the focus will be on the position and not upon the person filling the position.

Date of Board Approval

Board President's signature

PERSONNEL SERVICES

Policy 4820
(Regulation 4820)

Staff Welfare

Employees with Communicable Diseases

An employee may be excluded from work if the employee (1) has, or has been exposed to, an acute (short duration) or chronic (long duration) contagious or infectious disease, and (2) is likely to transmit the contagious or infectious disease, unless the Board or its designee has determined, based upon medical evidence, that the employee:

1. No longer has the disease.

2. Is not in the contagious or infectious stage of an acute disease.

3. Has a chronic infectious disease that poses little risk of transmission in the school environment with reasonable precautions.

School officials may require an employee suspected of having a contagious or infectious disease to be examined by a physician and may exclude the employee from work, in accordance with the procedures authorized by this policy, so long as there is a substantial risk of transmission of the disease in the school environment.

Employees with acute or chronic contagious or infectious diseases have a right to privacy and confidentiality. Only staff members who have a medical reason to know the identity and condition of such employees will be informed. Willful or negligent disclosure of confidential information about an employee's medical condition by staff members will be cause for disciplinary action.

The School will implement reporting and disease outbreak control measures in accordance with the provisions of Missouri Department of Health publication PACH-16, "Prevention and Control of Communicable Diseases: A Guide for School Administrators, Nurses, Teachers and Day Care Operators," a copy of which shall be on file in the office of the Head of School/designee.

JAN - 5 2013

Date of Board Approval

Board President's signature

PERSONNEL SERVICES **Regulation 4820**

Staff Welfare

Employees with Communicable Diseases

If an employee has, or has been exposed to, an infectious or contagious disease or is reasonably believed to have an infectious or contagious disease the following guidelines apply:

1. The employee may be required to undergo a medical examination at School's cost by a physician of the School's choosing.

2. While a determination is made concerning the status of an employee, that employee may be placed on a paid leave of absence. Except in unusual circumstances such leaves will not exceed ten (10) days.

3. If the employee is determined to be infectious or contagious, he/she will be required to take such leave as provided by School policy until it is medically determined that the employee is no longer able to transmit the disease.

4. Where a question exists concerning an employee's status, an individual assessment of the employee will be completed by a review team comprised of the employee's physician, a school nurse, a physician selected by the School, a county health official, the Head of School and the employee's supervisor. Other individuals may be included, as is reasonably necessary and as designated by the Head of School.

5. The review team will consider all available medical evidence and will determine the employee's medical condition, the employee's ability to return to work and whether the employee's infectious status requires any restrictions on the employee's work assignment. Normally the team will be convened within seventy-two (72) hours of notice of the employee's contagious status. The employee's status will be reviewed thereafter as appropriate.

6. The written determination of the review team is subject to an appeal to the Head of School where determination shall be final.

PERSONNEL SERVICES **Policy 4830**
(Regulation 4830)

Staff Welfare

Board/Staff Communications

While the primary line of communication between the staff and the Board remains through the Head of School, the Board expresses a desire to maintain open communication with the certificated and support staff. Open communication between Board and staff facilitates continuing improvement of education and the proper disposition of personnel matters that may arise.

Date of Board approval Board president's signature

PERSONNEL SERVICES **Regulation 4830**

Staff Welfare

Board/Staff Communications

Staff Communications to the Board

Communication to the Board from School employees concerning personnel matters or personal complaints shall be filed in writing with the Head of School. However, this procedure will not be construed as denying the right of any employee to appeal to the Board (regarding alleged misapplication of policy or administrative decisions) provided that the Head of School shall have been notified of the forthcoming appeal and that it is processed in accordance with Board policies and regulations on staff complaints and grievances. Moreover, this policy will not be construed to preclude resident staff members from exercising their rights to discuss matters of public concern in the same manner as other School patrons.

All regular meetings of the Board are open for the public to attend. As such, they provide an excellent opportunity to observe the Board's deliberations on problems of staff concern. Staff members may participate in Board meetings in accordance with the policies and regulations regarding public participation at such meetings. Further, at times and with the knowledge of the Head of School, the Board may invite staff members to speak at Board meetings or to serve on advisory committees to the Board.

Board Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the Head of School, and the Head of School will employ such media as are appropriate to keep the staff fully informed of the Board's concerns and actions.

PERSONNEL SERVICES

Policy 4840
(Regulation 4840)

Staff Welfare

Conflict of Interest

School employees are prohibited from engaging in any activity that would conflict, or raise a reasonable question of conflict, with their responsibilities in the School.

Date of Board approval

Board President's signature

PERSONNEL SERVICES **Regulation 4840**

Staff Welfare

Conflict of Interest

The prohibition against conflicts and apparent conflicts of interest includes but is not limited to:

1. Employees shall not engage in or have a substantial interest in furnishing of real or personal property, commodity, equipment, supplies or services to the School either directly or through an outside representative, except as provided in this paragraph. A substantial interest includes ownership by the employee, the employee's spouse or a member of the employee's household of 10% or more of a business entity or annual receipt by the employee, employee's spouse, or member of the employee's household of $1,000 or more in salary or other remuneration from a business entity. A business entity in which a School employee has a substantial interest may do business with the School provided competitive bids are obtained and the lowest bid is accepted.

2. Employees shall not make use of mailing lists or other information gained solely as a result of the employee's position with the School to either sell directly or indirectly services or merchandise to students or their parents. As provided by Board policy, this prohibition does not apply to student tutoring.

3. Employees shall not solicit or receive any payment or thing of value which might influence performance of the employee's duties.

4. Employees shall not disclose to any person, not otherwise entitled, information gained by virtue of the employee's duties or otherwise use such information for personal gain.

5. Employees shall not engage in outside employment which interferes with performance of the employee's duties. This prohibition includes outside employment which is performed during school hours or involves the use of school resources.

If an employee is in doubt concerning whether certain acts violate this regulation, the employee must seek an opinion from the Head of School.

PERSONNEL SERVICES Policy 4850

Staff Welfare

Staff Dispute Resolution

St. Louis Charter School encourages employees to resolve concerns quickly and at the most immediate administrative level. To the extent this does not resolve the conflict; the employee is encouraged to see the Head of School. This policy does not limit the right of any employee to file grievances under Policy and Regulation 4810 - Sexual Harassment, or Policy and Regulation 1310 - Civil Rights, Title IX, Section 504 or policy 3106 Fraud Prevention.

Jan 2007

Approved
5/21/14

PERSONNEL SERVICES **Policy 4860**

Staff Welfare

Personnel Records

Personnel files on all employees will be maintained in the School's administrative offices. It is the intent of the Board to maintain complete and current personnel files, including all information necessary to comply with the Fair Labor Standards Act, for all School employees.

The School will maintain the following information in personnel files: applications, certification documents, performance evaluations, current transcripts, employment contracts and performance related documents. Medical records, including health insurance records, will be maintained separately. Files containing immigration records will be kept separate from personnel files.

The personnel file(s) of an individual employee will be considered confidential to the extent allowed by law. Access to personnel files will be on a strict need-to-know basis by appropriate School administrators, legal counsel, or state agencies with authority.

Upon request to and in the presence of the appropriate administrative official, any employee will have the right during regular working hours to inspect his/her own personnel file, with the exception of the ratings, reports and records obtained prior to the employment of the individual, including confidential placement papers.

Information of a critical nature will not be entered or filed in the employee's personnel folder until the employee is given notice, as well as an opportunity to review the information and comment thereon. The employee will have the right to append a reply to the statement, which will also be included in the folder.

Date of Board Approval Board President's signature

PERSONNEL SERVICES **Policy 4870**

Staff Welfare

Drug Free Workplace

The unlawful possession, use or distribution of illicit drugs and alcohol on school premises or as a part of school activities is strictly prohibited.

Employees under the influence of alcohol, drugs, or controlled substances while on duty are a serious risk to themselves, to students and to other employees. Employees who display physical manifestations of drug or alcohol use while on duty, may be subject to drug testing. Any employee who violates this policy will be subject to disciplinary action up to and including termination and referral for prosecution. Employees may also be required to satisfactorily participate in rehabilitation programs.

As a condition of employment, all employees must abide by the terms of this policy. Employees who are convicted of a drug offense which occurred on school premises or while on duty must notify the Head of School of their conviction. Notification must be made by the employee to the Head of School within five (5) days of the conviction. Within ten (10) days, the Head of School will provide notice of such violation to the Impact Aid Program, United States Department of Education, or other appropriate government agency.

The School will institute a drug-free awareness program to inform employees of:

1. The dangers of drug and alcohol abuse in the workplace.
2. This policy of maintaining a drug-free workplace.
3. Available counseling and rehabilitation.
4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

On the basis of medical certification, employees with the illness of chemical dependency shall qualify for the employee benefits and group insurance coverages that are provided for under group health and medical insurance policies. The confidential nature of the medical records of employees with chemical dependency shall be preserved in the same manner as for all other medical records.

The School's responsibility for chemical dependency is limited to its effects on the employee's job performance. If the employee violates this policy, refuses to accept diagnosis and treatment, or fails to respond to treatment, and performance is adversely affected, the employee will be subject to employment action in proportion to the performance problem. Implementation of

Date of Board approval Board president's signature

this policy will not require or result in any special regulations, privileges or exemptions from the standard administrative practice applicable to job performance requirements.

Upon the request of the Department of Elementary and Secondary Education or an agency of the United States, the School shall certify that it has adopted and implemented the drug prevention program described in this policy, in the form required by such agency. The School shall conduct a biennial review of this policy to determine its effectiveness, implement necessary changes, and to ensure that the disciplinary sanctions are consistently enforced.

This policy shall be distributed in writing to all present and future employees.

PERSONNEL SERVICES **Policy 4872**
(Form 4872)

Staff Welfare

Alcohol And Illicit Drugs

The School prohibits all employees from the possession, distribution, or presence under the influence of alcohol and non-prescribed controlled substances while on school premises. This prohibition is exemplified by Policy 4870 Drug-Free Workplace. Violation of this policy as well as Policies 4870 will result in disciplinary action up to and including termination. In addition, such violation may result in substantially reduced or forfeiture of workers compensation benefits where the use of substances prohibited by this policy was in conjunction with or related to a work place injury.

Post Accident Drug / Alcohol Testing

Employees under the influence of alcohol, drugs, or controlled substances while on duty are a serious risk to themselves, to students, to other employees, and to School property. Where an employee holding a safety sensitive position is involved in an accident producing injury, the School will require the employee to submit to post injury alcohol/drug testing.

Post accident testing will be utilized after any accident

- involving the loss of life;
- resulting from a violation of Board Policy or Regulations, or municipal, state, or federal law;
- which results in an injury to a person who receives medical treatment;
- resulting in disabling damage to any motor vehicle or piece of School equipment;
- resulting from a violation of a safety regulation or safety directive.

Refusal to submit to post injury testing will result in disciplinary action up to, and including termination, and may result in forfeiture of Workers Compensation benefits for injuries related to the request for testing.

Employees holding a non-safety sensitive position will be subject to post accident drug testing where a School administrator has sufficient cause to suspect the employee's use of alcohol or non-prescribed controlled substance producing accident, in conjunction with or related to a work place testing. Such post accident testing will be utilized in the instance of the occurrence of any of the five instances set forth in this policy.

Date of Board Approval Board Member

Safety Sensitive Positions:

The following list of positions are hereby classified as "safety sensitive" due to the serious risk of harm that can result from performing said job duties while impaired by drugs or alcohol; therefore, employees occupying such positions are subject to drug testing in accordance with published Board Policies and Regulations:

- Food service employees.
- Custodial employees.
- Maintenance employees (HVAC, Electrical, Plumbing).
- Any School employee whose job duties involve the performance of supervising children, including, but not limited to teachers, teachers' aides, lunchroom/playground monitors, etc.

PERSONNEL SERVICES **Policy 4880**

Staff Welfare

Use of School Property

Employees may be provided access to and use of School property including, but not limited to, desks, file cabinets, closets, storage areas and computers for classroom use. These items remain the property of the School and are subject to inspection by School administrators.

School

School

Date of Board approval

Board Member

SUPPORT SERVICES

Policy 5110
(Regulation 5110)

Building and Grounds Management

Building and Grounds Maintenance and Inspection

The Board recognizes the tremendous investment in the School's facilities, buildings, grounds and equipment. It is acknowledged that normal deterioration from natural elements and ordinary use will occur. However, with proper care and attention the rate of deterioration can be reduced and repair and replacement costs held within reasonable limits. Therefore, the Board believes that a proper program of preventive maintenance is a requirement for efficient and economic building operation.

The School shall survey and assess the exposure of friable asbestos in all buildings. A written report shall be filed with appropriate state agencies, and will be available for public review in the Head of School office. The report shall be filed as required by law. The School shall take all steps necessary to comply with the Asbestos Hazard Emergency Response Act, as described in regulations of the Environmental Protection Agency.

APPROVED NOV 13 2012

Date of Board approval

Board President's signature

SUPPORT SERVICES **Policy 5120**

Building and Grounds Management

Maintenance of Facilities

A maintenance and custodial department shall be provided to perform general building maintenance tasks and to perform routine cleaning tasks. The maintenance and custodial personnel shall be under the supervision of a maintenance/custodial supervisor; however, supervision shall also be provided by the head of finance.

Capital outlay work for new and existing buildings shall normally be done through a general contractor. School employees may be used when the use of a general contractor is not feasible.

APPROVED NOV 13 2012

Date of Board Approval Board President's signature

SUPPORT SERVICES

Policy 5210
(Regulation 5210)

Safety, Security and Communications

Hazardous Materials

The School will develop and implement written procedures for the purchase, use, storage and disposal of substances designated as hazardous by local, state and federal authorities.

APPROVED NOV 13 2012

Date of Board approval

Board President's signature

SUPPORT SERVICES **Policy 5211**

Safety, Security and Communications

Eye Protection

All students, teachers and visitors are required to wear industrial quality eye protective devices when participating in or observing the following activities in any class:

1. Exposure to molten materials.

2. Milling, sawing, turning, shaping, cutting, grinding or stamping of any solid materials.

3. Heat treatment, tempering or kiln firing of any materials.

4. Gas, electric arc or other forms of welding.

5. Repair or servicing of any vehicle.

6. Exposure to/or laboratory use of caustic or explosive materials, hot liquids or solids, injurious radiation, or other similar hazards.

Eye protective devices designed to provide protection for the hazards involved and to meet standards specified by state law will be provided by the School. These devices may be issued to the students or provided at work stations for individual activities. If the devices are issued to the students, principals are authorized to charge students for loss, damage or failure to return any device issued.

APPROVED NOV 1 3 2012

Date of Board approval Board President's signature

SUPPORT SERVICES **Policy 5220**

Safety, Security and Communications

School Bus Safety

Safe transportation of students shall be the paramount obligation of the School . All procedures and rules developed by the transportation company shall be governed by this requirement. State and local laws pertaining to the operation of buses and vehicles used to transport students will be observed by drivers, students and staff.

The Administration will develop regulations for students to be included in Policy and Regulation 2610. These rules and regulations will be published annually in student handbooks to be distributed to students and parents/guardians. Students will receive instruction for the safe loading, riding, unloading and emergency evacuation procedures.

School officials will file criminal charges of trespass against any person who unlawfully enters a school bus where entry is not approved by Board policy or where the individual does not have written approval of the Board.

APPROVED NOV 1 3 2012

Date of Board Approval Board President's signature

SUPPORT SERVICES

Policy 5230
(Regulation 5230)

Safety, Security and Communications

Accident Reporting

In order that proper measures may be taken to avoid recurrence of accidents, written reports will be prepared on all accidents occurring on school premises or at a school-sponsored activity.

APPROVED NOV 13 2012

Date of Board approval

Board President's signature

SUPPORT SERVICES

Policy 5240
(Regulation 5240)

Safety, Security and Communications

Weather, Earthquake and Fire Emergencies

At the direction of the Board, the Head of School will determine areas in each building which are best suited for the protection of students during civil defense emergencies, including adverse weather conditions. School will not be dismissed in the case of a civil defense alert or tornado warning.

It shall also be the duty of the Head of School to provide for fire inspections on an announced and unannounced basis in each building. The Head of School is responsible for remedying unsafe conditions reported by local fire marshals acting in their official capacities.

The Head of School will assume responsibility for preparing a fire drill and emergency exit plan for each building. The plan will permit students to leave the building safely and quickly. Fire drills will be held the first full week of school and quarterly thereafter.

The School may adopt emergency plans for the use of the School's resources during natural disasters or other community emergencies. These resources may include food assistance through the use of federal commodity foods, and the use of school buildings and buses.

APPROVED NOV 13 2012

Date of Board Approval

Board President's signature

SUPPORT SERVICES **Policy 5241**

Safety, Security and Communications

Emergency School Closings

The Head of School may order the delay of opening, early dismissal or the closing of schools due to inclement weather, hazardous road conditions or specific emergency situations which would make the operation of school impractical or hazardous to pupils. Notification of such actions will be given over local radio, television stations and other technological media. Unless individually approved by the Head of Scool, after-school activities will be canceled on the day which school is closed or dismissed early due to weather or other emergency conditions.

Instructional time lost due to weather and other emergency conditions will be made up as required by the State and as approved by the Board.

APPROVED NOV 1 3 2012

Date of Board approval Board President's signature

SUPPORT SERVICES **Policy 5250**

Safety, Security and Communications

Use of Tobacco Products

The Board recognizes that the use of tobacco products represents a health and safety hazard. Therefore, the use of tobacco products shall be prohibited in all School facilities, grounds and vehicles. This policy applies to all employees, students and patrons attending school-sponsored activities and meetings.

APPROVED NOV 1 3 2012

Date of Board approval Board President's signature

SUPPORT SERVICES **Policy 5260**

Safety, Security and Communications

Safety Standards

The Board directs the Head of School to ensure that the administration and management of all School operations be in compliance with local laws and regulations pertaining to student and staff safety and state and federal laws and standards regarding occupational safety and health. At various times School supervisors will issue specific safety standards and will provide ongoing directives, oral and written, to maximize employee and student safety. Failure to comply with such safety directives will be considered serious misconduct and will result in disciplinary action up to and including dismissal.

APPROVED NOV 1 3 2012

Date of Board approval Board President's signature

SUPPORT SERVICES **Policy 5270**

Safety, Security and Communications

Security of Buildings and Grounds

The administration will develop procedures to ensure that school facilities are safeguarded against criminal acts and negligent use. All School employees are responsible for the care and proper use of School property. Maintenance personnel, under direction of the School administration, and in collaboration with the property lease holder, are responsible for the care, repair and annual maintenance of School equipment and facilities. After school access to School facilities is limited to authorized individuals and groups.

APPROVED NOV 13 2012

Date of Board approval Board President's signature

SUPPORT SERVICES **Policy 5280**

Safety, Security and Communications

Vandalism and Theft

The administration will take appropriate actions to punish individuals determined to have vandalized School property. Such actions include, but are not limited to school disciplinary action, restitution and criminal and civil charges.

Incident reports are to be sent to the Head of School no later than the day following an incident. A telephone call to the Head of School is to be made on the day of discovery as soon as practical.

APPROVED NOV 1 3 2012

Date of Board approval Board President's signature

.SUPPORT SERVICES **Policy 5310**

Purchasing and Supply Management

Purchasing Furniture and Equipment

The Head of School designee shall develop a standardized furniture and equipment list for each type of facility in the School. Furniture or equipment needed in addition to the standardized list requires specific approval of the Head of School designee prior to bidding or purchase.

Furniture and equipment shall be purchased in accordance with the policies governing bidding requirements and purchasing procedures of the Board.

The Board may purchase apparatus, equipment and furnishings for its schools and operations by entering into lease/purchase agreements with vendors. Any agreement which may result in School ownership of the leased object must contain a provision which allows the School an option to terminate the agreement on at least an annual basis without penalty. All expenditures related to lease/purchase agreements shall be considered expenditures for capital outlay.

APPROVED NOV 13 2012

Date of Board approval Board President's signature

SUPPORT SERVICES **Policy 5320**

Purchasing and Supply Management

Preference for Missouri Products

Preference will be given to making School purchases to all commodities manufactured, mined, produced, or grown within the state and to all firms, corporations, or individuals doing business as Missouri firms, corporations, or individuals when quality and price are approximately the same.

APPROVED NOV 1 3 2012

Date of Board approval Board President's signature

SUPPORT SERVICES **Policy 5410**

Inventory Management

Inventory Requirements

Annual Inventory

The Board shall require a physical count of all stock supply and equipment items at least once each year. This inventory total shall be recorded on the School's accounts.

This is done to provide:

1. Complete local property information for ready reference.

2. Information for insurance purposes.

3. Audit needs to determine capital worth.

4. Accountability of the physical property of the School.

The building principal is responsible for the inventory. The person responsible for the room and its contents should take the inventory.

"Physical Property" for inventory purposes is defined as that property other than the building and built-in facilities such as bookcases, wall lockers and toilets. "Physical Property" includes such items as desks, chairs, typewriters, computers, audio-visual equipment, shop, home economics and physical education equipment even though attached to the building (i.e., stage curtains, auditorium seating, clocks and public address systems). "Physical Property" meets all the following criteria:

1. Retains its original shape and appearance with use.

2. Is nonexpendable (more feasible to repair than replace).

3. Represents an investment of money which makes it advisable to capitalize the item.

4. Does not lose its identity through incorporation into a different or more complex unit.

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"Physical Property" does not include supplies, textbooks, reference books, material, chalk and erasers, picture frames, cutlery, glassware, etc. Supply items which are not included are those which meet one or more of the following conditions:

1. Consumable
2. Loses its original shape or appearance
3. Expendable (more feasible to replace than repair)
4. Inexpensive item with value less than $1,000.00.

APPROVED NOV 1 3 2012

SUPPORT SERVICES **Policy 5420**

Inventory Management

Maintenance and Control of Instructional Materials

All School instructional materials and equipment, including media materials and equipment, will be classified and catalogued. All textbooks purchased by the School are school property and will bear identification of School ownership. Obsolete materials and worn out equipment will be replaced on a regular basis.

Textbooks will be made available to all students in sufficient quantity and at appropriate levels, enabling teachers to meet both the planned curriculum sequence and the special instructional needs of the students.

Principals are responsible for textbooks assigned to teachers, and for instituting an inventory of all books at the end of the school year. Each teacher shall keep an accurate record of books issued to students. Students will be held responsible for the proper care of all schoolbooks, supplies, apparatus and furniture supplied to them by the Board. Any student who defaces or damages school property shall be required to pay for all damages. Any student who loses school property shall be required to pay for its replacement.

APPROVED NOV 1 3 2012

Date of Board approval Board President's approval

SUPPORT SERVICES **Policy 5440**

Inventory Management

Equipment on Loan

School equipment is not to be lent to individuals or groups outside the schools. Deviation from this policy requires permission from the Head of School.

APPROVED NOV 13 2012

Date of Board approval Board President's signature

SUPPORT SERVICES **Policy 5510**

Food Service Program

Food Service Management

The Head of School/designee will develop and implement procedures for operating a food services program. In addition, the Head of School/designee will monitor the quality and efficiency of the School's food service program.

The School's food service program will comply with all state and federal regulations for food quality and financial reimbursement.

The Board may elect to contract with a food service management company to manage the School's food service program in accordance with the procedures required by DESE.

The duration of contracts with food service management companies will be limited to one (1) year with no more than four (4) annual renewals.

The Health Department of St. Louis City, Missouri, inspects the School's food service facilities annually.

APPROVED NOV 13 2012

Date of Board approval Board President's signature

SUPPORT SERVICES **Policy 5520**

Food Service Program

Uniform Policy for Free and Reduced-Price Meals

The School will participate in the national school lunch program. Eligible students will be identified for participation in the free and reduced-price lunch program based upon federal and state guidelines.

Information concerning the eligibility standards will be distributed annually within the School. The identification of student participants in the program will be confidential with such information disclosed to staff members on a strict need-to-know basis.

APPROVED NOV 13 2012

Date of Board approval Board President's signature

SUPPORT SERVICES **Policy 5530**

Food Service Program

Competitive Food Sales

In order to comply with requirements of Part 210, National School Lunch Program, and Part 220, School Breakfast Program as amended, respecting the sale of food in competition with meals served under the National School Lunch Program and the School Breakfast Program, the sale of categories of foods of minimal nutritional value during the meal periods in the cafeteria is prohibited. The restricted categories of foods are identified as soda water (carbonated beverages), water ices, chewing gum and certain candies (hard candies, jellies and gums, marshmallow candies, fondants, licorice, spun candies and candy-coated popcorn).

4/3/25

Date of Board Approval

Board President's Signature

SUPPORT SERVICES

Policy 5540
(Regulation 5540)

Food Service Program

Food Safety

The purpose of the District's food safety program is to ensure the delivery of safe foods to children in the school meals program by controlling hazards that may occur or be introduced into foods anywhere along the flow of food from receiving to service.

Serving safe food is a critical responsibility for school food service and is a key aspect of a healthy school environment. Keeping foods safe is a vital part of healthy eating. When properly implemented, the District's food safety program will help ensure the safety of school meals served to District students.

In order to carry out these goals and comply with federal law, the District's Food Safety Program will include written plans for each school and will be consistent with Hazard Analysis and Critical Control Point (HACCP) principles.

The District's Food Safety Program will focus on three (3) key points.

1. Food preparation areas will be maintained in a clean and sanitary manner. This includes ensuring that workers hands, utensils, and food contact areas are clean and sanitary so as to avoid cross contamination.

2. Temperature controls will be strictly adhered to. Food will be cooked and served at the proper temperature.

3. Standard Operation Procedures should be developed to ensure sanitation; to ensure that food is maintained at the proper temperatures, and to facilitate other safety aspects of the food service program.

4/3/25

Date of Board Approval

Board President's Signature

SUPPORT SERVICES **Policy 5550**

Food Service Program

Meal Charges

Purpose

The purpose of this policy is to maintain consistent meal account procedures throughout the School. Unpaid charges place a financial strain on School finances. The Director of Operations and Director of Finance are responsible for maintaining food charge records and for notifying the School's accounting department of outstanding balances.

Administration

1. Student Groups:
    - Elementary students will be allowed to charge a maximum of ten ($10.00) dollars.
        a) These meals will include only the menu items of the reimbursable meal.
        b) After the balance exceeds ten ($10.00) dollars, the student may be given a designated menu alternate.
    - Middle School students will be allowed to charge a maximum of ten ($10.00) dollars. After this maximum has been met, no additional charges will be accepted.

2. If the School allows for ala carte foods and beverages, reasonable charges will be allowed.

3. Parents/guardians of students with negative balances will be contacted electronically, by correspondence, by phone call by the Business Office, or by the Director of Operations.

4. On May 15 annually all charging will be cut off.
    - Parents/guardians will be sent a written request for "payment in full."
    - All charges not paid before the end of the school year will be carried forward into the next school year.
    - Graduating students must pay all charges in full. Failure to do so may result in the delinquent student being denied participation in graduation ceremonies.

5. If a financial hardship is suspected, families will be encouraged to apply for free/reduced meals at any time during the school year.

6. Each building principal will send a letter to all parents on or before the first day of school notifying them of the requirements of this policy. This policy will also be published on the School's website.

Collection of Unpaid Meal Charges

Unpaid meal charges over ninety (90) days outstanding, like any other money owed under the School's Food Service Program will be considered delinquent debt. The debt will remain delinquent as long as it is considered collectable, and efforts are being made to collect it. In addition to the notices of delinquency provided in this Policy, School officials will work with parents/guardians in an effort to implement reasonable repayment plans. When such efforts are unsuccessful, the School will consider other options, including placement with a collection agency or legal action.

When School officials determine that further collection efforts for delinquent debts are useless or too costly, the debt will be reclassified as "bad debt." Once reclassified as bad debt, the indebtedness will be written off as an operating loss. Federal funds will not be used to cover costs related to any bad debt, including, but not limited to, continued legal and collections costs. Such operating losses will not be absorbed by the federal food service program but rather will be restored from the School's general fund or other non-federal sources. Records relating to bad debts will be maintained in accordance with federal record retention requirements.

Discrimination Clause

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating on the basis of race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language, etc.), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at How to File a Program Discrimination Complaint and at any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA.

The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

(1) mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

(2) fax:
(833) 256-1665 or (202) 690-7442; or

(3) email:
program.intake@usda.gov

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4/3/25

Date of Board Approval

Board President's Signature

SUPPORT SERVICES **Policy 5620**
(Regulation 5620)

Transportation

Student Transportation Services

The Board of Education, in accordance with state law, shall provide free transportation for eligible students attending School. The Head of Special Education shall ensure that the transportation services of the School meet all of the guidelines established by the Missouri Department of Elementary and Secondary Education, i.e., Missouri Pupil Transportation Administrative Handbook, Missouri Minimum Standards for School Buses, Missouri Certified Bus Driver Instructor's Manual, and Missouri School Bus Driver Manual, as well as the policies that pertain directly to the qualifications of bus operators and operational procedures adopted by the Board.

All eligible students with disabilities will be provided bus transportation by the School between home and the special education program. Transportation for a student with disabilities will be provided between schools if the Individualized Education Plan (IEP) team determines that such transportation is necessary as a related service due to the student's disability. Eligibility must be stated in the student's IEP.

Students are expected to comply with behavioral expectations as stated in Policy 2652 - Student Conduct on Buses, while they are passengers in School vehicles.

APPROVED NOV 13 2012

Date of Board approval Board President's signature

SUPPORT SERVICES **Policy 5630**

Transportation

Bus Routes and Schedules

The administration will prepare and monitor School bus routes and schedules. Buses will be routed with student safety, efficiency and economy as the controlling factors.

APPROVED NOV 1 3 2012

Date of Board approval Board President's signature

SUPPORT SERVICES **Policy 5640**

Transportation

Bus Inspections

All School vehicles that are used to transport students will be inspected annually by the Missouri State Highway Patrol after February 1 of each school year.

State bus inspections conducted by Transportation company employees shall not be made more than sixty (60) days prior to operating the vehicles during the school year. The Transportation company has the responsibility to inspect, report and remedy any condition of the buses which poses an unreasonable risk of harm to students and staff.

APPROVED NOV 13 2012

Date of Board approval Board President's signature

SUPPORT SERVICES **Policy 5650**

Transportation

Transportation Records and Reports

The Head of School will develop and maintain procedures for monitoring and reporting student transportation infractions.

Records of student ridership will be taken and reported for each route on the second Wednesday of October and February, as per Department of Elementary and Secondary Education (DESE) regulations.

APPROVED NOV 1 3 2012

Date of Board approval Board President's signature

SUPPORT SERVICES

Policy 5660
(Regulation 5660)

Transportation

Field Trips

The use of bus transportation services for field trips may be authorized from Board appropriated funds budgeted for field trips if approved by the Principal/designee.

APPROVED NOV 13 2012

Date of Board approval

Board President's signature

SUPPORT SERVICES

Policy 5661
(Regulation 5661)

Transportation

Field Trip Transportation in Private Vehicles/Common Carriers

Authorized vehicles other than approved school buses may be used for transportation of students. The number of students transported shall be limited to the number of seat belts available in the authorized vehicle. The Board shall adopt regulations for transportation in other than approved school buses and standards for use of authorized common carriers.

APPROVED NOV 13 2012

Date of Board Approval

Board President's signature

SUPPORT SERVICES **Policy 5670**

Transportation

Use of School Buses

School buses will be used only for the transportation of students to and from school or for School educational purposes.

APPROVED NOV 1 3 2012

Date of Board approval

Board President's signature

INSTRUCTIONAL SERVICES **Policy 6110**

Curriculum Services

Curriculum Development

The Board recognizes the need and value of a systematic and on-going program of curriculum review. The Board encourages and supports the professional staff in its efforts to identify and review new curricular ideas, develop and improve existing programs and evaluate all instructional programs.

The Head of School directs the Principals/Administrators to continuously carry out the curriculum development and implementation process. As used in this Policy, curriculum is the process, attitudes, skills and knowledge that is taught and learned at the appropriate levels.

APPROVED APR 16 2013

INSTRUCTIONAL SERVICES Policy 6111

Curriculum Services

Curriculum Planning

The plan for curriculum development will address all requirements indicated by the Outstanding Schools Act of 1993 including the Show-Me-Standards: Section 160.514, RSMo and Code of State Regulations, 5 CSR 50-375.100. These standards include performance (process) standards and knowledge (content) standards. All curriculum developed by St. Louis Charter School shall satisfy moving students toward achieving Missouri's definition of what students should know and be able to do by the time they graduate from high school.

APPROVED APR 16 2013

INSTRUCTIONAL SERVICES Policy 6112

Curriculum Services

Curriculum Research

The Board of St. Louis Charter School directs that all curriculum developed and/or adopted by St. Louis Charter School shall be based on current research relative to how students best learn. Resources to be consulted include, but are not limited to, local or area universities, State Department of Elementary and Secondary Education services, Association for Supervision of Curriculum Development and similar national, state and/or local curriculum organizations. Every effort should be made to insure that St. Louis Charter School curriculum is current and based on sound educational research findings.

APPROVED APR 16 2013

INSTRUCTIONAL SERVICES **Policy 6113**

Curriculum Services

Curriculum Design

The design of St. Louis Charter School curriculum shall follow curriculum frameworks offered by the State Department of Elementary and Secondary Education which are intended to provide assistance in aligning local curriculum with the Common Core Standards.

APPROVED APR 16 2013

INSTRUCTIONAL SERVICES Policy 6120

Curriculum Services

Curriculum Guides

Curriculum guides shall be developed in accordance with state mandated standards. They will include at a minimum: English/Language Arts, Mathematics, and Science..

Jan 2007

APPROVED APR 16 2013

INSTRUCTIONAL SERVICES **Policy 6130**

Curriculum Services

Drug Education

The Board of St. Louis Charter School understands that parents/guardians, educators, students and other community members are seriously concerned about the adverse effects of drug abuse on the individual and society. Furthermore, St. Louis Charter School believes that effective drug education programs require both the acquisition of knowledge and the development of positive personal values. Both St. Louis Charter School and other community agencies must share in the development and conduct of programs to alleviate the problems of drug abuse.

Therefore, St. Louis Charter School will abide by the following:

1. Be concerned with the education of all areas of drug and alcohol abuse.

2. Establish and maintain a realistic, meaningful drug and alcohol education program that will be incorporated in the total educational program.

3. Cooperate with government and private agencies offering services related to drug and alcohol problems.

4. Encourage and support activities that will develop a positive peer influence in the area of drugs and alcohol.

5. Create a climate whereby students may seek and receive counseling about drugs and alcohol and related problems without fear of reprisal.

Follow federal mandates concerning drug and alcohol education.

APPROVED APR 16 2013

INSTRUCTIONAL SERVICES Policy 6140

Curriculum Services

Services for Students with Disabilities

It is the policy of St. Louis Charter School to develop an individualized educational plan (IEP) for each public school student with a qualifying disability who needs special educational services pursuant to the Individuals with Disabilities Education Act (IDEA) and/or an accommodation plan, if necessary, for students who are qualified pursuant to Section 504 of the Rehabilitation Act.

St. Louis Charter School will provide special education and/or related services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments, Section 504 of Rehabilitation Act of 1973, 162.670-.995, RSMo., and Missouri's State Plan for Part B.

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APPROVED APR 16 2013

INSTRUCTIONAL SERVICES **Policy 6150**

Curriculum Services

Curriculum for At-Risk Students

The Board directs that curriculum be developed to meet the needs of students at risk of failure. This curriculum is to include strategies infused in all areas of regular education, K - 8, to address the special needs of students at-risk due to disadvantaged backgrounds.

As provided by state and federal guidelines and funds, the Board directs the administration to utilize funds from ESEA, Title I and state programs for alternative education strategies, among others, as resources for curriculum development for students at-risk.

APPROVED APR 16 2013

INSTRUCTIONAL SERVICES Policy 6170

Curriculum Services

Early Childhood Education

The critical importance of the early years in determining the educational development of children is recognized by the St. Louis Charter School Board. When financial and physical resources permit, programs designed to help meet the physical, emotional, social and intellectual needs of preschool age children are authorized. The St. Louis Charter School Board may establish preschool and post-school programs in accordance with law. When these programs are established, the Board directs that written curriculum be developed to direct the services offered to pre-kindergarten age children.

Jan 2007

APPROVED APR 16 2013

INSTRUCTIONAL SERVICES **Policy 6180**

Curriculum Services

English Language Learner (ELL)

PROGRAMS FOR ENGLISH LEARNERS

Premier Charter School recognizes the need to provide equal educational opportunities for all students in the school. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the school, the school shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs.

Definitions

English Learner (EL) – Any student who:

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

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

Identifying EL Students

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

Students whose LUS indicates a language other than English and possible language barriers will be referred to the principal or designee for additional screening using the DESE-adopted

screening tool for determining the level of English language proficiency. The screening results will be used to identify students eligible for EL services and assist in a program placement that meets the students' needs. The school will make every effort to complete the screening process within 30 days of the first day of school or, for students who enroll after the first day, within 30 days of the student's enrollment.

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

Placement of EL Students

Students will be placed in a language instruction educational program (LIEP) based on their current level of English proficiency and in accordance with the standards established by DESE. The school's program is designed to increase English proficiency and academic achievement. Students in these programs will be held to the same academic achievement standards established for all students.

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

Parental Information

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

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

1. The reasons for identifying their student as an English learner in need of placement in the school's LIEP.
2. The student's level of English proficiency in reading, writing, speaking and listening; how that level was assessed; and the status of the student's academic achievement.
3. The method of instruction that will be used in the program the student is or will be participating in and the methods of instruction used in available alternative programs, including how such programs differ in content, instructional goals and the use of English and a native language in instruction.
4. How the program will meet the educational strengths and needs of the student.
5. How the program will help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements of the program, including expected rate of transition from such programs into classrooms that are not tailored for EL students.
7. The expected rate of graduation from high school, including four-year and extended-year adjusted cohort graduation rates for the program if Title III funding is used in high schools.
8. If the student has an individualized education program (IEP), how the LIEP will meet the student's IEP objectives.

Parental Rights

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

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

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

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

Parental Notification

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

EL Coordinator

The school's EL program coordinator is Lisa Mueller:

The EL coordinator shall have the following duties:

1. Provide parents/guardians with notice of and information regarding the LIEP as required by law.
2. Ensure that any student whose LUS indicates a language other than English will be further screened and assessed for English proficiency using the state-provided instruments.
3. Determine the appropriate instructional environment for EL students.
4. Maintain records relating to the LIEP and prepare reports for submission to DESE.
5. Reach out regularly to parents/guardians of EL students, assist them in becoming active participants in their students' learning, and provide information about the school's parent and family involvement and engagement activities.
6. Evaluate the effectiveness of the LIEP and make recommendations for revisions.

7. Prepare reports on immigrant students for submission as required by DESE.

LIEP Staff

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

Assessment

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

9-15-22

J M Blomker

Date of Board Approval **Board President's Signature**

INSTRUCTIONAL SERVICES

Policy 6190
(Regulation 6190)

Curriculum Services

Virtual Education

Premier Charter School will participate in the Missouri Course Access and Virtual School Program ("Program"). The Program offers Premier students the opportunity to enroll in virtual school courses in a variety of grade level and content areas from Kindergarten through grade 12. Premier may elect to offer specific courses as part of the program. Any on-line courses or virtual programs offered by the Premier prior to August 18, 2018 will be automatically approved for program participation, where the Premier course meets program requirements.

Students who seek to enroll with a hosted MOCAP provided on a full-time basis without paying tuition must enroll directly with the MOCAP provider and host district offering the program. Students who are accepted by the hosted MOCAP provider will have their enrollment transferred to the host district, and the student will be considered a student of the host district for all purposes.

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Board Signature

9/10/2026
Date Approved

Curriculum Services

Virtual Education

The District will annually permit any eligible student, under the age of twenty-one (21) who resides in the District, to enroll in Missouri Course Access and Virtual School Program ("Program") courses as part of the student's annual course load. Course costs will be paid by the District provided that the student:

1. Is enrolled full-time and has attended a public school, including a charter school, for at least one (1) semester immediately prior to enrolling in the Program. However, if the reason for a student's non-attendance in the prior semester is a documented medical or psychological diagnosis or condition which prevented attendance, such non-attendance will be excused; and

2. Prior to enrolling in the Program course has received District approval through the procedure set out in this Regulation 6190(A).

Each Program course successfully completed will count as one class and will receive that portion of a full-time equivalent that a comparable course offered by the District generates.

A. Enrollment

The enrollment process for participation in the Program will be substantially similar to the enrollment process for participation in District courses. The process may include consultation with a school counselor. However, consultation does not include the counselor's approval or disapproval of enrollment in the Program.

When a District school denies a student's enrollment in a Program course or enrollment as a full-time Program student, the District will provide in writing a "good faith" reason for the denial. Such good faith determination will be based upon a reasonable determination that the enrollment is not in the student's best educational interest. Where enrollment is denied, the following process will be utilized:

1. The District will notify the student and the student's family in writing of the right to appeal denial of Program enrollment to the Board of Education; and

2. The family will be given an opportunity to present the reasons for their appeal to the Board at an official Board meeting; and

3. The District, at such Board meeting, will provide the basis for its determination that Program enrollment was not in the student's best educational interest; and

4. The written submissions by the family and the District will be incorporated into Board minutes; and

5. The Board's written decision and the reason for that decision will be provided to the family within thirty (30) days of such Board meeting; and

6. The family may appeal the Board's determination to the Department of Elementary and Secondary Education. The Department shall provide their decision within seven (7) calendar days.

Program credits previously earned by a student transferring into the District will be accepted by the District. Students who are participating in a Program course at the time of transfer shall continue in the course with the District assessing future monthly payments.

Home school and private students wishing to take additional courses beyond their school's regular course load will be permitted to enroll in Program courses under an agreement, including the student's payment of tuition or course fees.

B. Payment for Program Courses

Cost associated with Program courses shall be paid by the District for students satisfying subsection (1) of this Regulation 6190. Payments will be made on a monthly cost basis prorated over the semester enrolled. Payments will be made directly to the Program contract provider. Such payments per semester will not exceed the market cost, but in no case more than 7% of the state adequacy target per semester. In the event a Program participant discontinues their enrollment, the District will discontinue monthly payments made on the student's behalf.

In the case of a student who is a candidate for A+ tuition reimbursement and who is enrolled in a Program course, the District will attribute no less than ninety-five (95%) percent attendance to any such student who has successfully completed such Program course. K-8 Districts will be required to pay the District for Program attendees residing in the K-8 District.

C. Program Course Evaluation

The District will consider recommendations made by DESE relative to a student's continued Program enrollment. Based in part on DESE's recommendations, the District may terminate or alter a course offering if the District, in its reasonable discretion, determines that the Program course(s) is not meeting the student's educational needs.

Independently, the District will monitor student progress and success in Program courses. The District will annually provide DESE with feedback regarding Program course quality.

The District is not obligated to provide computers, equipment or internet access except for eligible students with a disability in compliance with federal and state law.

The District will include students' enrollment in the Program in determining the District's average daily attendance (ADA). For students enrolled in the Program on a part-time basis, ADA will be calculated as a percentage of the total number of Program courses in which the student is enrolled by the number of courses required for full-time students.

D. Notice

The District will inform District parents of their child's right to participate in the Program. Opportunity to participate in the Program will be provided in parent handbooks, registration documents and on the homepage of the District's website.

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Instruction

Instructional Time

The primary focus of St. Louis Charter School's staff and programs is maximization of student learning. While learning occurs as a result of extracurricular activities and as a result of non-structured interaction between students and between students and staff, most learning occurs as a result of planned learning activities during class time. Therefore, every effort will be made to minimize disruptions in instructional time. Public address announcements and pull out programs will be planned to avoid loss of critical instruction time.

e) Provides a curriculum in core academic subjects to assist the student in meeting proficiency levels in all academic subjects.

School Improvement Plans

PCS will address reading proficiency as part of its school improvement plan, which will draw upon assessments referenced in this Regulation as well as the prevalence of deficiencies.

As part of its Plan, PCS will review chronic elementary absenteeism for its impact on literacy development. If more than fifteen (15%) percent of an attendance center's students are not at grade level in reading by the end of the 3rd grade, the Plan will include strategies to reduce that percentage.

Professional Development

PCS will provide professional development services to enhance the skills of elementary teachers on responding to student's unique reading issues and needs and to increase the use of evidence-based strategies.

Reporting

PCS will annually report to DESE the specific intensive reading interventions and supports implemented by the District as well as reporting on reading assessment data collected for grades K through 5. The District's report will confirm to DESE's required components or requested reports.

3. Description of the proposed supplemental instructional services and supports to be provided for mediation purposes.
4. Explanation that the instruction to be used with students identified as being at risk of dyslexia or is diagnosed with dyslexia will be explicit, systematic, and diagnostic and based on phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax and semantics.
5. Strategies for parents/guardians to sue in helping their child succeed in reading proficiency including the promotion of parent-guided home reading.
6. Opportunity to attend a PCS summer reading program if such program is provided.

For students exhibiting a substantial reading deficiency at the end of 3rd grade, PCS staff will meet with the student's parents/guardians to discuss whether the student should be retained in grade level. A decision to promote or retain such students will be made only after direct personal consultation with the student's parents/guardians and after formulation of a specific plan of action to remedy the student's reading deficiency. The promotion/retention decision will consider all relevant elements of the student's education and development.

Intensive Instructional Services

Students identified as having a substantial deficiency in reading, has been identified as at-risk for dyslexia, or has a diagnosis of dyslexia will be provided with intensive instructional services and supports specified in a reading success plan to remediate the identified areas of reading deficiency which may include, but is not limited to:

1. Small groups or individual instruction.
2. Reduced teacher-student ratios.
3. More frequent progress mentoring.
4. Tutoring or mentoring.
5. Extended school day, week or year.
6. Summer reading program.

No less than four (4) times per year, parents/guardians of such students will be notified of their student's academic progress. Parents/guardians will also be provided with a Plan that includes suggestions for regular parent-guided home reading.

Such students in grades Kindergarten through grade 5 will be provided intensive reading instruction through a reading development initiative which will comply with all of the following criteria:

1. Assessment that measures phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
2. A reading curriculum that, at a minimum, has the following specifications:
    a) Assists students in developing the skills to read.
    b) Provides skill development in phonetic awareness.
    c) Scientifically based reliable assessment.
    d) Provides initial and ongoing analysis of each student's reading progress.

INSTRUCTIONAL SERVICES **Regulation 6215**

Instruction

Reading Success

Beginning January 1, 2023 and in order to improve the reading proficiency and readiness of students, Premier Charter School (PCS) has adopted the following procedures.

Reading Assessment

Utilizing a state-approved reading assessment, PCS will assess the level of reading readiness for all students enrolled in Kindergarten through grade 3. Such assessments will occur at the beginning and end of each school year. Newly enrolled students in grades 1 through 5 shall be assessed at the time of enrollment.

Reading Success Plans

At the beginning of each school year PCS will provide a Reading Success Plan (hereinafter the "Plan") to eligible students. The Plan will be consistent with the guidelines issued by DESE to include but not be limited to measures of reading proficiency, strategies for addressing reading deficiencies, timelines for measuring improvement and information on screening.

Such "Plans" will be provided to any student who:

1. Exhibits a "substantial deficiency" in reading which creates a barrier to the student's progress in learning to read. A "substantial deficiency" means a student who is one or more grade levels behind in reading or reading readiness; or
2. Has been identified as being at risk of dyslexia in the statewide dyslexia screening or has a formal dyslexia diagnosis.
3. Students entering PCS after the start of school if indicated in the enrolling student's most recent assessment, or as otherwise identified by teacher observation.

The student's reading proficiency will be reassessed on the assessment instrument. The student will continue to be provided with intensive reading instruction under a Reading Success Plan until the reading deficiency is remedied.

Parental Notification

PCS will annually notify the parents/guardians of any Kindergarten through 3rd grade student who exhibits a substantial deficiency in reading. Such notice will be in writing or in a different modality based on the need of the parent/guardian. The written notification will include:

1. Identification of these students as having a substantial reading deficiency.
2. Description of the services currently provided to these students.

INSTRUCTIONAL SERVICES Policy 6220

Instruction

Student Teachers and Interns

The Head of School authorizes contractual arrangements to be made for the acceptance for training of student teachers from regularly accredited colleges and universities to the extent that the training of these student teachers will both enhance educational opportunities of the classroom students as well as provide a training opportunity for the student teacher.

Guidelines will be prepared for the direction of staff members in handling the student teacher program. These guidelines will also be written to provide a definite program for the improvement of the student teacher while assigned to St. Louis Charter School.

INSTRUCTIONAL SERVICES

Policy 6230
(Regulation 6230)

Instruction

Textbook Selection and Adoption

The Head of School will appoint a committee of teachers and administrators to review textbook offerings in specific instructional areas. The committee will submit its report together with its recommendation to the Head of School.

JAN 2 3 2013

INSTRUCTIONAL SERVICES

Policy 6231
(Regulation 6231)

Instruction

Textbook Usage - Students

Textbooks on which assignments are based are to be available to each student. Under the guidance of the teacher and the rules for a particular class, a textbook should be available for the student to take home overnight or over a weekend so that the student may prepare homework assignments and so that the parents/guardians may see the textbook.

Textbooks and library books are to be treated with respect by the students, used wisely, cared for, and returned in good condition when the assignment or course is concluded. The student to whom a textbook or library book is issued will be held responsible for its return in good condition. A reasonable system of fines, penalties, or methods of repayment for a fair value of the book is to be developed. No student is to be penalized if the book is lost because of factors beyond his/her control.

INSTRUCTIONAL SERVICES Policy 6240

Instruction

Instructional Materials

The Head of School shall formulate administrative regulations as necessary to be included in faculty handbooks relative to the purchase and appropriateness of instructional materials. Guidelines relative to guest lecturers or presentations shall be included.

JAN 2 3

INSTRUCTIONAL SERVICES

Policy 6241
(Regulation 6241)
(Form 6241)

Instruction

Challenged Materials

The Head of School has the ultimate responsibility for establishing the curriculum and for purchasing instructional and/or media materials to be used at St. Louis Charter School. While the Board of St. Louis Charter School recognizes the right of students to free access to the many different types of books and instructional materials, the Board of St. Louis Charter School also recognizes the right of teachers and administrators to select books and other materials in accord with current trends in education and the established curriculum.

It is therefore the policy of the Board of St. Louis Charter School to require that books and other instructional materials shall be chosen for values of educational interest and the enlightenment of all students in the community. Instructional materials shall not be excluded on the basis of the writer's racial, nationalistic, political or religious views. Every effort will be made to provide materials that present all points of view concerning international, national and local problems and issues of our times. Books, or other instructional or media materials of sound factual authority, shall not be prescribed, nor removed from library shelves or classrooms on the basis of partisan or doctrinal approval or disapproval. The Board of St. Louis Charter School will strive to provide stimulating, effective materials that will be appropriate to the community's values and the students' abilities and maturity levels.

Instructional or media materials used in St. Louis Charter School's educational program consist of various types of print and non-print materials. Despite the care taken to select those materials deemed to be educationally useful, occasional objections to the selection of instructional materials may be made by the public. However, the principles of academic freedom and the freedom to read must be defended, rather than the materials.

If a challenge is made, it should be properly channeled through guidelines and procedures established by the Board of St. Louis Charter School.

Instruction

Religious or Controversial Issues

Religious education is the responsibility of the home and church. The espousal by any teacher or staff member of any particular religious denomination or faith is strictly forbidden; however, teachers may teach about religion with information being presented at an appropriate maturity level for students.

No partisan political views may be espoused by any teacher or staff member; however, teachers may teach about political parties and politics as related to the governmental systems of the nation or world.

INSTRUCTIONAL SERVICES Policy 6243

Instruction

Copyrighted Materials

It is the intent of the Board of St. Louis Charter School to delineate, enforce, and abide by the provisions of current copyright laws and regulations as they affect St. Louis Charter School and its employees. St. Louis Charter School will not purchase any videos, computer software, audio tapes, publications or other materials that have been illegally copied or reproduced.

Copyrighted materials, whether they are print or non-print, will not be duplicated unless such reproduction meets "fair use" standards, or unless written permission from the copyright holder has been received.

Details about "fair use" will be made available to all teachers. A summary of these standards will be posted or otherwise made easily available at each machine used for making copies.

The Board of St. Louis Charter School does not sanction illegal duplication in any form. Employees who willfully disregard St. Louis Charter School's copyright position are in violation of St. Louis Charter School Board policy; they do so at their own risk and assume all liability responsibility.

Any materials produced by an employee (or employees) during the time he/she is paid for production of said materials shall be owned by St. Louis Charter School, and any civil rights of authorship are forfeited with payment by St. Louis Charter School for production of materials.

INSTRUCTIONAL SERVICES

Policy 6250
(Regulation 6250)
(Form 6250)

Instruction

Instruction for Students with Disabilities

It is the policy of St. Louis Charter School to provide a free appropriate public education to all public school students with disabilities. Students with disabilities are defined as those students who have one of the categorical disabilities as enumerated in the Missouri State Plan for Part B of the Individuals with Disabilities Education Act (IDEA) and who are in need of special education services or who have a mental or physical impairment that substantially limits one or more major life activities as defined by Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

St. Louis Charter School will provide special education and/or other services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments, Section 504 of Rehabilitation Act of 1973, §162.670-.995, RSMo., and Missouri's State Plan for Part B of the IDEA. For appeal procedures and information as to where to obtain a copy of the School's 504 Procedural Safeguards regarding identification, evaluation or educational placement of a student under Section 504, refer to Regulation 2110 - Equal Education Opportunity.

To obtain a copy of the School's IDEA procedural safeguards, including appeal procedures, please contact Head of Special Education at 645-9600.

When providing print materials to students with visual impairments, St. Louis Charter will adhere to the National Instructional Materials Accessibility Standards (NIMAS) or will provide such print materials in timely fashion via high quality accessible materials.

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INSTRUCTIONAL SERVICES

Policy 6255
(Regulation 6255)

Instruction

Independent Educational Evaluation Policy for Disabled Students under the IDEA

The parent or legal guardian of a student with a disability pursuant to the Individuals with Disabilities Education Act ("IDEA") or of a student suspected of having an IDEA disability has the right to obtain an independent evaluation subject to the provisions of this policy. The parent or legal guardian has the right to an independent educational evaluation at public expense if they disagree with an evaluation or any component of an evaluation obtained or conducted by St. Louis Charter School. The parent or legal guardian may request one independent educational evaluation in response to each evaluation completed by St. Louis Charter School. If the parent request for an independent evaluation comes one year or more from the date of the completion of our evaluation, St. Louis Charter School may seek to complete a reevaluation prior to paying for an independent educational evaluation.

Definitions:

1. An *independent educational evaluation* (IEE) means an evaluation conducted by a qualified examiner who is not employed by St. Louis Charter School. An independent educational evaluation must meet the educational evaluation criteria used by St. Louis Charter School then it initiates an evaluation to the extent those criteria are consistent with the parent's right to an IEE.

2. *Public expense* means that St. Louis Charter School either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent. St. Louis Charter School may, therefore, use whatever State, local, Federal or private sources of financial support are available to pay for the costs of an independent educational evaluation.

A parent is not required to notify St. Louis Charter School prior to obtaining an IEE. However, if the parent or legal guardian requests an independent educational evaluation at public expense, St. Louis Charter School will request that the parent provide a reason why he or she objects to the School's evaluation. In making that request, St. Louis Charter School may not unreasonably delay either providing the requested independent educational evaluation at public expense or initiating a due process hearing to defend St. Louis Charter School's evaluation.

If a parent requests an independent educational evaluation at public expense, St. Louis Charter School will, without unnecessary delay:

(1) Provide the parent or legal guardian with a copy of this policy and St. Louis Charter School's the IEE procedures; and

(2) Provide the parent with information about where an IEE may be obtained within the parameters of this policy and St. Louis Charter School's procedures; and

Approved
5/21/14

(3) (a) ensure that an independent educational evaluation is provided at public expense; or (b) initiate a due process hearing to show that St. Louis Charter School's evaluation is appropriate or that the IEE obtained by the parent did not meet St. Louis Charter School criteria.

If St. Louis Charter School initiates a hearing and the final decision supports the appropriateness of our evaluation, the parent still has the right to an independent educational evaluation, but not at public expense.

If a parent or legal guardian obtains an IEE at private expense and presents that IEE to St. Louis Charter School, the results of that evaluation must be considered by St. Louis Charter School in any decision regarding the provision of a free appropriate public education to the student. In addition, any IEE obtained by the parents at private expense may be presented as evidence at a due process hearing regarding that student.

5/21/14

Date of Board Approval

Board President Signature

Instruction

Educational Surrogate

The Board of St. Louis Charter School directs the Administration to determine whether a disabled student is in need of a surrogate parent within thirty (30) days of the date of notification that the student is living within School jurisdiction. The Administration is directed to notify the Division of Special Education at the Missouri Department of Elementary and Secondary Education in writing within ten (10) days of the determination that such need exists.

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Instruction

Instruction for Gifted and Talented Students

The Board of St. Louis Charter School, recognizing the need for programs addressing the special needs of gifted and talented students, shall endeavor to provide the level of monetary support it deems proper to enhance programs for those students so identified. Procedures for the selection of programs and students will be developed by the professional staff of St. Louis Charter School.

INSTRUCTIONAL SERVICES **Policy 6272**

Instruction

Instruction for Preschool Students

The Board of St. Louis Charter School may endeavor to enter into programs for preschool children, as is provided for in the statutes of the State of Missouri, and subject to the rules and regulations of the specific legislation governing the administration of the program. St. Louis Charter School shall attempt to provide an organization for continuous progress in education to fit the needs of individuals of the community within the limitations of School finances.

Within these limitations, the Board of St. Louis Charter School may provide school facilities for the purpose of maintaining and expanding programs and services for preschool children. Such programs shall be commensurate with the needs of the community. The Board of St. Louis Charter School may provide administrative, ancillary and other supportive services needed to enhance the quality of the preschool educational program.

~~Jan 2007~~

Jan 13 2013

INSTRUCTIONAL SERVICES

Policy 6273
(Regulation 6273)

Instruction

Instruction for Homeless Students

The Board of St. Louis Charter School is committed to providing access to educational opportunities to eligible homeless students. Services will be provided consistent with federal law and with Missouri's state plan for the education of homeless children. (See also Policy and Regulation 2260 – Admission of Homeless Students.)

INSTRUCTIONAL SERVICES **Policy 6274**

Instruction

Instruction for Migrant Students

The Administrators/Principals will develop appropriate means to identify migrant students and to develop a plan to meet the educational needs of these children. Migrant students will be provided the full range of education and related services provided to other students. (See also Policy and Regulation 2270 – Admission of Migrant Students.)

The educational plan may consist of the following:

1. Assess the educational ability of the student and determine an accurate grade placement, course assignments and any special education services that may be needed.

2. Identify any health and social needs and contact the appropriate public agencies for extended services.

3. Provide professional development activities for the teachers and support staff as related to migrant students.

4. Involve the parents in the educational program.

Instruction

Instruction for Homebound Students

Homebound instructional programs will be administratively considered for non-disabled students who for health reasons are likely to be absent for more than ten school days. Decisions with respect to homebound instruction for disabled students under Section 504 or the IDEA are made by the students' 504 or IEP team. Please refer to Regulation 6275 for specific homebound procedures.

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INSTRUCTIONAL SERVICES

Policy 6310
(Regulation 6310)

Libraries, Media and Technology Services

School Library

The Board believes that it is the responsibility of St. Louis Charter School's library/media center to provide materials which reflect the ideals and beliefs of religious, social, political, historical and ethnic groups, and their contributions to American and world cultures. Materials will be selected which are related to and support St. Louis Charter School's curriculum. Selection of and access to library/media materials will be based upon the contribution to the education program and the age appropriateness of the materials.

Intellectual Access

The library/media program serves as a point of access to information and ideas for students as they acquire critical thinking and problem-solving skills. Students and educators served by the library/media program should have access to resources and services free of constraints resulting from artificial barriers. Artificial barriers should not prevent students from accessing and using resources except as defined by St. Louis Charter School policies and regulations, including but not limited to selection, acquisition and Internet usage policies and regulations.

Confidentiality

St. Louis Charter School recognizes the need for confidentiality of school library records. Therefore, no person will release any library record of any student, faculty or other library user to any third party except as provided by law.

APPROVED APR 16 2013

INSTRUCTIONAL SERVICES **Policy 6320**
(Regulation 6320)

Libraries, Media and Technology Services

Internet Safety Policy

A. Introduction

It is the policy of the Premier Charter School to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

B. Access to Inappropriate Material

To the extent practical, technology protection measures shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

C. Internet Safety Training

In compliance with the Children's Internet Protection Act, each year, all students will receive internet safety training which will educate students about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms, and cyberbullying awareness and response. Such training will include Internet, cell phones, text messages, chat rooms, email and instant messaging programs. (See also Policy 6116 – State Mandated Curriculum – Human Sexuality).

D. Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the school's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

E. Supervision and Monitoring

It shall be the responsibility of all employees to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet protection Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the PCS Tech. Department or designated representatives.

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Library, Media, and Technology Services

Internet Usage

Personal Responsibility

Access to electronic research requires students and employees to maintain consistently high levels of personal responsibility. The existing rules found in the Behavioral Expectations policy as well as employee handbooks clearly apply to students and employees conducting electronic research or communication.

One fundamental need for acceptable student and employee use of electronic resources is respect for, and protection of, password/account code security, as well as restricted databases files, and information banks. Personal passwords/account codes may be created to protect students and employees utilizing electronic resources to conduct research or complete work.

These passwords/account codes shall not be shared with others; nor shall students or employees use another party's password except in the authorized maintenance and monitoring of the network. The maintenance of strict control of passwords/account codes protects employees and students from wrongful accusation of misuse of electronic resources or violation of school policy, state or federal law. Students or employees who misuse electronic resources or who violate laws will be disciplined at a level appropriate to the seriousness of the misuse.

Acceptable Use

The use of the school technology and electronic resources is a privilege, which may be revoked at any time. Staff and students are only allowed to conduct electronic network-based activities which are classroom or workplace related. Behaviors which shall result in revocation of access shall include, but will not be limited to: damage to or theft of system hardware or software; alteration of system hardware or software; placement of unlawful information, computer viruses or harmful programs on, or through the computer system; entry into restricted information on systems or network files in violation of password/account code restrictions; violation of other users' rights to privacy; unauthorized disclosure, use or dissemination of personal information regarding minors; using another person's name/password/account to send or receive messages on the network; sending or receiving personal messages on the network; and use of the network for personal gain, commercial purposes, or to engage in political activity.

Students and employees may not claim personal copyright privileges over files, data or materials developed in the scope of their employment, nor may students or employees use copyrighted materials without the permission of the copyright holder. The Internet allows access to a wide variety of media. Even though it is possible to download most of these materials, students and staff shall not create or maintain archival copies of these materials unless the source indicates that the materials are in the public domain.

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Access to electronic mail (E-mail) is a privilege and designed to assist students and employees in the acquisition of knowledge and in efficiently communicating with others. The School E-mail system is designed solely for educational and work related purposes. ***E-mail files are subject to review by School and school personnel.*** Chain letters, "chat rooms" or Multiple User Dimensions (MUDs) are not allowed, with the exception of those bulletin boards or "chat" groups that are created by teachers for specific instructional purposes or employees for specific work related communication.

Students or employees who engage in "hacking" are subject to loss of privileges and School discipline, as well as the enforcement of any School policy, state and/or federal laws that may have been violated. Hacking may be described as the unauthorized review, duplication, dissemination, removal, damage, or alteration of files, passwords, computer systems, or programs, or other property of the School, a business, or any other governmental agency obtained through unauthorized means.

To the maximum extent permitted by law, students and employees are not permitted to obtain, download, view or otherwise gain access to "inappropriate matter" which includes materials that may be deemed inappropriate to minors, unlawful, abusive, obscene, pornographic, descriptive of destructive devices, or otherwise objectionable under current School policy or legal definitions. Similarly, the use of any School computer to access sites which allow the user to conceal their objective of accessing inappropriate material is not permitted.

The School and school administration reserve the right to remove files, limit or deny access, and refer staff or students violating the Board policy to appropriate authorities or for other disciplinary action.

Internet Access

In compliance with the Children's Internet Protection Act ("CIPA"), 47 U.S.C. § 254, the School uses technological devices designed to filter and block the use of any School computer with Internet access to retrieve or transmit any visual depictions that are obscene, child pornography, or "harmful to minors" as defined by CIPA and material which is otherwise inappropriate for School students.

Due to the dynamic nature of the Internet, sometimes Internet websites and web material that do not fall into these categories are blocked by the filter. In the event that a School student or employee feels that a website or web content has been improperly blocked by the School's filter and this website or web content is appropriate for access by School students, the process described below should be followed:

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1. Follow the process prompted by the School's filtering software (or to remain anonymous, log in under log in name: 123anonymous) and submit an electronic request for access to a website, or:

2. Submit a request, whether anonymous or otherwise, to the School's Superintendent/the Superintendent's designee.

3. Requests for access shall be granted or denied within three days. If a request was submitted anonymously, persons should either attempt to access the website requested after three days or log back in at 123anonymous to see the status of the request.

4. Appeal of the decision to grant or deny access to a website may be made in writing to the Board of Education. Persons who wish to remain anonymous may mail an anonymous request for review to the Board of Education at the School School's Central Office, stating the website that they would like to access and providing any additional detail the person wishes to disclose.

5. In case of an appeal, the Board of Education will review the contested material and make a determination.

6. Material subject to the complaint will not be unblocked pending this review process.

In the event that a School student or employee feels that a website or web content that is available to School students through School Internet access is obscene, child pornography, or "harmful to minors" as defined by CIPA or material which is otherwise inappropriate for School students, the process described set forth in Regulation 6241 should be followed.

Adult users of a School computer with Internet access may request that the "technology protection measures" be temporarily disabled by the chief building administrator of the building in which the computer is located for lawful purposes not otherwise inconsistent with this Policy.

Privileges

The use of School technology and electronic resources is a privilege, not a right, and inappropriate use will result in the cancellation of those privileges. All staff members and students who receive a password/account code will participate in an orientation or training course regarding proper behavior and use of the network. The password/account code may be suspended or closed upon the finding of user misuse of the technology system or its resources.

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Network Etiquette and Privacy

Students and employees are expected to abide by the generally accepted rules of electronic network etiquette. These include, but are not limited to, the following:

1. System users are expected to be polite. They may not send abusive, insulting, harassing, or threatening messages to others.

2. System users are expected to use appropriate language; language that uses vulgarities or obscenities, libels others, or uses other inappropriate references is prohibited.

3. System users may not reveal their personal addresses, their telephone numbers or the addresses or telephone numbers of students, employees, or other individuals during E-mail transmissions.

4. System users may not use the School's electronic network in such a manner that would damage, disrupt, or prohibit the use of the network by other users.

5. System users should assume that all communications and information is public when transmitted via the network and may be viewed by other users. The system administrators may access and read E-mail on a random basis.

6. Use of the School's electronic network for unlawful purposes will not be tolerated and is prohibited.

Services

While the School is providing access to electronic resources, it makes no warranties, whether expressed or implied, for these services. The School may not be held responsible for any damages including loss of data as a result of delays, non-delivery or service interruptions caused by the information system or the user's errors or omissions. The use or distribution of any information that is obtained through the information system is at the user's own risk. The School specifically denies any responsibility for the accuracy of information obtained through Internet services.

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Security

The Board recognizes that security on the School's electronic network is an extremely high priority. Security poses challenges for collective and individual users. Any intrusion into secure areas by those not permitted such privileges creates a risk for all users of the information system.

The account codes/passwords provided to each user are intended for the exclusive use of that person. Any problems, which arise from the user sharing his/her account code/password, are the responsibility of the account holder. Any misuse may result in the suspension or revocation of account privileges. The use of an account by someone other than the registered holder will be grounds for loss of access privileges to the information system.

Users are required to report immediately any abnormality in the system as soon as they observe it. Abnormalities should be reported to the classroom teacher or system administrator.

The School shall use filtering, blocking or other technology to protect students and staff from accessing internet sites that contain visual depictions that are obscene, child pornography or harmful to minors. The School shall comply with the applicable provisions of the Children's Internet Protection Act (CIPA), and the Neighborhood Internet Protection Act (NCIPA).

Vandalism of the Electronic Network or Technology System

Vandalism is defined as any malicious attempt to alter, harm, or destroy equipment or data of another user, the School information service, or the other networks that are connected to the Internet. This includes, but is not limited to the uploading or the creation of computer viruses, the alteration of data, or the theft of restricted information. Any vandalism of the School electronic network or technology system will result in the immediate loss of computer service, disciplinary action and, if appropriate, referral to law enforcement officials.

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Consequences

The consequences for violating the School's Acceptable Use Policy include, but are not limited to, one or more of the following:

1. Suspension of School Network privileges;
2. Revocation of Network privileges;
3. Suspension of Internet access;
4. Revocation of Internet access;
5. Suspension of computer access;
6. Revocation of computer access;
7. School suspension;
8. Expulsion; or
9. Employee disciplinary action up to and including dismissal.

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INSTRUCTIONAL SERVICES **Policy 6420**

Evaluation Services

Test Security

All standardized testing materials shall be stored, distributed and collected according to procedures that insure the security and authorized access to test booklets. The Head of School shall designate a School Test Coordinator (STC) who will direct the administration and security procedures for each testing site.

Test Book Security

1. Student test books are secure at all times.
2. They cannot be viewed by any Test Examiner or proctor before, during, or after testing.
3. They must be stored securely OUTSIDE of the classroom when not in use.
4. They must be kept out of sight on testing days during times when students are not testing, e.g., between testing sessions or when students are at lunch

Teacher Responsibilities for Test Administration

Prior to the administration of any School or State standardized test, the principal/designee will review with the teachers the testing guidelines that they and the students are to follow. The principal/designee shall distribute this policy and any other testing guidelines to all teachers, require them to sign in verifying attendance at this meeting.

Responsibilities Before Testing

1. Read the Examiner's Manual and watch the training webinar.
2. Ensure you have received answers to your questions.
3. Have a plan to account for 100% of test books.
4. Prepare a secure place in the classroom to store test books during testing days when students are not testing, e.g., when students are at lunch.
5. Cover, remove, or ensure that all content-related information is out of the students' view. Have the STC's contact number available
6. Know what to do if a student becomes sick, is disruptive, or needs additional time during testing.
7. Know what to do if a student is caught cheating.
8. Ensure the STC has delivered the grade-appropriate test books for your students.
9. Ensure students who are taking Braille or Large Print editions have the correct materials

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Items Not Permitted During Testing

These items cannot be available during testing:

1. electronic communication and imaging devices
2. students' personal items, e.g., cell phones
3. electronic music players
4. digital cameras or any imaging device
5. handheld scanners
6. portable gaming devices
7. any device that can connect to the Internet

Responsibilities During Testing

1. Ensure student precode label information is correct.
2. Have each student write his or her name on the front cover of the test book.
3. Ensure each student has his or her own test book before beginning any session of the test.
4. Ensure students are on the correct page in their test books before beginning to read the directions.
5. Administer the content areas and content sessions in the order they appear in the test book. This is best practice Follow all instructions in the Examiner's Manual.
6. Read directions to the students as they are written.
7. Clarify the general test directions if questions are asked, but do not clarify or paraphrase item directions.
8. If a student asks an item-related question, simply respond, "Do your best."
9. Do NOT react verbally or non-verbally to students' answers, or otherwise potentially cue students.
10. Walk around the room to help provide a setting that discourages cheating

Responsibilities After Testing

1. Return all tests to the STC each day after testing to be securely stored **outside of the classroom.**
2. Return any incorrect precode labels to be securely destroyed.
3. Ensure that the Large Print or Braille editions of the tests are transcribed into the corresponding regular edition test book a soon as possible after testing.
   Collaborate with the STC to invalidate the test if a student is caught cheating.
4. Account for 100% of all test books to the STC.
5. Securely return contaminated testing materials to the STC according to district procedures.
6. Inform the STC about any students who were absent so that makeup testing can be scheduled Return other used testing materials to the STC to be securely destroyed, including:
   a. scratch, grid or unlabeled graph paper
   b. all manipulatives with student writing on them

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c. all bookmarks with student writing on them

7. Do not allow test books to be transported by students or made accessible to personnel not responsible for testing

Violation of these and other administrative testing guidelines by the teacher may result in disciplinary action against the teacher, up to and including termination.

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INSTRUCTIONAL SERVICES **Policy 6440**

Evaluation Services

Statewide Assessments

Test Participation
All students will participate in statewide assessments or alternate assessments as determined by a student's IEP team according to Missouri requirements. The administration will annually develop an assessment schedule for the current school year. The testing schedule will list the assessment instrument to be administered and the grade level of students that will be administered each test or assessment instrument. This policy and the assessment schedule will be given to each student as well as their parent/guardian at the beginning of each school year. In addition, a copy of this policy and the assessment schedule will be available to the public in the main office during normal business hours.

Test Security
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, transcribers, proctors and any district staff who have responsibilities in providing, monitoring or overseeing student testing as determined by the Head of School or designee.

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, verbally or electronically, 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. To prevent unauthorized access before and after test administration, physical test materials must be kept in a locked room or cabinet in the school building, but outside the classroom. All test materials must be returned to the Test Coordinator after the assessment is administered.

Any unauthorized disclosure of confidential student information or test results is a violation as provided in the Family Educational Rights and Privacy Act of 1973 (FERPA).

Training
The Local Education Agency is required to 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 vendor administering the testing, as well as training on the requirements of this policy. All district staff involved in the testing process must also review the appropriate Test Administration Manual prior to administering the assessment.

J M Blomker

January 14, 2023

Date of Board Approval

Board President's signature

GENERAL ADMINISTRATION **Policy 6531**

Office Methods and Data Management

Records Retention/Destruction

It is the policy of St. Louis Charter School to effectively maintain and manage its records, including those in electronic format, and to ensure the preservation of certain records as required by both state and federal law, including the Missouri Records Retention Law and Local Record Retention Schedule for Public School Districts as provided by the Missouri Secretary of State.

For purposes of this Records Retention/Destruction Policy, the term "record" is defined as any document, including in electronic format, which was made or received pursuant to law or in connection with the transaction of official business.

May, 2008

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