

The Soulard School
POLICY MANUAL
Updated 2023

Introduction:

This document is the full and most up-to-date version of the policies of The Soulard School as approved by our Board of Directors. This document will be updated regularly as policies are updated and approved by the Board.

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PART 1: BOARD GOVERNANCE POLICIES

1.1: Conflict of Interest Policy

The Board of The Soulard School adopts the following policy, effective on the date of adoption by the Board.

This policy establishes expectations for governing board member conflicts of interest.

Section 1: Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (The Soulard School's) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. As a charter school, certain special state conflicts of interest policies apply as discussed herein.

Section 2: Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Section 3: Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, s/he shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

Under Missouri law, the following are conflicts of interest. The Board has no discretion on whether these items present a conflict of interest. No person shall be appointed to the board unless they meet the following requirements. Any board member who is in violation of any of these requirements is ineligible to serve and shall immediately forfeit their office:

- a. No member of the Board shall hold any other office or employment from the board while serving as a member of the board.
- b. No member of the board shall have any substantial interest (see §105.450 RSMo) in any entity employed by or contracting with the board.
- c. No member of the board shall be an employee of a company that provides substantial services to the charter school.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, s/he shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 4: Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Section 5: Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Section 6: Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,

- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 7: Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining,
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Section 8: Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Conflicts of Interest Questionnaire

This questionnaire has been prepared in accordance with The Soulard School's Policy Statement on Conflicts of Interest, and is to be completed by The Soulard School Board Members and any Key Personnel of The Soulard School as deemed necessary.

It is expected that when a potential for, or an actual conflict of interest exists, the affected individual will disclose it immediately to the board chair and refrain from participating, discussing and/or voting on that issue.

Please read the statements below and provide your response, including explanations, where applicable. Please date, sign and return to the form to the board chair, or his or her designee, within thirty (30) days of receipt.

I have examined my personal situation as directed in the Statement of Policy on Conflicts of Interest and find that I have:

- () No area of potential or actual conflicts of interest.
- () No area of potential or actual conflicts of interest except as follows:

Signed: _____

(Print or type title)

Date: _____

1.2: Sunshine Law (Chapter 610) Policy Resolution

WHEREAS, Section 610.023.1, RSMo, provides that a public governmental body is to appoint a custodian to maintain that body's records and the identity and location of the custodian is to be made available upon request; and

WHEREAS, Section 610.026, RSMo, sets forth that a public governmental body shall provide access to and, upon request, furnish copies of public records; and

WHEREAS, Section 610.028.2, RSMo, provides that a public governmental body shall provide a reasonable written policy in compliance with sections 610.010 to 610.030, RSMo, commonly referred to as the Sunshine Law, regarding the release of information on any meeting, record or vote.

NOW, THEREFORE, BE IT RESOLVED:

1. That The Soulard School's Communications & Operations Director be and hereby is appointed custodian of the records of The Soulard School and that such custodian is located at 1110 Victor St., St. Louis, MO 63104.
2. That said custodian shall respond to all requests for access to or copies of a public record within the time period provided by statute except in those circumstances authorized by statute.
3. That the fees to be charged for access to or furnishing copies of records shall be as hereinafter provided: \$0.10 per page copying fee for paper copies 9x14" or smaller, plus \$12 per hour for duplicating time. Research time may be billed at \$20 per hour.
4. That it is the policy of The Soulard School that meetings, records, votes, actions and deliberations of this body shall be open to the public unless otherwise provided by law.
5. That The Soulard School hereby closes all public records to the extent authorized by law.
6. That The Soulard School shall comply with sections 610.010 to 610.035, RSMo, the Sunshine Law, as now existing or hereafter amended.

1.3: Board Meeting Agenda Format

The Board of The Soulard School adopts the following policy, effective on the date of adoption by the Board.

This policy establishes expectations for formulation of Governing Board agendas for official meetings of the Board.

Section 1. Development of Agendas

Section 1.1. Agendas shall be developed by the Board Chair, in consultation with the Executive Director and the Executive Committee.

Section 2. Agenda Format

Section 2.1. The agenda shall contain the following, as appropriate:

- a) Call to order
- b) Reading and acceptance of minutes from last meeting
- c) Committee reports
- d) Special orders (important business designation for consideration at this meeting)
- e) Unfinished business
- f) New business
- g) Announcements
- h) Open floor (optional)
- i) Adjournment

Note: If any of the agenda items is to be a closed session, that fact must be noted, with a reference to the statutory basis for closing that portion of the meeting and a general description (E.g., Closed session to discuss matters regarding individually identifiable personnel pursuant to § 610.021(3) and (13), RSMo.)

Section 2.2. The agenda shall include at the top: (1) the name of the board, (2) the location of the meeting and (3) the date and start time of the meeting. The Agenda shall be posted to the public at the school offices and at the location of the meeting at least 24 hours before the time specified for the meeting. If the meeting will be conducted by telephone or other electronic means, the location where the public may observe and attend the meeting or directions to access the meeting electronically must be provided.

1.4: Motion to Enter into Closed Session Policy

The Board of The Soulard School adopts the following policy, effective on the date of adoption by the Board.

This policy establishes expectations for conducting executive (closed) session meetings.

Example motion to enter into a closed session:

"I move that this meeting be closed, and that all records and votes, to the extent permitted by law, pertaining to and/or resulting from this closed meeting be closed under Section 610.021, subsection(s) ____, RSMo, for the purpose of (insert the language of the provision(s) cited)."

There must be a roll call vote to go into closed session or meeting and the roll call vote and the basis for going into closed session must be included in the open meeting minutes.

Please note that the public governmental body should only cite those subsections that are applicable to the material it intends to close (not a standard list of several subsections).

1.5: Board Orientation Policy

The Board of The Soulard School adopts the following policy, effective on the date of adoption by the Board.

This policy will establish expectations for orienting new Governing Board members to roles and responsibilities, legal duties, as well as best practices in board service.

Section 1. Board Orientation

Section 1.1. Within 60 days, new members to school's board shall participate in a formal training session provided by an agency qualified to provide training specific to charter schools and non-profit governance. At a minimum, this training shall include:

- Fiduciary Responsibilities of Boards
- Roles and Responsibilities
- Board Accountability
- Conflict of Interest
- Open Meetings and Open Records
- Best Practices in Charter School Governance

Section 1.2. Periodically or as required by law, the entire school board shall participate in a review of the topics covered in the orientation and specific topics relevant to efficient and effective board governance.

Section 2. Board Orientation Manual

Section 2.1. Each new board member shall receive a board orientation manual consisting, at a minimum, of the information listed below. Board manuals shall be periodically updated.

- Board By-laws
- Board Policies
- Code of Ethics for Board Members
- Conflict-of-Interest Policy
- Organization Chart
- Rules and Responsibilities of the Board
- Job Description of Officers and Other Members
- Committees
- Board Members, Biographies, and Contact Information
- Strategic Plan
- Charter Document including Performance Goals and Objectives
- Board Calendar
- Financials
- Fundraising Plan

1.6: Board Member Development Opportunities

The Board of The Soulard School adopts the following policy, effective on the date of adoption by the Board.

This policy supports the school board's commitment to continuous professional growth and development of its board members. Board member professional development is essential to effectuate good governance practices leading to high student achievement outcomes and strong stewardship of public funds.

Section 1. Scope of Activities

Section 1.1. The board regards the following as the kinds of activities and services appropriate for implementing this policy:

- Participation in conferences, workshops, and conventions held by state and national associations supporting charter schools, non-profits, or other related organizations
- Authorizer-sponsored training sessions provided for or required for board members
- Subscriptions to publications related to topics relevant to governance, charter schools, school reform, or other related topics.
- Speakers addressing topics of interest expressed by the board

Section 2. Board Development Requirements

Section 2.1. Each board member shall attend at least 1 day/8 hours of professional training annually. The school may require evidence of participation or certificates of completion to demonstrate the requirement has been satisfied.

Section 3. Appropriation of Funds

Section 3.1. The school's board shall appropriate adequate funds in the school's annual approved budget to support and promote professional development opportunities for each of its board members and to satisfy the provisions of this policy.

1.7: Board Conduct

The Board of The Soulard School adopts the following policy, effective on the date of adoption by the Board.

This policy establishes expectations of ethical conduct by members serving on the school's board. The school's board collectively and its members individually shall at all times operate in the most ethical and conscientious manner possible.

Section 1. Board Authority Over Individual Authority

Section 1.1. Authority of the board rests only with the board as a whole and not with any individual board member unless expressly provided for in the board's by-laws and/or through board resolution. As such, each member shall act accordingly.

Section 1.2. The board vests authority for management of the school in the Executive Director and in good faith, shall not undermine the authority of the Executive Director or intrude into responsibilities that appropriately belong in the scope of management, including, but not limited to such functions as hiring, transferring, or dismissing employees.

Section 1.3. The board shall make reasonable efforts to keep the Executive Director informed of concerns or specific recommendations that any member of the board may bring forth to the board as a whole or a committee of the board.

Section. 1.4. The board shall honor the established protocol and respective policy related to student, parent, or staff grievances.

Section 2. Duties and Responsibilities

Section 2.1. Board members agree to communicate on board related correspondence in a timely manner defined as no more than 24 hours.

Section 2.2. Board members shall reflect through action that his or her first concern is for the welfare of the students served by the school.

Section 2.3. Each member shall work diligently to uphold the mission of the school, to be an ambassador in the community for the school, and support the appropriate and efficient use of resources, including financial and human capital.

Section 2.4. Each board member shall uphold and enforce laws, rules, regulations, and other mandates pertaining to public charter schools.

Section 3. Accountability to Stakeholders and Community Relations

Section 3.1. Board members shall at all times maintain transparency in matters protected by law and shall endeavor to provide information in a timely, concise, and relevant manner to all stakeholders.

Section 3.2. Each board member shall be a positive ambassador for the school in the community and shall seek partnerships that enhance the school's programs, services, and resources.

Section 3.3. Board members shall regularly and systematically communicate information to stakeholders including, but not limited to academic achievement and fiscal health of the school.

Section 3.4. Board members shall, in a timely manner, communicate to the board or the [principal/other title/management organization] expressions of public reaction to board policies and school programs.

Section 4. Policy Development

Section 4.1. Board members shall regularly review and revise policies that improve the programs, services, safety, and practices of the school.

Section 4.2. Each board member shall make policy related decisions only after full discussion at publicly held board meetings following an established policy or procedure formally adopted by the board.

Section 5. Board Meetings

Section 5.1. To ensure proper execution of duties and active engagement in the work of the board, board members shall attend no less than 75% all board meetings and functions sponsored by the board.

Section 5.2. To ensure proper execution of duties and active engagement in the work of the board, board members shall attend all meetings fully prepared to actively discuss and deliberate on matters requiring board attention or resolution. This extends to fully reviewing all documentation provided in advance of board meetings including meeting agendas, minutes, and attached documentations supporting board discussion or action.

Section 5.3. Board members shall work in a spirit of harmony and cooperation in spite of differences of opinion or philosophy that may arise during discussion and resolution of issues.

Section 5.4. Each member shall comply with the provisions of the Sunshine Law related to participating in executive/closed sessions.

Section 5.5. Board members shall maintain confidentiality of all discussions and other matters pertaining to board business during executive sessions of the board or related to matters or information protected by law.

Section 5.6. Each member shall in good faith make decisions related to the greater good as opposed to any particular segment or group.

Section 5.7. Each board member shall engage fully in discussion prior to casting a board vote and shall vote only on matters where the member has full understanding and adequate and appropriate information to make an informed decision.

Section 5.8. After casting a vote on any issue, each member agrees to abide by and support all majority decisions of the board.

Section 6. Personnel

Section 6.1. Board members shall only consider employment of personnel after receiving and fully considering the recommendation of the Executive Director.

Section 6.2. Consideration for employment of the Executive Director shall be made based on the needs and interests of the school. Decisions shall be made based on qualifications, experience, philosophy, verifiable performance, and fiscal feasibility related to compensation. All hiring decisions shall be made in accordance with the Equal Opportunity Employment Act and shall not be made based upon race, gender or national origin or other factors prohibited by law.

Section 6.3. Board members shall ensure regular and impartial evaluations of all staff and the appropriate supervisor or supervising body shall provide timely, written feedback related to formal evaluations.

Section 7. Financial Governance

Section 7.1. Board members shall refrain from and guard against use of any board member for personal or partisan gain or to benefit any person or entity over the interest of the school. Such gain refers to more than nominal or incidental amounts which would tend to impair or hinder independent judgment or action in the performance of official duties.

Section 7.2. Each board member shall be provided and regularly review financial information to ensure proper stewardship of public funds related to appropriate, efficient, and responsible use. In addition, each member shall carefully protect and monitor the fiscal health of the school and support actions that ensure sustainability of the school.

Section 8. Board Member Conduct

Section 8.1. Each board member shall conduct him or herself publicly in a manner befitting a public official and shall remember that personal actions and behavior reflect upon the school.

Section 8.2. Members shall communicate with fellow board members, staff, parents, and community members in a respectful, professional manner at all times.

Section 8.3. Each member shall refrain from any private action that would compromise the integrity, honor, function, or reputation of the board or the school.

Section 8.4. Every member of the board shall annually file a written statement acknowledging that he or she is in compliance with this Code of Ethics and supports the responsibilities of board service.

1.8:Governing Board Records

The Board of The Soulard School adopts the following policy, effective on the date of adoption by the Board.

This policy establishes provisions for maintaining official Governing Board records.

Section 1. Custody of Records

Section 1.1. All official records of the Governing Board shall be kept and safeguarded by the Communications & Operations Director who shall also be responsible for the safekeeping of all official papers, including titles, contracts, obligations, and other documents which belong to the Board or pertain to its business.

Section 2. Records Availability for Inspection

Section 2.1. Governing Board records such as official minutes of the Board, its written policies, and its financial records shall be open for the inspection of any member of the community desiring to examine them during school hours.

Section 2.2. Records pertaining to individual students or staff members shall not be released for inspection by the public or any unauthorized persons, either by the Communications & Operations Director or other persons responsible for the custody of confidential files.

Section 3. Records Retention

Section 3.1. Records retention of Governing Board records shall follow the school's records retention schedule, which is compliant with state records retention mandates.

PART 2: FINANCIAL OPERATIONS POLICIES

2.1: Sample Board Resolution Adopting Format

WHEREAS, on _____ (insert date) the board of The Soulard School ("Board") met at a publicly called meeting held in accordance with the Board's bylaws; and

WHEREAS, in accordance with the Board's bylaws, a quorum was present during the meeting held on _____ (insert date); and

WHEREAS, on _____(insert date) the Board voted to adopt the policy titled "_____" (insert title), a copy of which is attached hereto and incorporated herein by reference.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF The Soulard School that the policy "_____" (insert title) is hereby adopted as a Board policy of the The Soulard School.

THIS RESOLUTION IS HEREBY ADOPTED THIS _____DAY OF _____ (insert month), 20____.

Board Chair

2.2: Annual Operating Budget Policy

The Board of The Soulard School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1. Budget Process

Section 1.1. The Executive Director will ensure that The Soulard School follows a budgeting process that is consistent with the requirements of federal and Missouri statutes, State Board of Education Rules and Regulations and any other applicable laws or rules.

Section 1.2. Each year the Executive Director is required to submit to the Board for consideration a detailed annual budget showing estimates of income and expenditures for the ensuing fiscal year.

Section 1.3. Needs Analysis. Each year before the annual operating budget is drafted the Executive Director shall ensure that a needs assessment of The Soulard School is drafted and finalized by a budget committee consisting of the Executive Director, Principal and other individuals as designated by the board. The needs assessment shall inform the drafting of the annual budget.

Section 1.4. Adoption. The Board shall formally adopt the budget in an open meeting held in accordance with the Board's bylaws by June 30, according to statutory provisions, and before the expenditure of any funds. By law the approved estimated expenditures for each fund cannot exceed the estimated revenues to be received plus the unencumbered beginning cash balance for the fund.

Section 1.5. Minutes. The Secretary of the Board will record the adoption of the budget and any amendments in the Board meeting minutes in which the adoption occurs.

Section 1.6. Post-Adoption. After the beginning of the fiscal year, the Executive Director and Communications & Operations Director shall review with the Board the adopted budget in relationship to the beginning cash balances for each fund.

Section 2. Fiscal Compliance

The Executive Director and Communications & Operations Director shall ensure that The Soulard School complies with all state and federal laws and rules concerning the budget and related processes of the school.

2.3: Bank Procedures Policy

The Board of The Soulard School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1. Bank Accounts

Section 1.1. The Executive Director of The Soulard School has the authority to open a business checking account and a business operating account on behalf of The Soulard School to be used to hold the school's assets.

Section 1.2. The Executive Director has the authority to enter into an agreement with a bank or other Federally insured financial institution once the Board has adopted a formal resolution at a board meeting held in accordance with its bylaws designating the bank for the school to use for its financial transactions. Once the resolution has been adopted, the Executive Director has the authority to enter into an agreement with the selected financial institution.

Section 2. Checks

Section 2.1. Any authorized check drafted on the school's designated bank account over \$50,000 shall require the Board President's signature. The following officers are authorized to sign checks from the bank account on behalf of the school: Executive Director, Communications & Operations Director, Board President.

Each check must be completed in its entirety before it is signed by either party.

Section 2.2. Checks Received. Checks received shall be endorsed "for deposit only" and deposits should be made daily by someone other than the person who prepared the deposit.

Section 2.3. Check Requests. Services or products rendered, reimbursement requests with original receipts, or mileage reimbursements may receive payment with a check. A check request form must be completed by the requestor and approved with a signature by the Communications & Operations Director. The check request form shall contain the name of the payee, the date the check is requested to be written, the amount of the check, a brief description for the issuance of the check, and the funding source that will be drawn from. The check request shall then be submitted to the Executive Director for processing. All check request forms shall be maintained by the Communications & Operations Director.

Section 2.4. Checks payable to cash for any reason are prohibited.

Section 3. Mail Procedures

Section 3.1. A non-accounting staff person should receive the mail, open it and list all checks on a daily collection report or in a pre-numbered receipt book. This report or receipt should identify the date, name of organization or person submitting payment, amount of payment and description of what the payment is for.

Section 3.2. An account staff member should receive the checks and daily collection report or receipt book from the person opening the mail.

Section 4. Bank Reconciliations

Section 4.1. There will be segregation of duties between individuals responsible for cash receipts and cash disbursement and the individual(s) responsible for bank reconciliations.

Section 4.2. The Executive Director or their designee is responsible for bank reconciliations a minimum of once monthly. Bank statements should be delivered to Executive Director unopened. Each bank statement, assets, and liabilities shall be reconciled to both the checkbook and the general ledger.

Section 5. Credit Card Procedures

It is the policy of The Soulard School that credit card use shall be limited and only the following employees or board members are authorized to use credit cards: Executive Director, Communications & Operations Director, Principal. The Soulard School will not use debit cards, and credit cards shall only be used by the following employees Executive Director, Communication & Operations Director, Principal for school business expenditures only. Credit cards may not be used for personal purchases and/or cash transactions and shall be maintained using the highest level of security. Credit card transactions in the range of \$5,000 to \$10,000 must receive prior board approval and credit card transactions exceeding \$10,000 are prohibited

Employees issued a credit card must receive prior, documented approval from the Executive Director or their designee before the use of the credit card. Each credit card transaction by any user must be accompanied by the original receipts documenting each transaction.

Section 6. Transfer of Information

If the individual serving as the Executive Director or Communications & Operations Director ends his or her term with the Board/employment with The Soulard School or is terminated by the school or otherwise removed from his or her duties, he or she shall immediately give the school management all necessary passwords and other related information. The school will change the passwords and other security information once the individual serving as the Executive Director or Communications & Operations Director ends his or her employment with the school.

2.4: Sample Resolution Designating Financial Institution

WHEREAS, on _____, _____(insert date), The Soulard School issued a request for proposals for a financial institution; and

WHEREAS, ____proposals were received from interested financial institutions; and

WHEREAS, the board of The Soulard School reviewed and evaluated all proposals and determined that _____ (insert name of bank) submitted a proposal that was most suited to the school's financial needs.

NOW THEREFORE, BE IT RESOLVED BY The Soulard School Board of Directors that it will enter into agreements with _____(insert name of bank) for banking services including (enter name of accounts-checking etc.).

THIS RESOLUTION IS HEREBY ADOPTED THIS _____DAY OF _____ (insert month), 20____.

Board Chair

2.5: Cash Management Policy

The Board of The Soulard School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1. Accounting for Cash Transactions

Section 1.1. Documentation. All cash transactions shall be recorded in writing, such as by handwritten receipt detailing from whom the money was and in what amount, which shall be signed and dated by the Executive Director or his or her designee who has the authority to receive cash on behalf of the school.

Section 1.2. Depositing Cash. The Communications & Operations Director shall be responsible for depositing cash in The Soulard School's bank account. The Communications & Operations Director will be responsible for depositing the cash into the bank account, as well as receiving the cash on behalf of the school. All receipts for cash will be recorded in a cash ledger upon receipt, as well as documented by the school's Accountant. Deposits shall be made weekly at a minimum. All undeposited cash shall be kept in a secured location on school premises with limited access. A copy of the validated deposit slip shall be returned to the school on same day the deposit is made or the next day after the deposit is made.

Section 1.3. Expenditures. All expenditures of school funds, including cash expenditures, shall be documented and accounted for by daily receipts. As a general rule, cash shall not be used to make purchases except from petty cash, as described below. School checks shall not be made payable to "Cash".

Section 1.4. Segregation of Duties. The Executive Director of The Soulard School shall ensure that appropriate segregation of duties exists with regard to the handling of all money transactions including reconciliation.

Section 1.5. Petty Cash. Petty cash shall be maintained in a locked box in the School Leader's office in an amount not to exceed \$500. All disbursements from petty cash shall be documented in writing, indicating the date, amount disbursed, the identity of the individual receiving the funds, and the reason for the disbursement. Receipts from purchases made with petty cash shall be remitted to the School Leader's office as soon as practicable. Petty cash funds shall not be used to cash checks.

2.6: School Accounting System Policy

The Board of The Soulard School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1. Fiscal Year

The Soulard School adopts a fiscal year that begins on the first day of July and ends on the thirtieth day of the following June.

Section 2. Financial Accounting

The Soulard School will adhere to the accounting guidelines of the Missouri Department of Elementary and Secondary Education.

Section 2.1. Accounting records. The school shall maintain records that adequately identify the source and application of funds. These records must contain information pertaining to grant or sub-grant awards and authorizations, obligations, unobligated balances, assets, liabilities, outlays or expenditures, and income.

Section 2.2. Internal controls. The school shall maintain effective control and accountability of all state and local funds, federal grant and sub-grant cash, real and personal property, and other assets obtained with local, state or federal funds. The school shall adequately safeguard all such property and assure that it is used solely for authorized purposes.

Section 2.3. Source documentation. Accounting records must be supported by such source documentation as canceled checks, paid bills, payrolls, time and attendance records, contract and subgrant award documents, etc.

Section 2.4. Budget control. The school shall compare actual expenditures or outlays of state or federal funds with budget amounts for each fund, grant or subgrant. Financial information must be related to performance or productivity data, including the development of unit cost information whenever appropriate or specifically required in the grant or subgrant agreement. Applicable federal cost principles, agency program regulations, and the terms of grant and subgrant agreements will be followed in determining the reasonableness, allowability, and allocability of costs.

Section 2.5. Account Code Structure

The school shall use the account code structure as described in the Missouri Department of Education's Chart of Accounts.

2.7: Policy Regarding Audit and Financial Statements

The Board of The Soulard School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1. Annual Audit.

Section 1.1. Annually, 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 Executive Director 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 and approval.

Section 1.2. Board Action. Once the Board of The Soulard School receives the final report, it must vote to accept the contents of the audit at either its next regularly called meeting or at a special meeting called in accordance with the Board's bylaws.

Section 1.3. Submission to Sponsor. The Executive Director shall ensure that a copy of the annual audit report is timely filed with the Sponsor. The audit report should include a certificate signed by the Chair of the Board that the Board voted to accept the contents of the audit. If the Board did not accept the contents of the audit report, that should be noted with the submission.

Section 2. Annual Financial Statement.

The Executive Director shall prepare, or cause to be prepared, an annual financial statement for each fund subject to the authority of the Board during the fiscal year showing:

- a. the total receipts of the fund, itemized by source of revenue, including taxes, assessments, service charges, grants of state money, gifts, or other general sources from which funds are derived;
- b. the total disbursements of the fund, itemized by the nature of the expenditure; and
- c. the balance in the fund at the close of the fiscal year.

Section 2.1. The Soulard School shall ensure that the annual financial statement is submitted to the Sponsor in a timely manner pursuant to deadlines.

2.8: Payroll Policy

The Board of The Soulard School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1. Payroll.

Section 1.1. Accurate & Timely Payroll. The Executive Director shall ensure that school employees are paid accurately and timely in accordance with applicable laws and rules.

Section 1.2. School employees shall be paid:

- a. In United States currency;
- b. By a written instrument (e.g. check) issued by the employer that is negotiable on demand at full face value for United State currency; or
- c. By the electronic transfer of funds to the employee's bank pursuant to a direct deposit agreement signed by the employee.

Section 2. Paydays.

- a. Exempt Employees. The paydays for exempt employees shall be on the 15th and last day of each month.
- b. Non-exempt Employees. The paydays for non-exempt employees shall be on the 15th and the last day of each month.

Section 3. Withholding of Wages.

The Executive Director shall ensure that the wages of school employees are not withheld except in the following situations as permitted by applicable laws and rules.

- a. The school is ordered to do so by a court of competent jurisdiction;
- b. The school is authorized to do so by state or federal law; or
- c. The school has written authorization from the employee to deduct part of their wages for a lawful purpose.

Section 4. Teachers Retirement System.

As prescribed by Statute, all teachers at The Soulard School shall be members of the St. Louis Public Schools Retirement System and subject to its requirements. The Board shall expend for teacher retirement and compensation for instructional staff an amount that reflects the requirements as outlined in Missouri State Statute and Department of Elementary and Secondary Education regulations.

2.9: Federal Fiscal Compliance Policy

The governing body ("Board") of The Soulard School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1. Fiscal Requirements under Title I, Title II, and Title IV of ESSA

Section 1.1. Supplement not Supplant. The Soulard School shall ensure that federal funds will be used to supplement, not supplant regular non-federal funds.

Section 1.2. Documentation. Documentation shall be maintained, or caused to be maintained, by the Executive Director. The documentation must clearly demonstrate the supplementary nature of federal funds.

Section 2. Federal Grant Allowable Expenditures.

Prior to expending funds, the Executive Director shall consult the appropriate OMB Circular (OMNI Circular) or other federal guidance to determine what costs are allowable under the grant awarded. The Executive Director shall ensure that all grant funds are expended in accordance with the requirements in section 2.1 and the Circular or other applicable federal law or rule.

Section 2.1 Allowability. To be allowable under a federal award, costs must meet the following general criteria and be documented that such criteria are met:

- Be necessary and reasonable for the performance of the Federal award and be allocable thereto under these principles;
- Conform to any limitations or exclusions set forth in these principles or in the Federal award as to the types or amount of cost items;
- Be consistent with the policies and procedures that apply uniformly to both federally-financed and other activities of the non-Federal entity;
- Be accorded consistent treatment. A cost may not be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to a Federal award as an indirect cost;
- Be determined in accordance with generally accepted accounting principles (GAAP);
- Not be included as a cost or used to meet cost sharing or matching requirements of any other federally-financed program in either the current or a prior period;
- Be adequately documents; and
- Be net of all applicable credits.

Section 3. Standards for Documentation of Personnel Expenses (2 C.F.R. § 200.430, OMNI DESE Memo FAS-15-003 Time and Effort under the

OMNI Circular, April 2, 2015),

Time and Effort: Records are required for all employees, including teachers, paraprofessionals, administrators, and other staff that are paid with federal funds to document the time and effort they spend within the program. The portion of the federally paid salary should be reflective of the actual activity, not budgeted, the individual has put forth for that federal program. Time and effort reporting is required when any part of an individual's salary is charged to a federal program or used as match for a federal program.

Semi-Annual Certification: Where employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications are required to be prepared at least semi-annually.

Monthly Personnel Activity Report (PAR): Where employees work on multiple activities or cost objectives, a distribution of their salaries or wages will be supported by personnel activity reports (PARs). Salaries and wages of employees used in meeting cost sharing or matching requirements of Federal awards must be supported in the same manner as those claimed as allowable costs under Federal awards.

Charges for salaries must be based on records that accurately reflect the work performed. These records must be:

- Supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- Incorporated into the official records;
- Reflecting the total activity for which the employee is compensated, not to exceed 100%;
- Encompassing all activities (federal and non-federal);
- Compliant with established accounting policies and practices; and
- Distributed among specific activities or cost objectives.

Section 4. Charter Schools Program (CSP), ESSA Title IV, Part C

Section 4.1. Compliance. If The Souldard School receives CSP grants, the Executive Director shall ensure that The Souldard School shall comply and use the federal funds in accordance with all statutes, regulations, and approved applications.

Section 4.2. Fiscal Control. The Souldard School shall directly administer or supervise the administration of any projects funding through CSP funds, and shall use fiscal control and fund accounting procedures that ensure proper disbursement of, and accounting for, federal funds.

Section 4.3. Procurement. When using CSP funds to enter into a contract for equipment or services the Executive Director shall comply with the applicable federal procurement standards.

Section 5. Use of Federal Grant Funds for Procurement

Section 5.1. Open and Free Competition. The Executive Director shall ensure that all procurement transactions are conducted in a manner that provides open and free competition. Awards must be made to the bidder/offeror whose bid/offer is responsive to the solicitation and is most advantageous to The Soulard School considering price, quality, and other relevant factors deemed appropriate by The Soulard School.

Section 5.2. Conflicts of Interest. Pursuant to the Conflict of Interest Board Policy, no employee, officer, or agent of, who has a real or apparent conflict of interest, will participate in the selection, award, or administration of a contract supported by federal funds. Employees, officers, and agents may also not solicit or accept favors, gratuities, or anything of monetary value from contractors or their agents.

Section 5.3.

- a. The solicitation of bids or offers must provide a clear and accurate description of the requirements to be fulfilled by the bidder, technical requirements to be performed including the minimum acceptable standards and specific features of brand name or equal descriptions that bidders are required to meet;
- b. Positive efforts shall be made to utilize small businesses, minority-owned firms, and women's business enterprises whenever possible;
- c. The type of procurement instruments used (e.g. purchase orders) must be appropriate for the particular procurement;
- d. Contracts are made only with responsible contractors who possess the potential ability to perform successfully under the terms and conditions of the proposed procurement;
- f. Procurement documents shall be made available, upon request, to appropriate government officials.

Section 5.4. Record Documentation. The Executive Director shall ensure there is a cost or price analysis made and documented with every procurement action as well as appropriate documentation for the basis for contractor selection. The Executive Director shall also ensure the evaluation of the contractor performance and document whether the contractor has met the terms, conditions, and specifications of the contract.

Section 5.5 All prequalified lists of persons, firms, or products which are used in acquiring goods and services must be reviewed and kept current and shall include enough qualified sources to ensure maximum open and free competition.

Section 5.6 The school shall utilize the most appropriate procurement method based on the particular procurement. The school shall utilize one of the following methods or any more restrictive method:

- Micro-purchases. Procurement by micro-purchase is the acquisition of supplies or services which are up to \$10,000. This purchase may be awarded without soliciting competitive quotations.
- Small purchase procedures. Small purchase procedures are those simple and informal procurements for securing services, supplies or other property that cost between \$10,001 to \$249,999. Price and rate quotations must be obtained from at least three qualified sources.

- Sealed bids (formal advertising). Bids are publicly solicited and a firm fixed price contract is awarded. This method is preferred for procuring construction.
- Competitive proposals. The technique of competitive proposals is normally conducted with more than one source submitting an offer and either a fixed price or cost reimbursement type of contract is awarded.
- Noncompetitive proposals. This is the solicitation of a proposal from only one source and may be used only when one or more of the following applies:
 - The item is available only from a single source;
 - The public emergency for the requirement will not permit a delay;
 - The pass-through entity authorizes noncompetitive proposals in response to a written request; and/or
 - After solicitation of a number of sources, competition is determined inadequate.

Section 6. Travel Costs.

Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the non-Federal entity. These costs are reimbursable with appropriate approval and documentation of expenses. Travel costs charged to Federal awards/funds must meet the requirements of 2 C.F.R. § 200.474.

Section 6.1 Travel costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip and results in charges consistent with those normally allowed in like circumstances in the school's non-federally-funded activities and in accordance with the school's written travel reimbursement policies.

Section 6.2 Cost incurred by employees for travel, including costs of lodging, other subsistent, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school as a result of the school's written travel policy.

If these costs are charged to the Federal award, documentation must justify that (1) the Participation of the individual is necessary to the Federal award; and (2) the costs are reasonable and consistent with the school's travel policy. Document may include any or all of the following: an agenda; prior written approval; and/or written justification statement.

Section 6.3 The school shall not use its grant funds for temporary dependent care costs unless specifically permitted by the authorizing statute, regulation, and Department.

Section 7. Compliance with the Cash Management Improvement Act.

In order to comply with the Cash Management Improvement Act (CMIA) the Department of Elementary and Secondary Education will only make payments to the school for reimbursements. Reimbursements are only for funds "spent"—transactions

that are recorded on the school's books and the funds delivered to the recipients.

Section 7.1. The school may only make requests for payment once an initial budget application for the grants has been approved and must only include actual cumulative expenditures up to the payment request submission date.

Section 7.2 The school must at least annually submit an accounting of any interest earned on any Federal funds to the federal Department of Health and Human Services through the Department of Elementary and Secondary Education. The school may retain up to \$500 of earned interest annually on all combined Federal programs for administrative expenses. The school must document all administrative expenses in order to claim the interest offset. Under this section, the interest calculation is the amount of reimbursement times the annualized Federal interest rate for the fiscal year times the number of business days the funds were held until delivery. The federal interest rates may be found at <http://www.fms.treas.gov/cmia/index.html>.

2.10: Policy Regarding Capital Assets Accounting

The Board of The Soulard School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1.1. Definition of Capital Asset. A capital asset is an asset that is tangible in nature; has a life that exceeds one year; of significant value (\$5,000 per unit or a lower amount designated by the board of directors); and reasonably identified and controlled through a physical inventory system. Examples include: land, buildings, machinery, and furniture.

Section 1.2. Documentation. The Executive Director shall ensure that The Soulard School maintains accurate records of capital assets in accordance with applicable rules.

Section 1.3. Inventory. The Executive Director will ensure that a physical inventory of capital assets takes place once every two years.

Section 1.4. Annual Audit. The annual financial audit required by the Board shall include an exhibit in the audit report identifying all capital assets and the ownership interest of local, state, and federal parties.

2.11: Policy Regarding State Tax Sources

The Board of The Soulard School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1.1. Acceptance. All state funds will be accepted for the operation of the School as provided by law and through regulations of the Missouri State Board of Education or Missouri Department of Elementary and Secondary Education.

Section 1.2. Reporting. The Communications & Operations Director is responsible for completing all required reports and forms to obtain state funds to which the School is entitled to receive according to developed rules and regulations.

2.12: Policy Regarding State and Federal Projects

The Board of The Soulard School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1.1. Authority to Operate. 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 Principal shall be the designated School Leader 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 Principal shall keep the Board fully informed.

2.13: Policy Regarding Borrowed Funds

The Board of The Soulard School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1.1. Authority. State law authorizes the Board to borrow funds in anticipation of the collection of revenue in order to insure continuity in the operations of the School. The Board must approve in advance all applications for loan indebtedness. The amount borrowed and the repayment of notes payable shall be within guidelines as established by state law and rules and regulations of the Missouri Department of Elementary and Secondary Education.

2.14: Policy Regarding Bonded Indebtedness

The Board of The Soulard School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1.1. Authority. The Board may issue bonds for any School expenditures as prescribed in state law.

2.15: Policy Regarding Authorized Signatures

The Board of The Soulard School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1. The Board of The Soulard School shall designate at least one current board member to be included as an authorized signature on all financial accounts of the school.

Section 1.1. The Board shall notify all financial institutions that serve the school of the board member who is to be included as an authorized signature on financial accounts.

Section 2. The Board of The Soulard School shall annually certify to the Missouri Charter Public School Commission that the financial institutions that serve the school have on file the authorization form for the board member who is to be the signature on all financial account.

PART 3: HUMAN RESOURCES POLICIES

3.1: Family Medical Leave Act Policy

The Board of The Souldard School adopts the following policy, effective on the date of adoption by the Board.

This policy will summarize the provisions of the Family and Medical Leave Act ("FMLA") and is limited to any rights or benefits contained in the FMLA.

Section 1. Eligible Employees

Section 1.1. Employees of the school/Board/management organization employed by the Board who have been employed for at least twelve (12) months and who have worked at least 1250 hours during the 12 month period immediately prior to requesting leave and are employed at a worksite where 50 or more employees are located within 75 miles of the worksite are eligible to take twelve (12) weeks of unpaid leave under FMLA.

Section 1.2. An employee may request leave for one or more of the following reasons:

1. Birth of a child and to care for the newborn child;
2. Adoption or foster placement of a child with the employee;
3. To care for the employee's spouse, son, daughter or parent, if that person has a serious health condition;
4. Serious health condition of employee that prevents the employee from performing the job functions;
5. Because of a qualifying exigency (hereinafter defined) arising out of the fact that an 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 status in the National Guard or Reserves in support of a contingency operation;
6. To care for a covered service member (hereinafter defined) with a serious injury or illness when the employee is the spouse, son, daughter, parent or next of kin.

Section 2. Definitions

"Covered Servicemember" means a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is on the temporary retired list, for a serious injury or illness. A member of the Armed Forces would have a serious injury or illness if he or she has incurred an injury or illness in the line of duty while on active duty in the Armed Forces provided that the injury or illness may render the servicemember medically unfit to perform duties of the member's office, grade rank or rating.

"Instructional employee or other key position" means an employee whose school leader function is to instruct or directly support instruction of students in a class, a small group or an individual setting or provide an essential function such as administration

which would provide a disruption in the normal operations of the school.

"Parent" means a biological parent or one who acted in place of a parent when the employee was a child. The term "parent" does not include parent "in-law."

"Qualifying exigency" may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

"Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital, hospice or residential medical care facility or continuing treatment by a health care provider and has been duly documented by a health care provider.

"Son or daughter" means a biological, adopted or foster child, a step-child, a legal ward or a child for whom the employee acts as a parent. The son or daughter must be under age 18 or, if the son or daughter is age 18 or older, he/she must be incapable of self-care on a daily basis due to a documented mental or physical disability.

"Spouse" means a husband or wife.

Section 3. Amount and Type of Leave Taken

Section 3.1. Except as provided below, an employee may take a total of twelve (12) weeks during any twelve-month period. The twelve-month period shall be measured backward from the date the employee begins using any FMLA leave. In the event of the birth, adoption or foster placement of a son or daughter, all leave must be completed within twelve (12) months after the birth, adoption or foster placement.

Section 3.2. If both spouses work for the Board and both are eligible for FMLA leave, they are authorized to take only a combined total of twelve (12) weeks during any one twelve-month period to care for a newborn or adopted child, a child placed with the employee for foster care, or a parent with a serious health condition for twelve (12) weeks.

Section 3.3. Employees seeking to take Family and Medical Leave to care for a newborn or adopted child, a child placed with the employee for foster care, a parent, spouse, or child with a serious health condition, or because of their own serious health condition, must first exhaust any personal leave, paid vacation, applicable accumulated sick leave, and any other applicable paid leave for their Family and Medical Leave.

Section 3.4. Intermittent or Reduced Leave

An employee may only take leave on an intermittent or reduced leave schedule when medically necessary. The Board will require a certification, in the form described in Section 3.7 below, to document the medical necessity of such intermittent leave.

Section 3.5. Notification of Leave

If the need for FMLA leave is foreseeable, an employee requesting leave must provide at least 30 days advance notice to the (School Leader or other job title). If such advance notice is not possible, the employee must give said notice as soon as practicable, ordinarily within one to two working days of learning of the need for leave. When planning medical treatment, the employee should make a reasonable effort to schedule the treatment so that any corresponding leave will not unduly disrupt the operations of the school or classroom instruction.

Section 3.6. Benefits and Return to Work

Employees taking FMLA leave will continue to accrue all benefits for which they are eligible that are provided by the school while on FMLA leave. The Board will pay the employer's portion, if any, of such benefits. The employee will pay the same portion, if any, of such benefits as the employee paid before beginning the leave. The employee will be billed for the employee portion of the benefits and shall timely pay required premiums in order to maintain active benefits coverage.

The Board may recover any health care benefit premiums paid on behalf of an employee if the employee does not return to work after the leave period has expired.

With the exception of paid vacation, personal, medical or sick leave required to be exhausted prior to taking unpaid leave under Section 3.3 above, the employee's absence during leave will not alter benefits which the employee accrued before taking leave. Paid leave time is used concurrently with the FMLA 12 week period.

Upon return from leave, the employee is entitled to be reinstated to a position equivalent to the one the employee held when he/she left on FMLA leave, with equivalent pay, benefits and other terms and conditions of employment. Upon proper notice, however, the Board may deny reinstatement under this policy to an employee whose salary is within the highest 10% of the employees employed by the school ("key employee") if such denial is necessary to prevent substantial and grievous economic injury to the school's operation, as determined by the Board. Employees will be notified if they are considered a key employee, if there is an intention to deny reinstatement, and of their rights in such instances.

Section 3.7. Required Certification and Reporting

The Board requires that a request for leave due to a serious health condition be supported by a certification issued by the appropriate health care provider of the eligible employee or of the son, daughter, spouse or parent of the employee on a form to be provided by the Board.

This certification must include:

1. The date on which the serious health condition commenced;
2. The probable duration of the condition;
3. If the purpose of the leave is to care for a son, daughter, spouse or parent ("family member"), a statement that the employee is needed to care for the family member and the estimated amount of time needed for such care;

4. If the leave is due to the employee's own serious health condition, a statement that the employee is unable to perform his or her job functions. The employer may require that the eligible employee obtain subsequent recertification on a reasonable basis as requested by the Board.

The Board, at its own expense, may obtain the opinion of a second health care provider of the Board's choice, if it should choose to do so. If a conflict exists between the opinion in the certification and the second opinion, the Board may, at its own expense, obtain a third opinion from a health care provider upon which the Board and the employee jointly agree. Such a third opinion as to the necessity for the leave is binding on both the Board and the employee.

Upon an employee's return after leave for his/her own serious health condition, the Board may require the employee to obtain certification from a health care provider that the employee is able to resume work.

The Board may require an employee on FMLA leave to report periodically to the Executive Director or her designee on the employee's status and intent to return to work.

Section 3.8. Special Provisions

When an instructional employee or other key position essential to the function of the school seeks intermittent leave or leave on a reduced schedule in connection with a family or personal illness that would constitute at least 20% of the total number working days in the period during which the leave would extend, the Board may require the employee to elect to take leave in a block (not intermittently) for the entire period or to transfer to an available alternative position within the school that is equivalent in pay, for which the employee is qualified, and which better accommodates the intermittent situation.

If the employee begins leave more than five weeks before the end of a semester, the Board may require the employee to continue taking leave until the end of the semester if:

- a. The leave will last at least three weeks; and
- b. The employee would return to work during the three-week period before the end of the term.

3.2: Equal Employment Opportunity Policy

The Board of The Souldard School adopts the following policy, effective on the date of adoption by the Board.

Section 1. Equal Opportunity Employment

The School is committed to providing equal opportunity in all areas of education, recruiting, hiring, retention, promotion, and contracted service. The School further commits itself to the policy that there shall be no unlawful discrimination against any person because of race, color, religion, disability, age, gender, national origin, or sexual orientation.

The School's equal opportunity policy extends to prohibitions against unlawful harassment of students or employees because of the individual's race, color, religion, disability, age, gender, national origin, or sexual orientation.

Section 1.1. Non-Discrimination Against/Accommodation of Qualified Individuals with Disabilities

The Souldard School Board shall comply with the Americans with Disabilities Act (ADA) and applicable state and local laws providing for non-discrimination in employment against qualified individuals with disabilities. The Souldard School Board shall also provide reasonable accommodations for qualified individuals in accordance with these laws. The Board shall ensure that qualified individuals with disabilities are treated in a non-discriminatory manner in the pre-employment process and during active employment with The Souldard School.

Qualified applicants or The Souldard School employees with disabilities should make formal requests in writing for accommodations.

3.3: Drug Free Workplace Policy

The Board of The Soulard School adopts the following policy, effective on the date of adoption by the Board.

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, students, and 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 participate in and complete 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 School Leader of their conviction. Notification must be made by the employee to the School Leader within five (5) days of the conviction. Within ten (10) days, the School Leader 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 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, he/she will be subject to employment action in proportion to the performance problem.

Implementation of 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.

3.4: Harassment Policy

The Board of The Souldard School adopts the following policy, effective on the date of adoption by the Board.

Section 1. Unlawful Harassment

Section 1.1. In accordance with applicable law, the Board of The Souldard School prohibits sexual harassment and harassment because of race, color, national origin, ancestry, religion, creed, physical or mental disability, marital status, age, or any other basis protected by federal, state or local law. The Souldard School is committed to taking all reasonable steps to prevent harassment from occurring.

Section 1.2. Unlawful harassment because of sex, race, color, national origin, ancestry, religion, creed, physical or mental disability, marital status, age or any other protected characteristic includes, but is not limited to:

- Verbal conduct such as epithets, derogatory comments, slurs, or unwanted sexual advances, invitations, or comments.
- Visual conduct such as derogatory posters, photography, cartoons, drawings, or gestures.
- Physical conduct such as unwanted touching, blocking normal movement, or interfering with work directed at you because of your sex or any other protected basis.
- Threats and demands to submit to sexual requests in order to keep your job or avoid some other loss, and offers of job benefits in return for sexual favors.
- Retaliation for opposing, reporting or threatening to report harassment, or for participating in an investigation, proceeding or hearing conducted by an investigating agency.

Section 1.3. Prohibited harassment is not necessarily limited to the loss of a job or some other economic benefit. Prohibited harassment that impairs an employee's ability to work or emotional well-being at work is considered a violation of this policy and will not be tolerated.

Section 2. Reporting

Section 2.1. The Souldard School's reporting procedure provides for an immediate, thorough and objective investigation of any harassment claim, appropriate disciplinary action against one found to have engaged in prohibited harassment, and appropriate remedies to any employee subject to harassment. An employee may have a claim of harassment even if he or she has not lost a job or some economic benefit.

Section 2.1.1. If any employee believes he/she has been harassed on the job, or is aware of the harassment of others, the employee should provide a written or verbal

report as soon as possible to their most immediate supervisor, unless the immediate supervisor is a part of the grievance, in which case the next most immediate individual in authority. The report should include details of the incident(s), the names of individuals involved, the names of any witnesses, direct quotes when relevant, and any documentary evidence (notes, pictures, cartoons, etc.).

Section 2.1.2. All incidents of harassment that are reported will be thoroughly investigated and documented. The Soulard School will endeavor to protect the privacy and confidentiality of all parties involved to the extent possible consistent with a thorough investigation.

Section 2.1.3. If the Board of The Soulard School determines that harassment has occurred, it will take remedial action commensurate with the circumstances. Appropriate action will also be taken to deter any future harassment. If a complaint of harassment is substantiated, appropriate disciplinary action, up to and including termination, will be taken.

Section 3. Protection Against Retaliation

Section 3.1. Under federal law, retaliation against any employee by another employee or by the school for reporting, filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by the school or a federal or state enforcement agency is prohibited.

Section 3.1.1. Employees should report any retaliation to their most immediate supervisor, unless the immediate supervisor is a part of the grievance, in which case the next most immediate individual in authority.

Section 3.1.2. Any complaint will be immediately objectively and thoroughly investigated in accordance with the investigation procedure outlined above.

Section 3.1.3. If a report of retaliation is substantiated, appropriate disciplinary action, up to and including discharge, will be taken.

Section 4. Liability for Harassment

Section 4.1. Any employee, including any supervisor or manager, who is found to have engaged in unlawful harassment is subject to disciplinary action up to and including termination from employment. An employee who engages in harassment may be held personally liable for monetary damages, should a lawsuit be filed.

Section 5. Additional Enforcement Information

Section 5.1. Employees should be aware that the federal Equal Employment Opportunity Commission (EEOC) serves as a neutral fact finder to investigate and

resolve harassment complaints in employment. Employees who believe that they have been harassed may file a complaint directly with the EEOC by contacting the nearest office of the EEOC at (314) 539-7800.

3.5: Judicial, Military Duty and Religious Leave Policy

Section 1. Purpose of Policy

Section 1.1. The purpose of the policy of the Board of The Soulard School is to outline employee's rights regarding leave for judicial, military, and religious reasons.

Section 2. Types of Leave

Section 2.1. All Soulard School employees shall be allowed a leave of absence without loss of pay and without deduction of any amounts otherwise received as compensation for service as an employee for the purpose of attending jury duty or a judicial proceeding in response to a subpoena or other court order or process arising out of the employee's duties as an employee of the school.

Employees who serve as jurors shall not have the jury leave deducted from sick or personal leave, and no employee utilizing jury leave shall be required to pay the cost of employing a substitute to serve in his/her absence. Employees who qualify for this leave may retain juror compensation.

Section 2.2. All Soulard School employees will be paid for a maximum period of 18 working days for ordered military duty. Applicable federal and state laws will be followed.

Section 2.3. Leave for religious holidays may be granted to benefits eligible employees. Leave for religious holidays may not exceed three days per work year. The leave should be made up by the employee at a time mutually agreed upon by the employee and the Executive Director or her designee but shall not be deducted from sick or personal leave.

Section 3. Notice

Section 3.1. Employees shall provide in writing to the Principal with a minimum of (two weeks) notice, or in the case of judicial duty, as soon as practicable, the need for leave under this policy. Notification should include the reason for the request for leave, the date(s) if known, and a copy of any supporting documentation such as a jury summons.

3.6: Employment Status: At-Will or Contracted Employment Policy

The Board of The Soulard School adopts the following policy, effective on the date of adoption by the Board.

Section 1. Employment Status.

Section 1.1. Employees of The Soulard School are considered contracted employees unless otherwise established at hiring.

Section 1.2. Employees shall execute a(n) At-Will Employment Agreement or Contract demonstrating understanding of the conditions and expectations of employment at The Soulard School.

Section 1.3. The Soulard School shall follow all requirements of the Fair Dismissal Act or the terms of the agreed upon contract should termination be necessary.

3.7: Professional Personnel Hiring and Recruitment Policy

The Board of The Soulard School adopts the following policy, effective on the date of adoption by the Board.

Section 1. Authority to Hire

Section 1.1. The Governing Board shall approve through formal resolution or through an approved budget all positions for employment.

Section 2. Recruitment.

Section 2.1. All public announcements for positions and vacancies shall assure applicants of nondiscrimination on the basis of race, color, national origin, sex, age, religion, or handicap. Public announcements shall include only the following information: title of the position, full or part time status, salary range, job description, certification requirements, and start date.

Section 2.2. All job announcements for all certificated positions shall be published on the school's website and sent to appropriate third parties, including colleges, universities, The Missouri Charter Public School Association, and other agencies or employment organizations.

Section 2.3. Public notice shall be provided for no less than two weeks prior to hiring of a position.

Section 2.4. The School Leader or Governing Board may elect to hire a qualified internal candidate in lieu of or in addition to publicly posting the position.

Section 3. Qualifications

Section 3.1. The Soulard School shall endeavor to hire the most highly qualified individual to execute the functions of the posted position. The Soulard School will give strong consideration to the following qualifications:

1. Demonstrated global awareness as evidenced by international travel or study abroad, ability to read and understand one or more languages, which may include sign language, and/or other relevant experiences;
2. Advanced degrees;
3. High academic achievement;
4. Experience in a charter school setting;
5. Competency in the use of technology that would enhance the instructional program;
6. Demonstrated leadership potential;
7. Demonstrated ability and/or desire to work with students from demographic backgrounds The Soulard School serves;
8. Experience with community-based and/or parental involvement activities;
9. Exemplary written and oral communication skills;

10. Demonstrated effective management and instructional practices;
11. Professionalism in demeanor and appearance;
12. Certification by a national certification agency;
13. Certification from the state of Missouri or eligibility for such; and
14. Willingness to work with athletics and extracurricular activities.

This profile is not all-inclusive and may change depending on the school's needs at the time of hire. The Board's ultimate goal is to attract and retain highly competent individuals who share the school's mission and who will provide the best educational opportunities possible for our students.

3.8: Personnel Evaluations Policy

The Board of The Soulard School adopts the following policy, effective on the date of adoption by the Board.

Section 1. Staff Observations and Evaluations

Section 1.1. The Executive Director shall be formally evaluated by the Governing Board on at least an annual basis using an established evaluation instrument adopted by the Governing Board.

Section 1.2. Each certified staff member shall be formally observed and evaluated by the Principal on at least an annual basis using an established evaluation instrument adopted by the Governing Board.

Section 1.3. Each classified staff member shall be formally evaluated by the Executive Director on at least an annual basis using an established evaluation instrument adopted by the Governing Board.

Section 1.4. The Principal shall provide a copy of the observation rating, notes, and any other documentation obtained or used during observation or evaluation.

Section 1.4.1. The Employee shall have the right to acknowledge acceptance of the evaluation or to dissent and provide written commentary with the dissent; however, the document, regardless of acknowledgment or dissent, shall remain a part of the staff member's personnel record throughout the duration of employment.

Section 1.4.2. Employees may elect to follow the school's grievance policy related to dissent of any evaluations. The decision of the Governing Board or its designated committee is considered final.

3.9: Employee Dress Code Policy

The Board of The Soulard School adopts the following policy, effective on the date of adoption by the Board.

Section 1. Purpose of Employee Dress Code

Section 1.1. The purpose of establishing an employee dress code is to provide an example of appropriate attire that:

- Clearly distinguishes staff from students;
- Models modesty and professionalism; and
- Is functional given the nature of the position

Section 1.2. All staff shall dress in a manner and style in accordance with administrative regulations set forth by the Principal.

Section 2. Dress Code

Section 2.1. An employee who is inappropriately dressed, in the opinion of the Principal, may be sent home and required to return to work in acceptable attire. The employee shall not be paid for time away from work.

Section 2.2. *Appropriate staff attire should be comfortable and sensible for the day's tasks, as well as professional. This includes clothes that are appropriate for outdoor activities, leading yoga and other physical activities throughout the school day. This includes:*

- *Pants, jeans, leggings, skirts, dresses or shorts of appropriate length*
- *Blouses, sweaters, knit tops, jackets, sweatshirts or t-shirts*
- *Shoes that allow for easy movement (slippers optional in the classroom)*
- *Hats or headwraps*

Section 2.3. To ensure that employees are professionally attired, the following are considered unacceptable:

- *Immodest dress such as a dress which is too short (more than three inches above the knees) or tight or otherwise revealing*
- *See-through clothing*
- *Clothing that exposes the midriff*
- *Extremely low cut dresses and blouses*
- *Items with political, religious or inappropriate logos or slogans*
- *Other attire as deemed inappropriate by the School Leader*

- *Tattoos deemed inappropriate for students must be covered*

Section 2.4. The Souldard School Governing Board recognizes that there are occasions when individuals may need to wear specific garb due to medical reasons or as part of a personal religious practice. When such is the case, the employee shall provide documentation to the Principal of the medical necessity or the personal religious practice that gives rise to the need for deviation from the policy.

Section 2.5. In addition, some job functions necessitate attire that may otherwise be considered "inappropriate." Discretion of these instances is by the Principal.

3.10: Staff Complaints and Grievances Policy

The Board of The Soulard School adopts the following policy, effective on the date of adoption by the Board.

Section 1. Intent of the Policy

Section 1.1. The purpose of this policy is to provide a process for employees or applicants to reach solutions to problems, disputes, or controversies at the lowest administrative level, as fairly and as expeditiously as possible.

Section 1.2. This policy also addresses employees or applicants who allege discrimination or harassment on the basis of age, gender, race, color, religion, national origin, disability, or any other basis expressly prohibited by law.

Section 2. Definitions

Section 2.1. Complaint - A complaint means any claim or grievance by an employee who is affected in his or her employment relationship by an alleged violation of applicable statutes, policies, rules, regulations, or written agreements with which the Board is required to comply. In accordance with this policy, a complaint may also be filed by a job applicant.

Section 2.2. Employee - Employee shall mean any person hired by the Board to perform services either full or part-time.

Section 2.3. Days - Days shall mean working days exclusive of Saturday, Sunday, or official holidays unless otherwise noted.

Section 2.4. School Leader - Employee possessing that degree of administrative authority.

Section 2.5. Parties in Interest - Any persons involved in the processing and investigation of the complaint.

Section 2.6. Complaint File - A file maintained by the Executive Director or her designee containing documents relevant to the complaint. This shall be separate from the personnel file and shall be open to parties in interest only.

Section 2.7. Board - The Governing Board of The Soulard School.

Section 2.8. Notification - Means delivery in person to the party entitled to notification, or deposit in the United States Mail, certified mail, return receipt requested, to the last known address of the party notified.

Section 3. Procedure for Notice, Hearing Rights, Evidence Representation, Decisions, and Record

Section 3.1 This complaint and grievance procedure is applicable to any claim by any employee or applicant of The Soulard School who is affected in his or her employment relationship by an alleged violation, misinterpretation, or misapplication of statutes, policies, rules, regulations, or written agreements with which the school is required to comply.

Section 3.2 The Board will ensure that a complaint is processed as expeditiously as is practicable. The initial complaint should be made in writing and should clearly state that the complainant wishes to utilize the Complaints and Grievances Policy, the nature of the complaint and specific statute, policy, rule, regulations, or written agreements that have allegedly been violated. The written request should be received by the charter school's office via certified mail at the following address: 1110 Victor St., St. Louis, MO 63104.

Section 4. Procedure for Hearing

Section 4.1. The complainant and all parties in interest shall be adequately notified of the time and place of the initial meeting and any appeal of the initial decision in writing by hand delivered or certified mail.

Section 4.2. The complainant and the individual(s) accused of the violation shall be entitled to an opportunity to be heard, to present relevant evidence, and to examine witnesses.

Section 4.3. The Governing Board may appoint a member of the State Bar to serve as law officer who shall rule on all issues of law and other objections, but such attorney shall not assist in the presentation of the case for either party.

Section 4.4. At each level, an accurate record of the proceeding must be kept by mechanical means and all evidence shall be preserved and made available to the parties involved; all cost and fees shall be borne by the party incurring them unless otherwise agreed upon by the parties; except that the cost of preparing and preserving the record of the proceedings shall be borne by the Governing Board; provided however, the cost of transcribing the transcript of evidence and proceedings before the Board shall be borne by the party requesting same, and all costs of the records on appeal to the superior courts and appellate courts shall be paid by the party required to do so by the laws relating thereto.

Section 4.5. The overall time frame from the initiation of the complaint until rendition of the decision by the Governing Board and notification thereof to the complainant shall not exceed thirty (30) days. In no instance shall there be more than ten (10) calendar days between the most recent alleged act about which a complaint may be filed and the first written notice of complaint is received nor shall there be more than ten (10) calendar days between the decision at any level and the date the appeal to the next

level is received.

Section 4.6. Decisions at each level shall be in writing and dated. Each decision shall contain findings of fact and reasons for the particular resolution reached. The decision reached at each complaint level shall be sent to the complainant by certified mail or hand delivered by a person designated by the Executive Director within twenty (20) business days of the hearing.

Section 4.7. The decision at each level shall be delivered to the complainant and the affected parties by a person designated by the Executive Director either by (1) being hand delivered or (2) being deposited in the U.S. Mail (certified mail, return receipt requested). Notice to the complainant shall be deemed to have been made on the date of hand delivery or on the date of deposit in the U.S. Mail by certified mail, return receipt requested to the address stated in the complaint or, if not contained in the complaint, to the last known address of the complainant on file with the Governing Board.

Section 4.8. If the complainant is dissatisfied with the review of the supervisor's decision, he or she must forward an appeal to the Executive Director within ten (10) working days. The appeal shall be in writing and include the reason(s) for the appeal. The Executive Director will notify the School Leader or his/her designee that a timely appeal has been received. A copy of all complaints involving appeal reviews will be forwarded to Executive Director

Section 4.9 The complainant and the individual(s) alleged to be in violation are entitled to the presence of an individual of his/her choice to assist in the presentation of the complaint at the Governing Board level. At the Board level nothing shall prevent the Board from having an attorney present to serve as the law officer who shall rule on issues of law and who shall not participate in the presentation of the case for the School Leader or the complainant.

Section 4.10. The Board, when hearing an appeal from the initial hearing, shall hear the complaint de novo. The complainant cannot present additional evidence at the Governing Board level of the complaint process, unless it is determined by the School Leader presiding over the complaint that such evidence is relevant to the issues presented at the initial hearing and such evidence was either not made available by the administration or not discoverable by the complainant or unless it is presented and received in writing to the person presiding over the complaint at least five (5) days prior to the set date for the Governing Board hearing. A committee of the board will conduct the appeal proceeding within fifteen (15) working days and, within twenty (20) working days after the conclusion of the proceeding, will render a final decision.

Section 4.11. The time limits specified in this complaint procedure will be observed and applied strictly and will not be extended without the prior written consent of the employee and the applicable level of supervision responsible for the review. If an employee fails to comply with any time limit, the complaint shall be deemed automatically withdrawn and the proceeding terminated.

Section 5. Prohibited Reprisal Provision

Section 5.1. No reprisals of any kind shall be taken by the Board or by any member of the administration against any complainant as a result of participation in the complaint process.

Section 6. Collection of Information

Section 6.1. Nothing in this policy shall be construed to limit any other fact finder or decision maker from using any equitable means available to establish the truth or the circumstances pertinent to the complaint, provided that the complainant shall have an opportunity to respond to any information considered by the decision maker in reaching a conclusion.

3.11: Personal Leave Policy

The Board of The Soulard School adopts the following policy, effective on the date of adoption by the Board.

Section 1. Paid Leave

Section 1.1. Full-time employees (thirty or more hours per week) of the school shall be eligible for paid leave per the terms of their contract. Employees paid on a part-time, seasonal, or temporary basis are not eligible for leave benefits unless specified in their contract.

Section 1.2. Sick and personal leave is combined for contract purposes and is all considered paid leave. Paid leave is allotted at the start of each contract year and does not accrue over the course of the year.

Section 1.3. Employees absent without Principal approval, or absent after paid leave hours have been exhausted, shall have deducted from their paycheck their daily rate of pay for each day's absence not covered by leave or unapproved.

Section 1.4. Paid leave may not be carried over from one contract year to another. Unused leave will not be paid to the employee.

Section 2. Unpaid Leave

Full- and Part-time employees can request unpaid leave. This leave may occur under Family Medical Leave Act (see Policy Manual 3.1) or for other reasons that fall outside FMLA categories and can be arranged at the discretion of the Principal.

Section 3. Extended Leaves of Absence

Section 3.1. The Board will grant extended leaves of absence. (All extended leaves of absence will be without pay, and extended leave will be for not more than (12) months unless approved by the Principal. In order to qualify for extended leave, an employee must have completed at least three full years of service with The Soulard School
Extended leaves of absence may be granted for the following reasons:

- Continuing Education
- Health Issues
- Child-Care Reasons
- Run for Political Office

Section 3.2. If an employee is elected to office, extended leave may be granted that will be sufficient to allow the person to serve one full term if such service would interfere

with the employee's responsibility to the Board.

Section 3.3. The employee shall be entitled to return to active employment upon written request for reassignment and contingent upon a vacancy in the field in which he/she was employed when the leave was granted. Such an employee shall be given preference equal to that given to any other applicant returning from a period of extended leave.

Section 3.4. An employee who does not use his/her leave for the purpose requested shall forfeit all rights and privileges provided for under the policy. He/she shall be considered as having resigned from The Soulard School, effective as of the beginning date of the approved leave.

3.12: Mandatory Reporting of Child Abuse Policy

The Board of The Soulard School adopts the following policy, effective on the date of adoption by the Board.

Mandatory Reporting of Child Abuse

School employees who know or have reason to believe that a child has been or may be subject to abuse or neglect by any person (whether a parent, a school employee or a third party) shall report such belief to their supervisor. In addition, school officials (including the principal and teachers) must report such belief to the state as required by section 210.115, RSMo.

3.13: Communicable Diseases Policy

The Board of The Soulard School adopts the following policy, effective on the date of adoption by the Board.

Section 1. Purpose of Policy

Section 1.1. The Governing Board intends to ensure that no individual has potentially harmful exposure to infection or diseases.

Section 2. Definitions.

Section 2.1. Communicable disease: a disease that can be directly or indirectly transmitted from one person to another.

Section 2.2. HIV infection: an infection in which the human immuno-deficiency virus is present.

Section 3. Protections

Section 3.1. No student shall be denied access to nor shall an otherwise qualified individual be denied employment in the educational programs of the Governing Board solely because he or she is infected with a communicable disease or HIV infection.

Section 3.2. A student or employee who is infected with a communicable disease or HIV infection will remain in his or her educational or employment setting unless he or she presents a significant risk of contagion as determined by the Governing Board after consultation with the student's or employee's physician, public health official knowledgeable about the disease and/or the Board's physician if in the judgment of the Principal it is necessary to consult a private physician.

Section 4. Prevention of Transmission

Section 4.1. Each year, the Principal shall provide educational opportunities and review of this policy for all employees to become informed concerning transmissions of communicable disease and HIV infection.

Section 4.1.1. Education and policy review shall include procedures to reduce the risk of transmitting communicable diseases and HIV infection, including precautions to be taken in handling bodily fluids and blood whenever necessary. Handling blood and body fluids shall be in a manner consistent with the Center for Disease Control's Universal Precautions for Handling Blood and Body Fluids.

Section 5. Identification of Potential Risks

Section 5.1. Whether or not an infected individual presents a significant risk of contagion shall be determined based upon reasonable medical judgment given the state of medical knowledge about:

- The nature of the risk; i.e., how long the disease is transmitted;
- The duration of the risk; i.e., how long the carrier is infectious;
- The severity of the risk; i.e., the degree of potential harm to third parties; and
- The probability that the disease will be transmitted and will cause varying degrees of harm.

Section 5.2. Once the student's or employee's medical condition has been determined, the Principal shall consult with the student's or employee's physician, a public health official knowledgeable about the disease and/or a physician employed by the Governing Board at the option of the Board in order to determine whether reasonable accommodations will allow the student to perform in the classroom or other educational setting or the employee to meet the essential functions of his or her job.

Section 5.3. If an accommodation that does not impose undue financial hardship or administrative burdens can be made, then neither student nor employee shall be denied the right to participate in Governing Board programs or to be employed by the Board.

Section 5.4. In order that the Board may have time to obtain a reasonable medical judgment concerning the student or employee who is infected by a communicable disease, the Principal is authorized to remove the infected student or employee from Board programs or employment for a period not to exceed ten days during which time the Board shall make a decision as to whether the student or employee can be accommodated and does not pose a significant risk to others.

Section 5.5. The student or employee shall be excluded only if the Board determines after consultation as provided above that the communicable disease is of such nature or at a stage that the individual should not be in an educational setting.

Section 6. Privacy Rights

Section 6.1. Neither the Board nor its employees shall disclose medical information about a student or employee with HIV infection or other communicable disease without the consent of the employee or the student or his or her parent or guardian, whichever is applicable, or only as required by law or court order.

3.14: Employee Information Sharing Policy

The Board of The Soulard School adopts the following policy, effective on the date of adoption by the Board.

Section 1. The School Leader or his/her designee shall be permitted to respond to requests for information from public schools about former employees.

Section 2. Information Sharing

Section 2.1. The School shall provide information about a former employee to another public school upon request.

Section 2.2. The School shall share the following information: information regarding any violation of the published regulations of the Governing Board of the School by the former employee if such violated related to sexual misconduct with a student and was determined to be an actual violation by the Governing Board after a contested case due process hearing conducted pursuant to board policy; the results of a children's division investigation if the investigation involved allegations of sexual misconduct with a student and the children's division reached a finding of substantiated.

Section 3. All current and potential employees shall be given notice of this policy upon its adoption.

3.15: Policy for Lactating Employees

The Board of The Soulard School adopts the following policy, effective on the date of adoption by the Board.

Section 1. The School recognizes the importance of breastfeeding for new mothers and infants.

Section 2. The School will provide a clean, private space for employees to express breastmilk, breastfeed a child, or address other needs relating to breast-feeding during the school day. The area provided will have a locking door, and not be a restroom.

Section 3. The School will provide these accommodations for a minimum of 3 times per day at intervals agreed upon by the school and the employee. This support will be provided for at least 1 year following the birth of the child. Additional time can be provided upon request.

3.16: Missouri Victims' Economic Security and Safety Act Policy

Approved by The Soulard School Board of Directors on *****

In accordance with the Missouri Victims' Economic Security and Safety Act (VESSA), The Soulard School offers eligible employees unpaid leave for qualifying domestic or sexual violence related reasons, with a guarantee of restoration to the same or an equivalent position on return from leave. Employees must comply with the terms and conditions set forth in this policy.

Section 1. Definitions

1. "Domestic violence" means abuse or stalking committed by a family or household member.
2. "Family" or "household member" means spouses, former spouses, any person related by blood or marriage, persons who are presently residing together or have resided together in the past, any person who is or has been in a continuing social relationship of a romantic or intimate nature with the victim, and anyone who has a child in common regardless of whether they have been married or have resided together at any time.
3. "Sexual violence" means a sexual assault, including without limitation, causing or attempting to cause another to engage involuntarily in any sexual act by force, threat of force, duress, or without the person's consent, and trafficking for the purposes of sexual exploitation as described by Missouri law.
4. "Workweek" means an individual employee's standard workweek.

Section 2. Eligible Employees

Employees are eligible for leave if they are the victim of domestic or sexual violence or have a family or household member who is the victim of domestic or sexual violence. The family or household member may not have interests that are adverse to the employee as it relates to the domestic or sexual violence.

Section 3. Qualifying Reasons for Leave

Domestic or sexual violence leave is available to eligible employees in the following circumstances:

1. To seek medical attention for, or recover from, physical or psychological injuries caused by domestic or sexual violence against the employee or their family or household member.
2. To obtain victim services from a victim services organization for the employee or their family or household member.

3. To obtain psychological or other counseling for the employee or their family or household member.
4. To participate in safety planning, including temporary or permanent relocation or other actions to increase safety for the employee or their family or household member from future domestic or sexual violence.
5. To seek legal assistance to ensure the health and safety of the employee or their household or family member, including participating in court proceedings related to the domestic or sexual violence.

Section 4. Leave Time

Eligible employees may take up to one workweek of unpaid domestic violence leave within any 12-month period. Leave is based on a rolling 12-month period, looking back from the date the leave would begin. Leave may be taken intermittently (in separate blocks of time) or as reduced schedule leave.

Leave taken under this policy is unpaid. However, employees may substitute accrued and unused PTO for the unpaid leave. The substitution of PTO does not extend the leave period, but runs concurrently with it. Likewise, domestic and sexual violence leave may run concurrently with any leave available under the federal Family and Medical Leave Act (FMLA). This policy does not entitle employees to take unpaid leave that exceeds the amount of unpaid leave time allowed under the FMLA.

Section 5. Notice of Need for Leave and Certification

Eligible employees must provide The Soulard School with at least 48 hours' advance notice of the need for leave. If 48-hour notice is not practicable, an eligible employee must provide certification of need for leave with a reasonable period after the absence.

To request domestic or sexual violence leave, employees must submit a sworn statement that the employee or a member of the employee's family or household is a victim of domestic or sexual violence and that leave is necessary for a specific qualifying reason. In addition, The Soulard School may require the following supplemental information:

1. Documents from an employee, agent, or volunteer of a victim's services organization, member of the clergy, or medical or other professional from whom the employee or family or household member has sought assistance.
2. A police report or court record.
3. Other corroborating evidence.

This information must be provided to the Executive Director within a reasonable time after it is requested by The Soulard School. Full cooperation to obtain this supplemental information is required under this policy.

During leave, employees may be required to provide periodic reports when reasonably requested about the employee's status or any change in the employee's plans to return to work.

Section 6. Medical and Other Benefits

An employee taking domestic or sexual violence leave, upon return from leave, is entitled to be restored to the position of employment held by the employee when the leave commenced or to an equivalent position.

Taking domestic or sexual violence leave will not result in the loss of any employment benefit accrued prior to the date on which the leave commenced.

Section 7. Reasonable Safety Accommodations

Eligible employees are entitled to reasonable safety accommodations to keep employees safe from actual or threatened domestic or sexual violence, unless it would impose an undue hardship on The Souldard School. Employees seeking a reasonable safety accommodation may be required to provide a written statement signed by the employee or an individual acting on the employee's behalf, certifying that the reasonable safety accommodations are for a purpose authorized by VESSA.

Section 8. Non-Retaliation

Employees who seek good faith leave or reasonable safety accommodations under this policy will not be retaliated against. If you believe you have been subject to retaliation or discrimination, you should report it to HR.

For further information or details about any of the terms of this Domestic and Sexual Violence Leave Policy, please contact the Communications & Operations Director.

PART 4: OPERATIONAL POLICIES

4.1 Civil Rights, Title IX, Section 504

The Board of The Souldard School adopts the following policy effective on the date that the policy is adopted by the Board.

The School assures that it will comply with:

1. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., prohibiting discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance.
2. Section 504 of the Rehabilitation Act of 1973 (Section 504), as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of disability in programs and activities receiving Federal financial assistance.
3. Title IX of the Education Amendments of 1972 (Title IX), as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in educational programs and activities receiving Federal financial assistance. The provisions of Title IX apply to students with regard to educational opportunities and freedom from harassment, employees with regard to employment opportunities and freedom from harassment, and to individuals with whom the Board does business.
4. The Age Discrimination Act of 1975, as amended 42 U.S.C. 6101 et seq., prohibiting discrimination on the basis of age in programs or activities receiving Federal financial assistance.
5. All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.

The School shall appoint an administrator(s) to assure compliance with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975. The School may designate only one employee to serve as both the Title IX and Section 504 Coordinator. In that case, the individual must assume the responsibilities of both coordinators.

It is the policy of the School to process all grievances in fairly and expeditiously, with the intent of resolving them in a mutually agreeable manner.

4.2 Title IX Sexual Harassment Policy

The Board of The Souldard School adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. Definitions

Section 1.1 The following definitions are applicable to this policy:

Actual knowledge: notice of sexual harassment or allegations of sexual harassment to the Title IX Coordinator or any official of the school who has authority to institute corrective measures on behalf of the school, or any employee of the school. The actual knowledge standard is not met when the only official of the school with actual knowledge is the respondent. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures.

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

Deliberate indifference: a response to a sexual harassment claim that is clearly unreasonable in light of the known circumstances.

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.

Respondent: an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

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

- An employee of the school conditioning the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct;
- 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 school's education program or activity; or
- "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 offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the school's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient's educational environment, or deter sexual harassment. These measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security or monitoring of certain areas of the campus, and other similar measures. The school must maintain as confidential any supportive measures provided to the complainant or respondent to the extent that maintaining confidentiality could not impair the ability of the recipient to provide supportive measures.

Section 2. Designation of Title IX Coordinator

Section 2.1. The Soulard School shall designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under Title IX. This employee shall be referred to as the Title IX Coordinator.

Section 2.2. The Title IX Coordinator's information shall be prominently displayed on the school's website and in each handbook made available to students, parents or legal guardians of students, applicants for admission and employment, and employees

Section 3. Notification

Section 3.1. The school shall provide notification to applicants for admission and employment, students, parents or legal guardians of students, and employees of the following:

- The name or title, office address, electronic mail address, and telephone number of the Title IX coordinator.
- That the school does not discriminate in education programs and activities on the basis of sex, and that the school is required by Title IX not to discriminate.
- The school does not discriminate in admission and employment, and that inquiries about the application of Title IX may be directed to the Title IX Coordinator, the Assistant Secretary for Civil Rights of the federal Department of Education, or both individuals.
- The school's grievance procedures and grievance process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the recipient will respond.

Section 4. Response to Sexual Harassment

Section 4.1. If the school has actual knowledge of sexual harassment the school must respond promptly in a manner that is not deliberately indifferent.

Section 4.2. The school's response must treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance process as defined in Section 5 before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.

Section 4.3. The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

Section 4.4. The school may remove a respondent from the school's education program or activity on an emergency basis, provided the school undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

Section 4.5. The Title IX Coordinator, investigators, decision-makers, and any person who facilitates an informal resolution process must receive training on the definition of sexual harassment, the scope of the school's education program or activity, how to conduct an investigation and grievance process. This training shall also include how to use any technology at a live hearing, issues of relevance of questions and evidence, and issues of relevance to create an investigative report that fairly summarizes the relevant evidence. This training must be posted on the school's website.

Section 4.6. The school may place an employee on administrative leave during the pendency of a grievance process that complies with Section 5.

Section 5. Grievance Process for Formal Complaints of Sexual Harassment

Section 5.1. The school's treatment of a complainant or respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Section 5.2. All provisions of the grievance process outlined in this policy must be applied equally to complainants and respondents.

Section 5.3. Grievance Process Requirements

Section 5.3.1 The grievance process must treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent.

Section 5.3.2. The grievance process must be followed before the imposition of any disciplinary sanctions or other actions that are not supportive measures are imposed on a respondent.

Section 5.3.3. Remedies must be designed to restore or preserve equal access to the school's education program or activity.

Section 5.3.4. All relevant evidence, including both inculpatory and exculpatory evidence, must be evaluated.

Section 5.3.5. Credibility determinations may not be based on a person's status as a complainant, respondent, or witness.

Section 5.3.6. The Title IX coordinator, any individual designated as an investigator, decision-maker or any individual designated to facilitate an informal resolution process, must not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Section 5.3.7. The school shall select an unbiased individual to serve as the decision-maker. This individual shall not be the Title IX coordinator or the investigator.

Section 5.4. Notice of Allegations. Upon receipt of a formal complaint, the school must provide the following written notice of the known parties:

- Recipient's grievance process, including an informal resolution process.
- Allegations of sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment and the date and location of the alleged incident, if known.
- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.
- The parties may have an advisor of their choice, who may be, but is not required to be an attorney.
- The parties may inspect and review evidence.
- Any provision in the school's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Section 5.4.1 If the school decides to investigate any allegations not provided in the original notice as outlined in Section 5.4, the school must provide notice of the additional allegations to the parties whose identities are known.

Section 5.5. Investigation of a Formal Complaint

Section 5.5.1. During an investigation, the school must ensure that the burden of proof and burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the school and not the parties.

Section 5.5.2. The school must obtain consent of a party to use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or paraprofessional acting in the profession's or paraprofessional's capacity or assisting in that capacity and which are made and maintained in connection with the provision of treatment to the party.

Section 5.5.3. The school must provide an equal opportunity for the parties to present witnesses, and other inculpatory and exculpatory evidence.

Section 5.5.4. The parties may not be restricted in their ability to discuss the allegations under investigation or to gather and present relevant evidence.

Section 5.5.5. Parties must be provided the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any relevant meeting or proceeding by the advisor of their choice, who may be an attorney. The school may not limit who may be an advisor, however, the school may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions are applied equally.

Section 5.5.6. The school must provide any party with written notice of the date, time, location, participants, and purpose of all hearing, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.

Section 5.5.7. The school must provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the school does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the school must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report. The school must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

Section 5.5.8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to a hearing (if so provided) or other time of determination regarding responsibility, send to each party and the party's advisor, if

any, the investigative report in an electronic format or a hard copy, for their review and written response.

Section 5.6. Hearings.

The school may choose to provide a hearing. Regardless of whether a hearing is provided, the school must, after the investigative report is sent to both parties, provide an opportunity before a decision is reached, for each party to submit written, relevant questions that a party wants asked of any party or witness, provide each party with answers, and allow for additional, limited follow-up questions from each party.

Section 5.6.1. With or without a hearing, questions and evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Section 5.7. Determination Regarding Responsibility. The decision-maker, who is someone other than the Title IX coordinator or the investigator, must issue a written determination regarding responsibility.

Section 5.7.1. The written determination must include:

- Identification of the allegations potentially constituting sexual harassment.
- 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, methods use to gather other evidence, and hearings held.
- Findings of fact supporting the determination.
- Conclusions regarding the application of the school's code of conduct to the facts.
- 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 school to the complainant.
- The school's procedures and permissible bases for the complainant and respondent to appeal.

Section 5.7.2. The written determination must be provided to the parties simultaneously.

Section 5.7.3. The determination regarding responsibility becomes final either on the date the recipient provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Section 5.8. Remedies.

The Title IX coordinator is responsible for effective implementation of any remedies.

Section 5.9. Appeals.

The school must offer both parties an appeal from a determination regarding responsibility and from a school's dismissal of a formal complaint or any allegations on the following bases:

- Procedural irregularity that affected the outcome of the matter.
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome.
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- The school may offer an appeal equally to both parties on additional bases.

Section 5.9.1. The school must notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties

Section 5.9.2. The school must ensure the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding the responsibility or dismissal, the investigator(s), or the Title IX Coordinator.

Section 5.9.3. Both parties must be given a reasonable equal opportunity to submit a written statement in support of, or challenging the outcome

Section 5.9.4. The school must issue a written decision describing the result of the appeal and the rationale for the result

5.9.5. The school must provide the written decision simultaneously to both parties.

Section 5.10. Consolidation.

The school may consolidate formal complaint as to allegations of sexual harassment against more than one respondent, or more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Section 5.11. Dismissal.

After an investigation, if it is determined that the conduct alleged in the formal complaint would not constitute sexual harassment, the conduct did not occur in the school's education program or activity, or did not occur against a person in the United States, then the recipient must dismiss the formal complaint with regard to that conduct for the purposes of sexual harassment under Title IX. This dismissal does not preclude action under another provision of the school's code of conduct.

Section 5.11.1. A complaint or any allegations therein, may be dismissed at any time during the investigation or hearing if a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; if the respondent is no longer enrolled or employed by the recipient; or specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Section 5.11.2. Upon dismissal of a complaint or any allegation therein, the school shall promptly send written notification of the dismissal and the reason(s) therefor simultaneously to the parties.

Section 6. Informal Resolution Process

Section 6.1. The school may not require as a condition enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment.

Section 6.2. The school may not require the parties to participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed.

Section 6.3. At any time prior to the determination regarding responsibility, the school may facilitate an informal resolution process that does not involve a full investigation.

The school may do this if the parties are provided a written notice disclosing: the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be share.

The parties must provide their voluntary, written consent to the informal resolution process

The school does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Section 7. Recordkeeping

Section 7.1. The school must maintain the following records for a period of seven years:

- Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript, any disciplinary sanctions imposed on the respondent and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity.
- Any appeal and the result of that appeal.
- All training materials.

Section 7.2. For each response under Section 4, the school must create and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. The school must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the school's education program or activity. If the school does not provide supportive measures, the school must document the reasons why such a response was not clearly unreasonably in light of the known circumstances.

Section 8. Retaliation.

No individual may be intimidated, threatened, coerced, or discriminated against for the purpose of interfering with any right or privilege secured by Title IX because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this part.

Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation. The school must keep confidential the identity of all parties.

Section 8.1. The exercise of rights protected under the First Amendment does not constitute retaliation.

Section 8.2. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

4.3 Official School Year and School Day

The Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

The Board will annually adopt a school calendar that will provide for 1,044 hours of pupil attendance.

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 School leader and approved by the Board.

If the School is dismissed due to inclement weather after school has been in session that day shall count as a full day. When the total hours lost due to inclement weather exceed the number of days built into the calendar will be made up in half or full day additions at the end of the school term.

The School shall be required to make up the first 36 hours of school lost or canceled due to inclement weather and half the number of hours lost or cancelled in excess of the 36 make-up hours if the make-up of the hours is necessary to ensure the students attend a minimum of 1,044 hours for the school year.

The School is exempt from the requirement to make-up school lost or cancelled due to inclement weather when the school has made up the required thirty-six hours (see above) and half the number of additional lost or cancelled hours (with a cap of forty-eight hours), resulting in no more than sixty total make-up hours.

The School shall be exempt from making up, up to 36 hours of school, lost or cancelled to due to exceptional or emergency circumstances¹ if the School has an Alternative Methods of Instruction (AMI) plan approved by the Department of Elementary and Secondary Education.²

¹ For purposes of this Policy, exceptional or emergency circumstances shall include, but not be limited to, inclement weather, a utility outage, or an outbreak of a contagious disease.

² § 171.033, RSMo.

4.4 Alternative Methods of Instruction Plan Policy

The Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. Alternative Methods of Instruction Plan Approval

Section 1.1. The School shall submit to the Department of Elementary and Secondary Education an application requesting approval of an alternative methods of instruction (AMI) plan.

Section 1.2 The application submitted to the Department of Elementary and Secondary Education shall describe:

Section 1.2.1. The manner in which the school intends to strengthen and reinforce instructional content while supporting student learning outside the classroom environment

Section 1.2.2. The process the school intends to use to communicate to students and parents the decision to implement alternative methods of instruction on any day of a closure

Section 1.2.3. The manner in which the school intends to communicate the purpose and expectations for a day in which alternative methods of instruction will be implemented to students and parents

Section 1.2.4. The assignments and materials to be used within the school for days in which alternative methods of instruction will be implemented to effectively facilitate teaching and support learning for the benefit of the students.

Section 1.2.5. The manner in which student attendance will be determined for a day in which alternative methods of instruction will be implemented. The method chosen shall be linked to completion of lessons and activities.

Section 1.2.6. The instructional methods, which shall include instruction through electronic means and instruction through other means for students who have no access to internet services or a computer.

Section 1.2.7. Instructional plans for students with individualized education programs.

Section 1.2.8. The role and responsibility of certified personnel to be available to communicate with students.

Section 2. Alternative Methods of Instruction Plan Implementation

Section 2.1. If school is closed due to exceptional or emergency circumstances, the school may use its Alternative Methods of Instruction Plan for up to thirty-six hours in a school year.

Section 2.2. The school shall notify students and parents on each day of the closure whether the alternative methods of instruction plan is to be implemented for that day. If the plan is to be implemented on any day of the closure, the school shall ensure that each student receives assignments for that day in hard copy form or receives instruction through virtual learning or another method of instruction.

4.5 School Calendar

The Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. Approval of Annual Calendar

Section 1.1. The Executive Director or other authorized School Leader shall submit for approval by the Governing Board a calendar for the upcoming school year no later than June of each preceding year. The calendar shall specify the calendar dates of the school year for students, the work year for staff, holidays and breaks, and other critical activities and events. The annual calendar shall comply with the School's policies and applicable regulations of the Missouri State Board of Education.

Section 1.2. No later than the last regularly scheduled board meeting in June, the Governing Board shall officially adopt the upcoming school year calendar.

Section 1.3. Information pertaining to dissemination and publishing of the adopted calendar shall take place on the school's website and via other communication channels no later than July 1.

Section 2. Authorization to Revise the Annual Calendar

Section 2.1. The Governing Board, upon recommendation by the School Leader or his/her designee has the authority to make changes to the official school calendar through a duly adopted board resolution.

4.6 Fiscal Year

The Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

The fiscal year for the School shall be July 1 – June 30.

4.7 School Annual Report

The Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

School officials will submit to the Missouri Department of Elementary and Secondary Education all data and reports as required by applicable laws and regulations. The Annual Report will be completed and submitted in accordance with applicable laws and regulations.

The Annual Report will be available to all School patrons, and to each member of the General Assembly whose legislative district contains a portion of the School's attendance area.

4.8 Public Inspection

The Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

As required by Missouri statutes, the School shall make available for public inspection, and provide upon request, to the parent, guardian, or other custodian of any school-age pupil resident in the LEA in which the school is located the following information:

- (1) The school's charter;
- (2) The school's most recent annual report card published according to section 160.522, RSMo;
- (3) The results of background checks on the charter school's board members; and
- (4) If operated by a management company, a copy of the written contract between the governing board of the school and the educational management organization or the charter management organization for services. The charter school may charge reasonable fees, not to exceed the rate specified in section 610.026, RSMo for furnishing copies of documents under this subsection.
- (5) The school website shall contain a searchable expenditure and revenue document or database detailing actual income, expenditures, and disbursements for the current calendar or fiscal year as specified in section 160.066, RSMo.

4.9 Title I

The Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

Parent Involvement

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

Reporting Requirements

Pursuant to the provisions of the Every Student Succeeds Act of 2015, the School will submit its Federal Title I LEA Plan, describing the School's Title I services.

4.10 Equal Educational Opportunity

The Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

The School shall provide a free and appropriate education for students with disabilities. Students with disabilities are those who, because of certain atypical characteristics, have been identified by professionally qualified personnel as requiring special educational planning and services. Students with disabilities will be identified on the basis of physical, health, sensory, and/or emotional handicaps, behavioral problems or observable exceptionalities in mental ability. A student may have more than one type of disability.

The School's programs and services available to meet the needs of these students shall meet the requirements of: The Individuals with Disabilities Education Act, The Education for All Handicapped Students Act of 1975, The Rehabilitation Act of 1973, Section 504, and Missouri Special Education Services requirements found in sections 162.670 - .995, RSMo.

The identification of students with disabilities and the services provided by the LEA shall be in accordance with the regulations and guidelines of the department of elementary and secondary education's Current Plan for Part B of The Education of the Handicapped Act, as amended.

4.11 Students of Legal Age

The Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

Upon attainment of the age of eighteen (18), students will be deemed to be adults for purposes of educational records, placement, and reporting.

4.12 Student Educational Records

The Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

The School will comply with the mandates of the Family Educational Rights and Privacy Act (FERPA) and the Safe Schools Act regarding confidentiality of student records and disclosure of personally identifiable information.

The parents/guardians of students who are attending or have attended the School have the right to inspect and review the educational records of their students and to request amendment of their students' educational records due to errors and/or omission. The School has adopted procedures for the granting of parental requests for access to the educational records of their students within a reasonable period of time, but in no case more than forty-five (45) days after the request is made.

All information contained in a student's educational record, except information designated as directory information by the School, shall be confidential and shall be directly accessible only to school officials who demonstrate a legitimate educational interest in the student's records and to parents/guardians or eligible students.

Upon request by military recruiters or an institution of higher learning, the School will provide students' names, addresses, and telephone listings. Parents will be notified annually of their right to individually request that such information not be released without prior parental consent.

Military recruiters will be provided the same access to students as is given to institutions of higher learning.

4.13 Health Information Records

The Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

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.

4.14 School Safety Plan and Emergency Closing Procedures

The Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. School Safety Plan.

Section 1.1 The School will cooperate fully with local emergency management preparedness authorities to develop and implement an emergency management preparedness program addressing man-made and natural disasters.

Section 2. Emergency Suspension of School Operations or Activities.

Section 2.1. The school may abide by school closures for St. Louis Public Schools, but will make its own judgement based on weather conditions.

Section 2.2. The Governing Board further authorizes the school leader or other authorized school leader to suspend school operations or activities in the event of abnormal conditions, hazardous weather, or other emergencies that threaten the safety, welfare, or health of students or employees and to take whatever measures he/she deems necessary to protect students and staff.

Section 2.3. The school leader or other authorized school leader shall establish orderly procedures to assure that appropriate communications with students, staff, and other stakeholders are maintained before, during and after the abnormal conditions potentially or actually causing suspension of school operations or activities. At a minimum, instruction on obtaining information pertaining to suspension of school operations and activities for students, staff, and other stakeholders shall be published in the student and staff handbooks.

Section 2.4. School activities, defined as extracurricular events, activities, clubs, competitions, and the like, held before or after the official school day, shall not be held if normal school operations have been suspended on the same day. The school leader or other school leader shall communicate with students and parents in a timely manner regarding the cancellation of these activities.

Section 2.5. At the School Leader's or his/her designee's discretion, school activities as defined above, may be canceled even after operation of a regular school day if conditions exist to warrant such suspension. The School Leader or his/her designee shall communicate with students and parents in a timely manner regarding the cancellation of these activities.

4.15 Communicable Diseases

The Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

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 School Leader or his/her 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 School Leader.

4.16 Distribution of Medicine

The Governing Board of The Souldard School adopts the following policy effective on that date that the policy is adopted by the Board.

Section 1. School Distribution and Administration of Medication

Section 1.1. The school nurse (or another employee designated by the School Leader or his/her designee) may provide assistance with medication (this includes prescription or over-the-counter medication) only if all of the following requirements are met:

Section 1.1.1 Prescription drugs must be in the original container, bear the name of the student, the name of the physician and the name of the pharmacy filing the prescription. Over-the-counter drugs must be maintained in the original container.

Section 1.1.2. The appropriate approval form for medication distribution must have been completed and signed by the parent or guardian for each medication.

Section 1.2.3. The school nurse or other designated employee shall keep a written report of medication taken by the student.

Section 1.2. The School reserves the right to refuse to administer certain types of medication (at the discretion of the school nurse or other employee authorized by the School Leader or his/her designee) when such administration could prove harmful to staff or student without proper training or direction of a physician.

Section 2. Student Possession and Self-Administration of Medication

Section 2.1. The school shall grant any student authorization for the possession and self-administration of medication to treat the student's chronic health condition, including but not limited to asthma or anaphylaxis if:

Section 2.1.1. A licensed physician prescribed or ordered such medication for use by the pupil and instructed such pupil in the correct and responsible use of such medication;

Section 2.1.2. The pupil has demonstrated to the pupil's licensed physician or the licensed physician's designee, and the school nurse, if available, the skill level necessary to use the medication and any device necessary to administer such medication prescribed or ordered;

Section 2.1.3. The pupil's physician has approved and signed a written treatment plan for managing the pupil's chronic health condition, including

asthma or anaphylaxis episodes and for medication for use by the pupil. Such plan shall include a statement that the pupil is capable of self-administering the medication under the treatment plan;

Section 2.1.4. The pupil's parent or guardian has completed and submitted to the school any written documentation required by the school, including the treatment plan and the liability statement.

Section 2.1.5. The pupil's parent or guardian has signed a statement acknowledging that the school district and its employees or agents shall incur no liability as a result of any injury arising from the self-administration of medication by the pupil or the administration of such medication by school staff. Such statement shall not be construed to release the school district and its employees or agents from liability for negligence.

Section 2.2. Pupils authorized to possess and self-administer medication may possess and self-administer such medication while in school, at a school-sponsored activity, and in transit to or from school or school-sponsored activity

Section 2.3. Such authorization shall only be effective for the school year in which it is granted. Such authorization shall be renewed by the student's parent or guardian each subsequent school year.

Section 2.4. Any current duplicate prescription medical, if provided by a student's parent or guardian or by the school shall be kept at the school in a location at which the student or school staff has immediate access in the event of an asthma or anaphylaxis or other emergency.

Section 2.5. The written treatment plan, liability statement, and any other written documentation shall be kept on file at the school in a location easily accessible in the event of an emergency.

4.17 Immunizations

The Governing Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. All students attending The Soulard School are required to be in compliance with state programs mandating immunization against specific diseases. Failure to comply with 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.

Section 2. The School Leader shall institute procedures for the maintenance of health records, which are to show the immunization status of every student enrolled or attending the School, and for the completion of all necessary reports in accordance with guidelines prepared by the Department of Health and Senior Services.

4.18 Transportation

The Governing Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

The Governing Board of The Soulard School is committed to safe transportation of all students to and from school and events and hereby adopts the following policy effective on the date of adoption.

Section 1. Car Riders

Section 1.1. The School's primary transportation method shall be parent or guardian drop off or pickup of students to and from school daily.

Section 1.2. To ensure the safety of all students, staff, and visitors, the School Leader or his/her designee shall establish procedures including, but not limited to: authorization processes for dismissal and pickup, drop off and pick up times, routes, supervision, and load/unload processes. These procedures shall be published in the parent handbook each year and updated periodically as needed for efficiency and safety.

Section 1.3. Parents, guardians, day-care buses/vans, and other authorized individuals dropping off or picking up students shall comply with all procedures set forth by the School Leader or his/her designee. The School Leader or his/her designee is authorized to take measures (including prohibiting access to the property) to address habitual non-compliance with the School's transportation policy and procedures which jeopardizes the safety of students, staff, and visitors or which impedes the efficiency of arrival and dismissal processes.

Section 1.4. The School will accept or release students from the car rider area only to the care of a parent or guardian or other individual previously approved in writing by the parent or guardian.

Section 2. Busing

Section 2.1. When available, students may be transported to and from school in vehicles owned by The Soulard School or other approved vehicles, including charter buses or vans, which are compliant with applicable laws and regulations related to transporting students.

Section 2.2. Students shall be required to follow all safety regulations required of passengers riding on school vehicles.

Section 2.3. Students or children under the age of 18 who are not enrolled at School shall not be permitted to ride in vehicles provided by School.

Section 2.2. For fieldtrips and other off-site events where transportation is provided, School shall procure the permission and medical release for students by parents or guardians and shall maintain records in accordance with the approved records retention schedule.

Section 2.3. For school-sponsored events, such as fieldtrips, priority of transportation to be used should be in the following order:

1. System or school owned buses
2. Alternate transportation
3. School employee's private vehicles
4. Parent's private vehicles

Section 2.4. Students shall be required to follow all safety regulations required of passengers riding on school vehicles.

Section 2.5. Students or children under the age of 18 who are not enrolled at School shall not be permitted to ride in vehicles provided by School.

Section 3. Walking and Biking.

Section 3.1. The School's Governing Board recognizes the benefits of exercise, including walking and biking. However, to ensure the safety of all students, The Soulard School prohibits unaccompanied minors under the age of 18 from walking or biking to and from school without written parent permission.

Section 4. Fieldtrips and Off-Site Events.

Section 4.1. For fieldtrips and other off-site events where transportation is provided, School shall procure the permission and medical release for students by parents or guardians and shall maintain records in accordance with the approved records retention schedule.

Section 4.2. Transportation for field trips and off-site events is subject to the requirements of this Policy.

Section 4.3. For school-sponsored events, such as fieldtrips, priority of transportation to be used should be in the following order:

1. System or school owned buses
2. Alternate transportation
3. School employee's private vehicles
4. Parent's private vehicles

4.19 Building Maintenance

The Board of The Soulard School adopts the following policy effective on the date of adoption by the Board.

Safe and adequate grounds shall be maintained for the educational and recreational programs of children. The Governing Board shall maintain the building(s) and equipment through a continuous program of assessment, repair, reconditioning, and remodeling. The Board of Directors, in collaboration with the School Leader or his/her designee shall develop and implement capital improvement projects that ensure proper maintenance of the school in accordance with the approved budget.

The School Leader or his/her designee shall manage janitorial and custodial staff in maintaining all school facilities and grounds.

4.20 Student Group Use of Facilities

The Board of The Soulard School adopts the following policy effective on the date of adoption by the Board.

Pursuant to the Equal Access Act, the Board 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.

4.21 Procurement

The Board of The Soulard School adopts the following policy effective on the date of adoption by the Board.

Any procurement of goods and services up to \$10,000 shall be made by School Administrators. Any procurement of goods and services exceeding \$10,001 shall require the release of a request for proposal (RFP) and governing board approval. All purchases shall be in the best interest of the School, upon considering the totality of the circumstances surrounding the procurement, which may include but not be limited to, price, quality, availability, timelines, reputation, and prior dealings.

The School shall not purchase any goods or services from any member of the governing board, an immediate family member of any member of the governing board nor from any entity in which any member of the governing board or an immediate family member of a governing board member may benefit from such a procurement, unless authorized by the governing board after a full disclosure of the conflict of interest or any potential conflict of interest and after the consideration set forth in paragraph 1 above.

This policy applies to purchases made using non-federal funds. As a condition of the receipt of certain federal funds, federal procurement requirements still apply.

4.22 Solicitations of Staff and Students

The Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. Approval of Solicitation

Section 1.1. The Board maintains that employees have the right to privacy and shall have the freedom to perform professional duties in an environment uninterrupted by solicitations from colleagues or from outside agencies without approval of the School Leader or his/her designee. Solicitation within the school must have prior approval of the School Leader or his/her designee.

Section 1.2. Prior to each school year the Board shall approve an annual Fundraising Plan.

Section 1.3. No fundraising organizations shall be permitted to solicit funds from students or employees without prior approval from the School Leader or his/her designee. Charitable organizations' solicitations must be approved annually.

Section 1.4. Door-to-door collection shall be prohibited for all students.

4.23 Student and Classroom Observations

The Governing Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1.1. While the School acknowledges that some educational benefit may be derived from third parties wishing to conduct classroom observations for research purposes for educational products or services, it is the responsibility of the School to protect the privacy of all students.

Section 1.2. Requests for observations by an outside educational or clinical professional must be submitted in writing to the School Leader or his/her designee for consideration at least two weeks in advance of the requested observation. The request must include the name and credentials of the professional who will be observing the classroom, the purpose of the classroom observation, the data that will be collected and a certification that the third party will comply with the Family Educational Rights and Privacy Act ("FERPA") and any other applicable state or federal laws pertaining to student privacy. In addition, the third party may be required to execute a confidentiality agreement.

Section 1.3. School Leader or his/her designee must provide parents of students in the classroom written notice of a third party's desire to observe the classroom, and parent concerns regarding outside observers shall be taken into consideration in the decision whether or not to allow the third party to observe the classroom.

Section 1.4. If the outside professional is approved for the observation, all data collected shall be provided to the School Leader or his/her designee.

Section 1.5. Upon request, School Leader or his/her designee may, at his/her discretion, grant permission for visits by outside service providers who currently provide private educational or therapy services to a current student. To minimize disruption to the instructional program, outside service providers must comply with the guidelines for all visitors plus the following additional guidelines: (1) the third party must currently provide educational or therapy services to the student; (2) provide the School Leader or his/her designee an appropriate Release of Confidential Information under the Family Educational Rights and Privacy Act (FERPA), signed by the parent/guardian; (3) have the parent/guardian coordinate the observation date and time; (4) limit the observation to one hour unless an extended time period has been granted in advance of the scheduled observation; and (5) conduct the session in such a manner that allows the regular school program to continue during the visit by refraining from engaging the attention of the teacher or student(s) through conversation or other means.

4.24 School Attendance

The Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. The Board shall abide by the compulsory attendance laws of the state, with the exception of those students who may be excused from full-time attendance by the School Leader. Individual petitions for any deviation from full-time attendance shall be considered by the School Leader on the merits of the individual student's application and in compliance with state law and regulations.

Section 2. Students may attend the School on a part-time basis as provided by state law and regulations of the Board.

Section 3. In order to receive maximum benefit from the instructional activities, students are expected to be in school each day unless excused for legitimate reasons. Students and parents must assume responsibility for being punctual and regular in attendance.

Section 4. Attendance Rules.

Section 4.1. Absences will be classified as excused or unexcused. Excused absences are those due to emergencies such as:

- a) Personal illness or attendance in school endangers a student's health or the health of others.
- b) A serious illness or death in a student's immediate family necessitating absence from school.
- c) A court order or an order by a governmental agency mandating absence from school.
- d) Observance of religious holidays.
- e) Conditions rendering attendance impossible or hazardous to student health or safety.
- f) A student whose parent or legal guardian is in military service in the armed forces of the United States or the National Guard, and such parent or legal guardian has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting, shall be granted excused absences, up to a maximum of five school days per school year, for the day or days missed from school to visit with his or her parent or legal guardian prior to such parents or legal guardians deployment or during such parents or legal guardian leave.

Section 4.2. Unexcused absences are all failures to attend school other than those specifically listed above.

Section 4.3. If a student is absent from school, the student must bring an excuse from home the day the student returns.

Section 4.4. When the student is absent, the school will attempt to contact the parent to determine the cause of absence. However, the written excuse should be brought or emailed, whether or not a contact is made by phone.

Section 4.5. All work missed due to illness must be made up by the student within a reasonable time or the student risks not receiving credit for the missed work. It is the student's responsibility to make arrangements with the teacher for make-up work.

Section 4.6. In order to participate in an extracurricular or after school activity, a student must be in attendance on the school day of the activity.

Section 4.7. For each absence beyond ten (10), students must bring an excuse from a doctor, dentist, health center, etcetera, or court for the absence(s) to be excused.

4.25 Student Attendance and Accounting

The Board of The Soulard School adopts the following policy effective on that date that the policy is adopted by the Board.

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.

The School Leader will be responsible for maintaining student attendance accounting, and for submitting monthly reports of such records to the Board, as well as be responsible for preparing reports to be submitted to the appropriate state offices.

4.26 Eye Protection

The Board of The Soulard School adopts the following policy effective on that date that the policy is adopted by the Board.

Every student, teacher, and visitor is required to wear an industrial quality eye protective device when participating in or observing any of the following:

(1) Vocational, technical, industrial arts, chemical, or chemical-physical shops or laboratories involving exposure to the following: Hot molten metals, or other molten materials; milling, sawing, turning, shaping, cutting, grinding or stamping of any solid materials; heat treatment, tempering, or kiln firing of any metal or other materials; gas or electric arc welding, or other forms of welding processes; repair or servicing of any vehicle; caustic or explosive materials;

(2) Chemical, physical, or combined chemical-physical laboratories involving caustic or explosive materials, hot liquids or solids, injurious radiations or other hazards not enumerated.

"Industrial quality eye protective devices" means devices meeting the standards of the American National Standard Practice for Occupational and Educational Eye and Face Protection, Z87.1-1968, and subsequent revisions thereof, approved by the American National Standards Institute, Inc.

4.27 Textbooks

The Board of The Soulard School adopts the following policy effective on that date that the policy is adopted by the Board.

Section 1. The term "textbook" means workbooks, manuals, or other books, whether bound or in loose-leaf form, intended for use as a principal source of study material for a given class or group of students, a copy of which is expected to be available for the individual use of each pupil in such class or group.

Section 2. The school shall purchase and loan free all textbooks for all children who are enrolled in grades kindergarten through twelve, and may purchase textbooks and instructional materials for prekindergarten students.

Section 3. Only textbooks filed with the state board of education pursuant to section 170.061, RSMo, shall be purchased and loaned under this section. No textbooks shall be purchased or loaned under this section to be used in any form of religious instruction or worship.

4.28 Parents and Student Complaints Grievances

The Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. Purpose and General Policy Provisions Related to Resolution of Concerns.

Section 1.1. Students and parents have the right and responsibility to express school related concerns and grievances to the faculty and administration. Students and parents shall be assured the opportunity for an orderly presentation and timely review of concerns

Section 2. Process.

The faculty and administration shall make an honest and forthright effort to resolve grievances as quickly as possible at the most immediate level of authority.

Section 2.1. The levels of lowest levels of authority shall be as follows:

1. Classroom related concerns – teachers
 2. School related concerns (including policies, procedures, administration, unresolved classroom related concerns, etc.) – Principal or Executive Director
 3. Appeals – Governing Board Grievance Committee
- Decisions rendered by the Governing Board shall be considered final.

Section 2.2 Any teacher, staff member, or administrator shall have the authority to table any meeting considered to be unproductive, threatening, hostile, inappropriate, or lacking appropriate representation.

Section 3. Appeals.

All Appeals to the Governing Board Grievance Committee must be submitted in writing and submitted to Board President, The Soulard School, 1110 Victor St., St. Louis, MO 63104. The matter will be considered at the next monthly board meeting.

4.29 Technology Acceptable Use Policy

The Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. Internet Use and Safety.

The School recognizes that computers and the Internet have educational purpose when used properly. The School will take all measures necessary to provide individual users, both students and administrators, with the understanding and skills necessary to use the Internet appropriately in ways that meet educational needs and personal safety. However, there is always the risk that some students might encounter information on the Internet that could be of potential harm or inappropriate to the student. While the School will inform students on the appropriate use of email and Internet safety and will take all necessary measures to ensure students use computers and the Internet consistent with the terms of this policy, due to the uncontrollable nature inherent to the Internet, the School cannot guarantee the Internet and computer environment for its students. The School does comply with the Children's Internet Protection Act (CIPA) and uses available filtering software.

Section 1.1. The use of Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrators and teachers will deem what is inappropriate use and their decision is final. The school may deny, revoke, or suspend specific user access.

Section 2. Staff Responsibilities for Use of Technology.

- Develop and help students develop the skills needed to discriminate among information sources, to identify information appropriate to age and developmental levels, and to evaluate and use information to meet educational goals;
- Supervise and/or monitor all to whom one grants access to technology resources regarding implementation of this policy;
- Take an active role in ensuring that students and their parents are aware of the individual student's responsibility to use technology resources in an ethical and educational manner.
- Supervise student Internet and computer usage.

Section 3. Student Responsibilities for Use of Technology.

- Obtain parental permission before using any school computer on the Internet
- Never give out personal or family information such as phone numbers, credit card numbers, or home addresses.
- Never arrange for a face-to-face meeting with a stranger and never respond to abusive or suggestive messages. Report all such instances immediately to a teacher or member of the technology staff.

- Use appropriate language when using electronic email or other use of the computer. Do not swear, use vulgarities or any other inappropriate language.

Section 4. Network User Responsibilities.

- Use of the LEA's technology resources must be in support of education and research consistent with the educational objectives of the School.
- Comply with all rules and laws regarding access and copying of information as prescribed by Federal, State, or local law, and Internet providers.
- Be polite and appropriate. Adhere to all standards of courtesy, etiquette, and existing board policies as they may be interpreted to apply to technology resources.
- Help maintain security of LEA technology resources by following this policy and maintaining secrecy of all passwords. All known breaches of security must be reported to the school leader or authorized school leader.
- Be aware that network files and electronic mail are not guaranteed to be private. School technology personnel shall have access to all files.
- Do not permit others to use your account.

Section 5. Unacceptable Uses Include, but are not limited to:

- Providing unauthorized or inappropriate access to LEA technology resources.
- Any attempt to harm or destroy data of another user or other networks connected to the Internet.
- Activities involving the loss or unauthorized use of others' work.
- Distribution or use of obscene, abusive, or threatening material, including child pornography and any other material that is harmful to minors. Material that is harmful to minors is any picture, image, graphic image file, or other visual depiction that (a) taken as a whole and with respect to minors, appeals to the prurient interest in nudity, sex, or excretion; (b) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals, and (c) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- Unauthorized use of school resources for commercial, illegal, or profit-making enterprises.
- Knowingly wasting technology resources.
- Physical abuse of the equipment.
- Using technology resources in ways that violate school policies and behavior standards.
- Degrading or disrupting equipment or system performance.
- Installing unauthorized software on school computers, or any violation of copyright established for computer software.
- Knowingly uploading or creating computer viruses.

Section 6. Internet Use Agreement

To support and respect each family's right to decide whether or not their child may have access to this resource, no child will be allowed to operate a computer to access the Internet unless all parties commit to responsibility by completing the School Internet Use Agreement. No child will be allowed to operate a computer to access the Internet without direct adult supervision.

Section 7. Prohibited Materials.

Transmission of any material in violation of any federal or state regulation is prohibited. This includes, but is not limited to; copyrighted material, threatening or obscene material, or material protected by trade secret. Use for product advertisement or political lobbying is also prohibited. Use for commercial activities is generally not acceptable.

4.30 Drug Free Schools

The Governing Board of The Soulard School adopts the following regulation effective on the date that the policy is adopted by the Board.

Section 1. 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, the School shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs to all students. (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.

Section 2. The 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.

Section 3. The 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. The School conducts a biennial review of such program to determine its effectiveness, to implement necessary changes and to ensure that the disciplinary sanctions are consistently enforced.

4.31 Student Fees

The Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

No fees shall be charged for enrollment, supplies, equipment or costs attributable to courses of study, which are offered for credit. Students shall be required to pay for materials, which are used in constructing projects or other items, which are to be removed from the school, and are thereby the property of the student.

Students may be charged fees or admission for participation in activities, which are voluntary, such as attendance at school athletic, or other co-curricular events. The fee schedule for such events shall be submitted to the Board for approval annually.

4.32 Student Records

The Board of The Souldard School adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. The School will comply with the mandates of the Family Educational Rights and Privacy Act (FERPA) and the Safe Schools Act regarding confidentiality of student records and disclosure of personally identifiable information.

Section 2. The parents/guardians of students who are attending or have attended the School have the right to inspect and review the educational records of their students and to request amendment of their students' educational records due to errors and/or omission. The School has adopted procedures for the granting of parental requests for access to the educational records of their students within a reasonable period of time, but in no case more than forty-five (45) days after the request is made.

Section 3. All information contained in a student's educational record, except information designated as directory information by the School, shall be confidential and shall be directly accessible only to school officials who demonstrate a legitimate educational interest in the student's records and to parents/guardians or eligible students.

Section 4. Upon request by military recruiters or an institution of higher learning, the School will provide students' names, addresses, and telephone listings. Parents will be notified annually of their right to individually request that such information not be released without prior parental consent. Military recruiters will be provided the same access to students as is given to institutions of higher learning.

4.33 Truancy, Child Abuse and Educational Neglect

The Board of The Soulard School adopts the following regulation effective on the date that the policy is adopted by the Board.

Section 1.

In accordance with section 201.115 RSMo, educators in Missouri have the duty to report suspected truancy, child abuse and educational neglect to the Missouri Department of Social Services- Children's Division.

Section 2. Mandate.

Any 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 School Leader or his/her designee, who will then become responsible for making a report via the Student Abuse Hotline to the Children's Division. The School Leader shall inform the Board that a report has been made and keep the Board apprised of the status of the case.

Section 2.1

An oral report shall be made immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused, by telephone or otherwise and followed by a report in writing, if requested, to a child welfare agency providing protective services, as designated by the Children's Division, or, in the absence of such agency, to an appropriate police authority or LEA attorney.

4.34 Discipline

The Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. Purpose.

Section 1.1. The School's discipline policy sets out the rules of student behavior applicable to all students and the procedures for imposing discipline on students who violate these rules. In general, discipline is designed to correct a student's misconduct and to encourage the student to be a responsible citizen of the School community. Disciplinary actions will be in proportion to the severity of the unacceptable behavior, its impact on the school environment, the student's age and grade level, the student's previous discipline history, and other relevant factors.

The disciplinary process may include due consideration of student support services that may be available through the school, the school system, other public entities, or community organizations. Where feasible, the School prefers to reassign disruptive students to alternative educational settings rather than to suspend or expel such students from school.

Parental notification and parental involvement are essential to any effort to modify a student's inappropriate behavior. The intent of this policy will only be effective if parents and guardians, teachers, and school administrators work together to improve student behavior and enhance academic performance.

The Board authorizes the immediate removal of a student upon a finding by a School Leader that the student poses a threat of harm to self or others, as evidenced by the prior conduct of such student. Any such removal will be subject to the appropriate due process procedures and in accordance with law.

No student may be confined in an unattended locked space except in an emergency situation while awaiting the arrival of law enforcement personnel. For the purpose of this policy, a student is unattended if no person has visual contact with the student, and a locked space is a space that the student cannot reasonably exit without assistance.

Section 2. Enforcement.

The School Leader is responsible for the development of additional regulations and procedures regarding student conduct needed to maintain proper behavior in schools under their supervision. All such regulations and procedures shall be consistent with Board-adopted discipline policies.

Teachers have the authority and responsibility to make and enforce necessary rules for internal governance in the classroom, subject to review by the School Leader. The Board expects each teacher to maintain a satisfactory standard of conduct in the classroom. All LEA staff is required to enforce LEA policies, regulations and procedures

in a manner that is fair and developmentally appropriate and that considers the student and the individual circumstances involved.

All employees of the LEA shall annually receive instruction related to the specific contents of the LEA's discipline policy and any interpretations necessary to implement the provisions of the policy in the course of their duties including, but not limited to, approved methods of dealing with acts of school violence, disciplining students with disabilities and instruction in the necessity and requirements for confidentiality.

Section 3. Investigation Process.

When a violation of school rules is reported or suspected, the school leader or designee will determine whether an investigation is warranted and, if so, will instruct appropriate personnel to conduct an investigation. The investigation should include interviews with the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), staff members, and others who might have relevant information. Written statements should be obtained from all individuals who are interviewed. Video surveillance, if available, should be reviewed and secured. Any other physical and documentary evidence should be collected and preserved. School counselors, school social workers, school police, and other support staff should be utilized for their expertise as determined by the circumstances of the matter. At an appropriate time during or after the investigation, the parent or guardian will be notified. However, if the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.

Section 4. Definitions of Disciplinary Methods.

4.1. In-School Suspension

Defined as the removal of a student from regular classes and assignment to an in-school suspension setting in the School. The student's teachers send class assignments to in-school suspension. The student may not attend or participate in extracurricular activities while assigned to in-school suspension.

A teacher may request that a student who has been assigned to in-school suspension be allowed to attend his/her class (such as lab classes). The granting of this request is limited to cases where it is extremely important that a class not be missed or where a class cannot be made up at a later date. The School Leader has the final decision.

For minor offenses, in lieu of in-school suspension, and upon student or parent request, students may be given the option of school service (i.e., picking up trash on the school grounds, cleaning lunchroom tables, etc.), provided the school service is age-appropriate, supervised, and does not include restroom duties.

4.2. Out-of-School Suspension

Defined as the removal of a student from School (or school bus) for one to ten school days. The School Leader may impose an out-of-school suspension of up to ten school days. Schoolwork missed during 1-3 day suspensions may be made up when the

student returns to school. For suspensions of 4-10 school days, parents/guardians may request schoolwork and pick up the schoolwork during school hours.

Long-term suspension is defined as the removal of a student from School (or school bus) for more than ten school days but not beyond the current school semester. Only the Student Evidentiary Hearing Committee (defined below) or the school's governing board may impose long-term suspension.

A student on long-term suspension who has not been referred to an alternative school may not receive homework, make up work, or take semester exams unless allowed to do so by the Student Evidentiary Hearing Committee or the school's governing board. A student on long-term suspension is not allowed on school property and may not participate in any school activities or school functions.

In some cases (limited to one per student per academic year), the School Leader may temporarily postpone a student's suspension if the offense was committed at a critical time in the academic calendar (i.e., immediately before final exams). This does not apply to offenses that are violations of state or federal law or that involve weapons, violence, or drugs.

4.3. Expulsion

Defined as the removal of a student from School (or school bus) for a specified period of time beyond the current semester. Only the Student Evidentiary Hearing Committee or the school's governing board may impose expulsion.

A student who has been expelled may not attend any school within the LEA but may apply for readmission after six months.

4.4. Alternative School

A student who is removed from his/her local school for more than 10 school days may be allowed to attend an alternative school for instruction, academic support, and counseling. Alternative school enables a student to take academic classes that allow the student to keep up with the course credit requirements toward graduation. The student may not return to his/her school or any other school or attend any extracurricular activities while attending an alternative school pursuant to a long-term suspension or expulsion.

4.5. Probation

"Probation" means that a student is placed on a trial period during which the student is expected to maintain good behavior. A student found guilty of certain offenses may be placed on probation by the School Leader, a local formal hearing officer, the Student Evidentiary Hearing Committee, the Disciplinary Action Review Committee, or the school's governing board. Violation of a local school or school system rule while on probation may result in further disciplinary action, including a possible referral to the Student Evidentiary Hearing Committee.

4.6. Restrictions on School Activities

Students who are suspended or expelled will not be allowed to participate in any school-sponsored activities, if these occur during the period of suspension or expulsion.

A parent or guardian may, for good cause, petition the School Leader for permission for the student to participate in school-sponsored activities. If denied permission by the School Leader, the parent or guardian may appeal to the school's governing board. The Board's decision shall be final.

Section 5. Offenses and Consequences.

5.1. Reporting to Law Enforcement

It is the policy of the School to report all crimes occurring on school grounds to law enforcement, including, but not limited to, the crimes the LEA is required to report in accordance with law.

The following acts, regardless of whether they are committed by juveniles, are subject to this reporting requirement:

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

The School Leader shall also notify the appropriate law enforcement agency if a student is discovered to possess a controlled substance or weapon in violation of the LEA's policy.

In addition, the School Leader shall notify the appropriate division of the juvenile or family court upon suspension for more than ten days or expulsion of any student who the School is aware is under the jurisdiction of the court.

5.2. Documentation in Student's Discipline Record

The School Leader, his/her designee or other administrators or school staff will maintain all discipline records as deemed necessary for the orderly operation of the schools. In addition, any of the following offenses constitute a serious violation of the School's policy and must be documented in the student's discipline record in accordance with law:

1. Any act of school violence or violent behavior.
2. Any offense that occurs on school property, on school transportation or at any school activity and that is required by law to be reported to law enforcement officials.
3. Any offense that results in an out-of-school suspension for more than ten school days.

5.3. Prohibition Against Being On or Near School Property During Suspension

All students who are suspended or expelled are prohibited from being on school property for any reason unless permission is granted by the School Leader or his/her designee. Any student who is suspended for any offenses listed in section 160.261, RSMo., or any act of violence or drug-related activity shall not be allowed to be within 1,000 feet of any public school in the LEA unless one of the following conditions exist:

1. The student under the direct supervision of the student's parent, legal guardian, or custodian.
2. The student is under the direct supervision of another adult designated by the student's parent, legal guardian, or custodian, in advance, in writing, to the School Leader of the school that suspended the student.
3. The student is in an alternative school that is located within 1,000 feet of a public school in the LEA.
4. The student resides within 1,000 feet of a public school in the LEA and is on the property of his or her residence.

If a student violates this prohibition he or she may be subject to additional discipline, including suspension or expulsion, in accordance with the offense, "Failure to Meet Conditions of Suspension," listed below.

5.4. Prohibited Conduct

The following are descriptions of prohibited conduct as well as potential consequences for violation. In addition to the consequences specified here, school officials will notify law enforcement and document violations in the student's discipline file pursuant to law and Board policy.

1. Arson

Starting or attempting to start a fire or causing or attempting to cause an explosion.

First Offense:	School Leader/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. Restitution if appropriate.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion. Restitution if appropriate.

2. Assault

Hitting, striking and/or attempting to cause injury to another person; placing a person in reasonable apprehension of imminent physical injury; physically injuring another person.

First Offense:	School Leader/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

3. Attempting to kill or cause serious physical injury to another; killing or causing serious physical injury to another.

First Offense:	Expulsion.
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4. Automobile/Vehicle Misuse

Discourteous or unsafe driving on or around school property, unregistered parking, failure to move vehicle at the request of school officials, failure to follow directions given by school officials or failure to follow established rules for parking or driving on school property.

First Offense:	School Leader/Student conference, suspension or revocation of parking privileges, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	Revocation of parking privileges, detention, in-school suspension, or 1-180 days out-of-school suspension.

5. Bullying

Intimidation, harassment and attacks on a student or multiple students, perpetuated by individuals or groups. Bullying includes, but is not limited to: physical violence, verbal taunts, name-calling and put-downs, threats, extortion or theft, damaging property, cyber-bullying, and exclusion from a peer group.

See Section 5, Operations Appendix for Anti-Bullying Policy.

First Offense:	School Leader/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension or expulsion.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

6. Bus or Transportation Misconduct

Any offense committed by a student on, while waiting for, or entering transportation provided by or through the school shall be punished in the same manner as if the offense had been committed at the student's assigned school. In addition, transportation privileges may be suspended or revoked.

7. Dishonesty

Any act of lying, whether verbal or written, including forgery.

First Offense:	Nullification of forged document. School Leader/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	Nullification of forged document. Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

8. Disrespect to Staff

Willful or continued willful disobedience of a directive or request by a LEA staff member or disrespectful verbal, written, pictorial, or symbolic language or gesture that is directed at a LEA staff member and that is rude, vulgar, defiant, in violation of LEA policy or considered inappropriate in educational settings.

First Offense:	School Leader/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

9. Disruptive Conduct or Speech

Verbal, written, pictorial or symbolic language or gesture that is directed at any person and that is disrespectful, rude, vulgar, defiant, in violation of LEA policy or considered inappropriate in educational settings or that materially and substantially disrupts classroom work, school activities or school functions. Students will not be disciplined for speech in situations where it is protected by law.

First Offense:	School Leader/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

10. Drugs/Alcohol

- a. Possession, sale, purchase or distribution of any over-the-counter drug, herbal preparation or imitation drug or herbal preparation.

First Offense:	School Leader/Student conference, in-school suspension or 1-180 days out-of-school suspension.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

- b. Possession, use of, or attendance while under the influence of or soon after consuming any unauthorized prescription drug, alcohol, narcotic substance, unauthorized inhalants, controlled substances, illegal drugs, counterfeit drugs, imitation controlled substances or drug-related paraphernalia.

First Offense:	School Leader/Student conference, in-school suspension, 1-180 days out-of-school suspension.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

- c. Sale, purchase, transfer or distribution of any prescription drug, alcohol, narcotic substance, unauthorized inhalants, controlled substances, illegal drugs, counterfeit drugs, imitation controlled substances or drug-related paraphernalia.

First Offense:	Expulsion.
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11. Extortion

Threatening or intimidating any person for the purpose of obtaining money or anything of value.

First Offense:	School Leader/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

12. Failure to Meet Conditions of Suspension

Coming within 1,000 feet of any public school in the LEA while on suspension for an offense that requires reporting to law enforcement or for an act of school violence or drug-related activity. See section of this regulation entitled, "Prohibition Against Being On or Near School Property During Suspension."

In determining whether to suspend or expel a student, consideration shall be given to whether the student poses a threat to the safety of any child or school employee and

whether the student's presence within 1,000 feet of the school is disruptive to the educational process or undermines the effectiveness of the school's disciplinary policy.

First Offense:	Verbal warning, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	Verbal warning, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

13. False Alarms (see also "Threats or Verbal Assaults")

Tampering with emergency equipment, setting off false alarms, making false reports; communicating a threat or false report for the purpose of frightening, disturbing, disrupting or causing the evacuation or closure of school property.

First Offense:	Restitution. School Leader/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	Restitution. In-school suspension, 1-180 days out-of-school suspension, or expulsion.

14. Fighting (see also, "Assault")

Mutual combat in which both parties have contributed to the conflict either verbally or by physical action.

First Offense:	School Leader/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

15. Harassment/Discrimination

- a. Use of verbal, written or symbolic language based on race, color, religion, sex, national origin, ancestry, disability, age or any other characteristic that has the purpose or effect of unreasonably interfering with a student's educational environment or creates an intimidating, hostile or offensive educational environment. Examples of illegal harassment include, but are not limited to, graffiti, display of written material or pictures, name calling, slurs, jokes, gestures, threatening, intimidating or hostile acts, theft or damage to property.

First Offense:	School Leader/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
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Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.
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- b. Hazing – Any activity that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student organization or school-sponsored activity. Hazing may occur even when all students involved are willing participants.

First Offense:	School Leader/Student conference, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

16. Public Display of Affection

Physical contact that is inappropriate for the school setting including, but not limited to, kissing and groping.

First Offense:	School Leader/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

17. Sexual Harassment/Discrimination

- a. Use of unwelcome verbal, written or symbolic language based on gender or of a sexual nature that has the purpose or effect of unreasonably interfering with a student's educational environment or creates an intimidating, hostile or offensive educational environment. Examples of sexual harassment include, but are not limited to, sexual jokes or comments, requests for sexual favors and other unwelcome sexual advances.

First Offense:	School Leader/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

- b. Unwelcome physical contact based on gender or of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with a student's educational performance or creates an intimidating, hostile or offensive educational environment. Examples include, but are not limited to, touching or fondling of the genital areas, breasts or undergarments, regardless of whether or not the touching occurred through or under clothing.

First Offense:	School Leader/Student conference, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

18. Sexual Misconduct

Exposing of body parts to another individual including, but not limited to, possession, transfer or exposure of images, electronic or otherwise, of the body parts or sexually explicit images of oneself or others, and/or initiating or participating in an act of a sexual nature.

First Offense:	School Leader/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

19. Technology Misconduct

- a. Unauthorized use of cellular telephones, personal computers, or unauthorized use of electronic devices during instructional time.

First Offense:	Teacher/Student conference, temporary confiscation of device, and/or detention.
Subsequent Offense:	Teacher/Student conference, School Leader/Student conference, temporary confiscation of device, detention, or 1-180 days out-of-school suspension.

- b. Attempting, regardless of success, to gain unauthorized access to technology system or information; to use LEA technology to connect to other systems in evasion of the physical limitations of the remote system; to copy LEA files without authorization; to interfere with the ability of others to utilize LEA technology; to secure a higher level of privilege without authorization; to introduce computer "viruses," "hacking" tools, or other disruptive/destructive programs onto or using LEA technology; or to evade or disable a filtering/blocking device.

First Offense:	Restitution. School Leader/Student conference, loss of user privileges, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Restitution. Loss of user privileges, 1-180 days out-of-school suspension, or expulsion.

- c. Violation other than those listed in (2) or of the Board Technology Acceptable Use Policy or regulations, administrative procedures or netiquette rules governing student use of LEA technology.

First Offense:	Restitution. School Leader/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Restitution. Loss of user privileges, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

20. Theft

Theft, attempted theft or knowing possession of stolen property.

First Offense:	Return of or restitution for property. School Leader/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Return of or restitution for property. 1-180 days out-of-school suspension or expulsion.

21. Threats or Verbal Assault

Verbal, written, pictorial or symbolic language and/or gestures creating a reasonable fear of physical injury or causing school property damage. Threats by students, whether made on campus or off school grounds, which constitute a "true threat" against the LEA, its students or employees, will be immediately reported to law enforcement officials and will subject the student to suspension and a possible referral for expulsion. The definition of "true threat" shall be construed in accordance with applicable law and encompasses those statements that a reasonable recipient would view as a serious threat of violence or death.

First Offense:	School Leader/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

22. Tobacco

Defined as possession and/or use of any tobacco products on school grounds, school transportation or at any school-activity.

First Offense:	Confiscation of tobacco product. School Leader/Student conference, detention, or in-school suspension.
Subsequent Offense:	Confiscation of tobacco product. Detention, in-school suspension, or 1-10 day out-of-school suspension.

23. Truancy

Defined as absence from school without the knowledge and consent of parents/guardians and/or the school administration; excessive non-justifiable absences, even with the consent of parents/guardians.

First Offense:	School Leader/Student conference, detention, or 1-3 days in-school suspension.
Subsequent Offense:	Detention or 3-10 days in-school suspension.

24. Unauthorized Entry

Entering or assisting any other person to enter a LEA facility, office, locker, or other area that is locked or not open to the general public; entering or assisting any other person to enter a LEA facility through an unauthorized entrance; assisting unauthorized persons to enter a LEA facility through any entrance.

First Offense:	School Leader/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

25. Vandalism

Defined as the willful damaging or the attempt to cause damage to real or personal property belonging to the school, staff or students.

First Offense:	Restitution. School Leader/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
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Subsequent Offense:	Restitution. In-school suspension, 1-180 days out-of-school suspension, or expulsion.
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26. Weapons

- a. Defined as the possession or use of any instrument or device, other than those defined in 18 U.S.C. § 921, 18 U.S.C. § 930(g)(2) or section 571.010, RSMo, which is customarily used for attack or defense against another person; any instrument or device used to inflict physical injury to another person.

First Offense:	School Leader/Student conference, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

- b. Possession or use of a firearm as defined in 18 U.S.C. § 921 or any instrument or device defined in section 571.010, RSMo., or any instrument or device defined as a dangerous weapon in 18 U.S.C. § 930(g)(2)

First Offense:	One calendar year suspension or expulsion, unless modified by the Board upon recommendation by the superintendent.
Subsequent Offense:	Expulsion.

4.35 Threats of Violence

The Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. Policy.

It is the policy of the Governing Board to take all reasonable steps to provide a safe environment for students and staff. To that end, any threat by any individual directed toward another which if carried out would pose a potential danger to the life and safety of students and/or staff should be regarded and treated seriously.

Section 2. Responsibility for Reporting.

Section 2.1. Any student who receives information concerning such a threat should immediately report that information to a teacher, counselor, or school administrator. The failure of a student to report such information may be treated as a disciplinary problem.

Section 2.2. Any employee who receives information concerning such a threat should take appropriate action to respond to the threat including taking steps to separate the student perceived to be a threat from the potentially threatening situation and/or reporting the information to the Administrator(s). If the staff member believes the situation is so serious as to warrant the notifying of outside authorities, the employee must notify the Administrator(s) so that the Administrator(s) can be responsible for taking such steps.

Section 3. Administrative Action.

Section 3.1. The School Leader or his/her designee should take immediate steps to investigate and determine the factual circumstances of the threat and then determine the appropriate action to respond to it. Such action may include disciplining the student(s) involved as appropriate under school rules, contacting the parents of the student(s) involved, contacting appropriate law enforcement or other officials.

Section 3.2. Whenever the responsible Administrator(s) feels that it is necessary to contact outside officials to respond to a threat appropriately, the School Leader or his/her designee should also contact the Governing Board.

4.36 Teacher Externship Policy

The Governing Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

If The Soulard School uses a salary schedule in which a teacher receives a higher salary if he or she has earned credit hours in graduate-level courses, the school shall consider any teacher who has completed a certified teacher externship to have completed credit hours in graduate-level courses on its salary schedule in the manner prescribed by the equivalency schedule developed under this section and compensate the teacher accordingly.

4.37 Flag of the United States of America and Pledge of Allegiance Policy

The Governing Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. Display of Flag of the United States of America

Section 1.1. The School shall display in a prominent place either upon the outside of the school building or upon a pole erected in the school yard the flag of the United States of America.

Section 2. Pledge of Allegiance.

Section 2.1. The school shall ensure that the Pledge of Allegiance to the flag of the United States of America is recited in at least one scheduled class for every student enrolled in the school no less often than once per school day.

Section 2.2. No student shall be required to recite the Pledge of Allegiance.

4.38 Eddie Eagle Gunsafe Program Policy

The Governing Board of The Souldard School adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. Eddie Eagle Gunsafe Program

Section 1.1. The school may annually teach the Eddie Eagle Gunsafe Program to first grade students. The school is authorized to teach any substantially similar program of the same qualifications or any successor program in lieu of the Eddie Eagle Gunsafe Program.

Section 1.2. The purpose of the program is to promote the safety and protection of children. It shall emphasize how students should respond if they encounter a firearm.

Section 1.3. School personnel and program instructors shall not make value judgments about firearms.

Section 1.4. The school should not include or use a firearm or demonstrate the use of a firearm when teaching the program.

Section 1.5. Students with disabilities shall participate to the extent appropriate as determined by the provisions of the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act.

4.39 Volunteers and Chaperones

The Governing Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. Background Checks.

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 complete an application for the position, 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.

Section 2. Chaperone Duties and Responsibilities.

Section 2.1. All students must ride in school provided transportation both to and from the field trip and during transport during a field trip to multiple locations. This transportation may include vehicles owned and operated by staff and parent chaperones who have passed the background screening process. At no time will students ride in transportation not provided by the school unless prior approval by administration is granted in writing.

Section 2.2. School staff shall maintain a list of all chaperones and the students to which they are assigned. Chaperones are responsible specifically to supervision of these students; however, they also retain responsibility for general supervision and safety of all Soulard School students.

Section 2.3. Adults observing behavior by students or other adults that is contrary to school policy or procedure shall immediately report the incident to a Soulard School staff member or administration.

Section 2.4. School staff is responsible for taking roll of students prior to departure from any location, every time the group reconvenes, and periodically throughout the course of trip to ensure all students are present. School staff may not delegate this responsibility to a chaperone or any other person.

Section 2.5. The use of cell phones and texting should be for emergency use only when acting in a supervisory capacity.

Section 2.6. Chaperones should be strategically located on buses and at venues to ensure that students are adequately supervised at all times.

Section 2.7. Chaperones may not bring siblings of their child who is attending the trip.

Section 2.8. Chaperones may not leave the group or venue at any time during the course of a field trip from departure from the school to arrival at the school after the

trip. Chaperones and School staff are expected to participate in all activities planned as part of a field trip itinerary.

Section 2.9. Chaperones may not drink alcoholic beverages, utilize illegal substances, smoke or chew tobacco, or use profanity at any time during the course of a field trip from departure from the school to arrival at the school after the trip. Chaperones should refrain from socializing with other chaperones or School staff while supervising students.

Section 2.10. Chaperones should ensure that all students remain seated on the bus and monitor student behavior on the bus. Students are expected to be quiet while in heavy traffic, when exiting/entering the interstate, or when crossing a railroad track.

Section 2.11. Students should be escorted into and out of public bathrooms. At no time should any student, even a child of a chaperone, be left unattended in a bathroom.

Section 2.12. A School staff member or chaperone should never leave students unattended.

Section 2.13. Students should remain with their specific chaperone unless authorized by a Soulard School staff member.

Section 2.14. Students who become ill during the course of a field trip should be brought to a Soulard School staff member. Parents of the student should be promptly contacted by the Soulard School staff member. The School staff member and chaperone will work collaboratively to ensure the child is properly attended.

Section 2.15. All procedures and rules specific to a field trip shall be strictly adhered to by all parents, students, and Soulard School staff.

4.40 Weapons at School

The Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. The presence of firearms and weapons poses a substantial risk of serious harm to School students, staff, and community members and is a violation of state law. Therefore, possession of firearms and weapons is prohibited on school premises at all times except for law enforcement officials.

Section 2. 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 LEA 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.

4.41 Student Safety

The Board of The Soulard School adopts the following policy effective on the date of adoption by the Board.

In addition and pursuant to the Every Student Succeeds Act of 2015, student victims of a violent criminal offense that was committed on school premises may transfer to another school. To ensure awareness of this policy, the parents of student victims will be notified in writing of the right to a school transfer.

For purposes of this policy, a victim is a student who has suffered personal injury or injuries to his or her property as a direct result of a violent criminal offense. This definition does not include bystanders or witnesses to the act unless they suffered personal or property injury as a direct result of a violent criminal offense while on school premises.

The School will notify the Department of Elementary and Secondary Education (DESE) of all violent criminal offenses committed on school premises when the victim is a student or employee.

4.42 Seclusion, Restraint and Corporal Punishment

This policy was updated and approved by The Soulard School Board of Directors on June 23, 2022

At The Soulard School we are focused on the relationship we have with the students and families in our community. We are committed to building rapport with our students, and providing a safe space to share any troubling thoughts or feelings they may be experiencing that may play out behaviorally and/or physically. Additionally, students and school personnel have the right to work in a safe environment. Implementation of a school-wide systematic approach to positive student behavior will improve overall school safety, minimize the need for the use of seclusion, isolation and restraint, and will ensure that it is only used as a last resort in an emergency situation.

This policy covers the actions that take place in the school, on school property, at school-sponsored events, and at school-sponsored events off campus where staff are present. This policy applies to both our Early Childhood and Elementary students and staff.

This policy is based on the premise that seclusion, isolation and restraint are used only in response to emergency or crisis situations, and should:

1. Not be viewed as a behavior change or intervention strategy
2. Be implemented only under extreme situations and as a matter of last resort
3. Be implemented only by trained personnel
4. Be accompanied by school-wide, proactive positive supports to prevent the need for their use.

PURPOSE

The purpose of this policy is to:

- Promote safety and prevent harm to students, school staff, and visitors within the building
- Treat all students with dignity and respect, especially when in crisis or escalation.
- Provide clear guidelines about the use of seclusion, isolation, and restraint in emergency situations
- Promote parent understanding of state guidelines and school policies related to the use of discipline, behavior management, behavior interventions and responses to emergency situations
- Promote the use of non-adversive behavioral interventions

PREVENTION

The Soulard school supports school-wide programs and services that motivate, teach and support positive behavior to create a school climate that is highly conducive to learning. We have established practices that have the goal of making the school climate and environment welcoming and supportive of learning, and promote the recognition and reinforcement of appropriate student behavior. It is expected that school staff will implement positive behavior supports and interventions, functional behavioral assessments and related behavior plans, and constructive methods to prevent potential escalations.

When the school anticipates that a student is likely to behave in a way that may cause injury to someone, staff will conduct a functional behavior assessment and develop a positive behavior plan including a plan for teaching replacement behaviors. The plan will be developed in cooperation with the parent or guardian, and this will occur whether or not the student is eligible for special education.

Definitions

- A. **Behavioral Intervention.** An individualized instructional and environmental support that teaches students appropriate behavior to replace problem behaviors. Behavioral interventions are guided by a functional behavior assessment that identifies the communicative intent of problem behavior and takes into consideration any known medical, developmental or psychological limitation(s) of the student.
- B. **Behavior Intervention Plan (BIP).** Sets forth specific behavior interventions for a specific student who displays chronic patterns of problem behavior.
- C. **Behavior Management.** A comprehensive schoolwide procedures applied in a proactive manner that constitute a continuum of strategies and methods to support and/or alter behavior in all students.
- D. **Chemical Restraint.** Use of medications to control behavior. *Prohibited by The Soulard School.*
- E. **Crisis Intervention Training.** Training provided to selected staff members which addresses how to deal with an aggressive, violent or out of control behavioral crisis. It includes specific techniques for physical restraint and seclusion, the curriculum meets any state standards for such training and it results in certification of the individuals who complete the training.
- F. **De-Escalation.** Causing a situation to become more controlled, calm and less dangerous, thus lessening the risk for injury to someone.
- G. **Emergency Situation.** A situation in which a student's behavior poses a serious, probable threat of imminent physical harm to self or others.

- H. **Functional Behavioral Assessment.** Ongoing process of gathering information that can be used to hypothesize about the function of student behavior. The analysis provides the information necessary to develop a behavior intervention plan.
- I. **Individualized Education Program (IEP).** A student's Individualized Education Program as defined by the Individuals with Disabilities Education Act (IDEA).
- J. **Isolation.** Student is confined alone and in an enclosed space without locking hardware.
- K. **Mechanical restraint.** Use of any device or object to limit an individual's freedom of movement. *Prohibited by The Souldard School.*
 - a. Medically prescribed devices whose purpose is to compensate for orthopedic weaknesses, to protect from falling or to permit the student to participate in activities at school are *not considered* to be mechanical restraints when recommended by an occupational or physical therapist, physician or nurse for purposes of this policy.
 - b. Vehicle restraints, or other restraints used by sworn law enforcement officers are *not considered* to be mechanical restraints for purposes of this policy.
- L. **Physical Escort.** The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purposes of inducing a student who is acting out or eloping to walk to a safe location.
- M. **Physical restraint.** Any method of one or more persons restricting another person's freedom of movement, physical activity, or normal access to his/her body. Physical restraint, for purposes of this policy, does *not* include:
 - a. Taking away a weapon (such as a knife or gun)
 - b. Breaking up a fight
 - c. Physical prompts provided in the course of instruction
 - d. Physical touch when providing comfort
 - e. Taking a student's hand to transport them for safety purposes or physical escort
 - f. Briefly holding a student to calm them
- N. **Prevention and Conflict De-escalation Training.** Training which is provided broadly to school staff on how to prevent, defuse and de-escalate potential behavioral crisis situations, which meets any state standards for such training.
- O. **Prone physical restraint.** The person is being held face down lying on their stomach on a horizontal surface such as the floor. *Prohibited by The Souldard School.*
- P. **Seclusion.** Student is placed in a location where they are alone, and where they are physically prevented from leaving that environment such as with the use of locking hardware. *Prohibited by The Souldard School except in extreme emergencies while awaiting the arrival of law enforcement personnel.*
- Q. **Section 504 Plan.** A student's individualized plan as defined by Section 504 of the Rehabilitation Act of 1973.

- R. **Staff Trained in Crisis Intervention.** Individuals who successfully complete and maintain certification in a training program that results in acquisition of skills to prevent physical restraints, evaluate risk of harm in an individual situation, use approved physical restraint techniques and monitor the effect of the restraint.
- S. **Substantial risk.** Situation where there is serious, imminent threat of bodily harm and where there is the immediate ability to enact such harm.
- T. **Supine physical restraint.** A person is being held face up on their back on a horizontal surface such as the floor. *Prohibited by The Soulard School.*
- U. **Time out.** Continuum of behavioral interventions to reduce inappropriate behavior by removing a student temporarily from the learning activity but in which the student is not confined. The purpose of time out is to separate the student from the attention of staff and other students. Does not meet the definition of seclusion or isolation.

USE OF RESTRICTIVE SECLUSION, ISOLATION AND RESTRAINT

Time Out

Nothing in this policy is intended to prohibit the use of time out as defined in this policy.

Isolation

Isolation is defined as confining a student alone in an enclosed space without locking hardware. Isolation may only be used by staff:

- After de-escalating procedures have failed
- In an emergency situation, in which a student's behavior poses a serious, probable threat of imminent physical harm to self or others
- As specified in a student's Individualized Education Plan (IEP), Section 504 plan, or other parentally agreed-upon plan to address a student behavior.

Use of isolation **REQUIRES** all of the following:

- The student to be monitored by an adult in close proximity who is able to see and hear the student at all times. Monitoring shall be face-to-face unless personal safety of the child or staff member is significantly compromised, in which case technology-supported monitoring may be utilized.
- The total time in isolation is to be reasonably calculated by school personnel on a case-by-case basis based on the age of the child and circumstances, and is not to exceed 40 minutes without a reassessment of the situation and consultation with parents and/or administrative staff, unless otherwise specified in an IEP or

Section 504 Plan or other parentally-agreed-upon plan to address a student's behavior.

- The space in which the student is placed should be a normal-sized meeting or classroom with standard lighting, heating, cooling, etc. for the school.
- The space in which the student is placed must be free of objects that could cause harm.
- Isolation is never to be used as a form of punishment or for the convenience of school personnel.

Chemical, Mechanical or Prone Restraint

The use of chemical restraint, mechanical restraint, or prone restraint, as defined by Missouri Department of Education Rule 160-5-1-.35, is prohibited in the School.

Seclusion

The use of seclusion, as defined by Missouri Department of Education Rule 160-5-1-.35, is prohibited within the School except for an emergency situation while awaiting the arrival of law enforcement personnel as provided for in RSMo 160.263. Seclusion does not include 'Time Out' as defined above. Seclusion does not include in-school suspension, detention, or student-requested break in a different location in the classroom or in a separate unlocked room.

Physical Restraint

Physical restraint is defined as using person-to-person physical contact to restrict free movement of all or a portion of a student's body. Note this goes beyond briefly holding or hugging a student to calm them down, intervening in a fight, or taking a student's hand, putting a hand on the back, etc to transport them for safety purposes. Physical restraint shall never be used as a form of punishment or for the convenience of school personnel.

Physical restraint shall only be used:

- In an emergency situation, in which a student's behavior poses a serious, probable threat of imminent physical harm to self or others or the destruction of property
- When less restrictive measures have not effectively de-escalated the situation and the school has a plan for how to respond to such situations
- As specified in a student's Individualized Education Plan (IEP), Section 504 plan, or other parentally agreed-upon plan to address a student behavior.

Physical restraint shall:

- Only be used by authorized school personnel trained in the proper use of restraint

- Only be used for as long as necessary to resolve the actual risk of danger or harm that warranted the use of the physical restraint
- Use no more than the degree of force necessary to protect the student or other persons from imminent bodily injury
- Not place pressure or weight on the chest, lungs, sternum, diaphragm, back, abdomen, genitals, neck or throat of the student

Physical restraint shall never:

- Be used as a form of punishment, for the convenience of school personnel or as a demonstration of “who is in charge”
- Be used as a form of classroom behavior management or classroom maintenance, such as enforcing compliance or preventing a student from leaving or entering the classroom
- Increase or create more risk than the restraint is trying to contain
- Be used if the child is on the floor or in a prone position (lying face down on the floor)
- Involve the assistance of other students or non-school personnel
- Obstruct views of the students face
- Obstruct the student's respiratory airway, impair their breathing, or restrict movement required for normal breathing
- Involve pushing on or into the student's mouth, nose, eyes or covering the face with anything including soft objects such as pillows or blankets
- Endangers the student's life or significantly exacerbates the student's medical condition
- Is purposely designed to inflict pain
- Restricts the student from communicating

Any school personnel using physical restraint shall:

- Use methods of restraint in which the person has received school-approved training
- Conduct restraint with at least one additional adult present and in line of sight unless other school personnel are not immediately available due to the unforeseeable nature of the emergency situation

Conditions for Appropriate Use of Physical Restraint

- Physical restraint is appropriate only when a student is displaying physical behavior that presents substantial imminent risk of injury to the student or others within a matter of minutes.
- Physical restraint should only be employed as a last resort after other methods of de-escalating a dangerous situation have been attempted without success.
- Physical restraint should only be employed by staff members who have received specific school-approved crisis intervention training in the use of physical restraint

procedures.

- Other school personnel may employ physical restraint procedures only in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available. Untrained staff should request assistance from trained staff as soon as possible.
- A physical restraint of a student should be conducted in a manner consistent with the techniques prescribed in the school-approved crisis intervention training program.
- Physical restraint should last only as long as is necessary for the student to regain behavioral stability, and the risk of injury has ended, usually a matter of minutes.
- The degree of physical restriction employed must be in proportion to the circumstances of the incident, the size and condition of the student, and the potential risks for injury to the student.
- Prone or Supine forms of physical restraint are prohibited.

When Physical Restraint Procedures Should Not Be Employed

- Physical restraint is not appropriate without imminent risk of injury to someone.
- Physical restraint is not appropriate when preventing students from leaving the building.
- A verbal threat or verbally aggressive behavior does not itself indicate a substantial risk of injury, and should not result in restraint
- Destruction or damage to property does not constitute a risk of imminent injury unless in so doing a risk of injury to the student or others is created.
- When known medical or physical condition of the student would make the restraint procedures dangerous for that student (e.g. students with heart or circulatory conditions, asthma, etc.), they should not be employed.
- Restraint should never be used as a punishment, or to force compliance with staff commands.

TRAINING

General De-Escalation Training:

The School will provide all staff members with basic training on:

- Conflict de-escalation procedures
- The dangers of restraint and seclusion
- Procedures for contacting fully-trained and certified staff when behavioral crises occur

This training will be recurrent annually and will be provided to new staff during orientation.

Full Crisis Prevention Training:

A core group of appropriate personnel will be trained and certified in crisis intervention techniques, which will include the use of physical restraint and de-escalation procedures. The school will determine a specific curriculum and method of providing training related to physical restraint and de-escalation that will meet any applicable state standards. Recurrent training to maintain "certification" will be provided on a regular basis at least annually to meet the requirements for the curriculum or program used.

Training will include all of the following:

- A continuum of prevention techniques
- Environmental management techniques
- A continuum of de-escalation techniques
- Information about this school policy

REPORTING, DOCUMENTATION AND DEBRIEFING REQUIREMENTS

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 traumatic 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.

Immediately after the student has restored emotional and behavioral control following the use of physical restraint and/or isolation, a staff member not involved with the incident shall examine the student to ascertain if any injury has been sustained during the restraint or isolation.

Records and Reporting for Seclusion and Restraint

The school shall maintain records documenting the use of seclusion and restraint to include the following:

- The date, time of day, location, duration and description of the incident and interventions
- Any event leading to the incident and the reason for using seclusion, isolation or restraint
- A description of the methods of seclusion or restraint used
- The nature and extent of any injury to the student

- The names, roles and certifications of each employee involved in the use of seclusion or restraint
- The name of an employee to contact if the parent/guardian wishes to file a complaint
- A statement directing parents/guardians to a sociological, emotional or behavioral support organization and a hotline number to report child abuse and neglect
- Whether the student has an IEP, BIP or personal safety plan

The report shall be included as an education record of the student. A copy will be provided to the parent/guardian within five school days. An incident report must be filed within 30 days with the Missouri Department of Elementary and Secondary Education in the form, method and with details specified by the department.

Parental Notification

Except as otherwise specified in a student's IEP or Section 504 plan:

The building administrator or designee will notify, by verbal or electronic means, the parent/guardians as soon as possible, no later than the end of the school day in which the restraint or seclusion occurs. The Principal or designee will update the parent/guardian on the student's current physical and emotional state and will discuss strategies to assist the parent/guardian in dealing with any residual effects of the incident.

The parent/guardian will receive a written report of the emergency situation within five (5) school days of the incident. See above.

General Parent & Staff Information

The Parent Handbook and Employee Handbook will both contain information regarding this policy.

STUDENTS WITH DISABILITIES

If the IEP or Section 504 plan of a student with a disability includes the use of isolation or restraint:

- The IEP or Section 504 plan must specify the conditions under which seclusion, isolation or restraint may be used.
- The IEP or Section 504 plan must include steps to eliminate the need for the use of seclusion, isolation, restraint or behavior intervention.
- Any use of seclusion, isolation or restraint must be limited to what is set forth in the IEP or Section 504 plan.

Before adding the use of seclusion, isolation or restraint to an IEP or Section 504 plan, the student must have undergone appropriate assessments including, but not limited to, a formal functional behavior assessment, and the student must have a BIP in place.

APPLICABILITY OF THIS POLICY

This policy applies to all Soulard School staff and contractors.

No person shall be retaliated against for reporting a violation of this policy or for providing information on a violation of Section 160.263, RSMo by a Soulard School staff member or contractor.

4.43: Active Shooter Training and Drills

Section 1. At the discretion of school administration, the school may include in its teacher and school employee training a component on how to properly respond to students who provide them with information about a threatening situation and how to address situations in which there is a potentially dangerous or armed intruder in the school. Training may also include information and techniques on how to address situations where an active shooter is present in the school or on school property.

The administration may conduct the training on an annual basis. If no formal training has previously occurred, the length of the training may be eight hours. The length of annual continuing training may be four hours.

Section 2. All school personnel shall participate in a simulated active shooter and intruder response drill conducted and led by law enforcement professionals. Each drill may include an explanation of its purpose and a safety briefing. The training shall require each participant to know and understand how to respond in the event of an actual emergency on school property or at a school event. The drill may include:

(1) Allowing school personnel to respond to the simulated emergency in whatever way they have been trained or informed; and

(2) Allowing school personnel to attempt and implement new methods of responding to the simulated emergency based upon previously used unsuccessful methods of response.

All instructors for the program shall be certified by the department of public safety's peace officers standards training commission.

Section 3. The school shall foster an environment in which students feel comfortable sharing information they have regarding a potentially threatening or dangerous situation with a responsible adult.

4.44: Age Criteria for Kindergarten Admission

Section 1. To be eligible to receive state funds for kindergarteners, a child is eligible for admission to kindergarten and to a summer school session immediately preceding kindergarten, if offered, if the child reaches the age of five before the first day of August of the school year beginning in that calendar year.

Accordingly, no state funds will be received for a child admitted to kindergarten who reaches the age of five on or after August 1 of the school year beginning in that calendar year, unless one of the following exceptions applies:

(1) The child is a military dependent who has successfully completed an accredited prekindergarten program or has attended an accredited kindergarten program in another state.

(2) If a charter school is located within a metropolitan school district (St. Louis Public Schools district), and the school district has elected, under section 160.054, RSMo, to admit kindergarten children who reach the age of five on or before any date between August first and October first of that year, then the charter school may adopt the same policy.

(3) If a charter school is located within an urban school district (Kansas City Public Schools district), and the school district has elected, under section 160.055, RSMo, to admit to kindergarten children who reach the age of five on or before any date between August first and October first of that year, then the charter school may adopt the same policy.

Section 2. Based on the foregoing, the Board of The Souldard School adopts the following policy effective on the date that the policy is adopted by the Board.

No child shall be admitted to kindergarten or to the summer school session immediately preceding kindergarten, if offered, unless the child reaches the age of five before:

The first day of August of the school year beginning in that calendar year.

4.45: Cardiopulmonary Resuscitation Instruction

The Board of The Soulard School adopts the following policy effective on that date that the policy is adopted by the Board.

For a school that offers high school education, the school shall provide enrolled student instruction in cardiopulmonary resuscitation. Upon graduation from high school, pupils shall have received thirty minutes of cardiopulmonary resuscitation instruction and training in the proper performance of the Heimlich maneuver or other first aid for choking given any time during a pupil's four years of high school. Instruction shall be included in the school's existing health or physical education curriculum.

Students with disabilities may participate to the extent appropriate as determined by the provisions of the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act.

4.46: Program for Homeless Students Policy

The Soulard School recognizes that homelessness alone should not be a sufficient reason to separate students from the mainstream school environment. Therefore, The Soulard School, in accordance with state and federal law (Title VII-B of the McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act) and the Missouri State Plan for Homeless Children and Youth, will give special attention to ensure that homeless children in the LEA have access to free, appropriate public education.

Section 1. Definitions

A "homeless child" or "homeless youth" is one who:

- A. lacks a fixed, regular, and adequate nighttime residence; and
- B. includes--
 - i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;;
 - ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 - iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
 - iv. migratory children or youths who qualify as homeless because they are living in circumstances described in subdivisions (i) to (iii) above.

The first category may include some individuals who have moved in with others.

Consideration of each individual case, along with the permanency of the situation, will be needed in order to identify those who are homeless.

The terms "enroll" and "enrollment" include attending classes and participating fully in school activities.

The "school of origin" is the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Section 2. Enrollment and Placement

Homeless children and youth frequently move, and maintaining a stable school environment is critical to their success in school. To ensure this stability, LEAs must make school placement determinations on the basis of the "best interest" of the homeless child or youth. Using this standard, The Soulard School must –

- (a) Continue the child's or youth's education in the school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; or for the remainder of the academic year if the child or youth becomes permanently housed during an academic year; or
- (b) Enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

In determining what is a child or youth's best interest, The Soulard School must, to the extent feasible, keep a homeless child or youth in the school of origin, unless doing so is contrary to the wishes of the child or youth's parent or guardian. If The Soulard School wishes to send a homeless child or youth to a school other than the school of origin or a school requested by the parent or guardian, The Soulard School must provide a written explanation of its decision to the parent or guardian, together with a statement regarding the right to appeal the placement decision.

Enrollment requirements which may constitute a barrier to the education of a homeless child or youth may be waived if allowed by law. The Soulard School may, however, require contact information.

If The Soulard School is unable to determine the grade level of the student because of missing or incomplete records, The Soulard School shall administer tests or utilize other reasonable means to determine the appropriate grade level for the child/youth.

Transportation:

Transportation must be provided, at the request of the parent or guardian (or in the case of the unaccompanied youth, the homeless coordinator) to and from the school of origin.

- If the homeless child or youth continues to live in the area served by the LEA in which the school of origin is located, that LEA must provide or arrange for the child's or youth's transportation to or from the school of origin.
- If the homeless child or youth continues his or her education in the school of origin but begins living in an area served by another LEA, the LEA of origin and the LEA in which the homeless child or youth is living must agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the LEAs cannot agree upon a method, the responsibility and costs for transportation are to be shared equally.
- The transportation requirement applies even if the LEA does not provide transportation to non-homeless students.

Section 3: Services

Each homeless child or youth shall be provided services comparable to services offered

to other students in the LEA including, but not limited to, transportation services, educational services for which the child meets the eligibility criteria, such as educational programs for children with disabilities, English learners, programs in career and technical education, programs for gifted and talented students, before-and-after school programs, school nutrition programs, and transportation.

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

In the event that it is in the best interest of the homeless child or youth to attend the school of origin, it shall be the responsibility of this LEA to provide for the transportation of the student. This may be achieved through the transportation services of this LEA, the school of origin, or another outside agency.

Section 4: Records

Once LEA officials have determined that an enrolling student is homeless, the LEA's homeless coordinator must assist the student in obtaining his/her education, immunization, medical, and other records. According to McKinney-Vento, the student must be enrolled in the interim.

Section 5: Immunization Records

If the homeless coordinator is unable to obtain prior immunization records within thirty (30) days of enrolling and the student is still eligible for services under the homeless education program; the student must begin the immunization series and demonstrate that satisfactory progress has been accomplished within (90) days. If the homeless student maintains that he/she is exempted from receiving immunizations, then after thirty (30) days the student must provide documentation in accordance with the exemption requirements provided for in §section167.181.3, RSMo.

Any records ordinarily kept by the school, including immunization records, academic records, birth certificates, guardianship records, and evaluation for special services or programs of each homeless child or youth shall be maintained so that appropriate services may be given the student, so that necessary referrals can be made, and so that records may be transferred in a timely fashion when homeless children or youth enters a new LEA. Copies of records shall be made available upon request to students or parents in accordance with the Family Educational Rights and Privacy Act.

Section 6: Coordinator

The Board will designate an individual to act as the LEA's homeless coordinator to ensure compliance with federal and state law. The homeless coordinator will "ensure that homeless children and youth enroll and succeed in the schools of that agency; and homeless families, children and youth receive educational services for which they are eligible, and referrals to health care services, dental services, mental health services, and other appropriate services." The homeless coordinator will also ensure that disputes regarding the placement or education of homeless children or youth are

resolved in a timely fashion.

The LEA shall inform school personnel, service providers and advocates working with homeless families of the duties of the LEA homeless coordinator.

Section 7: Resolving Grievances

Level I - A complaint regarding the placement or education of a homeless child or youth shall first be presented orally and informally to the LEA's homeless coordinator. If the complaint is not promptly resolved, the complainant may present a formal written complaint (grievance) to the homeless coordinator. The written charge must include the following information: 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 state. Within five (5) working days after receiving the complaint, the coordinator shall state a decision in writing to the complainant, with supporting evidence and reasons. In addition, the coordinator will inform the Executive Director or his/her designee 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 Executive Director or his/her designee by filing a written appeal package. This package shall consist of the complainants' grievance and the decisions rendered at Level I. The Executive Director or his/her designee will arrange for a personal conference with the complainant at their earliest mutual convenience. Within five (5) working days after receiving the complaint, the Executive Director or his/her designee 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 Executive Director or his/her designee to the Board 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. For LEA purposes, the decision of the Board is final.

Level IV - If the complainant is dissatisfied with the action taken by the Governing Board of the LEA, a written notice stating the reasons for the dissatisfaction may be filed with the state director of special federal instructional programs. The state director will initiate an investigation, determine the facts relating to the complaint, and issue notice of his or her findings within thirty (30) days to the LEA and the complainant. If the findings support the action taken by the LEA, such action will be confirmed. If the findings support the allegations of the complainant, the LEA will be directed to take corrective action. An appeal of this decision can be made within ten (10) days to the Deputy Commissioner of Education. Within thirty (30) days after receiving an appeal, the Deputy Commissioner of Education will render a final administrative decision and notify the complainant and all other interested parties in writing.

4.47: Local Educational Agency Title I.A Parental Involvement Policy and School Title I.A Parental Involvement Policy

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parental and family engagement policy as required the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (parental involvement policy).

Section 1. Local Educational Agency Policy

In General: A local educational agency may receive Title I, Part A funds only if such agency Conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members consistent with the provisions below. Such programs, activities, and procedures shall be planned and implemented with meaningful consultations with parents of participating children.

Written Policy: Each local educational agency that receives funds under Title I, Part A shall develop jointly with, agree upon with, and distribute to, parents and family members of participating children a written parent and family engagement policy that is incorporated into the local educational agency's plan developed under section 1112, establishes the expectations and objectives for meaningful parent and family involvement, and describes how the local educational agency will:

- involve parents and family members in the joint development of the plan under section 1112, and the support and improvement plans under section 1111.
- provide the coordination, technical assistance, and other support necessary to assist and build the capacity of participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance; which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education
- coordinate and integrate parent and family involvement strategies under this part with parent and family engagement strategies under relevant federal, state, and local programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;
- conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children,

- including engaging with school personnel and teachers; and strategies to support successful school and family interactions. The LEA should use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parental and family engagement policies described in this section; and
- involve parents in the activities of the schools served under Title I, Part A, which may include establishing a parental advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Reservation of Funds.

Each local educational agency shall reserve at least 1 percent of such agency's allocation under Title I, Part A, subpart 2 to carry out parental and family involvement, including family literacy and parenting skills, (unless 1 percent of such agency's allocation under Title I, Part A, subpart 2 for the fiscal year for which the determination is made is \$5,000 or less.)

Parents of children receiving services under Title I, Part A shall be involved in the decisions regarding how funds reserved as set forth above are allotted for parental involvement activities.

Section 2. School Parental Involvement Policy

Each school served under Title I, Part A shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, that shall describe the means for carrying out the requirements of Policy Involvement, Shared Responsibilities for High Student Academic Achievement, and Building Capacity for Involvement and Accessibility.

Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Special rule.--If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection.

Amendment.--If the local educational agency has a school district-level parental and family engagement policy that applies to all parents and family members in all schools served by the local educational agency, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

Parental comments.--If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments

with such plan when such local educational agency submits the plan to the State.

Policy Involvement.

Each school served under Title I, Part A shall:

- (1) convene an annual meeting, at a convenient time, at the beginning of the school year, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain Title I, Part A, its requirements, and their right to be involved. The school shall have sign-in sheets for this meeting and retain such sign-in sheets, the agenda for the meeting and minutes of the meeting for audit purposes by DESE;
- (2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
- (3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of its programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
- (4) provide parents of participating children--
 - (A) timely information about programs under this part;
 - (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
 - (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
- (5) if the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

Shared Responsibilities for High Student Academic Achievement.

As a component of the school-level parent and family engagement policy, each school shall served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall:

- (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their children's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
- (2) address the importance of communication between teachers and parents on an

ongoing basis through, at a minimum:

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress; and
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Building Capacity for Involvement.

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A:

- (1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- (2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
- (3) shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
- (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- (7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- (8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- (9) may train parents to enhance the involvement of other parents;
- (10) may arrange school meetings at a variety of times, or conduct in-home conferences

- between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- (11) may adopt and implement model approaches to improving parental involvement;
 - (12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
 - (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
 - (14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

Section 3. Accessibility

In carrying out the parent and family engagement requirements, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the informed participation of parents and family members including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

4.48: Migrant Procedure

Updated by the Soulard School Board of Directors on 5/25/23

Section 1. Identification.

For purposes of Board policies and regulation, a child is a “migratory child” and is eligible for the Migrant Education Program (MEP) if all of the following conditions are met:

1. The child is not older than 21 years of age; and
2. The child is entitled to a free public education (through grade 12) under State law or is below the age of compulsory school attendance; and
3. The child is a migratory agricultural worker or a migratory fisher or has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; and
4. The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph three above, in order to seek or obtain qualifying work; and
5. The child has moved from one LEA to another.

Potential migrant students will be identified through questions on the school enrollment form. If it appears that a migrant student is enrolling, the school will have the parent/family complete the DESE Migrant Parent Questionnaire and will send the completed form to the State Migrant Director in order to verify eligibility in the program.

Section 2. Services.

If a migrant student is identified by the Migrant office, the school will be responsible to:

- assess the educational, health, and social needs of the identified student and develop objectives to address those needs so that migrant children meet the same challenging State academic content standards and academic achievement standards that all children are expected to meet;
- Provide advocacy to allow children and families to gain access to health, nutrition and social services;
- Review existing programs and resources to determine which can help meet the needs of migrant children and assure that the children have access to them;
- provide professional development activities for teachers to improve the quality of education for migrant children; and,
- provide opportunities for participation of migrant parents in the educational activities of their children.

4.49: Safe Place For Newborns Act Instruction Policy³

The Governing Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. Safe Place for Newborns Act Instruction

Section 1.1. The school may provide annually to high school students enrolled in health education at least thirty minutes of age- and grade- appropriate classroom instruction relative to the safe place for newborns act of 2002, which provides a mechanism whereby any parent may relinquish care of an infant to the state in safety and anonymity and without fear of prosecution under curtailed specified conditions.

Section 1.2. Such instruction shall include the following information:

1. An explanation that relinquishment of an infant means to give over possession or control of the infant to other specified persons as provided by law with the settled intent to forego all parental responsibilities.
2. The process to be followed by a parent in making a relinquishment;
3. The general locations where an infant may be left in the care of certain people;
4. The available options if a parent is unable to travel to a designated emergency care facility; and
5. The process by which a relinquishing parent may reclaim parental rights to the infant and the timelines for taking this action.

³ § 170.312, RSMo.

4.50: Strip Searches Policy⁴

The Governing Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. Strip Searches

Section 1.1. No employee or volunteer at the school shall perform a strip search of any student of the school.

Section 1.2. A student may be strip searched by or under the authority of a commissioned law enforcement officer.

Section 1.3. A student may be strip searched by a school employee only if a commissioned law enforcement officer is not immediately available and if the school employee reasonably believes that a student possesses a weapon, explosive, or substance that poses an imminent threat of physical harm to himself or herself or another person.

Section 1.4. If a student is strip searched by an employee of the school or a commissioned law enforcement officer, the school will attempt to notify the student's parent or guardian as soon as possible.

Section 1.5. For the purposes of this policy, strip search means the inspection of a person's anus or genitalia, including but not limited to inspections conducted visually, manually or by means of any physical instrument. A strip search shall not include the removal of clothing in order to investigate the potential abuse or neglect of a student; give medical attention to a student; provide health services to a student; or screen a student for medical conditions.

Section 2. Emblem, Insignia or Garment

Section 2.1. No employee of or volunteer in or board member of the school shall direct a student to remove an emblem, insignia, or garment, including a religious emblem, insignia, or garment, as long as such emblem, insignia, or garment is worn in a manner that does not promote disruptive behavior.

Section 3. Violation of Policy

Section 3.1. Any employee of the school who violates Section 1 of this policy shall be immediately suspended without pay, pending an evidentiary hearing, when such employee is entitled by statute or contract to such hearing. If an employee is not entitled to such evidentiary hearing, the employee shall be suspended pending completion of due process or further disciplinary action.

⁴ § 167.166, RSMo.

4.51: Students with Diabetes Policy

The Governing Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. Training

Section 1.1. School will provide training developed by the Department of Elementary and Secondary Education to a minimum of three school employees if the school has a student with diabetes.

Section 1.2. If at any time fewer than three school employees are available to be trained at such a school, the school leader shall distribute to all staff members a written notice seeking volunteers to serve as diabetes care personnel. The notice shall inform staff of the following:

(1) The school shall provide diabetes care to one or more students with diabetes and is seeking personnel willing to be trained to provide that care;

(2) The tasks to be performed;

(3) Participation is voluntary and the school district or school shall take no action against any staff member who does not volunteer to be designated;

(4) Training shall be provided to employees who volunteer to provide care;

(5) Trained personnel are protected from liability under section [167.821](#); and

(6) The identity and contact information of the individual who should be contacted to volunteer.

Section 1.3. School employees shall not be subject to any penalty or disciplinary action for refusing to serve as trained diabetes care personnel nor shall a school or school district discourage employees from volunteering for training.

Section 1.4. The training shall be coordinated by a school nurse, if the school has a school nurse, and provided by a school nurse or another health care professional with expertise in diabetes.

Section 1.5. Such training shall take place prior to the commencement of each school year, or as needed when a student with diabetes is newly enrolled at a school or a student is newly diagnosed with diabetes, but in no event more than thirty days following such enrollment or diagnosis.

Section 1.6 The school nurse or another health care professional with expertise in diabetes shall promptly provide follow-up training and supervision as needed. Coordination, delegation, and supervision of care shall be performed by a school nurse or other qualified healthcare professional.

Section 1.7. The school may provide training in the recognition of hypoglycemia and hyperglycemia and actions to take in response to emergency situations to all school personnel who have primary responsibility for supervising a child with diabetes during

some portion of the school day and to bus drivers responsible for the transportation of a student with diabetes.

Section 2. Diabetes Plan

Section 2.1. The parent or guardian of each student with diabetes who seeks diabetes care while at school should submit to the school a diabetes medical management plan, which upon receipt shall be reviewed by the school.

Section 3. Diabetes Care

Section 3.1. The school may provide all students with diabetes in the school appropriate and needed diabetes care as specified in their diabetes medical management plan.

Section 3.2. In accordance with the request of the parent or guardian of a student with diabetes and the student's diabetes medical management plan, the school nurse or, in the absence of the school nurse, trained diabetes care personnel may perform diabetes care functions including, but not limited to:

- (1) Checking and recording blood glucose levels and ketone levels or assisting a student with such checking and recording;
- (2) Responding to blood glucose levels that are outside of the student's target range;
- (3) Administering glucagon and other emergency treatments as prescribed;
- (4) Administering insulin or assisting a student in administering insulin through the insulin delivery system the student uses;
- (5) Providing oral diabetes medications; and
- (6) Following instructions regarding meals, snacks, and physical activity.

Section 3.3. The school nurse or at least one of the trained diabetes care personnel may be on site and available to provide care to each student with diabetes during regular school hours and during all school-sponsored activities, including school-sponsored before-school and after-school care programs, field trips, extended off-site excursions, extracurricular activities, and on buses when the bus driver has not completed the necessary training.

Section 4. Student Self-Care

Section 4.1. Upon written request of the parent or guardian and authorization by the student's diabetes medical management plan, a student with diabetes shall be permitted to perform blood glucose checks, administer insulin through the insulin delivery system the student uses, treat hypoglycemia and hyperglycemia, and otherwise attend to the care and management of his or her diabetes in the classroom, in any area of the school or school grounds, and at any school-related activity, and to possess on

his or her person at all times all necessary supplies and equipment to perform these monitoring and treatment functions.

Section 4.2. If the parent or student so requests, the student shall have access to a private area for performing diabetes care tasks.

4.52: Organ, Eye, and Tissue Donation Policy⁵

The Governing Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. Presentation on Organ, Eye, and Tissue Donation

Section 1.1. Any state or nationally recognized program or organization that provides unbiased information on organ, eye, and tissue donation that requests to present information on organ, eye, and tissue donation to the Board shall be allowed to give such presentation and shall be allotted no less than thirty minutes for the presentation.

Section 1.2. The Board shall consider the information presented and decide whether to present such information to students and parents in the school and the manner in which such information shall be presented.

Section 2. Student Instruction

Section 2.1. No student shall be required to participate in any instruction relating to information about organ, eye, and tissue donation if the student has any sincerely held religious or emotional belief which is contrary to such instruction.

⁵ § 170.311, RSMo.

SECTION 5: OPERATIONAL POLICY APPENDIX

Appendix 5.1: Admissions, Lottery and Enrollment Procedures

Section 1. Application Process

Applications for admission will be available for at least 20 days prior to the lottery on the school's website and for pick up in the school office during school hours.

Applicants offered spots will be required to provide additional documentation upon enrollment including birth certificate, immunization records (or state religious/medical exemption form) and proof of city residency.

Applications received will be reviewed for completeness and any missing information noted and parents notified on the spot, or by email. Reviewer will note that they are complete, the date received, and the grade level applied for.

Applications will be entered in a database and sorted by grade applying for.

Current families will be asked at least 20 days prior to the lottery whether they intend to return. This determines how many new spots may be open in grades 1-5.

Applications received in full by the first lottery deadline (date will be set annually by the school, but typically will be February 15 of the application year) will all be considered equally for available seats at their appropriate grade level.

Section 2. Lottery Process

In the event that there are more applicants than there are available seats at a given grade level, a lottery will be conducted within 2 days of the application deadline.

Complete applications received by 5:00 p.m. on the first lottery deadline will be entered into an applicant database and sorted by grade level.

Children of full-time staff members will be placed in open spots first. If no spots are open at their grade level, they will be placed at the top of the numbered waiting list.

Siblings of enrolled students will be placed in open spots second. If no spots are open at their grade level, they will be placed on the numbered waiting list below staff children.

All applicants for fifth grade will be assigned a random number, 1-1000 using the [RANDBETWEEN] function in Google Sheets. They will then be sorted by that number,

highest to lowest, and placed in the fifth grade class list until spots are full. Any remaining applicants for that class will be placed on a numbered waiting list.

Any siblings of newly accepted fifth grade applicants will then be placed in their appropriate class list (or at the top of their class waiting list, if class is already full).

The process for fifth grade is repeated, moving downward through the grades to kindergarten.

If any younger sibling is accepted while their older sibling was not, the older sibling will be moved to the top of the waiting list for their grade, just below staff children and siblings of previously enrolled children.

All applications received after the first lottery deadline will be held for a second lottery (date will be set annually by the school, but typically will be April 15 of the application year). The procedures from the first lottery will be repeated, with applicants placed or added to the bottom of the waitlist for their grade.

Families will again be notified within 4 days of the lottery of their status (accepted or waitlist number) and those accepted have 10 days after that time to confirm or decline enrollment.

Section 3 Late Applicants and Late Enrollment

Applications received after the second round lottery deadline will be accepted on an ongoing basis and offered placement if space permits, or added to the waiting list for their grade level.

The school will continue to accept applications and place students from the waiting list through 10/31. After that date, the school will no longer accept mid-year applicants or make placements.

Section 4. Waitlist

Families of applicants not placed by the lotteries will be informed of their number on the waitlist within 4 days of the lottery deadline (or their application, if submitted after both lotteries).

Families can contact the school periodically to see where their application is on the waiting list.

As spots open based on enrollment changes, the school will contact families on the waiting list by mail, email or phone to determine if they are interested in enrolling. Families offered spots from the waitlist will generally have 10 days from notification to return their enrollment confirmation form and required documents or will be considered declining.

If spots open within a month or less of the first day of school, waitlist families may be given a shorter period of time (5 days) to respond, in the interest of setting class lists in a timely manner. In this case, the school would utilize all available parent phone and email contacts to ensure that contact is made with the family to determine interest.

Applicants remaining on the waitlist after the late enrollment deadline (see above) will need to restart the application process for the following school year and receive no priority in admissions.

Section 5. Enrollment Process

All families will be notified by mail of their admissions status within 4 days of the lottery deadline.

Families with admitted students will have 10 days from notification to confirm enrollment by completing and returning an enrollment confirmation form and providing additional required documentation including:

- Proof of city residency (Recent [past 60 days] utility bill, statement of government benefits or bank statement, copy of current lease, etc.)
- Immunization records (or religious exemption form)
- Copy of birth certificate
- Prior school records release (1-5th grade only)
- Copy of IEP, 504 Plan or other documents relating to special education services or evaluations
- Other information as requested by the school

Failure to return the form and required documents within that time frame (mailings must be postmarked by the deadline) will result in the application being considered declined.

Section 6. Re-Enrollment Process

Families of currently enrolled K-4th grade students will be asked annually to submit a form indicating if they wish to enroll for the following school year. These forms will be due at least 10 days prior to the first round of lottery.

Families will also be asked annually to provide updated proof of city residency with their re-enrollment form.

Families who indicate on that form that they do not plan to return will be considered withdrawn for the following school year and must reapply if their plans change.

Section 7. Withdrawal Process

Families can elect to withdraw their child from the school at any point before or after the school year begins. Notifications should be made in writing, sent by mail or email. The school will confirm the student's withdrawal date and make arrangements for any records or materials to be sent to the student's new school.

Upon withdrawal, families are expected to return any and all equipment and materials belonging to the school including any technology. Student email addresses and accounts on any education platforms established through the school will be deleted.

Any student who moves outside the City of St. Louis will be allowed to complete the trimester if needed as they transition to their new school or educational setting. If the family wishes to remain enrolled during this transition period, it is expected that they work with the school to ensure the student is able to continue to participate fully in school services and programming during this time. Note that students moving due to homeless or foster status are subject to different guidelines and policies under federal law and school policy. Please contact the office to be connected with the Homeless Liaison or Foster Care Coordinator.

A student who is absent 10 consecutive school days whose family fails to respond to the school's efforts to contact them regarding enrollment and attendance will be considered withdrawn.

4.30: School Admissions

The Board of The Soulard School adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. Eligibility

Section 1.1 The School shall enroll only students that reside in the Soulard School LEA, nonresident students eligible to attend a district's school under an urban voluntary transfer program, or nonresident students who transfer from an unaccredited district under section 167.895, RSMo, provided that the charter school is an approved charter school, as defined in section 167.895, RSMo, and subject to all other provisions of section 167.895, RSMo. This Charter School does not limit admission based on race, ethnicity, national origin, sexual orientation, disability, gender, income level, proficiency in the English language or athletic ability, but may limit admission to students within a given age group or grade level. -

Section 1.2 A child who moves from the City of St. Louis to another municipality mid-school year will be given until the end of that trimester to transition to their new school district. Families of enrolled students will be asked to provide proof of city residency on an annual basis.

Section 2. Admissions

If capacity of the School is insufficient to enroll all students who submit an application during the open enrollment period (established in March of each year), the School will use a lottery admissions process in order to assure all applicants an equal chance of gaining admission. Under Section 160.410 RSMo preference will be given in the lottery to applicants whose siblings are enrolled at the school and those whose parents are employed by the school.

Section 3. Testing

Students will not be required to complete any test or measure in order to be admitted to School. Once students are formally enrolled, formal and informal assessments may be administered to determine the most appropriate instructional plan and placement for each student.

Section 4. Registration

Section 4.1. Applications must be submitted online on or before 5 p.m. on March 15. In the event School is closed on March 15, all applications must be received by 5 p.m. the next business day following March 15.

Section 4.2. All applications must be complete. Regardless of reason, failure to have a completed application package in the office of School by this deadline may constitute a waiver of inclusion in the lottery for the following school year.

Section 4.3. In order to complete the registration process the following must be received by School after placement is offered: completed enrollment application including the release of records and all required supporting documentation (such as proof of residency, immunizations). Applications timely received but incomplete due to circumstances beyond the control of the applicant may be included in the lottery at the discretion of the School Leader or his/her designee with a right of appeal to the Governing Board.

Section 4.4. The School STRONGLY encourages all applicants to keep confirmation email that application has been received. Any applications not present in the School offices by the deadline will be deemed to have waived participation in the lottery regardless of reason.

Section 4.5. The School's admission procedures will be published annually.

Section 4.6. A register of all complete applications, received in a timely manner, will be maintained in the School's office for review by applicants. Applicants are required to assure their application is registered prior to the deadline.

Section 4.7. Priority for enrollment will be given in the following order in accordance with the approved charter petition:

1. CURRENTLY ENROLLED STUDENTS
2. FACULTY AND STAFF CHILDREN: Children of faculty and instructional staff*.
 1. To attract and retain high quality teachers and staff, The Soulard School will give enrollment preference to children of both resident and nonresident TSS full-time staff; and those students will attend TSS as resident student as long as their parent is an employee of TSS. An application for enrollment of non-resident employee child(ren) will be completed at the time the child seeks admission. Requests are not guaranteed to be approved every year, and approval can be based on student enrollment needs.
3. SIBLINGS: Siblings of students currently enrolled on the date of the lottery
 1. For definition purposes, "siblings" are two or more children that are related either by 1) birth, by means of the same father or mother, by 2) legal adoption, or 3) by foster care which is expected to be of long duration.
4. OTHERS: All other eligible students

Section 5. Lottery

Section 5.1. When more registrants than seats in a class, grade level, or the school have been received, a public lottery shall be held.

Section 5.2. The lottery process shall be published in advance and articulated prior to commencement of the lottery.

Section 5.3. The lottery shall be observed and certified by a third party individual.

Section 5.4 Applications received after the first round lottery in February will be held for a second lottery in April and placed at that time, or added to the waiting list for their grade level.

The Board directs the Executive Director to create and implement a Lottery Admission Process, a copy of which is attached hereto as an Appendix 5.1.

Section 6. Wait List

Section 6.1. Lottery positions and waiting list positions will not be secured from year to year. Those offered the opportunity to enroll from the waiting list will have five days to complete the enrollment process before the opening will be offered to the next student on the waiting list.

Section 6.2. It is the responsibility of the waitlisted parent or guardian to provide updated contact information including a phone number and address, and an email if possible.

Section 6.3. Waitlist parents must also provide an emergency contact person in the event they cannot be reached regarding an opening. Failure to keep updated information throughout the school year resulting in an inability to notify the parent of an opening waives the student's placement on the waitlist.

Section 6.4. A school designee shall contact the next person on the waitlist if a slot becomes available. Contact may be made by phone, and if available, by email. Every effort will be made to reach the individual in person; however, if this is not possible, a message will be left on the phone and/or email.

Section 6.5. The parents will be given 5 days to contact the School and make a decision to accept the opening. If contact or a decision is not made within this time frame, the next student on the waitlist is extended the offer.

Section 6.6 The school will continue to accept applications and admit students as space allows until the end of the first trimester (early November).

Appendix 3: Anti-Bullying Policy

The Soulard School works to ensure that all members of the school community (staff, parents and students) treat one another with respect and advocate for their own needs and the rights, and the needs and rights of others.

Conflict is an inevitable part of the learning process as students navigate social situations through varying developmental lenses. As such, teachers take an empathetic and restorative approach with involved students to ensure each student is heard, and a shared understanding of the situation and the necessary work needed for a more positive outcome is achieved.

At times, an unhealthy pattern of interactions can be seen between two or more students and further action is needed. This behavior may be labeled as bullying under school policy. The Soulard School prohibits all types of bullying behavior including intimidation in any school setting, cyber bullying, and retaliation against any bullying behavior.

The State Law defines bullying as intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and 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 that substantially disrupts the orderly operation of the school. Bullying may include physical actions, gestures, or verbal, written, or electronic communication.

Any employee of The Soulard School who is a witness to or becomes aware of any type of bullying will report the information to the school social worker and/or the assistant principal as soon as possible, and no later than 2 days following the bullying incident. Staff, students, or parents may report suspected bullying to the classroom teachers, school social worker, or administration by email, phone, or in person. If classroom teachers are notified, they will follow procedures in notifying the social worker and assistant principal as soon as possible. The Soulard School prohibits any retaliation against a person who is reporting bullying to school staff.

When administration is notified of any report of bullying behavior, an investigation will begin within one school day. The assistant principal, school social worker, or principal will independently or collectively work together to determine the bullying situation. The investigative process will take no longer than 10 days. Following the investigation, the school will take a responsive approach as is appropriate for the child's age and stage of development. These responses may include counseling, social skills

instruction, behavioral support plan, and/or consequences that are logical and natural to the circumstances.

The anti-bullying policy will be published in The Soulard School Handbook that is distributed to all families each school year. The policy will be discussed with The Soulard School staff on an annual basis. Administration will review the anti-bullying policy as needed to ensure that the policy is equitable and fair.

Appendix 4: Child Find Policies and Procedures

In compliance with federal legislation, The Soulard School has established the following Policies and Procedures for Child Find purposes:

The Soulard School policy assures that:

- All children with disabilities who are in the School's population and in need of special education and related services are identified, located and evaluated (34 CFR 300.125)
- A practical method shall be developed and implemented to determine which children are currently receiving needed special education and related services. (34 CFR 300.125)
- This policy applies to highly mobile children with disabilities and children that are suspected of being a child with a disability under 34 CFR 300.7 and in need of special education, even though they are advancing from grade to grade. (34 CFR 300.125)

Procedures include, but are not limited to:

- 1) The Soulard School will maintain documentation of the public awareness efforts to inform the public and parents within the school jurisdiction of the availability of special education services. (34 CFR 300.125, A.A.C. R702-401)
- 2) Screening activities will be implemented for all Kindergarten students, all enrolled students new to the school, and those students who transfer to The Soulard School without sufficient records.
- 3) The screening will be completed within 45 days of enrollment.
- 4) The screening will include consideration of academic, cognitive, vision, hearing, communication, emotional and psychomotor domains (A.A.C. R702-401(c)).
- 5) If the screening form shows no areas of concern, the forms are filed in the student's educational file. If concerns are noted, the Assistant Principal will review records and consult with the student's parents, teachers, and school administrators and other appropriate personnel to determine a course of action to enable the student to succeed in the general education program. This may include, but is not limited to, a referral for special education evaluation.
- 6) The Soulard School will maintain documentation and annually report the number of children with disabilities within each disability category that have been identified, located and evaluated. (34 CFR 300.125)

Appendix 5: Covid Vaccination Policy

Section 1. Purpose and Context

The purpose of this policy is to promote and protect the health, safety, and well-being of all students, families, and staff at The Soulard School; as well as the surrounding community. Special consideration has been given to the student population, many of whom are children under the age of 12 and not eligible for vaccination as of August 2021. For this reason, The Soulard School requires teachers, staff, and volunteers to get a Covid-19 vaccination in accordance with this policy. This policy was designed with guidance and recommendations from the FDA (Food and Drug Administration), CDC (Center for Disease Control), and the City of St. Louis Department of Health.

Section 2. Scope

This policy applies to all teachers and staff members (full-time, part-time, seasonal, temporary, on-call, contracted, etc.) and volunteers working within the school while students are present.

This policy does not apply to parents picking up/dropping off students, attending school-related meetings, or otherwise entering the school for short periods of time as necessary for their children's educational needs. It also does not apply to contractors, vendors or other visitors who need to enter the school for business purposes but will not be in close/extended proximity to students.

Section 3. Policy

In order to prioritize the safety of staff, students, and families, The Soulard School requires all employees and volunteers to submit proof of Covid-19 vaccination prior to entering the school facilities. For the purposes of this policy, the school facilities also include any locations for activities conducted offsite, at which the employees and volunteers are working on behalf of the school (i.e. field trips).

Section 4. Timeline and Process

Current employees are required to demonstrate at least partial vaccination no later than September 15, 2021 and complete vaccination no later than October 15, 2021. To establish proof of vaccination, teachers and staff should present written evidence of vaccination from a healthcare provider such as a vaccine card. The Soulard School will maintain the confidentiality of all employee vaccination records. Documentation shall be submitted to Eleanor White, Communications & Operations Director.

Any employee who does not comply will be subject to disciplinary action up to and including termination.

Effective September 1, 2021, new employees will be required to submit proof of vaccination as part of their “new hire paperwork” and will be required to indicate proof of vaccination prior to beginning work.

Section 5. Employees Exemption from Vaccination

Current employees wishing to be exempt from the school’s Covid Vaccination Policy may submit a written request due to a qualifying disability or a sincerely held religious belief by September 1, 2021 to Shenika Bishop, Principal. Upon receiving the request, the Principal, or her designee, will begin the interactive process to determine if reasonable accommodations can be made. The Souldard School may request and review, but is not limited to, relevant medical documentation (which may include direct contact with the medical professional) and interviews with the employee. Such requests will require the staff member to release pertinent medical information to the The Souldard School Principal, or her designee. The Souldard School will engage in this interactive process to determine if a reasonable accommodation can be made, while avoiding undue hardship to the School and direct threats to the health and safety of other employees in the workplace. The Souldard School will make a determination regarding the requested exemption by September 15, 2021.

Retaliation against anyone for requesting an accommodation under this policy is prohibited. If you believe you are experiencing retaliation, please contact Eleanor White.

The Souldard School shall disclose this policy upon hiring any new employee. If the new employee intends to request an accommodation under this policy, the request should be made in writing within 5 days of being hired and prior to reporting to work. The interactive process described above (for current employees) will be completed prior to the new employee reporting to work.

This policy was approved by The Souldard School Board of Directors on August 26, 2021.

Appendix 6: LAU PLAN FOR ENGLISH LANGUAGE LEARNERS

Updated policy approved by the Soulard School Board of Directors on 4/22/21

Section 1 - Terms & Legal References:

EL: English Learner-use of special curriculum and services to help students who come from a non-English language background learn English.

ELL: English Language Learner or English Language Learning

LEP: Limited English Proficiency-students have a primary language other than English and are unable to participate effectively in school when English is the language of instruction (Also known as English Language Learners-ELL).

FEP: Fluent (Fully) English Proficient-students are capable of functioning in an English-only educational environment in the areas of comprehension, speaking, reading, and writing skills.

Lau: Informal reference to a set of investigations and law cases based on the Civil Rights Act. These cases required school districts to provide special assistance to English Language Learners who were unable to benefit from an education conducted primarily in English.

Legal References:

- 20 U.S.C. : 1703 (f) Federal Statute
- 20 U.S.C. : 6811-6871 English Language Acquisition, Language Enhancement and Academic Achievement Act
- NCLB Act of 2001
- Title VI, Civil Rights act of 1964
- Equal Education Opportunities Act as an amendment to the Education Amendments of 1974
- Office of Civil Rights Policy Update on Schools' Obligations Toward National Origin Minority Students with LEP 1991
- Executive Order 13166: Improving Access to Services for Persons with LEP 2000.

Federal Court Decisions:

- Lau vs. Nichols 1974
- Plyer vs. Doe 1981
- Castaneda vs. Pickard 1981

State Requirements:

- MSIP

Section 2: Responsibility of Lau Plan Implementation

The Executive Director of The Soulard School has designated the Building Principal as having overall responsibility for the district's compliance with federal and state laws, regulations and guidance regarding the education of ELLs.

Section 3: Identification, Initial Placement, and ELL Services

Step 1: All new students enrolling in TSS will complete a Home Language Survey included on the TSS Enrollment Packet.

Step 2: An assessment will be completed for any student whose Language Survey indicates he/she speaks a language other than English, or there is evidence to suspect that a language other than English is a barrier to success.

Step 3: The WIDA Online Screener will be used to assess whether the student meets criteria to be identified as EL, as well as to make initial English language development placement decisions.

Step 4: TSS will notify all parents and/or legal guardians of the language screening results and initial placement in writing.

Step 5: TSS will code all students identified as ELs correctly in their student information system to ensure accurate MOSIS reports submitted to DESE.

Section 4: Classroom Placement

TSS will ensure all ELLs are placed in the age-appropriate grade level.

Section 5: Parental Notification

TSS will notify parents about their child's screening results no later than 30 calendar days after enrollment. Parental notification shall be provided in English, and to the extent practicable in a language the parents can understand. Notification shall include:

- Eligibility for ELD services
- Student's level of proficiency and how it was assessed
- Method of instructional delivery
- How the program will help the child learn English and meet age appropriate academic achievement standards for grade promotion and graduation
- Specific requirements for exiting the program
- Information pertaining to parental rights that includes written guidance detailing:
 - The right that parents have to immediately remove their child from the LEP Program
- Notification of services must be sent to parents on an annual basis.

Section 6: Instruction

Instruction will take place predominantly in the general education classroom, with small group and/or 1:1 support provided by a certified teacher, in which certification may be in elementary education, special education, and ESOL certification; and/or provided by a licensed speech-language pathologist. Strategies will include a language-rich classroom, a visually-rich classroom, language instruction in classwide, small group, and 1:1 settings, and culturally-responsive teaching.

Staff members who may serve ELL students in the regular course of their duties but who are not primarily responsible for implementation of the program are provided the following training and resources; professional development to include 1) identify students who may be ELL, 2) effective strategies for teaching and engaging English Language Learners and, 3) culturally responsive practices to be sensitive to the learner's native language and culture.

Section 7: Language Proficiency and Assessment Tools

TSS currently uses the following assessment tools to determine language proficiency:

1. KG W-APT and WIDA Online Screener (Statewide English Proficiency Screener)
2. ACCESS for ELLs (Statewide English Proficiency Annual Assessment Tool)

Section 8: Student Reclassification (exiting) Criteria

In the case of English language proficiency, DESE defines proficiency as a score of 4.7 or above on the yearly ACCESS for ELLs assessment.

TSS follows the reclassification process listed below:

- ACCESS Scores of 4.7-6.0 (The student must be exited barring compelling evidence in the EL Portfolio suggesting he/she remain in the program.
- ACCESS Scores below 4.7 (The student must remain in the program barring compelling evidence that the student is capable of fully participating in a classroom where English is the language of instruction.
- All students will be monitored for two years after exit from LEP classification. TSS will keep documentation (state assessments, final LEP scores, parental notification) on file throughout the monitoring period. Students in the monitoring period do not take the yearly ACCESS for ELLs.

Section 9: Required Notification

TSS will keep parental notification describing the student's English Language Proficiency and supporting documentation on file. TSS will consult with parents prior to notification. A consensus among parents and educators regarding student reclassification must be reached.

Section 10: Program Evaluation/Effectiveness

TSS will hold an annual meeting with all stakeholders (parents of ELs, educators, and community members) to review and discuss the current ELL Program effectiveness and methods for improvement.

Appendix 7: Homelessness Policy

Updated policy approved by The Soulard School Board of Directors on March 18, 2021

Section 1. Admissions and Withdrawal

The Soulard School is committed to providing equal access for any eligible homeless students for which there is space. All eligible students will have access to free education in the same manner as it is given to other students at The Soulard School. The Licensed Clinical Social Worker will review all Soulard School policies to ensure that they do not act as barriers to the admission and success of homeless students. Policies related to immunization, residency, birth certificates, school records, and guardianship will be taken into consideration in light of what could be done to best serve the homeless student population.

The McKinney-Vento Act defines “homeless children and youth” as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes:

- Children and youth who are: - sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as doubled-up); - living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; - living in emergency or transitional shelters; or abandoned in hospitals.
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Migratory children who qualify as homeless because they are living in circumstances described above.

If a student is identified as homeless, is requesting to be admitted to The Soulard School, AND there is space within the requested grade-level, the school will determine what is in the best interest of the child and whether or not the child should be enrolled. If there is no current availability within the requested grade level, the student will be placed at the top of the waitlist. The parent/guardian of the child will be regularly informed and involved during this process. In making this determination, the school will

take into consideration the barriers to attending school at The Soulard School as well as the school of origin.

Any requirements for enrollment that may serve as a barrier to the student/family will be waived by the board as required by the law. In instances where it is unclear what grade level the student would be enrolled in, The Soulard School will be responsible for administering tests or other means to determine the appropriate grade level.

Section 2. Instruction and Services for Homeless Students

The Soulard School will work to ensure that eligible homeless students have equal education opportunities and services. Services that are provided to the homeless student will be consistent with federal law and with Missouri's state plan for the education of homeless children. The Licensed Clinical Social Worker serves as the Homeless Liaison under the McKinney Vento Act.

Any homeless children that are to be enrolled at The Soulard School will receive services that are comparable to all other students. These services may include any transportation services, special education services, social and emotional support services, before and after-school care programs, and extracurricular events and activities. The Soulard School will also work to ensure that the parent/guardian of the homeless student will have opportunities to be involved in the school culture.

Records that are typically kept by the school will be equally maintained for homeless children to ensure that appropriate services may be given to the student. Any requested records will be made available in accordance with the Family Education Rights and Privacy Act.

Section 3. Transportation

The Soulard School is committed to providing homeless students with the same educational opportunities as all other students enrolled in school. This includes helping to resolve barriers in getting to school on a regular basis. In accordance with the McKinney-Vento and Every Student Succeeds Acts, the school supplies transportation services to eligible students. When transportation services are requested for eligible students, the parent/guardian and school agree to the following guidelines:

- Responsibilities of the School:
 - TSS will provide and pay for transportation
 - TSS will ensure transportation is on time to the fullest extent possible

- Responsibilities of the Parent/Guardian:

- Parent/guardian will allow school to provide needed information to the transportation company/provider in order to coordinate transportation, including but not limited to student's name, age, address, and special needs and strategies for ensuring successful rides. This information will also be provided to the transportation company/provider by the parent/guardian when directly requested.
- Parent/guardian will have student(s) ready and waiting when transportation arrives. The transportation company staff/provider is not required under any circumstances to wait or return at a later time.
- Parent/guardian (or another permitted adult or older sibling for whom parent/guardian has previously notified school homeless liaison or transportation company/provider) will be present when student(s) is/are dropped off in accordance with transportation company policy.
- If :1. parent/guardian or permitted adult/older sibling is not present for younger students or students in need of assistance OR 2. parent/guardian or permitted adult/older sibling is not present and older student is uncomfortable, unsure of where to go, or refusing to exit vehicle AND the transportation company or school are not able to get ahold of the parent/guardian OR driver has to wait longer than ten minutes (even if parent has been reached), the student will be taken to the nearest police station.
- Parent/guardian will make all address changes and cancellations with the school by 12:00pm the day before the change is to be implemented.
- Parent/guardian will treat drivers and transportation staff respectfully in accordance with transportation company rules and the school's Parent Handbook.

Prior to the start of transportation services, parent/guardians will provide a signature agreeing to the above agreed upon guidelines prior to the service.

Section 4. Coordinator

The Soulard School will always have a designated homeless student liaison as required under the McKinney Vento Act. The Licensed Clinical Social Worker is designated as the homeless student liaison. In any absence or change in the position, The Soulard School will designate another staff member to fill this role and comply with standards for professional training. The McKinney Vento Act states that the homeless liaison will *"ensure that homeless children and youth enroll and succeed in the schools of that agency; and homeless families, children, and youths receive educational services for which they are eligible, and referrals to health care services, dental services, mental health services, and other appropriate services."* Additionally, the homeless liaison will

also resolve disputes that may arise in determining eligibility for services under the McKinney Vento Act.

The homeless liaison will be responsible for ensuring all services under the McKinney Vento Act are available through the school. The liaison will maintain required training to ensure that the staff member is up to date on any changes or additions to the requirements of the position. Additionally, the homeless liaison will educate staff, families, and the surrounding community on the McKinney Vento Act.

Section 5. Resolving Disputes

- A. The parent/guardian or unaccompanied homeless youth notifies the homeless liaison in writing of their complaint. The homeless liaison serves as the intermediary between the parent/guardian or unaccompanied homeless youth and the school where the child is seeking enrollment.
 - a. The parent/guardian or unaccompanied homeless youth shall receive a copy of or access to the policies addressing the education of homeless children and youths from the Souldard School.
 - b. The homeless liaison will provide a written resolution of the dispute or a plan of action within five days of the date the written complaint was received.

- B. If the dispute is not resolved with the homeless liaison, the parent/guardian or unaccompanied homeless youth can file a complaint in writing to administration for further review.
 - a. The Souldard School administrative team will provide a written resolution of the dispute or a plan of action within five days of the date the written complaint was received by the administrative team.

- C. If the dispute is not resolved at the administrative level, the parent/guardian or unaccompanied homeless youth may file the written complaint before the school's Board of Directors for resolution.
 - a. The Souldard School Board of Directors will provide a written resolution of the dispute or a plan of action within thirty days of the date the written complaint was received by the board of education. The decision of The Souldard School board is final.

- D. If the complainant is dissatisfied with the action taken by The Souldard School, a written notice stating the reasons for dissatisfaction may be filed with the state director of special federal instructional programs.

- a. The state director will initiate an investigation; determine the facts relating to the complaint and issue notice of his/her findings within thirty days to The Soulard School and the complaining party.
- b. If the findings support the action taken by TSS, the action will be confirmed.
- c. If the findings support the allegations of the complainant, TSS will be directed to take corrective action.
- d. An appeal of this decision can be made within ten days to the Deputy Commissioner of Education.
- e. Within thirty days after receiving an appeal, the Deputy Commissioner of Education will render a final administrative decision and notify the complainant and all other interested parties in writing.

Section 6. Distance Learning Statement

If circumstances arise that lead The Soulard School to participate in distance learning, the homeless student liaison will communicate regularly with homeless students and families. The Soulard School will ensure that equal access to technology and resources are given to homeless students and families. Due to more significant needs arising during distance learning for homeless populations, the school counselor will help connect homeless students to resources for mental health, technology support, medical support, and any other resources that may be needed during distance learning.

Appendix 8: Policy on Background Checks for Board Members, Staff and Volunteers

Per Missouri statute, all board members, all staff members (including subs) and any volunteers who may be unsupervised with students will undergo fingerprint background checks through the Missouri State Highway Patrol's system, and register with the Missouri Family Care Safety Registry. For staff and subs, these checks will be complete before their first day in the classroom. For volunteers these will be complete before any unsupervised contact with students, including driving on school field trips. For board members, checks will be complete before they attend their first meeting.

The school will cover the cost of background checks and FCSR for board members, staff, subs and parent/grandparent volunteers. Any independent volunteers will pay for their own background checks and FCSR registration.

Section 1. Board member results

Any criminal reports revealed by the background checks will be received by the Executive Director's office and reported to the President of the Board. The Board Executive Committee will then make the decision as to whether to admit the board member or impose any sanctions or conditions to board membership.

Section 2. Staff results

Any background check results reporting criminal activities will be received by the Communications & Operations Director and reviewed by the Executive Director and administrative team. Any substantiated allegation of crime involving children would result in automatic disqualification from employment and revoking of any signed teaching contract. Any conviction within the past ten years for impaired driving would disqualify that teacher from driving for any school events. Other aspects of criminal record would be reviewed on a case-by-case basis and decisions shared in writing with the prospective employee and the Board. The prospective employee would be given an opportunity to appeal the decision to the Board at their next meeting.

Section 3. Volunteer results

Any background check results reporting criminal activities will be received by the Communications & Operations Director and reviewed by the Executive Director and administrative team. Any substantiated allegation of crime involving children would result in automatic disqualification from any volunteer service involving children. Any conviction within the past ten years for impaired driving would disqualify that volunteer from driving for any school events. Other aspects of criminal record would be reviewed on a case-by-case basis and decisions shared in writing with the prospective volunteer.

In accordance with the National Child Protection Act of 1993, as amended, The Soulard School will conduct a state and national fingerprint-based criminal background check on employees, volunteers and board members for the purpose of list the purpose of reason of access to children.

Section 4. Definitions

- Criminal History Record Information (CHRI) - An individual's criminal history obtained through the systems of the Missouri State Highway Patrol (MSHP) and/or the Federal Bureau of Investigation (FBI) via submission of the individual's fingerprints. CHRI includes information on the individual's demographics, arrest(s), prosecution(s), disposition(s), and detention(s) pertaining to reportable criminal charges.
- Security violation - The act of violating, knowingly or not, a security policy regarding CHRI. Security violations include, but are not limited to: CHRI systems/data misuse; virus/malware/ransomware attacks; network intrusion; data loss/data breach; unauthorized access to CHRI systems; denial of service; unauthorized changes; and theft/loss of devices containing CHRI.
- Local Agency Security Officer (LASO) - The security point of contact between the user agency and the MSHP. The LASO is appointed by the Agency Head.
- Authorized Personnel - Personnel determined by the Agency Head or designee to require access to or otherwise view CHRI in official capacity with the agency.
- Secured environment - A secure storage area for hard copy and/or electronic media CHRI. A secured environment includes, but is not limited to, a locking drawer or filing cabinet; locking vault; or lockbox.
- Electronic format - Text-based or image-based content in a form that is produced on, published by, and readable on Personal Computers (PCs) or other digital devices. Electronic formats include, but are not limited to, portable document format (PDF); Microsoft Word; Text (TXT); Joint Photographic Experts Group (JPEG); and Portable Network Graphics (PNG) file formats.
- Electronic media - Media that use electronics or electromechanical means for a user to access electronic format content. Electronic media includes, but is not limited to, computer Hard Disk Drives (HDDs); computer Solid State Drives (SSDs); portable flash sticks/drives; compact discs (CDs); and digital versatile discs (DVDs).
- Optical media disc - Electronic media that stores electronic format content on an optical disc and includes CDs and DVDs.
- Degauss - The destruction of data stored on certain electronic media such as HDDs, SSDs, and portable flash sticks/drives.

Section 5. Applicant Privacy Rights

Prior to fingerprints being captured, the employee or volunteer must be provided a copy of the "Noncriminal Justice Applicant's Privacy Rights" and the FBI's "Privacy Act Statement." When registering for fingerprinting through the MACHS portal, this information is provided and acknowledged during the registration process. If not registering through the Patrol's MACHS portal, the agency will provide a hard copy to the applicant.

Section 6. Waiver Agreement and Statement

For VECHS Participation Agencies - the VECHS Waiver must be completed, signed and dated and retained at the agency.

Section 7. Security Violations

The Soulard School will ensure the CHRI received is protected from receipt until destruction and will establish appropriate technical and physical precautions to secure the CHRI.

If a security violation occurs with CHRI, whether malicious in intent or not, the violation will be reported to The Soulard School's LASO. The LASO will complete a MSHP SHP-71 Security Incident Report form and forward the completed form to the MSHP Criminal Justice Information Services (CJIS) Security Unit.

The Soulard School designates the following individual to act as the LASO:
Eleanor White, Communications & Operations Director
1110 Victor St. Louis, MO 63104
314-865-2799
eleanor.white@soulardschool.org

Section 8. Security Awareness Training

To comply with Appendix J of the FBI CJIS Security Policy, basic security awareness training is required for all personnel who have access to Criminal Justice Information (CJI) within six months of initial assignment, and biennially thereafter. The Soulard School completes security awareness training via (hard copy, CJIS Online, etc.) and proof of completed and current security awareness training will be retained indefinitely for all personnel with access to CHRI.

Section 9. Access, Use, and Retention of CHRI

Only authorized personnel of The Soulard School may access, view, or otherwise use CHRI and shall not share or disclose CHRI to unauthorized personnel. If CHRI is printed on a hard copy format, authorized personnel will ensure the information is stored in a secured environment and is not accessible by unauthorized personnel. The security combination and/or keys to the locks shall only be accessible by authorized personnel.

If CHRI is stored in an electronic format, the electronic media will be treated the same as hard copy CHRI and will be stored in a secure environment that is not accessible by unauthorized personnel. If the electronic media cannot be stored in a secure environment, such as being stored on a PC's local HDD or SSD, the electronic CHRI must be password-protected or otherwise encrypted.

Section 10. Destruction of CHRI

When hard copy CHRI or electronic CHRI stored on optical media discs is no longer required, it must be destroyed in one of the following manners:

- In-House Cross Shredder
- Incineration
- Contracted Document Destruction Company

If a contracted document destruction company is used, authorized personnel must accompany the CHRI to destruction.

When electronic copy CHRI stored on HDDs, SSDs, or flash sticks is no longer required, the electronic media must be degaussed a minimum of three times.

Section 11. Dissemination

The Soulard School will disseminate to the applicant of record for personal review or challenge purposes only. The request must be in writing and the applicant must appear in person, with identification, and sign a secondary dissemination log.

Authorized personnel will document when CHRI is disseminated to the subject of the record on a secondary dissemination log. In addition, authorized personnel will ensure CHRI is not disseminated to unauthorized personnel. Secondary dissemination logs will include, at a minimum: the date of secondary dissemination, the name of the subject of the record, the name of the person or agency requesting the record, a description of the shared record, the purpose of the request, how the dissemination occurred, and the name of the disseminator. The secondary dissemination log will be retained for at least 3 years or until a compliance audit can be conducted by the MSHP.

Section 12. MACHS Portal Access

The Soulard School will ensure all MACHS portal access is current. Any user that no longer needs access will be removed immediately by the Agency LASO or the MACHS Administrator.

The Soulard School LASO will contact the Missouri State Highway Patrol, CJIS Division, Trainer/auditor for assistance with Administrator rights to the MACHS portal.

Section 13. Rap Back Participation

The Soulard School will ensure that Rap Back subscriptions are kept up-to-date and removed when the applicant is no longer working or volunteering for the agency. Rap Back subscriptions and validations will be conducted by the MACHS administrator of the agency.

Approved 12/19/19

Appendix 9: Provisions for Parents/Legal Guardians Identified as Sex Offenders

The following provisions for school participation for parents who have been identified as sex offenders or otherwise restricted in their school access.

Pick-up and drop-off:

- When possible, pick up and drop off should be handled by spouse or other designated person.
- If identified parent is picking up/dropping off, they are limited to using the driveway or ringing the bell and waiting in the office for child to be brought to them.

School day activities:

- Identified parent should not volunteer for activities that are in the school building/grounds when children are present (ex: library, lunch or driveway support and chaperoning on fieldtrips)

Participation in educational life of child:

- Identified parent is welcome to attend all parent conferences
- Identified parent will receive all school correspondence
- Identified parent is welcome to contact teachers and administrator to set meetings or discuss child's progress or any questions or concerns about school matters

Participation in out of school events:

- Identified parent should not attend school/parent association-sponsored family social events or family-based volunteer days (i.e. Yard Day)
- Identified parent may attend winter and spring concerts as audience member
- Identified parent may attend or volunteer for adult-only school activities such as Oktoberfest, Soiree or Trivia Night

Appendix 10: MOCAP (Missouri Course Access and Virtual School Program) Policy

The Soulard School may provide access to virtual (online) coursework for students through the Missouri Course Access Program (MOCAP). Students and families that are interested in virtual coursework should make an appointment with the Soulard School Principal to learn more about the Missouri Course Access Program (MOCAP).

MOCAP offers virtual online courses for students statewide. Students can take online courses from any Internet-connected computer, available 24 hours a day, seven days a week.

MOCAP's mission is to offer Missouri students equal access to a wide range of high quality courses and interactive online learning that is neither time nor place dependent.

The Missouri Department of Elementary and Secondary Education (DESE) and the State Board of Education oversee administration and quality assurance activities such as related content and delivery of courses. Missouri-certified teachers facilitate MOCAP courses. MOCAP provides Missouri students with equal access to a wide range of coursework, anywhere, any time. For more information, visit the [MOCAP website](#).

Student Skills Necessary for Success in Virtual Courses

- Student has demonstrated time-management skills that indicate the student is capable of submitting assignments and completing course requirements without reminders.
- Student has demonstrated persistence in overcoming obstacles and willingness to seek assistance when needed.
- Student has demonstrated verbal or written communication skills that would allow the student to succeed in an environment where the instructor may not provide nonverbal cues to support the student's understanding.
- Student has the necessary computer or technical skills to succeed in a virtual course.
- Student has access to technology resources to participate in a virtual course.
- Consideration of the student's previous success (or struggle) in virtual coursework.

Legal Notice

At this time, The Soulard School is not equipped to offer individual student virtual instruction with our current teaching staff. Because virtual instruction can be an effective education option for some students, eligible students may enroll in virtual courses offered through the Missouri Course Access Program (MOCAP). The Soulard School will accept all grades earned through MOCAP.

Students taking courses virtually are subject to school policies, procedures and rules applicable to students enrolled in traditional courses including, but not limited to, The

Soulard School's student behavior expectations, Internet Safety and Technology Use Agreement, and Anti-Bullying and Student Conflict Policy.

Enrolling In a Virtual or MOCAP Course

Request for a Virtual or MOCAP Course

A student or the student's parent/guardian shall make a written request to the student's Principal and/or Executive Director by August 1 of the school year in which they are requesting enrollment in a virtual or MOCAP course. The request should indicate if the parent is planning to pay for the course or is requesting that the Soulard School pay for the course. The request should be made at least three weeks prior to the trimester beginning. Requests may not be made after the school year begins, unless extenuating circumstances are present. Placements in the virtual or MOCAP course are for the full school year, unless extenuating circumstances are present.

Best Educational Interest Determination (BID) Process

The Soulard School will then collaborate with the parents/guardians to make a "Best Educational Interest Determination."

Step 1: The process will begin with an informational meeting, held no more than 2 business days after the request was made in writing.

- The Principal or designee will educate the student and the student's parents/guardians about how virtual instruction is provided and the key differences between virtual and in-person instruction.
- The Principal or designee will discuss the virtual course options available to the student, determine which course or courses interest the student and how the course or courses will assist the student in meeting his or her academic and personal goals.
- The Principal and/or designee will also inform the student and the student's parents/guardians of whether the course is available in a traditional setting, whether the student must complete any prerequisites prior to taking a particular course and whether the prerequisite courses are offered by the Soulard School virtually or traditionally.
- If the parent does not attend the informational meeting, the Soulard School will deny the request.

Step 2: If after the informational meeting the parent or student wishes to further pursue enrollment in a virtual or MOCAP course, the Best Interest Determination meeting will be held, no more than 4 business days after the Informational Meeting.

- The Principal and/or Executive Director or designee, in consultation with the student's parents/guardians and other relevant staff, such as the school counselor, the Special Education Director, will determine whether there is good cause to approve the student enrollment in the course.
- If the Soulard School staff determine that it is not in the best educational interest of a student to take virtual courses, that decision will be documented in writing and provided to the student and the parents/guardians.
- If the parent does not attend the Best Interest Determination meeting, the Soulard School's Principal and/or Executive Director will make the determination with the information available to them.

- Initial MOCAP enrollment decisions will be communicated within 10 business days of receiving the written request.

Best Educational Interest Considerations

The Soulard School staff should minimally consider the following when deciding whether a virtual course is in the best educational interest of a student but may also consider other factors not listed.

School Course/Class Availability

1. At this time there is not an option to receive virtual instruction directly from The Soulard School unless a class is pivoting to virtual instruction in lieu of in person instruction. (ex: quarantine, snow days, etc)

Virtual Course/Class Characteristics

1. Does the course meet or exceed the curriculum standards and course completion requirements?
2. If the course/class is for remediation, will it personalize instruction to the student's specific needs?
3. Is the Soulard School aware of any complaints or concerns regarding the quality of the course/class, and have those complaints or concerns been resolved?
4. Has the Soulard School had difficulty working with the classroom teacher or provider to ensure a student with disabilities receives the required accommodations or modifications?

Student Skills Necessary for Success in Virtual Courses

1. Has the student demonstrated time-management skills that indicate that the student is capable of submitting assignments and completing course/class requirements without reminders?
2. Has the student demonstrated persistence in overcoming obstacles and a willingness to seek assistance when needed?
3. Has the student demonstrated verbal or written communication skills that would allow the student to succeed in an environment where the instructor may not have sufficient nonverbal cues to indicate the student's level of understanding?
4. Does the student have the necessary computer or technical skills to succeed in a virtual course?

Other Relevant Factors

1. Does the student have adequate access to computers, Internet and other necessary technology resources to participate in a virtual course and complete assignments?
2. If the student has previously attempted a virtual course and struggled with or failed the class, have the issues that caused the student to struggle or fail been identified and addressed?

Appeal of BID for MOCAP courses

- Students or parents/guardians who disagree with the Principal determination about a MOCAP course can appeal the decision to the Executive Director by

submitting a written appeal within 5 business days of the principal's determination. The Executive Director will then review the appeal and all relevant information, making a decision within 5 business days of receiving the appeal.

- Should the parents/guardians wish to appeal the Executive Director's decision, they can submit a written appeal within 5 business days of the Executive Director's determination to the Soulard School Board of Education who will listen to the parents'/guardians' appeal at the next Board meeting occurring no less than two days after the appeal is made. The members of the board shall issue their decision in writing within thirty calendar days, and then an appeal may be made to the Department of Elementary and Secondary Education, which shall provide a final enrollment decision within seven calendar days.
- The appeal process does not apply to summer school or virtual courses that are not MOCAP approved.

Virtual courses that are not MOCAP approved

- The Soulard School will not pay for virtual courses that are not MOCAP approved.

BID for other students receiving special education services

- In accordance with federal law, if a student receives special education services, the student's individualized education program (IEP) team may determine that a virtual course is not appropriate for the student even if the course has otherwise been approved by the Soulard School

Placement In a Virtual or MOCAP Course

If a student is approved to enroll in the MOCAP course, that will be the student's placement for the full school year. If the student quickly determines it is not the best placement, and there is still a seat available in a physical classroom (classes are capped at 23 students in Kindergarten and 24 students in grades 1-8), they will have two weeks after the beginning of the semester to change course and return to the traditional course.

MOCAP's course catalog link: mocap.mo.gov/catalog/

MOCAP Policy Posting

The Soulard School will post its MOCAP enrollment policy on its website to inform parents/guardians of the student rights to participate in MOCAP. It will also be distributed in the Family Handbook.

Individual Learning Plans (ILP) or Individual Career and Academic Plans (ICAP)

Students taking more than two MOCAP courses will have an individualized learning plan maintained in the Soulard School's student records.