

BOARD MEETING  
NELL HOLCOMB R-IV SCHOOL DISTRICT  
BOARD OF EDUCATION

Date: September 24, 2024 Time: 5:00 P.M. Place: School Library

Agenda

1. Call to Order:
2. Special Recognitions: Recognition of Support Staff
3. Approval of Consent Agenda:
  - A. Minutes of Previous Meeting: August 26, 2024
  - B. Approval of Monthly Bills, Transfers, and Amend Budget as Necessary
  - C. Acceptance of Treasurer's Report
  - D. Substitute List
4. Correspondence and Comments from the Audience: As a reminder, public comments are limited to district tax payers and staff members. Public Comment is limited to 3 minutes per participant. Participants are not allowed to discuss any personnel issues during public comment. All discussion on personnel must take place in closed session. If a parent or community member has a personnel issue, we ask that you follow board policy P1480 and set up a time to discuss the issue with the school superintendent, Mr. Deckerd. If he is unable to remediate the issue, we ask that you then bring your issue to the school board president for consideration of being placed on a future closed session agenda item. Thank you!
5. Reports
  - A. Principal Report
6. CSIP Update: Teacher Recruitment and Retention (Mr. Deckerd)
7. Action Items
  - A. Board Policies
  - B. CD from First State Community Bank
8. Other Business
  - A. October 2024 School Board Meeting
  - B. Important Dates:
    - October 18, 2024: Nell Holcomb Chili Supper
    - October 24, 2024: Parent Teacher Conferences
    - October 25, 2024: No School Fall Break
9. Adjourn from Regular Session

BOARD MEETING  
NELL HOLCOMB R-IV SCHOOL DISTRICT  
BOARD OF EDUCATION  
Date: August 26, 2024 Time: 5:00 P.M. Place: School Library

Minutes

1. Call to Order: Meeting called to order at 5:00 PM by T. Brock. C. Fisher absent
  - A. Changes of Additions to the Agenda: None
  
2. Tax Rate Meeting: The tax rate for Nell Holcomb R-IV was set at \$4.07 per \$100 of assessed valuation. \$3.77 will be levied towards incidental and \$0.30 will be levied towards capital projects. Motion by C. Tourville, 2<sup>nd</sup> J. Carter, 6-0 Vote
  
3. Approval of Consent Agenda: Motion to approve L. Brown, 2<sup>nd</sup> JT Payne, 6-0 Vote
  - A. Minutes of Previous Meeting: July 24, 2024
  - B. Approval of Monthly Bills, Transfers, and Amend Budget as Necessary
  - C. Acceptance of Treasurer's Report
  - D. Substitute List
  
4. Correspondence and Comments from the Audience: None
  
5. Reports
  - A. Principal Report
  - B. Superintendent Report
  
6. Action Items
  - A. Approval of Federal Programs Application: Motion to approve D. Haupt, 2<sup>nd</sup> C. Tourville, 6-0 Vote
  - B. Approval of Special Education Application: Motion to approve C. Tourville, 2<sup>nd</sup> JT Payne, 6-0 Vote
  - C. Approval of Bus Routes for the 2024-2025 School Year: Motion to approve JT Payne, 2<sup>nd</sup> L. Brown, 6-0 Vote
  
7. Other Business
  - A. September Meeting: September meeting was set for Tuesday, September 24, 2024 at 5:00 PM
  - B. Important Dates:
    - September 2nd: Labor Day, no school
    - September 13th: Half day, professional development day/SEMO FAIR

Open Session was recessed at 5:45 PM: L. Brown left the meeting

8. Closed Session: [Motion to enter Closed Session at 5:45 PM D. Haupt, 2<sup>nd</sup> C. Tourville, 5-0 Roll Call Vote](#)

According to Section 610.021 of the Revised Statutes of Missouri for the purpose of hiring, firing, discipline, or promoting of personnel employed by the Nell Holcomb R-IV School District and certain legal considerations.

A. Personnel

[Motion to adjourn Closed Session at 6:17 PM D. Haupt, 2<sup>nd</sup> J. Carter, 5-0 Roll Call Vote](#)

9. Adjourn from Regular Session: [Motion to adjourn at 6:17 C. Tourville, 2<sup>nd</sup> D. Haupt, 5-0 Vote](#)

2024-2025 FINANCIAL STATEMENT				
Fund Balances	Checking	MOSIP	Total	
July 31, 2023	230,029.53	1,488,687.80	1,718,717.33	
August 31, 2023	436,830.19	1,134,716.43	1,571,546.62	
September 30, 2023			0.00	
October 31, 2023			0.00	
November 30, 2023			0.00	
December 31, 2023			0.00	
January 31, 2024			0.00	
February 28, 2024			0.00	
March 31, 2024			0.00	
April 30, 2024			0.00	
May 31, 2024			0.00	
June 30, 2024			0.00	
July 31, 2024				
	FUND 1 Balance	449,857.40		
	FUND 2 Balance	-83,906.41		
	FUND 3 Balance	0.00		
	FUND 4 Balance	<u>70,879.20</u>		
	Checking Account Balance		436,830.19	
June 2024 Checking Balance 230,029.53				
MOSIP (146,028.63)				
Total Expenditures (306,315.57)				
Total Revenues 159,144.86				
MOSIP transfer 500,000.00				
Ending balance July 2024			436,830.19	
August 2024 checks and payroll approved \$ 33,853.43 \$ 272,462.14 306,315.57				
August 2024 checks for approval				0.00
Correcting Entries				
<b>TOTAL EXPENDITURES</b>			<b>306,315.57</b>	
Sept 2024 checks awaiting approval \$ 85,179.59				
Sept 2024 Payroll awaiting approval				\$ 276,687.28

Check Register Sept #1

Selection Criteria : Transaction Type = Reverse Checks | Transaction Type = Voided Checks | Transaction Type = Check Entry | Check # Range From 46213 To 46246 | Check # Range From 46207 To 46208 |

Check #	Check Date	Transaction Description	Check Amount
0000046207	09/05/2024	CHRIS WINKLER	20.00
0000046208	09/05/2024	JENNIFER KROENUNG	85.00
0000046213	09/12/2024	ABBI HALL	43.37
0000046214	09/12/2024	ALFRED VANGENNIP	600.00
0000046215	09/12/2024	BEAVER JANITOR SUPPLY	1,210.52
0000046216	09/12/2024	BECKA HOLLIS	354.00
0000046217	09/12/2024	BEGINNING CONCEPT	188.00
0000046218	09/12/2024	CHRIS WINKLER	26.98
0000046219	09/12/2024	CONCORD PUBLISHING HOUSE	300.00
0000046220	09/12/2024	Conrad, Makay	44.75
0000046221	09/12/2024	DEPT OF NATURAL RESOURCE	6,601.00
0000046222	09/12/2024	DITTRONICS	255.00
0000046223	09/12/2024	ENVIRONMENTAL ANALYSIS S	23.00
0000046224	09/12/2024	FOLLETT LIBRARY RESOURCE	271.30
0000046225	09/12/2024	HAYDEN CREATIVE	242.50
0000046226	09/12/2024	HOUGHTON MIFFLIN HARCOUR	1,618.44
0000046227	09/12/2024	ION WAVE TECHNOLOGIES, LLC	2,555.00
0000046228	09/12/2024	Kathy Kirchhoff	59.59
0000046229	09/12/2024	KNAUP FLORAL	75.00
0000046230	09/12/2024	MAYFIELD FIRE PROTECTION	259.00
0000046231	09/12/2024	MCGRAW HILL SCHOOL EDUCA	60,434.65
0000046232	09/12/2024	MENARDS	1,496.38
0000046233	09/12/2024	MFAOIL COMPANY	1,819.34
0000046234	09/12/2024	MICHAEL GIVENS	165.00
0000046235	09/12/2024	MIRANDA SCHLOSSER	107.28
0000046236	09/12/2024	OAK RIDGE R-VI SCHOOL	172.25
0000046237	09/12/2024	PATIENCE VANDERMEERDEN	65.00
0000046238	09/12/2024	QUALITY PEST CONTROL	475.00
0000046239	09/12/2024	REGINA PATTEGILL	1,260.00
0000046240	09/12/2024	ROTH RESTAURANT SUPPLY	112.50
0000046241	09/12/2024	SCHOOL SPECIALTY INC*	775.81
0000046242	09/12/2024	SEMO LASE	70.00
0000046243	09/12/2024	STEPHANIE WYBERT	37.07
0000046244	09/12/2024	TERRI STINNETT	1,160.00
0000046245	09/12/2024	Tim Smith	1,895.00
0000046246	09/12/2024	TIPTONS	302.06
<b>Grand Total</b>			<b>86,179.69</b>

Water Inspecting (3 months)

Cheerleading Shirts

LED Energy Loan

Basket ball Jerseys

2nd Grade Science

SPED TRAK Lisence

Elementary Reading series

Gym Floor Finishing

## Teacher Recruitment and Retention

### Goal 1:

*Nell Holcomb R-IV will continue to recruit and retain the best candidates to the district in order to ensure high quality education for all students.*

### Action Steps:

1. The salary committee will work with the administration and school board to lobby for benefits and salary increases annually
2. The district will work closely with area college and university education departments
3. Actively encourage staff to accept student teachers and block students
4. Monitor and make changes to personal day and sick day benefits
5. Study the possibility of a 4-day school week
6. Morale boosters
7. Monitor and make changes to unused sick day compensation plan

Action Step	Start Date	Person Responsible	Funding Source	Completion Date
1	July 2022	Salary Committee Superintendent Principal	Local	Ongoing
2	July 2022	Superintendent Principal	Local	Ongoing
3	July 2022	Principal	Local	Ongoing
4	July 2022	Superintendent Benefits Committee	Local	Ongoing
5	July 2022	Superintendent Principal	Local	Long Term
6	July 2022	Teachers	Local	Ongoing
7	July 2022	Superintendent Salary Committee	Local	Ongoing

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September 17, 2024

Dear Superintendent,

The September 2024 updates reflect, for the most part, enactments this session in the Missouri legislature. We have not made any changes in Policy 2115 Transgender Students. As you know, multiple federal courts have placed a temporary stay on the Department of Education's Final Title IX regulations. This temporary stay only prevents enforcement. It does not prevent districts to adopt all or parts of the Final Rule.

The Policy/Regulation/Form Changes are as follows:

## **Policy and Regulation 1210 - School Year and School Day**

The legislative enactment sets out the minimum number of school days on a five- and four-day school week. Among other things, modifies how make-up days are utilized beginning July 1, 2026. Finally, changes in this Policy sets requirements beginning July 1, 2026, for districts moving from a five to four-day school week. Finally, again on July 1, 2026, incentives will be provided for districts with a five-day school week. *Adoption is mandatory.*

## **Policy 2220 – Compulsory Attendance Ages**

This change allows the Superintendent/designee to determine that a student's disabilities limit their ability to attend school, those days absent will be excused. *Adoption is mandatory.*

## **Regulation 2310 – Student Attendance**

Here, the legislature provided students who are subpoenaed to testify in a criminal proceeding, participation in the preparation for a criminal proceeding, or attending the proceeding will not be found in violation of the district's attendance policy. *Adoption is mandatory.*

**Policy 2340 – Truancy and Educational Neglect (Delete Corresponding Regulation)**

The policy update reflects adding greater focus on truancy. The corresponding regulation has been deleted. *Adoption is mandatory.*

**Regulation 2785 – Student Suicide Awareness**

The legislature has increased the information contained on student I.D. cards which relate to suicide prevention resources. *Adoption is mandatory.*

**Policy 3470 – Average Daily Attendance – Early Childhood Program**

This Policy increases the total number of three- to five-year-olds that can be included in the district’s calculation of ADA from 4% to 8%. *Adoption is mandatory.*

**Policy 4130 – Certified Staff Contracts**

The legislature has expanded the “Visiting Scholar Program.” The changes allow individual holders of Visiting Scholar Certificates to renew their certificates if certain conditions are met. *Adoption is mandatory.*

**Policy 4505 – Salary Schedules**

Here, the legislature has allowed districts to utilize differentiated salary schedules to facilitate recruitment and retention of teachers in “Hard to Staff Schools” and “Hard to Staff Subject Areas”, as those terms are defined in the policy. *Adoption is mandatory.*

**Policy 4506 – Minimum Teacher Salary – (New Policy)**

In this new policy, the legislature increased minimum teacher salaries for 2024-25, 2025-26, 2026-27 and 2027-28. In the school year 2028-29 and thereafter salaries will be increased using a formula based on the Consumer Price Index. *Adoption is mandatory.*

**Policy 4515 – Career Ladder**

The Career Ladder Program is expanded to allow payments for teachers preparing career ladder tasks that do not require a teaching certificate. The changes also waive the 2-year eligibility requirement for certain members of the Armed Forces. *Adoption is mandatory.*



**Regulation 4515 – Career Ladder**

In the regulation, we made changes to reflect the expansion of activities eligible for compensation. Specifically, crediting teachers for mentoring students and teachers. The change also allows teachers to receive payments for activities that do not require a teaching certificate. *Adoption is mandatory.*

**Policy 4560 - Employee Post Retirement Option (Title Change)**

The change allows retired employees to receive up to 50% of the actual salary for the position filled. *Adoption is mandatory.*

**Policy 5550 – Meal Charges**

The Policy changes add a new section required by the Department of Agriculture. The change adds a new subsection for “Collection of Unpaid Meal Charges”. *Adoption is mandatory.*

**Policy 6121 – Holocaust Education**

Two years ago, the legislature mandated Holocaust Education with DESE to provide guidelines. The changes in this Policy reflect those DESE guidelines. *Adoption is highly recommended.*

**Regulation 6190 – Less than Full-time Virtual Education**

The only change requires the Virtual Provider to provide the district with progress reports for its students. *Adoption is mandatory.*

**Policy 6191 – Virtual Education – Full-Time Equivalent**

The legislative changes require parents seeking to enroll in a full-time virtual program must enroll with the virtual provider. In addition, the legislative changes require the districts to collaborate with the host district to implement the enrollment policy to include financial terms for local district expense reimbursement. *Adoption is mandatory.*

**Regulation 6191 – Virtual Education – Full-Time Equivalent**

This change requires the virtual provider to provide parents/guardians with regular student progress reports. Adoption is mandatory.

**Board Action**

The Policies and Regulations may be voted upon with a single motion as follows or may be individually considered. If adopted as a whole, the motion is “I move to adopt the following Policies and Regulations.”

- Policy 1210            Regulation 1210
- Policy 2220            Regulation 2310
- Policy 2340            Regulation 2340 –  
                                  (Deleted)
- Policy 3470            Regulation 2785
- Policy 4130
- Policy 4505            Regulation 4515
- Policy 4506  
(New)
- Policy 4515            Regulation 6190
- Policy 4560            Regulation 6191
  
- Policy 5550
- Policy 6121
- Policy 6191

If you have any questions concerning these revisions or their implementation, feel free to call MCE staff members. My cell number is (314) 330-8903. For more information about MCE’s policy service, visit our website at <http://www.moconed.com>.

Sincerely,

MISSOURI CONSULTANTS FOR EDUCATION, LLC

Thomas A. Mickes

TAM/nbt

**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.

**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 District has adopted a four-day school week, a minimum of 142 school days are required. If the District 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 Superintendent 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 District's half-day education program will only be made up if required of the District 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 District 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 District 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."

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### **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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## STUDENTS

## Policy 2220

### Admission and Withdrawal

### Compulsory Attendance Ages

The Board of Education shall abide by the compulsory attendance laws of the state by requiring District resident students between the ages of seven and either seventeen years or successful completion of sixteen credits toward high school graduation, to attend school full time, with the exception of those students who may be excused from full-time attendance by the Superintendent. Individual petitions for any deviation from full-time attendance shall be considered by the Superintendent on the merits of the individual student's application and in compliance with state law and regulations. For purposes of this Policy, a completed credit toward high school graduation is defined as one hundred hours of instruction or more in a course.

Any student age seventeen years or older who drops out of school for any reason other than to attend another school, college or university, or to enlist in the armed services, shall be reported to the state literacy hotline office by the School District.

### Students Excused from Attendance

If a student is determined, to the satisfaction of the Superintendent/designee, to be mentally or physically incapacitated, the student may be excused from attendance at school for the duration of the incapacitation or any part thereof. However, in order to be excused from school, the District must receive supporting documentation from a licensed medical health professional and acting within their authorized scope of practice stating that the student is not able to attend school due to such mental or behavioral health concern(s)

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## 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 if a note or telephone call is not received.

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 the 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.

A student who complies with a subpoena to testify in a criminal proceeding, attends a criminal proceeding, or who participates in the preparation for a criminal proceeding will not be disciplined for violation of the District's attendance policy. Similarly, such student's parents/guardians will not be in violation of the state's truancy schedule §167.061.

## **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:

### **(Disciplinary Option)**

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 twenty (20) unexcused days 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.

### **High School Students**

A student shall be allowed a maximum of ten (10) unexcused absences from any class during a semester. Students who accumulate in excess of ten (10) days in any class are subject to loss of credit for that class. (Days of student suspension are not counted as days absent for purposes of this policy.)

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.

**(Disciplinary Option)**

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.

**Appeal**

High school students who are denied credit under this Regulation are entitled to utilize the due process procedures available for student suspensions. These provisions are contained in Regulation 2662 - Suspension.

**(Academic Option)**

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 twenty (20) unexcused days 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.

High School Students

Regular attendance and participation in classroom instructional activities are essential to achieving the educational objectives for each class. When students are absent from class, they miss the material covered; they miss the opportunity to interact with the teacher as well as other students; and they miss the opportunity to pursue learning opportunities only available in the classroom interaction.

Students whose absence is unexcused will not receive any credit for instructional activities occurring during their absence. The net effect of an unexcused absence or absences may be a reduction in the student's grade. In addition, students who have unexcused absences may be required to attend after school classes or Saturday classes to complete classroom work covered in their absences.

Students are required to make up work as a result of class periods missed. It is the student's responsibility to meet with the teacher to obtain the necessary assignments and instructions.

Any exceptions to the items cited above shall be approved by the Board of Education. Each principal may have written policies that further detail procedures for making up work and reporting absences.

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## STUDENTS

Policy 2340

### Attendance

#### Truancy and Educational Neglect

District employees are required to report suspected educational neglect to their principal/designee as soon as possible. The principal/designee will:

1. Review the report.
2. Meet with the parents/guardians to resolve the situation.
3. If the student's truancy is not resolved, call the Student Abuse Hotline of the Division of Family Services.

The District will also report a student's absences to the Children's Division if the student is under 17 and has 15 or more absences in a school year. The report will include the student's school and grade level, the student's grades, and the total number of days missed.

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**Student Welfare****Student Suicide Awareness**

**The district will address suicide awareness and prevention through the following policy components<sup>1</sup>:**

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
9. Teacher Assistance Programs
10. Student Identification Cards

**1. Crisis Response Team**

The district will include suicide awareness and prevention in already established district or building crisis response teams or will establish such team(s) if not already in existence. Crisis response team members will include administrators, counselors and the school nurse, and may also include school social workers, school resource officers, teachers and/or community resources as appropriate. The crisis response team will be responsible for implementation of crisis response procedures.

The district will adopt an evidence based/informed tool for assessing suicide risk. The crisis response team, the building administrator, or his/her designee will receive training and coaching in using this tool to collect and document student suicidal behaviors and safety planning strategies.

**2. Crisis 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.

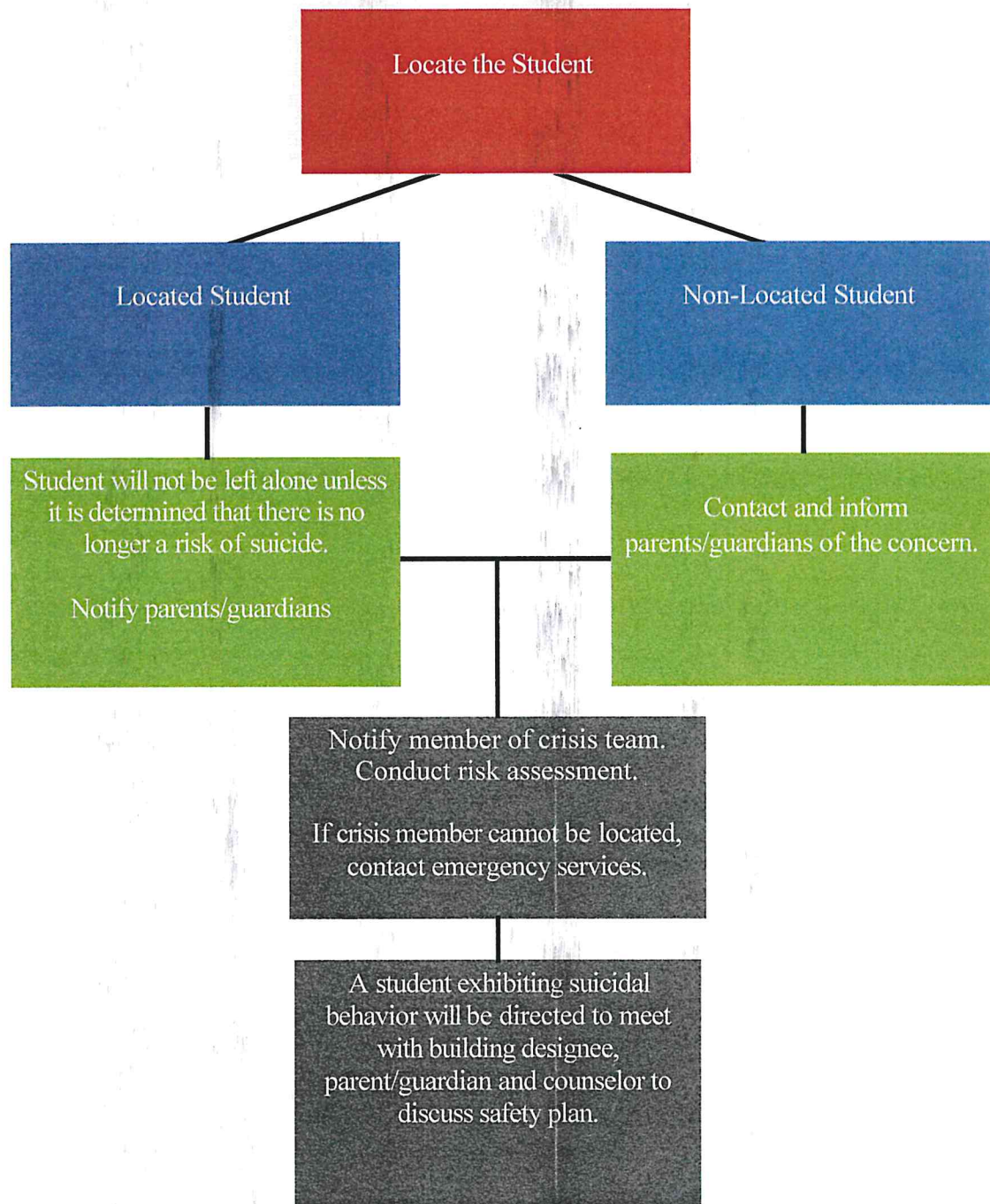
Any school employee who has a reasonable belief that a student may be at risk for suicide or witnesses any attempt towards self-injury will notify a member of the crisis response team, the building administrator or his/her designee.

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.

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<sup>1</sup> Department of Elementary and Secondary Education Youth Suicide Awareness and Prevention Model Policy

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



### **3. Procedures for Parent Involvement**

A member of the crisis response team, the building administrator or his/her 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.

### **4. 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>

### **5. 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 their crisis response teams and, when appropriate, confer with local community resources and professionals to identify and make available supports that may help the school community understand and process the behavior 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.

### **6. 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.

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.

### **7. 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

### **8. 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.

### **9. Teacher Assistance Programs**

Beginning with the 2023-24 school year, all District teachers, principals, and certified educators may attend a teacher assistance program regarding suicide prevention or self-review of suicide

*Reference: DESE Youth Suicide Awareness and Prevention Model Policy*



prevention materials. Completion of either of these options will count as two contact hours of professional development under §168.021. In addition, program completion counts as two hours of training for purposes of the Flatl-Cantor Act.

### **10. Student Identification Cards**

At present, the District serves students in grades 7 to 12. The District may choose to issue student identification cards. Beginning on July 1, 2025, if the District is issuing student identification cards, these cards will have printed on either side the following:

1. The three digit code 988 that directs calls and routes text messages to the Suicide and Crisis Lifeline; and
2. The nonemergency number of the local police department; and
3. May have printed on either side of the card:
  - a) The six-digit code that routes text messages to the Crisis Text line 741741; and
  - b) The telephone number of the local suicide prevention hotline, if such hotline is available.

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**Accounting and Reporting**

**Average Daily Attendance – Early Childhood Program**

Pupils between the ages of three and five years old who are eligible for free and reduced lunches and who attend an early childhood education program that is operated by and in the District, or by a charter school that has declared itself a local educational agency providing full-day kindergarten and that meets standards established by the State Board of Education; or that is under contract with the District or charter school that has declared itself as a local educational agency and that meets standards established by the State Board of Education will be included in the District's calculation of average daily attendance. In the event that the District contracts with an early childhood program, the District will adhere to standards set by the State Board of Education.

If a pupil who is eligible for free and reduced price lunch leaves the early childhood program during the school year, the District may fill the vacant enrollment spot with another pupil between the ages of three and five who is also eligible for free and reduced lunch without affecting the District's calculation of average daily attendance.

The total number of three- and five-year-olds included in the District's calculation of average daily attendance must not exceed eight percent (8%) of the total number of students who are eligible for free and reduced lunch between the ages of three and eighteen who are included in the District's average daily attendance.

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## **PERSONNEL SERVICES**

**Policy 4130**  
**(Regulation 4130)**  
**(Form 4130)**

### **Employment**

#### **Certificated Staff Contracts**

Employment contracts will be in writing and will be signed by the employee, the Board president and the Board secretary. Contracts will include the amount of annual compensation and the days of service.

Certificated staff members under contract include probationary teachers, permanent teachers and administrative staff. The probationary period allows a teacher to demonstrate, and the District to assess the teacher's competence. Beginning after the initial one (1) year contract, teachers who have demonstrated their competence through performance may be offered additional contracts.

The Board may elect to employ certain certificated individuals on a part-time basis, as needed. Part-time certificated employees will be contracted as a percentage of full-time employment. Part-time employees will not be provided the benefits provided to full-time employees. In addition, part-time certificated employees who do not teach at least 17 hours per week will not be eligible for pension benefits.

#### **Alternative Certification**

Applicants who have not successfully achieved a qualifying score on the teacher examination are issued two-year nonrenewable provisional certificates.

During the two-year provisional period, the affected teacher may gain full teacher certification by:

1. Achieving a qualifying score on the designated exam; or
2. Successfully achieving an acceptable score on the state-approved evaluation system from seven walk-through evaluations; two formative evaluations; and one summative evaluation for each of the two provisional years and being offered a third contract by the District; and
3. District recommendation to DESE that the teacher be given full teaching certification.

#### **Online Teacher Preparation Program**

The Department of Elementary and Secondary Education (DESE) is developing and will maintain an eighteen (18) hour online teacher preparation program related to subjects appropriate for elementary and secondary education settings. An individual with a bachelor's degree may complete an eighteen (18) hour online training program created by DESE or by an approved charitable organization. Individuals satisfactorily completing such a program will receive a teacher certificate. However, such certificate will not be accepted by the District, but may be accepted by private schools as well as private school accrediting agencies.

### **Visiting Scholar Certificate**

The District may employ teachers with the Visiting Scholar Certification under the following provisions:

1. Verification from the District that such teacher will be employed as part of a business-education partnership designed to build career-pathways to teach in the ninth grade or higher for which the teacher's academic degree or professional experience qualifies the teacher or employed as part of an initiative designed to fill vacant positions in hard-to-staff public schools or hard-to-fill subject areas for students in a grade or grades not lower than the ninth grade for which the applicant's academic degree or professional experience qualifies the applicant.
2. Appropriate and relevant bachelor's degree or higher, occupational license or industry-related recognized credential.
3. Completion of the application for a one year visiting scholar certificate.
4. Completion of a background check as required by state law.

Under these circumstances, Department of Elementary and Secondary Education may issue a one year visiting scholar certificate. The visiting scholar may renew their certificate for a maximum of two (2) years based upon completion or completion of the requirements listed above; completion of professional development required by the District and attainment of a satisfactory performance-based teacher evaluation.

In addition, the holder of a Visiting Scholar Certificate may be renewed by the state board's issuance of an additional professional subject-area certification for specific content knowledge, or for a specialty area to a certificate holder who:

1. Applies for an additional professional subject area certification.
2. Successfully achieves an acceptable score on the state approved evaluation system from seven walk-through evaluations, two formative evaluations, and one summative evaluation of the applicant's teaching specific content knowledge or the specialty areas for which the additional professional subject area certification is sought.
3. Receives the applicant's employing district's recommendation to the state board that the applicant be given an additional professional subject-area certification under the rules prescribed by the state board.
4. Completes a background check as required in Policy 4120.

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**Compensation**

**Salary Schedules**

The Superintendent, with input from staff members, will prepare salary schedules annually for all non-administrative employee groups. These schedules will be submitted to the Board of Education for approval. (See also Policy 4131 - Extra Duty and Extended Duty Contracts.) Salary recommendations for all administrators will be prepared and submitted to the Board annually. Administrative salaries will be based upon a variety of factors including, educational preparation, years of service within the District, and within public education, years of service as an administrator at each administrative level, years of service within the District, regional comparisons to similar districts, number of contracted days, administrative responsibilities, and salaries of other District administrators within category – building and central office. Consideration will be given to administrators' previous salary for all newly hired administrators.

**Hard-to-Staff Schools**

The Board of Education may utilize a differentiated placement on the District's salary schedule to increase compensation and to facilitate recruiting and retention of teachers in hard to staff subject areas and hard to staff schools. No modifications will result in the demotion of any teacher on the salary schedule. The Board of Education will take action on the District's salary schedule after all schedule differentiations have been made.

**Definitions**

*“Hard-to-Staff Schools”* - attendance centers in which the percentage of certificated positions that were left vacant or were filled with a teacher not fully qualified in the prior academic year exceeds ten (10%) percent as reported to DESE.

*“Hard-to-Staff Subject Areas”* – Content areas for which positions were left open or were filled with a teacher not fully qualified in the prior academic year, as reported to DESE.

**Reporting**

The District when using differentiated placement on the salary schedule under this Policy will annually report to DESE as follows:

1. The salary schedule adopted by the District.
2. The number of positions filled by teachers placed on the salary schedule for hard-to-staff subject areas.
3. The number of positions filled with teachers placed on the salary schedule for hard-to-staff schedules.

4. The number of steps and additional compensation that teachers with differentiated placement received for the school year.
5. Any other relevant information requested by the department.

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**Compensation**

**Minimum Teachers' Salary**

Beginning with the 2025-26 school year and thereafter, the minimum teachers' salary will be Forty Thousand Dollars (\$40,000) per school year.

Full-time teachers with a master's degree and at least ten (10) years of teacher experience in a public school(s) will receive Thirty-three Thousand Dollars (\$33,000) minimum salary for the 2025-26 school year. For the 2025-26 school year, the minimum teaching salary for any full-time teacher with a master's degree in an academic teaching field directly related to the teacher's assignment and possession of at least ten (10) years teaching experience in a public school(s) will be Forty-six Thousand Dollars (\$46,000).

1. In the 2026-27 school year, such minimum salary will be Forty-seven Thousand Dollars (\$47,000).
2. In the 2027-28 school year, such minimum salary will be Forty-eight Thousand Dollars (\$48,000).
3. In the 2028-29 school year and in subsequent years, such minimum salaries will be adjusted annually by the percentage increase in the Consumer Price Index (CPI).

If the CPI report for January of a given year shows that inflation increased over the previous twelve (12) months, DESE will increase the minimum salary by the same percentage increase in inflation, not to exceed three percent (3%).

Modifications to the minimum teacher salaries will take effect on July 1 of each calendar year.

Subject to the appropriation of monies to the teacher baseline salary grant fund, the District will apply to DESE for a grant of monies from the teacher baseline grant fund to assist the District in increasing minimum teachers' salaries as provided in this policy.

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**PERSONNEL SERVICES**

**Policy 4515**  
**(Regulation 4515)**

NA

**Compensation**

**Career Ladder**

The District participates in the Missouri Career Development and Teacher Excellence Plan, otherwise known as “Career Ladders.” The Career Ladders program is a voluntary program in which the district participates. The “Program” provides a salary supplement for certificated employees including classroom teachers, librarians, counselors, psychological examiners, parents as teachers, educators, school psychologists and speech pathologists. Certificated staff become eligible to apply for participation after two years of public-school teaching in Missouri. However, the two-year requirement does not apply to any member of the Armed Forces of the United States or such member’s spouse who has teaching experience in another state and who has been transferred to this state. In exchange for a salary supplement, participating staff provide additional education services outside of the duties that require a teaching certificate. (Regulation 4515).

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**PERSONNEL SERVICES**

**Regulation 4515**

**Compensation**

NA

**Career Ladder**

The District's Career Ladder Plan recognizes and compensates teachers for performance of additional responsibilities and volunteer efforts as part of a staff members' admission to and accomplishment of their individual plans. Such additional responsibilities and volunteer efforts may occur outside of the duties that require a teaching certificate and may include but not be limited to:

1. Serving as coach, supervisor or organizer for extracurricular activities for which the individual is not presently compensated.
2. Serving as a mentor for students or teachers.
3. Receiving additional teacher training or certification outside of programs offered by the District.
4. Serving as a tutor or providing additional learning opportunities to students.
5. Assisting students with postsecondary education preparation including, but not limited to, teaching an ACT or SAT preparation course or in assisting students with completing college or career school admissions or financial assistance applications.
6. Teacher externships.

State funding, when available, is distributed on a matching basis with state funding 60% of career ladder stipend and the District funding 40%. The District's plan is consistent with guidance issued by DESE.

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**Compensation**

**Employee Post-Retirement Option**

**Retired Certified Employee Employed in PEERS Position**

Any retired District employee in a position which requires teacher certification may be employed in a position that does not normally require teacher certification (PEERS Qualified). However, such person may only earn up to 60% of the minimum teacher's salary, currently \$25,000.00, for a maximum salary of \$15,000.00 without a discontinuation of the employee's PSRS retirement allowance. Such person will not contribute to PEERS or PSRS retirement systems, nor shall they acquire membership in the PEERS retirement system. In such instance, the District will pay its contribution into the PEERS system.

If such person is paid in excess of \$15,000.00 the employee will not be eligible to receive their retirement allowance for months paid in excess of the cap and will be required to pay into the PEERS retirement system for such period of time.

**Post Retirement Employment**

Any individual retired and currently receiving a PSRS retirement benefit may be employed by the District in any PSRS covered position as a part-time or temporary-substitute position not to exceed a total of five hundred and fifty (550) hours and may earn up to 50% of the annual salary for such position without a discontinuation of retirement payments. If the position filled does not have a salary schedule or if the position filled does not utilize a salary schedule, the retired employee may earn up to 50% of the annual compensation paid to the last person to hold the position or up to 50% of the limit set by the School Board which has been submitted and approved by the Board of Trustees of PSRS. If the employee fills more than one position, the 50% limitation will be calculated based solely on the highest paid position.

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## SUPPORT SERVICES

Policy 5550

### Food Service Program

#### Meal Charges

#### **Purpose**

The purpose of this policy is to maintain consistent meal account procedures throughout the District. Unpaid charges place a financial strain on District finances. The Food Service Department is responsible for maintaining food charge records and for notifying the District'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.
  - High School students will be allowed to charge one meal.
2. No charges will be allowed for ala carte foods and beverages.
3. Parents/guardians of students with negative balances will be contacted electronically, by correspondence, by phone call by the District Accounting Office, or by the Food Service Department.
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 seniors 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 District's website.

### **Collection of Unpaid Meal Charges**

Unpaid meal charges, like any other money owed under the District'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, District officials will work with parents/guardians in an effort to implement reasonable repayment plans. When such efforts are unsuccessful, the District will consider other options, including placement with a collection agency or legal action.

When District 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 District'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](mailto:program.intake@usda.gov)

USDA is an equal opportunity provider, employer, and lender.

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INSTRUCTIONAL SERVICES

Policy 6121

Curriculum Services

Holocaust Education

*We are already doing this.*

Holocaust education will be taught during a week designated by the District. The District will determine the grade level in elementary/middle school (6, 7, 8) and high school to provide such instruction and will determine the length of time allocated for instruction. Holocaust Instruction will include:

- a) Provision of a historical understanding of the Holocaust;
  - b) Provision of context for discussion of how and why the Holocaust occurred;
- Use of materials developed and supported by the Holocaust Education Awareness Commission, the United States Holocaust Memorial Mission and the St. Louis Kaplan.

Typically, Holocaust instruction will occur in Language Arts and/or Social Studies courses consistent with District curriculum.

For purposes of this Policy, “Holocaust” is defined as the systemic state-sponsored persecution and murder of six million Jews by the Nazi regime and its allies and collaborators during the period from 1933 through 1945. The District recognizes the second week of April as “Holocaust Education Week.” DESE’s Curriculum Framework of Instruction for Studying the Holocaust will be a resource for appropriate curriculum development.

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**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 enrollment period will be ten (10) school days prior to each semester. Students who fail to timely enroll will be permitted to apply the next semester. New students enrolling during the school year will have five (5) school days from school enrollment to apply for a Program Course under this Regulation. 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. However, the District has ten (10) business days from the date the application was submitted to the District to approve or deny the application.

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 cause” reason for the denial. Such good cause 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.

Virtual school programs will provide the District with regular student progress reports for each student at least four (4) times per school year. The District will have access to academic and other relevant information on student success and engagement.

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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**INSTRUCTIONAL SERVICES**

**Policy 6191**  
**(Regulation 6191)**

**Curriculum Services**

**Virtual Education – Full-Time Equivalent**

District students will have the opportunity to participate in a virtual education program as a full-time student as provided in the Policy/Regulation. For purposes of this policy, a full-time student is a student enrolled in six (6) credits per regular term. Parents/Guardians seeking to enroll a student in a full-time virtual program are required to apply with the virtual program.

The District will, in good faith, collaborate with the Host District to implement the enrollment policy. The District may, at its option, mutually agree with the Host District to offer or continue to offer services for the student under an agreement that includes financial terms for reimbursement to the District by the Host District for the necessary costs incurred by the District in providing the agreed upon services. Designated “Host Districts” for full-time virtual students will be responsible for enrolling, monitoring, reporting, disenrolling, if required, full-time virtual District students. The District will not play any significant role in these decisions.

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**Curriculum Services**

**Virtual Education – Full-Time Equivalent**

As set forth in Policy 6191, the District will not be involved in the eligibility determination, in the enrollment, approval of virtual classes, disenrollment, nor the appeals from such decisions. The decisions will be made exclusively by the designated “Host District”. DESE will develop a “State Enrollment Plan” providing for enrollment of full-time virtual instruction students.

**Assistance**

The District will provide any relevant information and input on the enrollment, within ten (10) business days of written notice from the virtual program of the enrollment application.

The District will be provided ongoing access to academic and other relevant information on student success and engagement.

**Reimbursement of Districts Costs**

DESE’s State Enrollment Plan for full-time virtual student will include financial terms for reimbursement by the Host District to the District for the necessary costs of any full-time virtual program. As set out in an education service plan, such costs include access to school facilities during school hours of resident full-time students for purposes of participation and instructional activities of the full-time virtual program.

“Instructional Activities” as used in this Regulation means classroom-based or non-classroom-based activities that a full-time virtual instruction student is expected to complete, participate in, or attend during any given school day such as:

1. On-line log in to curricula or programs
2. Offline activities
3. Completed assignments
4. Testing
5. Face-to-face communications or meetings with school staff
6. Telephone or video conference with school staff
7. School sanctioned field trips, or
8. Orientation

**Disenrollment of a Full-Time Virtual Student**

If a Host School disenrolls a District student, the Host School shall immediately provide written notification of disenrollment. The District will provide the parents/guardians of student with a written list of available educational options and will promptly enroll the student in the selected

option. Any resident student disenrolled from a full-time virtual school will be prohibited from re-enrolling in the same virtual school for the remainder of the school year.

The academic performance of a student who disenrolls from a full-time virtual program and enrolls in the District will not be used in determining the District's annual performance report score for the first twelve months from the date of enrollment.

**Progress Reports**

Each full-time virtual school must provide parents/guardians with regular student progress reports for each full-time virtual student at least four (4) times per school year.

**Notice**

The District will provide a copy of DESE's Virtual School Guidance document to every District student and parent/guardian at the beginning of each school year. The District will also follow this distribution process for every student enrolling after the beginning of the school year. In addition, the district will provide an electronic version of the Guidance document on the main page of the District's website.

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