

Scope of Service & Copyright Notice

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SECTION 1: BOARD GOVERNANCE

De La Salle Governing Board Roles and Responsibilities

The Board of a DLS is charged with oversight of the charter school. A charter school must be a not for profit corporation and comply with all of the requirements of Chapter 355, RSMo.⁸ Non-profit corporations are required to file articles of incorporation and annual statements with the Missouri Secretary of State.

- A. Articles of Incorporation completed, signed, and filed with the Missouri Secretary of State
- B. Bylaws

Bylaws serve as the Board's governance document and provide the parameters for how the Board operates. The following must be included in the Board's bylaws:

- **Board Members**
 - Number of Board members (min. 3), qualifications and selection process;
 - Procedures for filling vacancies;
 - Procedures for member removal and resignation;
 - Term limits;
 - Fees and compensation;
- **Officers**
 - Number and titles of officers;
 - Required officers: President, Secretary and Treasurer;
 - Job description for each officer;
 - Term limits and procedures for filling vacancies;
- **Meetings**
 - Location and number of meetings to be held each year;
 - Policy on specially called Board meetings;
 - Compliance with the Missouri Sunshine Law regarding meetings, votes, and records;
 - Quorum and voting rules;
 - Rules of order for meetings;

- Detail the Board's committee structure including procedures for creating a committee

C. The Missouri Sunshine Law

De La Salle is a "public governmental body" and is therefore subject to the Sunshine Law.

A. Adopting a Written Policy

The Board is required to adopt a reasonable written policy regarding the release of information on any meeting, record or vote. This policy must be open for public inspection. Any member of the Board or employee of the charter school who complies with the written policy is not guilty of a violation of the provisions of the Sunshine Law or subject to civil liability for any act arising out of his/her adherence to the written policy of the Board/charter school.

B. Public Meetings

Meetings of the Board of directors, as the governing body of the charter school, are subject to the public meeting and voting requirements of the Sunshine Law.

When the Board's members meet to discuss or decide matters which relate in any way to the performance of the school's functions or the conduct of its business, or formulate public policy, the public must have notice of the meeting. The meeting must be made open and accessible to the public unless there is an exception allowing it to be closed. The presumption is that the governing Board of a charter school will conduct its meeting in compliance with the Sunshine Law.

The following are exceptions to the open meeting requirement:

- A meeting regarding the leasing, purchase or sale of real estate.
 - However, a Board shall make publicly available any minutes, vote or public record approving a contract relating to the leasing, purchase or sale of real estate by a charter school upon execution of the lease, purchase or sale of the real estate.
- A meeting regarding pending legal action.
 - However, any minutes, vote or settlement agreement relating to legal actions, causes of action or litigation involving a charter school or any agent or entity representing its interests or acting on its behalf or with its authority shall be made public upon final disposition of the matter voted upon or upon the signing by the parties of the settlement agreement, unless, prior to final disposition, the settlement agreement is ordered closed by a court. If the settlement agreement is closed by the court, the amount of any moneys paid by, or on behalf of, the public governmental body shall be disclosed.

- A meeting regarding hiring, firing, disciplining or promoting of particular employees by a charter school Board when personal information about the employee (information relating to the performance or merit of individual employee) is discussed or recorded.
 - However, a Board shall make publicly available any vote on a final decision, when taken by a Board, to hire, fire, promote or discipline an employee of a charter school.
- A meeting regarding scholastic probation, expulsion, or graduation of identifiable individuals, including records of individual test or examination scores.
 - However, personally identifiable student records maintained by public educational institutions shall be open for inspection by the parents, guardian or other custodian of students under the age of eighteen years and by the parents, guardian or other custodian and the student if the student is over the age of eighteen years.
- A meeting regarding specifications for competitive bidding, until either the specifications are officially approved by the public governmental body or the specifications are published for bid.

No meeting, portion of a meeting, or vote may be closed without an affirmative public vote of the majority of a quorum of the Board.

Any meeting or vote shall be closed only to the extent necessary for the specific reason announced to justify the closed meeting or vote. The Board shall not discuss any business in a closed meeting, record, or vote which does not directly relate to the specific reason announced to justify the closed meeting or vote.

The Board must give the public notice of the meeting according to the following requirements:

The Board shall give notice of the time, date, and place of each meeting, and its tentative agenda, in a manner reasonably calculated to advise the public of the matters to be considered. If a meeting, portion of a meeting, or a vote is to be closed, the notice to the public must include the time, date and place of such closed meeting or vote and the reason for holding it by reference to the specific exception allowed.

If the meeting will be conducted by telephone or other electronic means, the notice of the meeting shall identify the mode by which the meeting will be conducted and the designated location where the public may observe and attend the meeting. If a public body plans to meet by internet chat, internet message Board, or other computer link, it shall post a notice of the meeting on its website in addition to its principal office and shall notify the public how to access that meeting.

Reasonable notice shall include making available copies of the notice to any representative of the news media who requests notice of meetings of a Board concurrent with the notice being made available to the members of the Board

and posting the notice on a bulletin board or other prominent place which is easily accessible to the public and clearly designated for that purpose at the principal office of the Board holding the meeting, or if no such office exists, at the building in which the meeting is to be held.

Notice conforming with the above requirements shall be given at least twenty-four hours, exclusive of weekends and holidays when the facility is closed, prior to the commencement of any meeting of the Board. If for good cause such notice is impossible or impractical, as much notice as is reasonably possible shall be given. When it is necessary to hold a meeting on less than twenty-four hours' notice, the nature of the good cause justifying that departure from the normal requirements shall be stated in the minutes.

The meeting location must be made accessible to the public. If a meeting is conducted via conference call, the Board must provide a means for the public to listen to the meeting. If the meeting is conducted by internet chat, internet message Board, or other computer link, it must provide a means for the public to access that meeting. When it is necessary to hold a meeting at a place that is not reasonably accessible to the public, or at a time that is not reasonably convenient to the public, the nature of the good cause justifying that departure from the normal requirements shall be stated in the minutes.

The Board holding a closed meeting shall close only an existing portion of the meeting facility necessary to house the members of the Board in the closed session, allowing members of the public to remain to attend any subsequent open session held by the Board following the closed session.

The Board shall allow for the recording by audiotape, videotape, or other electronic means of any open meeting. The Board may establish guidelines regarding the manner in which such recording is conducted so as to minimize disruption to the meeting. No audio recording of any closed meeting or vote shall be permitted without permission of the Board.

The Board must keep a record of meetings pursuant to the following requirements:

A journal or minutes of open and closed meetings shall be taken and retained by the Board, including, but not limited to, a record of any votes taken at such meeting. The minutes shall include the date, time, place, members present, members absent and a record of any votes taken. When a roll call vote is taken, the minutes shall attribute each "yea" and "nay" vote or abstinence if not voting, to the name of the individual member of the Board.

When a meeting, portion of a meeting, or a vote is closed, the reason for closing the meeting or vote must be noted in the minutes.

Meeting minutes are subject to the Public Records Law. Accordingly, closed meeting minutes that will remain closed (are not required to be made public as above) could be separately maintained to ensure they are more easily identifiable and therefore protected from unintentional disclosure.

C. Public Records

As a public body, documents retained by the Board of a charter school as well as the charter school itself are public records. It does not matter whether the charter school created the records so long as it retains them. Public records include hard copies and electronic records, draft documents as well as final versions.

The Board of a charter school is only required to produce those records that it currently retains that are responsive to an open records request; the Board/school is not required to create a document which does not currently exist in order to respond to an open records request.

The Sunshine Law provides exceptions to the open records requirement for the following records:

- Individually identifiable personnel records, performance ratings or records pertaining to employees or applicants for employment.
 - This exemption does not apply to the names, positions, salaries and lengths of service of officers and employees of public agencies once they are employed as such.
- Scholastic probation, expulsion, or graduation of identifiable individuals, including records of individual test or examination scores.
 - NOTE: Personally identifiable student records maintained by public educational institutions shall be open for inspection by the parents, guardian or other custodian of students under the age of eighteen years and by the parents, guardian or other custodian and the student if the student is over the age of eighteen years.
- Testing and examination materials, before the test or examination is given or, if it is to be given again, before so given again.
- Confidential or privileged communications between a charter school or its representatives and its attorneys.
- The portion of a record that identifies security systems or access codes or authorization codes for security systems of real property.
- Records that identify the configuration of components or the operation of a computer, computer system, computer network, or telecommunications network, and would allow unauthorized access to or unlawful disruption of a computer, computer system, computer network, or telecommunications network of a public governmental body.
- Sealed bids and related documents, until the bids are opened; and sealed proposals and related documents or any documents related to a negotiated contract until a contract is executed, or all proposals are rejected.

- Existing or proposed security systems and structural plans of real property owned or leased by a public governmental body, and information that is voluntarily submitted by a nonpublic entity owning or operating an infrastructure to any public governmental body for use by that body to devise plans for protection of that infrastructure, the public disclosure of which would threaten public safety:
 - Records related to the procurement of or expenditures relating to security systems purchased with public funds shall be open;
 - When seeking to close information pursuant to this exception, the public governmental body shall affirmatively state in writing that disclosure would impair the public governmental body's ability to protect the security or safety of persons or real property, and shall in the same writing state that the public interest in nondisclosure outweighs the public interest in disclosure of the records; and
 - Records that are voluntarily submitted by a nonpublic entity shall be reviewed by the receiving agency within ninety days of submission to determine if retention of the document is necessary in furtherance of a state security interest. If retention is not necessary, the documents shall be returned to the nonpublic governmental body or destroyed.

Certain records are required to be closed and kept confidential. Examples of records that are required to be confidential/closed to the public are:

- Student education records that are specifically required by federal statute or regulation to be kept confidential, such as under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) (a general description of FERPA records issues can be found at: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>);
 - Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.
 - Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is at the discretion of each school. Accordingly, unless the school has taken these steps, it is advised to keep school directory information confidential, citing FERPA.
- The Sunshine Law recognizes the existence of such confidentiality mandates through one of its exceptions:
 - "Records which are protected from disclosure by law," § 610.021(14), RSMo.

The Sunshine Law requires a custodian of records be designated by the Board.

Responding to a Records Request:

Does a records request have to be made in a certain manner or format?

No. While it is preferable to receive a records request in writing, the law does not require a particular format for records requests or even require that they be made in writing. The Board/school can offer a form to be used and request that it be used, but it cannot require that the form be used. The custodian is responsible for ensuring all requests for records made to the custodian are responded to, regardless of the format of the request, in the manner required by law. All written requests should be date stamped and immediately presented to the custodian of records (or his or her designee/assistant to ensure a timely response to the request). Oral requests received by the custodian should be immediately recorded in written form to document the same.

In what format should the custodian respond to a records request?

It is preferable for the custodian to respond in writing (letter, e-mail) and to retain a copy of the response and any additional documents relating to the request, along with the original request. It is for the protection of the Board/school to document the receipt of and response to records requests to be able to show that it complied with the law. If documents are produced, ideally, a copy of the produced documents would be kept with the request and response. Another option is to describe the records produced, but that is not the optimal method of documenting the response.

When and how does the custodian respond to a records request?

Each request for access to a public record shall be acted upon as soon as possible, but in no event later than the end of the third business day following the date the request is received by the custodian of records of the Board/school. If the records are not provided (for inspection, copying or copies provided) within the 3 business days, some other response must be made no later than the 3rd business day from receipt.

- If the records are open, and copies can reasonably be produced (or access provided) within 3 business days it should be done within the 3-business day response.
- If the records are closed, and that can be determined within the 3 business days, the 3-business day response should be that the records requested are closed, citing to the bases for closure within §610.021, RSMo (by subsection) and/or other applicable law (such as FERPA).
- If it will take more than 3 business days to access, review and determine whether the records requested are open or closed, or portions may need to be redacted before providing access to or copies of the records, the 3-business day response should state as such, giving a detailed explanation of the cause for further delay and state when and where the records should be available for inspection or copying, providing a reasonable time estimate. Common examples where the custodian reasonably needs more than 3 business days to fully complete the response to the records request may be that the request is for a large volume of records that need to be reviewed and copied or for archived records that take time to be retrieved.

What if part of the information in requested records is closed, and other parts are open?

If a public record contains material, which is open as well as material, which is closed, the custodian shall separate the open and closed material and make the open material available for examination and copying. One method of doing this is to redact or block out the closed record portions with a dark marker or an electronic text box. TIP: Where hard paper copies are provided, and a marker is used, the custodian should ensure that the redacted material couldn't still be read by holding the paper up to a light. The best solution is to make a copy of the record, redact it with a marker, then make a copy of the redacted page with a copier and destroy the copy with the original marker redactions. If redacting by whiteout, the fact that parts were redacted should be noted, otherwise it looks like a big blank spot on a document and the recipient cannot be sure if something was redacted there or not.

When should a custodian provide for inspection of records?

To reduce the cost to both the requesting party and the school or Board, the custodian of records may permit a physical inspection of open records by the requesting party. This may be done when the request is voluminous and the requester wants to review the documents and identify only some documents for copying. The custodian may impose such security as is deemed appropriate to guarantee that no record is removed from the files or marked on.

Note: If someone demands to inspect copies of records because he or she does not want to pay for copies, but there is a serious concern about the security of the original records, the best option may be to provide copies to the requester free of charge.

The law states that if records are requested in a certain format, the Board/school shall provide the records in the requested format, if such format is available. For example, if someone asks for copies of documents in electronic format, and the documents exist in electronic format (such as a PDF), then the custodian should provide them in that format, instead of printing them out and providing hard paper copies.

The Board or school may charge no more than 10¢ per page for a paper copy not larger than nine by fourteen inches, with the hourly fee for duplicating time not to exceed the average hourly rate of pay for clerical staff of the school. Research time required for fulfilling records requests may be charged at the actual cost of research time. Based on the scope of the request, the school shall produce the copies using employees that result in the lowest amount of charges for search, research, and duplication time.

Fees for providing access to public records maintained on computer facilities, recording tapes or disks, videotapes or films, pictures, maps, slides, graphics, illustrations or similar audio or visual items or devices, and for paper copies larger than nine by fourteen inches shall include only the cost of copies, staff time, which shall not exceed the average hourly rate of pay for staff of the school required for making copies and programming, if necessary, and the cost of the disk, tape, or other medium used for the duplication.

Prior to producing copies of the requested records, the person requesting the records may request the school to provide an estimate of the cost to the person requesting the records.

Documents may be furnished without charge or at a reduced charge when the requester seeks a fee waiver or reduction and the school/custodian determines that waiver or reduction of the fee is in the public interest because it is likely to contribute significantly to public understanding of the operations or activities of the school and is not primarily in the commercial interest of the requester.

The custodian may require payment of copying fees prior to the making of copies.

DLS Conflict of Interest Model Policy

The Board of De La Salle adopts the following policy, effective on September 14, 2021, the date it was adopted by the Board.

Article I Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (hereinafter "Organization") 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.

Article II 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.

Article III 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.

**Article IV
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.

**Article V
Compensation**

1. 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.

2. 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.

3. 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.

Article VI 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.

Article VII 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.

Article VIII 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.

Model Conflicts of Interest Questionnaire

This questionnaire has been prepared in accordance with De La Salle Policy Statement on Conflicts of Interest, and is to be completed by De La Salle's Board Members and any Key Personnel of De La Salle 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: _____

Sunshine Law Model Policy

RESOLUTION

WHEREAS, Section 610.023.1, RSMo, provides that a public governmental body must 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 administrative secretary for the Board be and hereby is appointed custodian of the records of De La Salle and that such custodian is located at 3737 Troost Avenue, Kansas City, Missouri 64109.**
- 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: (Insert fee schedule. Note: Fees may not exceed 10 cents per page for paper copies 9 by 14 or smaller, plus an hourly fee for duplicating time not to exceed the average hourly rate of pay for clerical staff of the public governmental body. Research time may be billed at actual cost.)**
- 4. That it is the policy of (insert name of public governmental body) that meetings, records, votes, actions, and deliberations of this body shall be open to the public unless otherwise provided by law.**
- 5. That De La Salee hereby closes all public records to the extent authorized by law.**
- 6. That De La Salle shall comply with sections 610.010 to 610.035, RSMo, the Sunshine Law, as now existing or hereafter amended.**

Board Meeting Agenda Model Policy¹⁷

The Board of De La Salle adopts the following policy, effective on the date of adoption by the

Board. SECTION 1. Development of Agendas

SECTION 1.1. Agendas shall be developed by the Board President, 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 agenda item needs to be considered in 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.

Model Motion to Enter into Closed Session¹⁸

The Board of De La Salle adopts the following policy, effective on the date of adoption by the Board.

The following motion should be used to enter into a closed session of the Board:

"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.

¹⁸ The Board should only cite those subsections that are applicable to the material it intends to close (not a standard list of several subsections).

Board Member Orientation Model Policy²⁰

The Board of De La Salle adopts the following policy, effective on the date of adoption by the Board.

SECTION 1. Board Member 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 Member 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

Board Member Development Opportunities²¹

The Board of De La Salle adopts the following policy, effective on the date of adoption by the Board.

The De La Salle's Board is committed 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. Board Development Requirements

SECTION 1.1. 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 2. Scope of Activities

SECTION 2.1. The following categories of activities shall count toward the requirements in Section 1:

- 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 to the Board

SECTION 3. Appropriation of Funds

SECTION 3.1. The 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.

²¹ BG, App. G.

Board Conduct Model Policy²²

The Board of De La Salle adopts the following policy, effective on the date of adoption by the Board.

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 protocols and policies 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. For the purposes of this policy, "timely manner" is defined as no more than 24 hours.

SECTION 2.2. Board members shall reflect through their actions that their 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 3.0. 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 to further 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 [School Leader/other title/management organization.]

SECTION 6.2. Consideration for employment of the [School Leader/other title/management organization] 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 any policies of the Board 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.

Governing Board Records Model Policy²³

The Board of De La Salle adopts the following policy, effective on the date of adoption by the Board.

SECTION 1. Custody of Records

SECTION 1.1. All official records of the Governing Board shall be kept and safeguarded by the administrative board secretary, 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. Inspection of Records

SECTION 2.1. Governing Board records such as official minutes of the Board, written policies, and 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 [custodian of records or School Leader] or other persons responsible for the custody of confidential files.

SECTION 3. Records Retention

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

SECTION 2: BOARD FINANCE

Business Plan and Budget Process

A. Business Plan

A business plan is the first step to outlining the financial goals for the school's operating Board and will shape the budget process for the school. While the business plan should be developed by the founding Board and proposed school management, input should be obtained from external stakeholders such as parents, community leaders, and potential staff.

The business plan should include the following:

1. Description of the school's mission statement, instructional focus and goals and governance structure. The governance section is particularly important, as it provides information regarding the school's governing Board structure, bylaws, articles of incorporation, and whether the school will utilize the services of an education management organization ("EMO");
2. Market analysis supporting how the charter school would be fulfilling a need within the community. The charter school must engage in ample research of how the schools in the local system are serving the community, how the charter school intends to recruit students from other schools within the district, how many students must attend the school to maintain financial feasibility etc. This section should also include the school's marketing plan for reaching out to potential students;
3. Management plan summarizing how the school will be managed on a day to day basis. If school management has been identified, this section should explain each position's role and responsibilities and a proposed organizational chart. If school management has not yet been identified, the business plan should include a recruiting plan, job descriptions for each position and an estimated time for finalizing the hiring process. The management plan should provide brief descriptions of employment practices such as hiring and firing employees; performance evaluations; salary decisions and staff training.

If the school will be using the services of an EMO, the management plan section of the business plan should define the general terms and conditions of the arrangement and outline the necessary parameters around the roles and responsibilities of the governing Board and the EMO. In addition, if the school will be contracting out any other services (accounting, custodial, food services), those contracts should be described in this section.

This section should also begin to address the financial management plan and the plan for hiring a Business Manager (if one has not already been identified). This section should begin to analyze the sources of funding that will be available to the school (local funding, state funding, federal funding, funds derived from grants, donations or private loans) and develop a plan and a

timeline for obtaining those funds.

4. Operations plan describing the day to day operations of the school. This section will discuss what grade levels the school will serve; curriculum and instructional focus; class schedules; transportation to and from school; plans for safety and security etc. This section should also discuss the plans for obtaining a facility, if one has not already been obtained.
5. The financial plan with the annual operating budget, cash flow proforma and the cash flow projections for the first years of operation. The budget process is discussed in detail below.

B. Budget

The goal of a sound budgeting process will result in not only annual budget documents but also written policies and procedures detailing a system of proper internal controls to ensure fiscal responsibility. It is imperative that charter school leaders hire an accountant or other qualified financial professional to develop the school's business plan and oversee the budget process.

1. Annual Operating Budget

An operating budget is a dollar amount established as an estimate of expenditures and how they will be financed. While this policy manual is not intended to extensively detail the education funding formula in Missouri, a charter school's main source of income will be the per-pupil payments it receives from the state. Since state and local funding is initially determined pursuant to projected enrollment numbers for the charter school, it is important that charter school leaders conduct market research in order to determine reasonably accurate projected enrollment figures. Charter school leaders should analyze how the community's education demands are currently being met in order to determine potential demand for the school. Charter school leaders are encouraged to talk to other charter school operators in order to determine what their year to year rate growth rate has been and whether or not their projected enrollment figures support the growth rate. Since overestimating student enrollment can have significant budget impacts for the charter school, it is recommended that student enrollment projections err on the conservative side. It is also recommended that charter schools periodically conduct an environmental scan to determine if demographics are changing in the community or in the local schools, since these factors can impact both enrollment projections and programs that impact funding.

It is critical that charter schools follow the States accounting codes. MCPSA recommends charter schools utilize the state's MO Financial Accounting Manual. The Manual can be found at:

<http://dese.mo.gov/financial-admin-services/school-finance/mo-financial-accounting-manual>

An overview of the state's accounting code structure can be found at:

<http://dese.mo.gov/sites/default/files/sf-CAccountingCodeOverview.pdf>

Creating a budget document that is aligned with the state's accounting codes makes creating financial reports and reporting to stakeholders easier and more consistent with public school financial processes in Missouri. It also will support the audit process.

The budget document itself shows revenues by source (e.g., state funding, federal funding, grants, fees, etc.) and expenditure by object (e.g., salaries, benefits, rent, materials, books, services, professional training, utilities, insurance, etc.) for the first through fifth year of operations. A resource for schools to use in order to determine startup costs can be found here:

<https://charterschoolcenter.ed.gov/resource/cost-estimation-tool-charter-schools>

2. Monthly Cash Flow Statements

The cash flow statement will show the cash generated and collected by school operations as well as the school's expenditures. While the cash flow statement is based upon the annual operating budget, it disaggregates the data into monthly columns resulting in either a surplus or a deficit. Cash flow statements are important tools to assist new and operational Boards in planning for cash shortfalls and excesses, and thus should be reviewed regularly

The annual operating budget must be adopted by the governing Board and may require approval by the charter school's authorizers before the expenditure of funds. The adoption of the budget and any amendments must be recorded in the minutes of the Board meeting. It is critical that accurate records of budget adoption and amendments are kept, as these are often reviewed by auditors during the annual audit process.

System of Fiscal Controls

Charter schools must have the proper procedures in place to ensure that the Board is complying with its fiscal responsibilities.

A. Bank Accounts and Procedures

The charter school's Board should designate a bank (or insured Federal savings and loan association) to be used for deposits, checking accounts and other banking needs. The bank should be FDIC insured or otherwise fully collateralized. It is a recommended practice for charter schools to issue a request for proposal for banking services in order to select the school's financial institution. Once selected, the Board should adopt a resolution designating the financial institution as the charter school's bank prior to engaging in financial transactions.

B. System of Internal Controls

The development of a system of internal controls is of utmost importance to the school's financial stability. Internal controls are necessary in order to protect the school from unauthorized access and use of records and funds. In order to determine what internal controls are necessary, it is a recommended practice for schools to engage in a risk assessment in order to identify areas where a control would minimize a certain risk. Furthermore, it is recommended that the advice of a financial professional experienced in auditing procedures and processes be consulted to best establish a system of internal controls.

The following are examples of when risk might be introduced into the organization:

- Changes in the unit's operating environment
- New personnel
- New or revised information systems
- Rapid growth
- New departments or activities
- Restructuring or reorganization resulting in staff reductions, changes in supervisor, or segregation of duties.

Once the areas of potential exposure are identified, governing Boards must determine if a policy is the best method to minimize the risk, or whether a control or some other system of checks and balances is appropriate, or both. While there are certainly no absolutes, a governing Board will minimize its risks when there are strong policies in place and the Board closely monitors whether or not those policies are implemented properly by administration or designated staff. Any deviations from standard practice or policy should be documented immediately, and the policy itself should be re-examined to determine if updating or changing the policy is necessary.

Audit and Annual Report Preparation

Charter schools must have an annual financial audit conducted each fiscal year by an independent Missouri licensed certified public accountant. The financial reporting format must be in conformity with generally accepted accounting principles. The audited financial statements are to be included in the annual report submitted to the Sponsor, the State Board of Education, and parents of students attending the school.

Schools that constitute their own LEA do not have the access to utilize the financial systems that are in place in a LEA and therefore have the additional responsibility of ensuring that the policies and procedures are in place to set up all necessary financial systems. In addition to the policies and procedures contained in this manual, these schools will also want to consult the MO Financial Accounting Manual which can be found at: <http://dese.mo.gov/financial-admin-services/school-finance/mo-financial-accounting-manual>

Annual Operating Budget Model Policy[required]²⁷

The Board of De La Salle 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 De La Salle follows a budgeting process that is consistent with the requirements of all applicable state and federal laws and regulations.

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. Each year before the annual operating budget is drafted the Executive Director shall ensure that a needs assessment of De La Salle, is drafted and finalized by a budget committee consisting of the Board Treasurer, the Executive Director, and other individuals as designated by the Board. The needs assessment shall inform the drafting of the annual budget.

SECTION 1.4. The Board shall formally adopt the budget in an open meeting held in accordance with the Board's bylaws by June 30, pursuant to all applicable laws and regulations and before the expenditure of any funds. The approved estimated expenditures for each fund shall not exceed the estimated revenues to be received plus the unencumbered beginning cash balance for the fund.

SECTION 1.5. The administrative board 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. After the beginning of the fiscal year, the Executive 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 shall ensure that De La Salle complies with all state and federal laws and rules concerning the budget and related processes of the school.

Bank Procedures Model Policy²⁸

The Board of De La Salle 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 Treasurer of De La Salle has the authority to open a business checking account and a business operating account or any other account as deemed by the Board on behalf of De La Salle to be used to hold the school's assets.

SECTION 1.2. De La Salle may utilize a request for proposals or another method for seeking competitive bids for banking services. The Board will adopt a resolution at a Board meeting held in accordance with its bylaws to designate the financial institution that the school will use for its banking transactions. Once the resolution has been adopted, the Treasurer has the authority to enter into an agreement with the selected financial institution. This agreement should be signed by the Treasurer and the President.

In the alternative the Treasurer 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 Treasurer has the authority to enter into an agreement with the selected financial institution. This agreement should be signed by the Treasurer and the President.

SECTION 2. Checks

SECTION 2.1. Any authorized check drafted on the school's designated bank account over **One Thousand Dollars (\$1,000.00)** shall require two signers from the Board. The following officers are authorized to sign checks from the bank account on behalf of the school: the President and the Treasurer. 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 Treasurer. 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 accounts payable for processing. All check request forms shall be maintained by accounts payable.

SECTION 2.4. Checks payable to cash are prohibited.

SECTION 3. Mail Procedures

SECTION 3.1. The administrative board secretary 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 Treasurer or his/her designee is responsible for bank reconciliations a minimum of once monthly. Bank statements should be delivered to the Treasurer 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 De La Salle that credit card use shall be limited and only the following employees or Board members are authorized to use credit cards: the Executive Director and the President. De La Salle will not use debit cards, and credit cards shall only be used by the following employees Executive Director or 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 2500\$ to \$5000 must receive prior Board approval and credit card transactions exceeding \$5001 are prohibited. Employees issued a credit card must receive prior, documented approval from the Treasurer 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 ends his or her term with the Board/employment with De La Salle 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 ends his or her employment with the school.

Cash Management Model Policy³⁰

The Board of De La Salle 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 (insert title) or his or her designee who has the authority to receive cash on behalf of (school).

SECTION 1.2. Depositing Cash. Accounts Payable shall be responsible for depositing cash in De La Salle's bank account. Accounts Payable will only be responsible for depositing the cash into the bank account, and will be segregated from the duty of receiving the cash on behalf of the school. 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 in Section 1.5. School checks shall not be made payable to "Cash".

SECTION 1.4. Segregation of Duties. The Accountant of De La Salle 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 may be maintained in a locked box in the School Leader's office in an amount not to exceed \$150.00. 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 Executive Director's office as soon as practicable. Petty cash funds shall not be used to cash checks.

School Accounting System Model Policy [required]³¹

The Board of De La Salle adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Fiscal Year

The De La Salle Board 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

D e L a S a l l e 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 cancelled 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.

Audit and Financial Statements Model Policy[required]³²

The Board of De La Salle 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 Business Manager 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 De La Salle receives the final report, it shall 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. De La Salle 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.

Section 2.1. De La Salle's accountants 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 2.2. De La Salle's Accountants shall ensure that the annual financial statement is submitted to the Sponsor in a timely manner pursuant to deadlines.

Payroll Model Policy [required]³³

The Board of De La Salle adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Accurate & Timely Payroll.

Accounts Payable shall ensure that school employees are paid accurately and timely in accordance with applicable laws and rules.

SECTION 2. Payment of School Employees.

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 3. Paydays.

- a. Exempt Employees. The paydays for exempt employees shall be on (insert date).
- b. Non-exempt Employees. The paydays for non-exempt employees shall be on (insert date).

SECTION 4. Withholding of Wages.

Accounts Payable 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 5. Teachers Retirement System.

As prescribed by Statute, all teachers at De La Salle shall be members of the KCPRS Retirement System and subject to its requirements. The Board shall expend for teacher retirement and compensation for instructional staff an amount that reflects their requirements as outlined in Missouri State Statute and Department of Elementary and Secondary Education regulation

Federal Fiscal Compliance Model Policy

The governing body ("Board") of De La Salle 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. De La Salle 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 or his/her designee. The documentation must clearly demonstrate the supplementary nature of federal funds.

SECTION 2. Federal Grant Allowable Expenditures.

Prior to expending funds, the Executive Director or his/her designee 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 or his/her designee 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 De La Salle receives CSP grants, the Executive Director or his/her designee shall ensure that De La Salle shall comply and use the federal funds in accordance with all statutes, regulations, and approved applications.

SECTION 4.2. Fiscal Control. The Executive Director or his/her designee 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 or his/her designee 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 or his/her designee 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 De La Salle considering price, quality, and other relevant factors deemed appropriate by the De La Salle.

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. Solicitation of Bids or Offers

- 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 or his/her designee 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 or his/her designee 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 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 two 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.

Section 7. 1. 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 7.2. 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 7.3. 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>.

Capital Assets Accounting Model Policy[required]³⁵

The Board of De La Salle 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 or his/her designee shall ensure that De La Salle maintains accurate records of capital assets in accordance with applicable rules.

SECTION 1.3. Inventory. The Executive Director or his/her designee 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.

State Tax Sources Model Policy[required]³⁶

The Board of De La Salle adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 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 2. Reporting. The Principal or Business Manager 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.

State and Federal Projects Model Policy[required]³⁷

The Board of De La Salle adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 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.

Borrowed Funds Model Policy[required]³⁸

The Board of De La Salle adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1. Borrowing Funds

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.

Bonded Indebtedness Model Policy[required]³⁹

The Board of De La Salle adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1. The Board may issue bonds for any School expenditures as prescribed in state law.

Authorized Signatures Model Policy[required]⁴⁰

The Board of De La Salle adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

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

Section 2. 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 3. The Board of De La Salle shall annually certify to their Sponsor 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.

SECTION 3:

HUMAN RESOURCES

Wage and Hour Requirements⁴¹

The federal Fair Labor Standards Act (FLSA) establishes minimum wage, overtime pay, recordkeeping, and youth employment standards affecting full-time and part-time workers in the private sector and in federal, state, and local governments. The FLSA designates employees as either exempt or nonexempt from federal and state wage and hour laws. In accordance with the Department of Labor, most executive, administrative and professional employees (including teachers and academic personnel in elementary and secondary schools) are considered exempt, meaning that they are exempt from both minimum wage and overtime pay provisions. Because exemptions are generally narrowly defined under the FLSA, schools should carefully check the exact terms and conditions for each category of employee. See <http://www.dol.gov/whd/regs/compliance/hrg.htm#8>.

Employers are required to pay nonexempt employees a minimum wage based on either state or federal law, whichever has the higher wage. Because Missouri has a higher minimum wage than what is required by FLSA, nonexempt employees must be paid pursuant to Missouri law. Missouri requires a minimum wage of not less than \$8.60 per hour effective January 1, 2019. The minimum wage in Missouri is set to increase \$0.85 per hour until it reaches \$12.00 per hour, effective January 1, 2023. The minimum wage limitations periodically change and should be monitored to ensure compliance (labor.mo.gov).

Poster Requirements

Every employer must post, and keep posted, a [notice](#) explaining the FLSA in a conspicuous place. Although there is no size requirement for the poster, employees must be able to readily read it.

For more information, see <http://www.dol.gov/compliance/topics/posters.htm>

An employer must post, and keep posted, a notice explaining the Missouri Minimum Wage requirements, if the employer is subject to any provisions of the law.

https://labor.mo.gov/sites/labor/files/pubs_forms/LS-52-AI-2019.pdf

Child Labor⁴²

Schools are prohibited from employing a minor under 12 years of age. Minors under 16 years of age who have not graduated from high school must have a work certificate (or work permit) from the child's school before they are eligible to work. In addition, there are also hours restrictions: Minors under 16 years of age may not be employed between the hours of 9:00 p.m. and 6:00 a.m.; more than 4 hours a day during the school year; more than 8 hours a day during vacations; and not more than 40 hours a week. (The rules may be different for employers in agricultural industries.) Also, minors under 16 years of age may not be employed in a "dangerous occupation" as defined by the Secretary of the Department of Labor. Refer to the following resources for more information regarding child labor laws:

Federal: <http://www.dol.gov/compliance/guide/childlbr.htm>

Workers Compensation⁴³

Missouri law requires employers who employ five or more employees to provide worker's compensation coverage for their employees. After an injury has occurred, the injured worker should notify the employer in writing of the injury; the written notice should include the date, time and place of injury, the nature of the injury and the name and address of the person injured. The employer must then report the injury to the insurance school or TPA within five days of the date of injury or within five days of the date on which the injury was reported to the employer by the employee, whichever is later. The insurer, TPA, or Division-approved service school for a self-insured employer or group trust is responsible for filing a first report of injury with the Division within 30 days after knowledge of the injury.

In addition to medical benefits, an employee may be entitled to temporary total disability benefits and permanent partial or permanent total disability benefits. Upon the death of a worker who has suffered a compensable work injury, certain surviving individuals may be entitled to weekly benefits from the employer/insurer. The employer/insurer is also responsible for paying funeral expenses up to \$5,000. If an employee believes that he/she has not received all benefits due to them or has issues relating to the benefits that are owed, there are several different options available to resolve the issues. Both the employer and the employee may wish to consider other options to resolve the issues. Further information can be found at the Missouri Department of Labor and Industrial Relations website: <http://labor.mo.gov/DWC/Employers>

Fair Credit Reporting Act⁴⁴

Employers have specific duties when using a consumer credit report or other background check resource for hiring or employment purposes. An applicant or employee must give written consent to the employer before the employer obtains a credit report. Additionally, the employer must provide the employee or applicant with a copy of the report and a summary of their rights before the employer can take any adverse action based on the credit report.

Garnishment⁴⁵

Garnishment is a court-ordered collection method available to creditors which requires employers to withhold income from the pay of employee debtors. An employer may not discharge an employee on the basis that the creditor is garnishing the employee's wages.

Employers can challenge the garnishment but they must file an answer within 45 days of the date of the garnishment notice. If an employer fails to file the required answer, the creditor can seek a judgment against the employer for the full amount of the employee's debt, if the employer has not garnished the employee's wages. Garnishment of wages for unpaid creditors may not exceed the lesser of a) 25% of the employee's disposable earnings (after taxes and certain other withholdings) during a workweek, or b) the amount by which the employee's disposable earnings exceed 30 times the federal minimum wage (currently \$7.25 per hour).

Employee Handbooks

In addition to implementing sound human resources policies, schools should develop comprehensive employee handbooks. Staff should annually read and sign such handbooks. This serves three critical purposes: (1) reduces the liability on the part of the school for employee conduct; (2) clearly outlines expectations and the consequences for employees who fail to comply with policies; and (3) develops great employees by providing a training tool, practical resource, and an effective means by which an employer can express the desirable conditions and culture in the school.

Any employee handbook should contain a disclaimer setting forth an express provision that the handbook does not affect the at-will employment relationship and that the policies set forth in the handbook are subject to change at any time. Such a disclaimer is needed because courts have held that promises of disability, vacation, and severance pay in handbooks and other policy manuals are enforceable.

Therefore, when preparing a handbook or policy you should:

- include a prominent disclaimer explaining that a particular employment practice or procedure is only a guideline and the procedures listed therein may be deviated from at any time;
- include a prominent disclaimer that a particular employment practice or guideline does not constitute an employment contract;
- note that, for any list of grounds for discharge, the list is not all-inclusive;
- avoid using language such as “good cause” or “rights”; and
- provide all benefit information in a separate document.

An employee policy manual should include the following:

A. General Policies and Regulations

- a. Sexual Harassment and Anti-discrimination
- b. Alcohol, Drug, and Tobacco Use
- c. Equipment Usage (e.g., computers and telephones)
- d. Conflicts of Interest
- e. Mandated Reporting of Child Abuse
- f. Emergency Evacuation Plan
- g. Medical Emergency Procedures
- h. Professionalism (dress, conduct, ethics, etc.)

B. Employment Policies and Regulations

- a. Staff Orientation Guidelines
- b. Organizational Structure
- c. Probationary Period (usually the first 30 or 90 days, if applicable to your school)
- d. Performance Evaluation
- e. Sickness, Vacation, Personal, Professional, Emergency, and Legal Leave Policies and Procedures
- f. Process for Reporting Grievances and Resolving Conflict
- g. Termination Policies

Family and Medical Leave Act⁴⁷

Under the **Family and Medical Leave Act of 1993** (FMLA)⁴⁸ employees of a covered employer are entitled to unpaid leave for certain family and medical reasons. An employer is covered under FMLA if, as of the date an employee gives notice of the need for leave, the employer maintained 50 or more employees on payroll during 20 or more calendar workweeks in either the current or preceding year.

Reasons for Leave

Eligible employees may take leave for the following reasons:

- (1) To care for the employee's child after birth or placement for adoption or foster care of a child with the employee (must be completed within the 12-month period beginning on the date of birth or placement);
- (2) To care for an immediate family member (spouse, child, parent) who has a serious health condition (does not include the employee's in-laws);
- (3) To care for the employee's own serious health condition (including any period of incapacity due to pregnancy, prenatal care or childbirth) that makes the employee unable to perform one or more of the essential functions of the employee's job; and
- (4) Due to any qualifying exigency 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 contingency operation.

Medical Certification

An employer has the right to request medical certification from an employee's health care provider supporting the leave request. Under certain circumstances, employees may be required to provide recertification of the medical condition(s) giving rise to the need for leave.

Prohibited Employer Actions

It is unlawful for employers to: (1) interfere with, restrain, or deny the exercise of any right provided under FMLA; or (2) discharge or discriminate against any person for opposing any practice made unlawful by FMLA or involvement in any preceding under or related to the FMLA.

Poster

All covered employers are required to display and keep on display a poster prepared by the Department of Labor summarizing the major provisions of FMLA and telling employees how to file a complaint. The poster must be displayed in a conspicuous place where employees and applicants for employment can see it. Although there is no particular size requirement, the poster and all the text must be large enough to be easily read. www.dol.gov/compliance/topics/posters.htm

Family and Medical Leave Act Model Policy

The Board of De La Salle adopts the following policy, effective on the date of adoption by the Board.

This policy is limited to any rights or benefits contained in the Family and Medical Leave Act (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.

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 (School Leader or other job title) 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:

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

Exhibit 1:

FMLA Description Of Serious Health Condition⁵⁰

A “Serious Health Condition” means an illness, injury, impairment, or physical or mental condition that involves one of the following:

1. Hospital Care

Inpatient care (i.e., overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or subsequent treatment ⁵¹ in connection with or consequent to such inpatient care.

2. Absence Plus Treatment

A period of incapacity of more than three full consecutive days (including any subsequent treatment or period of incapacity relating to the same condition), that also involves:

- a) Treatment two or more times (within 30 days of the first day of incapacity, unless extenuating circumstances exist) by a health care provider, by a nurse or physician's assistant under direct supervision of a health care provider, or by a provider of health services (e.g., physical therapist) under orders of, or on referral by, a health care provider; or
- b) Treatment by a health care provider on at least one occasion which results in a regimen of continuing treatment⁵² under the supervision of a health care provider.

The requirements for treatment by a healthcare provider means an in-person visit to a healthcare provider. The first (or only) in-person treatment visit must take place within seven days of the first day of incapacity.

3. Pregnancy

Any period of incapacity due to pregnancy, or for prenatal care.

4. Chronic Conditions Requiring Treatments

A chronic condition which:

- a) Requires periodic visits (at least twice a year) for treatment by a healthcare provider, or by a nurse or physician's assistant under direct supervision of a healthcare provider;
- b) Continues over an extended period of time (including recurring episodes of a single underlying condition); and

⁵⁰ Here and elsewhere on this form, the information sought relates only to the condition for which the employee is taking FMLA leave.

⁵¹ Treatment includes examinations to determine if a serious health condition exists and evaluations of the condition. Treatment does not include routine physical examinations, eye examinations, or dental examinations.

⁵² A regimen of continuing treatment includes, for example, a course of prescription medication (e.g., antibiotic) or therapy requiring special equipment to restore or alleviate the health condition. A regimen of treatment does not include the taking of over-the-counter medications such as aspirin, antihistamines, or salves; or bed-rest, drinking fluids, exercise, and other similar activities that can be initiated without a visit to a health care provider.

- c) May cause episodic rather than continuing period of incapacity⁵³ (e.g., asthma, diabetes, epilepsy).

5. Permanent/Long-term Conditions Requiring Supervision

A period of incapacity⁴ which is permanent or long term due to a condition for which treatment may not be effective. The employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider. Examples include Alzheimer's, a severe stroke, or the terminal stages of a disease.

6. Multiple Treatments (Non-Chronic Conditions)

Any period of absence to receive multiple treatments (including any period of recovery therefrom) by a health care provider or by a provider of health care services under orders of, or on referral by, a healthcare provider, either from restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity⁴ of more than three full consecutive calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.) severe arthritis (physical therapy), or kidney disease (dialysis).

⁵³ "Incapacity," for purposes of FMLA, is defined to mean inability to work, attend school or perform other regular daily activities due to the serious health condition, treatment therefore, or recovery therefrom.

Exhibit 2:

FMLA Description of Qualifying Exigency

Eligible employees may take FMLA leave while the employee's spouse, son, daughter, or parent (i.e., the covered military member") is on active duty or call to covered active duty status as defined in 29 C.F.R.825.126(b)(2) for one or more of the following qualifying exigencies:

- 1. Short-Notice Deployment**
Any issue that arises from the fact that a covered military member is notified of an impending call or order to covered active duty in support of a contingency operation seven or less calendar days prior to the date of deployment.
- 2. Military Events and Related Activities**
Leave to attend any official ceremony, program or event sponsored by the military that is related to active duty or call to covered active duty status of a covered military member; or leave to attend family support or assistance programs and informal briefings sponsored or promoted by the military, military service organizations, or the American Red Cross that are related to the active duty or call to covered active duty status of a covered military member.
- 3. Childcare and School Activities**
When necessary due to circumstances arising from the active duty or call to covered active duty status of a covered military member – leave to arrange for alternative childcare; to enroll in or transfer the military service member's child to a new school or daycare; or to attend meetings with staff at a school or daycare facility concerning the covered member's child.
- 4. Financial and Legal Arrangements**
To make or update financial or legal arrangements to address the covered military member's absence, such as preparing and executing powers of attorney, transferring bank account signature authority, or preparing a living will or trust.
- 5. Counseling**
To attend counseling provided by someone other than a health care provider for oneself, for the covered military member. Or for the child of the covered military service member provided that the need for counseling arises from the active duty or call to active duty status of a covered military member.
- 6. Rest and Recuperation**
To spend time with a covered military member who is on short-term, temporary rest and recuperation leave during the period of deployment.
- 7. Post-Deployment Activities**
To attend any official ceremony or program sponsored by the military for a period of 90 days following the termination of the covered military member's active duty status (i.e., arrival ceremonies or reintegration events); or to address issues that arise from the death of a covered military member while on active duty status.
- 8. Additional Activities**
Other events that arise out of the covered military member's active duty or call to covered active duty status provided the employer and employee agree that such leave shall qualify as an exigency, and agree to both the timing and duration of such leave.

Exhibit 3:

Model Family and Medical Leave Act (FMLA) Request Form To be completed by employee and returned to the Executive Director or his/her designee

De La Salle
3737 Troost Avenue
Kansas City Missouri 64109

Employee Name _____
Job Title _____
Dated of Notification _____

Reason for Leave:

- ☐ **Adoption of a Child**
- ☐ **Placement of a Foster Child**
- ☐ **Birth of a Child**
- ☐ **Serious Health Condition of Employee**
- ☐ **Serious Health Condition of Spouse, Child, or Parent**
- ☐ **Qualifying exigency arising out of the fact that your ☐ Spouse ☐ Son/Daughter ☐ Parent is on active duty or call to active duty status in support of a contingency operation as a member of the National Guard or Reserves**
- ☐ **You are the ☐ Spouse ☐ Son/Daughter ☐ Parent ☐ Next of kin of a covered service member with a serious injury or illness**

Type of Leave Requested:

- ☐ **Continuous**
- ☐ **Intermittent: Please explain: _____**
- ☐ **Reduced Hours: Please explain: _____**

Length of Request for Leave:

Date leave to start: _____
Date of anticipated return to work: _____

Other Pertinent Information:

Signature of Employee **Date**

Signature of (School Leader or other job title) **Date**

Exhibit 4:

Model Family and Medical Leave Act (FMLA)

Certification By Employee's Health Care Provider for Employee's Serious Illness

To be completed by employee's health care provider and returned to the [School Leader]

Employee's Name			
<p>Description of serious health condition (see attached description of "serious health condition" under FMLA.) Does the patient's condition qualify under any of the categories described? If so, please check the applicable category. In all instances the information on the form must relate only to the serious health condition for which the current need for leave exists.</p> <p><input type="checkbox"/> Hospital Care <input type="checkbox"/> Absence Plus treatment <input type="checkbox"/> Pregnancy <input type="checkbox"/> Chronic Conditions Requiring Treatments <input type="checkbox"/> Permanent/Long-term Conditions Requiring Supervision <input type="checkbox"/> Multiple Treatments (Non-Chronic Conditions)</p>			
<p>Describe the medical facts and/or treatment that meet the criteria of the serious health condition checked above (medical diagnosis/prognosis is not required):</p>			
Date Condition Commenced:			
Probable Duration of Condition:			
Probable Duration of Present Incapacity (if different):			
<p>Will the employee require leave on an intermittent or reduced schedule basis for planned medical treatment (e.g., follow-up treatment) of the employee's serious health condition, including pregnancy? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>			
<p>If so, please provide an estimate of the dates and duration of such treatment and any period(s) of recovery:</p>			
Dates:			
Duration	Per	Hour(s) or	Day(s):
Episode:			
<p>Will the employee require leave on an intermittent or reduced schedule basis for the employee's serious health condition, including pregnancy, that may result in unforeseeable episodes of incapacity (e.g. flare ups? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>			
<p>If so, please provide an estimate of the frequency and duration of such episodes of incapacity (e.g., 3 times per 1 month lasting 1-2 days):</p>			
Frequency;	Times Per	Week(s)	Months(s)
Duration Per Episode:		Hours(s)	Day(s)
<p>Is the employee able to perform the essential functions of employee's position? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, describe the physical restrictions placed on the employee, including the duration of such restrictions:</p>			

Health Care Provider's Name (please print):	
Health Care Provider's Signature:	
Date:	
Specialty/Type of Practice:	
Address:	
Phone Number:	
Fax Number:	

Exhibit 5:

Model Family and Medical Leave Act (FMLA)

Certification by Employee's Health Care Provider for Employee's Family Member Serious Illness

To be completed by employee's health care provider and returned to the [School Leader]

Employee's Name			
Patient's Name			
Relationship to Employee		<input type="checkbox"/> Spouse <input type="checkbox"/> Parent <input type="checkbox"/> Child (under age 18 or if older and incapable of self care due to mental or physical disability)	
Description of serious health condition (see attached description of "serious health condition" under FMLA.) Does the patient's condition qualify under any of the categories described? If so, please check the applicable category. In all instances the information on the form must relate only to the serious health condition for which the current need for leave exists.			
<input type="checkbox"/> Hospital Care <input type="checkbox"/> Absence Plus treatment <input type="checkbox"/> Pregnancy <input type="checkbox"/> Chronic Conditions Requiring Treatments <input type="checkbox"/> Permanent/Long-term Conditions Requiring Supervision <input type="checkbox"/> Multiple Treatments (Non-Chronic Conditions)			
Describe the medical facts and/or treatment that meet the criteria of the serious health condition checked above (medical diagnosis/prognosis is not required):			
Date Condition Commenced:			
Probable Duration of Condition:			
Probable Duration of Present Incapacity (if different):			
Will the employee require leave on an intermittent or reduced schedule basis for planned medical treatment (e.g., follow-up treatment) of the employee's family member's serious health condition, including pregnancy? <input type="checkbox"/> Yes <input type="checkbox"/> No			
If so, please provide an estimate of the dates and duration of such treatment and any period(s) of recovery:			
Dates:			
Duration	Per	Hour(s) or	Day(s):
Episode:			
Will the employee require leave on an intermittent or reduced schedule basis for the employee's family member's serious health condition, including pregnancy, that may result in unforeseeable episodes of incapacity (e.g. flare ups? <input type="checkbox"/> Yes <input type="checkbox"/> No			
If so, please provide an estimate of the frequency and duration of such episodes of incapacity (e.g., 3 times per 1 month lasting 1-2 days):			
Frequency;	Times Per	Week(s)	Months(s)
Duration Per Episode:		Hours(s)	Day(s)
Is the employee able to perform the essential functions of employee's position?			
<input type="checkbox"/> Yes <input type="checkbox"/> No			
If no, describe the physical restrictions placed on the employee, including the duration of such			

restrictions:	
Health Care Provider's Name (please print):	
Health Care Provider's Signature:	
Date:	
Specialty/Type of Practice:	
Address:	
Phone Number:	
Fax Number:	

Exhibit 6:

Model Family and Medical Leave Act (FMLA)

Certification by Employee of Qualifying Exigency for Military Family Leave

To be completed by employee's health care provider and returned to the [School Leader]

Employee's Name:			
Name of Covered Military Member on Active Duty or Call to Active Duty Status:			
Relationship to Employee:			
Dates of Covered Military Member's Active Duty Service:			
Please check one of the following: <input type="checkbox"/> A copy of the covered military member's active duty orders is attached. <input type="checkbox"/> Other documentation from the military certifying that the covered military member is on active duty (or has been notified of an impending call to active duty) in support of a contingency operation is attached. <input type="checkbox"/> I have previously provided my employer with sufficient documentation confirming the covered military member's active duty or call to covered active duty status in support of a contingency operation.			
Description of Qualifying Exigency (see attached description of a "qualifying exigency" under FMLA.) Does the need for leave qualify under any of the categories described? If so, please check the applicable category. <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Short Notice Deployment <input type="checkbox"/> Childcare and School Activities <input type="checkbox"/> Counseling <input type="checkbox"/> Post-Deployment Activities </div> <div style="width: 50%;"> <input type="checkbox"/> Military Events and Related Activities <input type="checkbox"/> Financial and Legal Arrangements <input type="checkbox"/> Rest and Recuperation <input type="checkbox"/> Additional Activities </div> </div>			
Please attach any available written documentation which supports the need for leave; such documentation may include a copy of a meeting announcement for informational briefings sponsored by the military, a document confirming an appointment with a counselor or school official, or a copy of a bill for services for the handling of legal or financial affairs. Available written documentation is attached. <input type="checkbox"/> Yes <input type="checkbox"/> Not Available			
Approximate date exigency commenced or will commence:			
Probable duration of exigency:			
Will you need to be absent from work for a single continuous period of time due to the qualifying exigency?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
If so, estimate the beginning and ending dates for the period of absence:			
Will you need to be absent from work periodically to address this qualifying exigency?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Estimate the frequency and duration of each period of absence due to the qualifying exigency (e.g., 3x per month lasting 4 hours):			
Frequency;	Times Per	Week(s)	Months(s)
Duration Per Event:		Hours(s)	Day(s)
Leave to Meet with a Third Party. Please complete this section if leave is requested to meet with			

a third party (such as to arrange for childcare, to attend counseling, to attend meetings with school or childcare providers, to make financial or legal arrangements, to act as the covered military member's representative before a federal, state or local agency for purposes of obtaining, arranging or appealing military service benefits, or to attend any event sponsored by the military or military service organizations). This information may be used by your employer to verify that the information contained on this form is accurate.

Name of the Individual or Entity with whom you are meeting:		Title:
Organization:		
Address:		
Telephone:		Fax:
Email:		
Briefly describe the purpose of the meeting:		
I certify that the information I provided above is true and correct to the best of my knowledge:		
Signature of Employee:		Date:

Exhibit 7:

Model Family and Medical Leave Act (FMLA)

Certification by Service Member's Health Care Provider for Caregiver Military Family Leave

Section 1. To be completed by the EMPLOYEE and/or the COVERED SERVICE MEMBER for whom the employee is requesting leave (This section must be completed before any of the below sections can be completed by a health care provider.)

Name of Employee Requesting Leave to Care for Covered Service Member:	
Name of Covered Military Service Member (for whom employee is requesting leave to care):	
Relationship to Employee:	<input type="checkbox"/> Spouse <input type="checkbox"/> Parent <input type="checkbox"/> Son <input type="checkbox"/> Daughter <input type="checkbox"/> Next of Kin
Is the Covered Service Member a Current Member of the Regular Armed Forces, the National Guard or Reserves? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please provide the Covered Service Member's military branch, rank, and unit to which he/she is currently assigned:	
Is the Covered Service Member assigned to a military medical treatment facility as an outpatient or to a unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as outpatients (such as medical hold or warrior transition unit)? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please provide the name of the medical treatment facility or unit:	
Is the Covered Service member on the Temporary Disability Retired List (TDRL)? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Describe the care to be provided to the Covered Service Member and an estimate of the leave needed to provide the care:	

Section 2. For completed by: (1) a United States Department of Defense (“DOD”) Health Care Provider or a Health Care Provider who is either (2) a United States Department of Veterans’ Affairs (“VA”) health care provider, (3) a DOD TRICARE network authorized healthcare provider; or (4) a DOD non-network TRICARE authorized private healthcare provider. If you are unable to make certain of the military-related determinations contained below in Part B, you are permitted to rely upon determination from an authorized DOD representative (such as a DOD recovery care coordinator). [Please ensure that Section 1 above has been completed before completing this section.] Please be sure to sign the form on the last page.

Health Care Provider’s Name (please print):	
Health Care Provider’s Signature:	
Date:	
Specialty/Type of Practice:	
Address:	
Phone Number:	
Fax Number:	
Please check what type of provider you are:	<input type="checkbox"/> a DOD healthcare provider <input type="checkbox"/> A VA healthcare provider <input type="checkbox"/> a DOD TRICARE network authorized private healthcare provider <input type="checkbox"/> a DOD non-network TRICARE authorized healthcare provider
Medical Status	
Briefly state the medical facts regarding the Covered Service member’s health condition for which FMLA leave is requested:	
Does the injury or illness render the Covered Service Member medically unfit to perform the duties of his or her office, grade, rank, or rating? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Was the condition for which the Covered Service member is being treated incurred in the line of duty on active duty in the armed forces? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Approximate date condition commenced:	
Probable duration of condition and/or need for care:	
Is the Covered Service member undergoing medical treatment, recuperation, or therapy? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe medical treatment, recuperation, or therapy:	
Covered Service Member’s Need for Care By Family Member	
Will the Covered Service Member need care for a single continuous period of time, including any time for treatment and recover? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, estimate the beginning and ending dates for this period of time: Beginning: Ending:	
Will the Covered Service Member require periodic follow-up treatment appointments? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Is there a medical necessity for the Covered Service Member to have periodic care for these follow-	

up treatment appointments? ? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Is there a medical necessity for the Covered Service member to have periodic care other than for scheduled follow up treatment appointments (e.g., episodic flare-ups of medical condition)? This can include assisting in the Covered Service Member's recover. <input type="checkbox"/> Yes <input type="checkbox"/> No			
If yes, please estimate the frequency and duration of the periodic care (e.g., 2 times per month for 6 months lasting 3 days):			
Frequency;	Times Per	Week(s)	Months(s)
Duration Per Event:		Hours(s)	Day(s)
Health Care Provider's Name (please print):			
Health Care Provider's Signature:			
Date:			

Equal Employment Opportunity[revised]

The Missouri Human Rights Act, Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, and the Age Discrimination in Employment Act prohibit discrimination in any aspect of employment, including:

- hiring and firing;
- compensation, assignment, or classification of employees;
- transfer, promotion, layoff, or recall;
- job advertisements;
- recruitment;
- testing;
- use of school facilities;
- training and apprenticeship programs;
- fringe benefits;
- pay, retirement plans, and disability leave; or
- other terms and conditions of employment.

Discriminatory practices under these laws also include:

- retaliation against an individual for filing a charge of discrimination, participating in an investigation, or opposing discriminatory practices;
- employment decisions based on stereotypes or assumptions about the abilities, traits, or performance of individuals of a certain sex, race, age, religion, or ethnic group, or individuals with disabilities; and
- denying employment opportunities to a person because of marriage to, or association with, an individual of a particular race, religion, national origin, or an individual with a disability. Title VII also prohibits discrimination because of participation in schools or places of worship associated with a particular racial, ethnic, or religious group.

Federal and state laws prohibit job discrimination for the following reasons:

A. Race, Color, Religion, Sex, or National Origin.

Title VII of the Civil Rights Act of 1964 prohibits discrimination (any adverse employment action) by employers with 15 or more employees on the basis of race, color, religion, sex (including pregnancy) or national origin (the country where a person was born). Discrimination based on national origin does not include discrimination based solely on a person's citizenship. In order to be actionable, the employment decision must have been materially adverse to the employee, generally

meaning a loss of compensation, career prospects or humiliating change in work conditions.

1. The Civil Rights Act of 1866⁵⁶ prohibits discrimination against employee based upon their race. Race means identifiable classes of persons based upon their ancestry or ethnic characteristics. Employers are also prohibited from retaliating against their employees for asserting their rights to be free of discrimination.
2. Title VII's prohibition against sex discrimination covers sexual harassment and pregnancy.
 - a. Unwelcome advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance, or creates an intimidating, hostile, or offensive work environment. Sexual harassment can occur in a variety of circumstances, including but not limited to:
 - i. The victim as well as the harasser may be a woman or man. The victim does not need to be of the opposite sex.
 - ii. The harasser can be the victim's supervisor, an agent of the employer, a supervisor in another area, a co-worker, or a non-employee.
 - iii. The victim does not have to be the person harassed but could be anyone affected by the offensive conduct
 - iv. Unlawful sexual harassment may occur without economic injury to or discharge of the victim
 - v. The harasser's conduct must be unwelcome.
 - b. Pregnancy, childbirth, and related medical conditions must be treated the same way as other temporary illnesses or conditions.

B. Age.

1. The Age Discrimination in Employment Act of 1967 (ADEA), prohibits discrimination against workers who are 40 years of age or older. It specifically bars:
 - a. Statements or specifications in job notices or advertisements of age preference and limitations. An age limit may only be specified in the rare circumstance where age has been proven to be a *bona fide* occupational qualification (BFOQ). In order to establish that age is a BFOQ, an employer must prove that the age limitation is necessary to the success of the business and that a definable group or class of

employees would be unable to perform the job safely and effectively. Example: a mandatory retirement age for pilots for safety reasons. The Equal Employment Opportunity Commission ("EEOC") and federal courts interpret the BFOQ exception very narrowly and schools should consult legal counsel prior to including a BFOQ in a job description or advertisement;

- b. Discrimination on the basis of age by apprenticeship programs, including join labor-management apprenticeship programs
- c. Denial of benefits to older employees. An employer may reduce benefits based on age only if the cost of providing the reduced benefits to older workers is the same as the cost of providing benefits to younger workers.

- 2. The ADEA is applicable to employers with 20 or more employees.
- 3. The Missouri Human Rights Act makes it a misdemeanor to discriminate in hiring and employment against individuals between the ages of 40 and 70.

C. Disability.

- 1. The [Rehabilitation Act of 1973](#) and the Americans with Disability Act of 1990 (ADA) prohibit employers from discriminating against qualified individuals with a disability.
- 2. Under the ADA, an employer is required to make a reasonable accommodation to a qualified individual with a disability unless doing so would impose an undue hardship on the operation of the employer's business.
- 3. Before making an offer of employment, an employer may ask an applicant about their ability to perform job functions, but an applicant may not be asked about the existence, nature, or severity of a disability.
- 4. A job offer may be conditioned on the results of a medical examination only if the examination is required for all entering employees in the same job category. Medical examinations of employees must be job-related and consistent with business necessity.

D. Drug and Alcohol Use.

Employees and job applicants are not protected by the ADA for use of illegal drugs when an employer acts on the basis of such use. Tests for illegal drug use are not considered medical examinations for the purpose of the ADA and are not subject to the restrictions discussed in C.4 above. Employers may hold employees who are illegal use illegal drugs and employees with alcoholism to the same performance standards as other employees.

E. Equal Pay.

The Equal Pay Act (EPA) and Missouri law⁵⁷ prohibits employers from paying different wages to men and women are performing equal jobs.

1. Under the EPA, employers may not pay women and men different wages, where men and women perform work of similar skill, effort, and responsibility for the same employer under similar working conditions.
 - a. Employers may not reduce wages of either sex to equalize pay.
 - b. An employer may violate the EPA where a different wage was/is paid to a person who worked in the same job before or after an employee of the opposite sex.
 - c. An employer may also violate the EPA where a labor union causes the employer to violate the law.

F. Pregnancy.

The Pregnancy Discrimination Act (PDA) prohibits discrimination because of or on the basis of pregnancy, childbirth, or related medical conditions. Women affected by pregnancy, childbirth or related medical conditions must be treated the same for all employment-related purposes, including receipt of benefits, as other persons not so affected but similar in their ability or inability to work. PDA applies to employers with 15 or more employees.

G. Bankruptcy.

Generally, federal law prohibits discrimination in employment decisions against people who have declared bankruptcy.

Equal Employment Opportunity Model Policy

The Board of De La Salle adopts the following policy, effective on the date of adoption by the Board.

SECTION 1. Equal Opportunity Employment

De La Salle is committed to providing equal opportunity in all areas of education, recruiting, hiring, retention, promotion, and contracted service. De La Salle 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.

De La Salle'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 2. Non-Discrimination Against/Accommodation of Qualified Individuals with Disabilities

The De La Salle 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 De La Salle 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 De La Salle.

Qualified applicants or De La Salle employees with disabilities should make formal requests in writing for accommodations.

Employers should clearly communicate to employees that harassment or discriminatory practices will not be tolerated in the workplace via a thorough training program, an established complaint and grievance process and taking immediate and appropriate action when an employee complains (action may include, but is not limited to, training, counseling, warning, suspension or immediate dismissal). It should also be clearly communicated to employees that it is unlawful for the employer to undertake retaliatory actions because the employee has filed a complaint alleging harassment or discriminatory practices in the workplace.

An employer should provide every employee with a copy of the policy and complaint procedure, and redistribute it periodically. Policies and procedures may be posted in central locations and incorporated into the employee handbook. The policy and complaint procedure should be written in a way that will be understood by all employees.

An anti-harassment policy and complaint procedure should contain, at a minimum, the following elements:

- A clear explanation of prohibited conduct;
- Assurance that employees who make complaints of harassment or provide information related to such complaints will be protected against retaliation;
- A clearly described complaint process that provides accessible avenues of complaint;
- Assurance that the employer will protect the confidentiality of harassment complaints to the extent possible;
- A complaint process that provides a prompt, thorough, and impartial investigation; and
- Assurance immediate and appropriate corrective action will be taken if it has been determined that harassment has occurred.

It is unlawful to retaliate against an individual for opposing employment practices that discriminate based on sex or for filing a discrimination charge, testifying, or participating in any way in an investigation, proceeding, or litigation under Title VII.

Harassment Model Policy

****NOTE: This model policy and its exhibits DO NOT should not be used to investigate a sexual harassment complaint under Title IX.*******

The Board of De La Salle 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 (insert name of charter 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. (charter 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. De La Salle'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. (charter 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 De La Salle 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 (insert contact info).

Exhibit 1:

Responding to Agency Complaints of Harassment

Once the EEOC or the state agency receives a complaint of harassment, the agency conducts an investigation into the complaint. As part of that investigation, the agency allows the employer to respond to the allegations of the complaint in the form of a position statement. The following are some guidelines for attorneys and human resources personnel to follow when responding to an agency complaint and formulating a position statement:

- 1. Read the Complaint or Charge Carefully:**
 - Check the date of the alleged harassment with the date the complaint/charge was filed.
 - Determine if the employer is covered by the statute.
 - Check for fatal flaws in the charge/complaint.
- 2. Think Through Your Response and What You Need:**
 - Decide which persons need to be interviewed.
 - Decide what documents would be helpful.
 - Decide what data would be helpful.
- 3. Obtain Information:**
 - Interview managers or supervisors involved in the decision.
 - Interview employees whenever appropriate.
- 4. Evaluate the Charge or Complaint:**
 - Does the school have a harassment policy in place that is distributed to all employees?
 - Can the school establish that the complainant did not take advantage of school procedures for reporting harassment?
- 5. Consider Settlement:**
 - Both federal and state agencies welcome pre-investigation settlement.
 - Consider having a separate settlement agreement in addition to standard agency settlement agreement.
- 6. Prepare Your Position Statement:**
 - Prepare a thorough explanation of what happened.
- 7. Know the Law:**
 - Know what the standards are for establishing harassment.
 - Did the school have knowledge of the harassment?
 - What are the school's defenses?
 - What will the Agency look for?
 - Is there written documentation regarding the incident?
 - What relevant school policies are applicable?
 - Did the school have a harassment policy, and was it followed?
- 8. Consider Obtaining Extensions of Time:**
 - Be aware that agencies frequently will grant additional time for an employer to respond to the charge/complaint.
- 9. The EEOC Investigation:**
 - The EEOC may dismiss the charges once it receives the school's response.

- The next step may be a request for additional information or for interviews.
 - The EEOC will dismiss the charge if there is no evidence of harassment.
10. If the EEOC makes a cause determination, it will invite the employer to engage in settlement discussions prior to any litigation.

Exhibit 2:

Harassment Investigation Checklist

- 1. Decide upon the order in which investigation interviews will be conducted.**
 - Complainant
 - Alleged harasser
 - Coworkers and other witnesses
 - Supervisors of the complainant and alleged harasser
 - Second interview with the alleged harasser to discuss any factual questions as a result of the investigation.
- 2. Interview each witness separately in an office or room where the discussion will not be overheard by other witnesses, the alleged harasser, or any other unauthorized persons.**
- 3. Two uninvolved managers should participate in the interview process. At least one of the investigating managers should be thoroughly familiar with harassment law and the School's harassment policies and procedures. One manager should be designated as the interviewer, and the other should act primarily as a witness and take notes of the discussion.**
- 4. Before beginning the interview, explain the purpose of the interview by referring generally to recent complaints about the relationship between the complainant and the alleged harasser. Do not necessarily discuss the issue of unlawful harassment, so that you do not taint the witness' recollection of the events.**
 - Emphasize that the School takes these charges very seriously and that the School is investigating these charges by interviewing all potential witnesses in compliance with School policy.
 - Explain that upon completion of the investigation, the School will attempt to determine what occurred, and will take appropriate action based on its determination.
 - Both the complainant and the alleged harasser should be advised that each will be apprised of the results of the investigation and any action taken.
 - Instruct each witness interviewed not to discuss the matters covered during the interview with any co-employee or the alleged harasser.
 - Explain to the witness that confidentiality is necessary to protect the integrity of the investigation and to ensure that the School receives trustworthy information in an atmosphere free from coercion.
 - Explain to the witness that School policy prohibits retaliation against anyone who complains of harassment or participates in an investigation, and that any acts of retaliation should be reported immediately
- 5. During the interviews:**
 - Avoid leading questions.
 - Ask open ended, nonjudgmental questions.
 - Use investigation interview forms where appropriate.
 - Explain to all witnesses that retaliation will not be tolerated.
 - Avoid the appearance of impropriety or favoritism in conducting interviews.
 - Observe and record all physical and verbal reactions of witnesses.
 - Do not record conclusions regarding credibility.

- Avoid judgmental statements or furthering of myths or stereotypes.
 - Explore the effect of alleged harassment on the complainant and any others affected (*i.e.*, psychological, emotional, physical, and financial).
6. Review the complainant's and the alleged harasser's personnel files.
 7. Discuss investigation results and proposed action with the investigation team. This discussion should be limited to those with a need to know the results of the investigation, such as the complainant's supervisor, the alleged harasser's supervisor, and senior Human Resources department staff.
 8. Consider credibility determinations. Factors include memory, perception, truthfulness, corroboration or lack of it, bias of witnesses, consistency, plausibility of accounts, and prior misconduct.
 9. Review all evidence collected.
 10. Make a decision.
 11. Consider appropriate remedial action: consider a verbal warning, written warning, denial of bonus or pay raise, suspension, demotion, termination, or some combination. Also, consider providing harassment training to the harasser and to all employees.
 12. Consider the following factors in determining the appropriate remedial action:
 - credibility of the complainant, alleged harasser, and other witnesses;
 - prior conduct, if any (*e.g.*, the alleged harasser);
 - prior discipline of the alleged harasser;
 - level of harassment, including the type and frequency of conduct;
 - alleged harasser's knowledge of school rules of conduct;
 - prior disciplinary "precedent" for identical, similar or analogous misconduct; and
 - public and employee relations issues.
 13. Review the harassment investigation and findings.
 - Was the school harassment policy adequate?
 - Were the employees aware of the terms of the harassment policy?
 - Was the harassment complaint procedure adequate?
 - Did the investigator uncover other issues which need to be addressed?
 14. Implement changes to the harassment policies and procedures where appropriate.

Drug Free Workplace⁶¹

Schools may require applicants to be tested to determine whether they are illegally using drugs. However, applicants may not be required to take a pre-employment test to determine if they are using alcohol. Alcohol testing can be conducted only after an employer has extended the applicant a conditional offer of employment. The ADA permits post-employment alcohol testing of employees only when such tests are job related and consistent with business necessity. In all cases, employers should provide advance notice of testing policies.

If a charter school desires to implement a drug-free work place program, it must have a written policy regarding its drug-free and drug testing policies, use a testing facility which meets certain criteria, provide an employee assistance program, provide a semi-annual education program on substance abuse, and conduct supervisor training.

If an employer establishes a “drug-free workplace program” in compliance with state law, the employer is eligible for a discount on its workers’ compensation insurance. The program must include all of the following:

- A written notice advising applicants and employees that they will be subject to testing;
- a written policy statement disseminated to employees explaining the types of testing that will be conducted, how results will be kept confidential, disciplinary action that will be taken for confirmed test results or for refusing to take a test, the employee assistance program, and how to contest the results;
- testing of all applicants after extending an offer of employment;
- testing of any employee who is reasonably believed to be using drugs or alcohol based on observable facts;
- testing of any employee who causes or has contributed to a workplace injury resulting in loss of work time;
- testing of any employee after he or she completes a rehabilitation program (but not required if the employee voluntarily entered the rehabilitation program). If follow up testing is conducted, the frequency of testing shall be at least once a year for a two year period following completion of the rehabilitation program and the employee shall not be given advance notice of the testing;
- proper collection and testing procedures (use of laboratories or onsite testing kits);
- maintenance of an employee assistance program or a resource file of independent assistance providers;
- semi-annual drug/alcohol abuse education programs for employees; and
- training of supervisors concerning how to handle drug/alcohol abuse.

Drug Free Workplace Model Policy[required]⁶²

The Board of De La Salle 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.

Jury Duty and Military Duty

Under Missouri law, an employer cannot terminate, discipline, threaten, or take adverse action against an employee on account of that employee's receipt of or response to a jury summons. Any employee discharged due to jury service may bring a civil action against his or her employer within ninety days of discharge for recovery of lost wages and other damages caused by the violation and for an order directing reinstatement of the employee.

Under federal law an employee who leaves a permanent position to perform state or federal military service must generally be restored to his or her previous position or a like position when the individual has received a valid certificate of completion by an officer of the applicable branch of the armed forces, is still qualified to perform the duties of the position and applies for reenrollment.

Judicial, Military Duty, And Religious Leave Model Policy

The Board of De La Salle adopts the following policy, effective on the date of adoption by the Board.

SECTION 1. Purpose of Policy

SECTION 1.1. The purpose of the policy of the Board of De La Salle is to outline employee's rights regarding leave for judicial, military, and religious reasons.

SECTION 2. Types of Leave

SECTION 2.1. All of De La Salle's 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 of De La Salle's 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, but shall not be deducted from sick or personal leave

SECTION 3. Notice

SECTION 3.1. Employees shall provide in writing to the Executive Director 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.

Employment at Will

Missouri recognizes the doctrine of “employment at will.” According to Missouri statutes, employment at will means that in the absence of a written contract of employment for a defined duration, an employer can terminate an employee for good cause, bad cause, or no cause at all, so long as it is not an illegal cause (i.e., based on discrimination). If the school elects not to contract with its employees, the school should have all employees sign an “at-will” confirmation stating that they understand that, in accordance with Missouri law, they are considered an at-will employee.

If the school elects to enter a formalized contract with an employee, the contract should contain, at a minimum, the following provisions:

- Title of the position;
- Authority of the employer related to making changes to the position, salary, duties, etc.
- Beginning and end dates of the contract;
- Any provisional period and requirements for permanent employment;
- Compensation and benefits;
- Termination clauses;
- Signatures of the employee and the employer

Employment Status: At-Will or Contracted Employment Model Policy⁶⁷

The Board of De La Salle adopts the following policy, effective on the date of adoption by the Board.

SECTION 1. Employment Status.

SECTION 1.1. Employees of De La Salle are considered (at-will or contracted) employees.

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

SECTION 1.3. De La Salle shall follow all requirements the terms of the agreed upon contract should termination be necessary.

Prospective Employees

A. Interviewing

It is surprisingly easy to unintentionally break civil rights, anti-discrimination, and other laws during an interview. For all intents and purposes, during an interview one should avoid asking any questions related to:

- Race
- Color
- Sex
- Religion
- National origin
- Birthplace
- Age
- Disability
- Marital/family status (including pregnancy)

B. Offer Letters

An offer letter is a formal written means of extending an offer of employment and is a good employment practice. Offer letters should state the following:

- Official title of the position being offered;
- Salary;
- Benefits (health, retirement, etc.);
- Instructions for accepting or declining the offer

C. Documentation

Federal and state laws require employers to report newly hired and rehired employees. All employers in Missouri must report each newly hired employee to the Department of Revenue within 20 calendar days of hire. "Date of hire" is defined as the date the employee reports to work or the date the employee signs the federal W-4 form, whichever is earlier. If you are an employer in Missouri, you may choose the form you use to report new hires. You must send either a copy of the federal W-4 form or a different form containing the following information to the Department of Revenue. § 285.300, RSMo.

- Employee's name, address and Social Security number
- Employer's name, address and federal employer identification number
- Either the employee's date of hire or the date the employee signed the W-4 form (your option)

Additional information regarding new hire reporting can be found at the Missouri Department of Social Services New Hire Reporting website:

<http://dss.mo.gov/cse/newhire.htm>

Federal immigration laws require employers to complete an INS Form I-9 to verify each employee's authorization to work in the U.S. The laws establish fines and criminal penalties for employers that knowingly hire unauthorized aliens. The laws also establish procedures for hiring on a temporary or permanent basis certain aliens, including skilled workers and professionals in occupations with shortages of qualified U.S. workers.

In addition, new employees should execute either an "at-will" confirmation OR a contract, as well as sign the employee handbook. [See Appendix F.](#)

Professional Personnel Hiring and Recruitment Model Policy

The Board of De La Salle 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 may 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 Executive Director 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. De La Salle shall endeavor to hire the most highly qualified individual to execute the functions of the posted position. De La Salle will give strong consideration to the following qualifications:

1. Advanced degrees;
2. High academic achievement;
3. Experience in a charter school setting;
4. Competency in the use of technology that would enhance the instructional program;
5. Demonstrated leadership potential;
6. Demonstrated ability and/or desire to work with students from demographic backgrounds De La Salle serves;
7. Experience with community-based and/or parental involvement activities;
8. Exemplary written and oral communication skills;
9. Demonstrated effective management and instructional practices;
10. Professionalism in demeanor and appearance;
11. Certification by a national certification agency;
12. Certification from the state of Missouri or eligibility for such; and

13. Willingness to work with athletics and extra-curricular 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.

Personnel Evaluations Model Policy

The Board of De La Salle 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 Executive Director 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 Executive Director 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.

Employee Dress Code Model Policy

The Board of De La Salle 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 Executive Director.

SECTION 2. Dress Code

SECTION 2.1. An employee who is inappropriately dressed, in the opinion of the Executive Director, 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 dress includes but is not limited to:

- Business suits/coordinated pants suits
- Collared shirts with and without ties
- Skirts
- Dresses
- Slacks
- Sweaters, blouses, knit tops, jackets
- Coordinated dress shorts ensemble with appropriate shoes and hosiery
- Sweatshirts and tee shirts with school-related insignia
- Appropriate shoes
- Attire in accordance with the environmental requirements for specific job assignments

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

- Shorts (except for physical education)
- Jeans, including overalls, of any color (acceptable only for special projects or activities or related to specific job assignments)
- Hats/headwraps
- Immodest dress such as a dress which is too short (more than three inches above the knees) or tight or otherwise revealing
- Oversized tee shirts and undershirts
- Leggings/spandex
- Tank tops

- See-through clothing
- Sundress without a jacket
- Clothing that exposes the midriff
- Extremely low cut dresses and blouses
- Exercise/jogging suit
- Other attire as deemed inappropriate by the School Leader

SECTION 2.4. De La Salle Governing Board recognizes that there are occasions when individuals may need to wear specific garb due to medical reasons or as part of a bona fide personal religious practice. When such is the case, the employee shall provide documentation to the Executive Director of the medical necessity or the bona fide 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” (i.e., Physical Education teachers may wear exercise attire). Discretion of these instances is by the Executive Director or his/her designee.

Staff Complaints And Grievances Model Policy

The Board of De La Salle 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. Executive Director - 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 (School leader or other title) 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 De La Salle.

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 De La Salle 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 3737 Troost Avenue, Kansas City, Missouri 64109.

SECTION 4.2. 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 4.3. 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 4.4. 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 4.5. 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 4.6 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 4.7. 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 (School Leader or other title) within twenty (20) business days of the hearing.

SECTION 4.8. The decision at each level shall be delivered to the complainant and the affected parties by a person designated by the (School Leader or other title) 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 4.9. If the complainant is dissatisfied with the review of the supervisor's decision, he or

she must forward an appeal to the Executive Director or his/her designee within ten (10) working days. The appeal shall be in writing and include the reason(s) for the appeal. The Executive Director or his/her designee will notify the Board President or his/her designee that a timely appeal has been received. A copy of all complaints involving appeal reviews will be forwarded to the Board President or his/her designee.

SECTION 4.10 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 4.11. 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 4.12. 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.

Personal Leave Model Policy

The Board of De La Salle adopts the following policy, effective on the date of adoption by the Board.
SECTION 1. Sick Leave

SECTION 1.1. Full-time employees (twenty or more hours per week) of the school shall be eligible for up to (*) hours/days) paid time off. Employees paid on a part-time, seasonal, or temporary basis are not eligible for leave benefits.

SECTION 1.2. Paid time off for full time employees is earned at the rate of (*) days per month times the number of months worked, with unused days accumulated up to (*) days, plus applicable number of days for the current year to a maximum of (*) days.

SECTION 1.3. Employees working less than 40 hours per week will earn a pro-rated share of sick leave.

SECTION 1.4. Teachers earn paid time off during their ten-month work year. An employee must be at work or on paid leave 13 days within a month to earn sick leave.

SECTION 1.5. Should an employee not complete a contract, all sick leave days used but unearned will be deducted from the last salary payment. An employee who is absent due to sick leave after tendering resignation will have a resignation effective date as of the last day actively at work unless a physician's statement of disability is provided.

SECTION 1.6. Certified employees who are absent from work may remain on the requisition as long as the teacher is in-state pay status. However, that person will receive full pay for the remainder of unused sick leave. An employee will not be on payroll thereafter unless actually present.

SECTION 1.7. Upon the approval of the Executive Director or his/her designee, an employee may utilize paid time off for the following reasons:

- absence due to illness or injury;
- absence due to exposure to contagious disease necessitated to protect the health of others who might be endangered by his/her attendance on duty;
- absence for personal reasons;
- absence due to an illness or death in the employee's immediate family. Immediate family includes spouse, children, mother, father, brothers, sisters, grandparents, in-law equivalent of the above and any relative residing in the employee's home.

SECTION 1.9. Employees absent for other than approved reasons, or absent after sick leave has 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 1.10. When an employee terminates employment with De La Salle and immediately retires, he/she will be compensated for unused sick leave hours up to the maximum of *

SECTION 1.10.1. Retirement requires at least (sixty days) notification and budget adjustments for accumulated and unused sick leave must be approved by the Governing Board.

SECTION 1.10.2. This payment will be made one month after the employee received his/her final check or in the next payroll cycle following Board resolution for budget adjustment, whichever comes sooner.

SECTION 2. Personal Leave

SECTION 2.1. Per fiscal year, an employee may use up to a maximum of (three) days of any accumulated sick leave for personal or professional reasons if prior approval of their absence is given by the Executive Director or his/her designee.

SECTION 2.2. No grant of approval for an absence permitted under this policy section shall be conditioned upon disclosure of the specific purpose for which such absence is sought, nor shall any such grant of approval be withheld or denied because of the failure or refusal of the employee to disclose the specific purpose for which an absence is sought, provided that the employee may be requested to state whether the absence is sought under the category of "personal" or "professional" absence.

SECTION 3. Adoption Leave

SECTION 3.1. Employees may use sick leave during the first six (6) calendar weeks of adoption leave. Certification from the adoption agency or the attorney who arranges the adoption is required.

SECTION 4. Vacation for 12 Month Employees

SECTION 4.1. Vacation schedule applies for all twelve month employees. Service refers to continuous De La Salle service.

SECTION 4.2. Annual employees will accumulate vacation on a monthly basis, with the number of days earned calculated by using the total vacation days earned per year divided by twelve. An employee must be at work or on paid leave 13 days within a month to earn vacation leave.

SECTION 4.2.1. For vacation purposes, the length of employment will be determined on the anniversary date of employment.

SECTION 4.2.2. Earned vacation for 12 month employees shall be calculated as follows):

1 - 5 years service	(12) days
6 -10 years service	(15) days
11 -15 years service	(18) days
16 -20 years service	(21) days

over 20 years service	(24) days
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SECTION 4.3. Vacation leave that is unused may not be carried over to the next (fiscal/school) year.

SECTION 4.4. All vacation leave is subject to approval by the (School Leader or other title).

SECTION 4.5. At the time of termination, employees will receive pay for earned vacation up to 24 earned days. This may be added to longevity at retirement.

SECTION 4.6. Earned vacation (may/may not) be used in order to extend sick leave.

SECTION 4.7. Holidays for (charter school) twelve month employees:

No. of Working Days Holidays

- (1) New Year's Day
- (1) Martin Luther King's Birthday
- (1) Spring Holidays
- (1) Memorial Day
- (1) Independence Day
- (1) Labor Day
- (2) Thanksgiving
- (7) Winter Holidays (subject to vary yearly)

SECTION 4.8. The Board (will/will not) 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 (School Leader or other title). In order to qualify for extended leave, an employee must have completed at least (three) full years of service with (charter school name.)

Extended leaves of absence may be granted for the following reasons:

Continuing Education
Health Issues
Child-Care Reasons
Run for political office

SECTION 4.8.1. 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 4.8.2. 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 4.8.3. 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 De La Salle, effective as of the beginning date of the approved leave.

Communicable Diseases Model Policy [required]⁷⁵

The Board of De La Salle 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 Executive Director or his/her designee it is necessary to consult a private physician.

SECTION 4. Prevention of Transmission

SECTION 4.1. Each year, the Executive Director or his/her designee 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 5.1. Once the student's or employee's medical condition has been determined, the Executive Director or his/her designee 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 5.2. 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 5.3. 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 Executive Director or his/her designee 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 5.4. 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.

Employment Application Model Policy

De La Salle fully subscribes to the principles of Equal Employment Opportunity. It is our policy to provide employment, compensation, and other benefits related to employment based on qualifications, without regard to race, color, religion, national origin, age, sex, veteran status, disability, or any other basis prohibited by federal, state or local law. In accordance with the requirements of the Americans With Disabilities Act, it is our policy to provide reasonable accommodation upon request during the application process to eligible applicants in order that they may be given a full and fair opportunity to be considered for employment. As an equal opportunity employer, we intend to comply fully with applicable federal and State employment laws and the information requested on this application will only be used for purposes consistent with those laws. Applications are only accepted for positions currently available and will only be considered for thirty (30) days from today's date or until the position applied for is filled, whichever first occurs.

POSITION APPLIED FOR: _____
DATE: _____

Personal Data

Last Name First Middle Social Security Number

Street Address City State/Zip Code Telephone Number

Are you at least 18 years old? Yes No If not, state your age for child labor law purposes only: ____

Are there any days, shifts or hours you will not work? _____ If yes, please explain:

Are you available for out of town work? _____

Will you and can you work overtime, if required?

When will you be able to start work?

Have you taken any illegal drugs in the last 30 days?

How did you learn of our School? _____ If a referral, whom were you referred by?:

Have you ever applied to work here or worked here before? Yes No

If yes, provide date: _____

⁷⁶ HR, App. N.

Are you legally authorized to work in the United States: Yes No

Will you now or in the future require sponsorship for employment visa status (e.g., H-1B visa status)? Yes No

Note: The Federal Immigration and Reform and Control Act of 1986 requires that an INS Employment Eligibility Verification "Form I-9" be completed for every new hire and that within 3 business days of beginning work every new hire must present to the employer documentation establishing his/her identity and authorization for work. This federal requirement must be satisfied as a condition of employment.

Have you been convicted of a felony within the last seven years? Yes No

Date of Conviction: _____ **Note:** Answering "yes" does not automatically exclude you from further consideration for the position. If yes, please explain on the Additional Comments section, including the penalty imposed. [**Note:** if in Kansas City, pursuant to ordinance 38-104, this question cannot be asked until after the applicant has been interviewed for the position]

Have you been convicted within the last seven years of misappropriation of funds, embezzlement or other dishonest conduct, an offense involving the use of a weapon, physical assault or other violent crimes? Yes No

If yes, please explain on the Additional Comments section. **Note:** Answering "yes" does not automatically exclude you from further consideration for the position.

Have you ever been a defendant in a civil action for an intentional tort (intentional commission of a wrongful act)? Yes No

If yes, include nature of the intentional tort and the disposition of the action in the Additional Comments section. **Note:** Answering "yes" does not automatically exclude you from further consideration for the position.

Name: _____ Social Security: _____

Driving Record (Answer only if driving is a requirement of the job for which you are applying)

Do you have a valid drivers license? Yes No

State _____ License No.: _____

Have you had any tickets? Yes No

If yes, please explain:

Has your license ever been suspended or revoked? Yes No

If yes, please explain:

Do you have any DUI or DWI convictions? Yes No

If yes, please state when you were convicted and explain:

Additional Comments (Use the space below to supply any additional information relevant to the job applied for)

Education (May or may not be considered depending on job applied for)
Describe any educational degrees, skills, training or experience that are relevant to the job applied for:

Name, City and State of Educational Institution

Graduated? Yes No

If no Degree, Credits earned

Type of Degree Received or Expected

Major

Minor

Grade Point

Overall GPA

High School

College or University

Technical/GED/Other

Licenses, Certifications/Other

Employment History (Please complete for all full-time or part-time employment beginning with most recent employer)

School Name	Telephone #
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Address	Dates Employed	From	To
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Name of Supervisor	May we contact?	Yes	No	Rate of Pay	Start	Last
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State job titles and describe job duties

Reason for leaving

School Name	Telephone #
-------------	-------------

Address	Dates Employed	From	To
---------	----------------	------	----

Name of Supervisor	May we contact?	Yes	No	Rate of Pay	Start	Last
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State job titles and describe job duties

Reason for leaving

School Name	Telephone #
-------------	-------------

Address	Dates Employed	From	To
---------	----------------	------	----

Name of Supervisor	May we contact?	Yes	No	Rate of Pay	Start	Last
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State job titles and describe job duties

Reason for leaving

Please explain any gaps in your employment history:

Have you ever been discharged or forced to resign? Yes No If yes, explain:

Did you receive any discipline in the last 12 months of active employment? Yes No
If yes, please explain:

Were you given a performance evaluation within the last 12 months of active employment? Yes No

If yes, what was the range of scores used and what was your score?

Have you signed any non-compete or non-solicit agreement with any other employer that might restrict you from working for this school? Yes No If yes, please explain:

(You may be required to furnish a copy of the agreement)

Military (Complete only if you served in the military)

Branch of Service: _____

Number of Years/Months of Service: _____

Rank at Discharge: _____

Date of Discharge: _____ Reason for leaving: _____

Describe any military skills, training or experience you believe are relevant to the job applied for:

APPLICANT'S ACKNOWLEDGMENT

I certify that the answers given herein are true and complete to the best of my knowledge. I understand that any misrepresentations, omissions of facts or incomplete answers in any application document will disqualify me from further consideration for employment. I further understand that, if employed, any misrepresentations or omissions of facts in any application document will be cause for my dismissal at any time without prior notice.

I understand that, if employed, my employment is not for a specific term and may be terminated by me or my Employer(s) with or without notice or cause at any time. I further understand that no oral promise, Employer(s) policy, custom, business practice or other procedure (including the Personnel Handbook or any personnel manuals) constitute an employment contract or modification of the at-will employment relationship between me and the Employer(s).

I understand that applicants for certain positions may be required to qualify for employment based on additional employment criteria. For example, I may be required to take job-related tests; take a driver's examination; submit to a background investigation; take a pre-employment drug test. If I am offered employment or start work before any required test is completed, my employment is contingent on a satisfactory result on all required tests. I authorize De La Salle to release the results of background checks (if any) and my pre-employment drug/alcohol test (if any), any information on this application and any relevant information about me to whom I have applied for employment, and release De La Salle from any and all claims related to the lawful release of this information. I further authorize the release of any background check results of any drug/alcohol test to any state or federal authority requesting such information and in response to a valid subpoena or other legal document.

I acknowledge that this application will remain active for 30 days from this date. If I have not heard from the School at the conclusion of this 30 day period, it is my responsibility to complete a new application if I still wish to be considered for employment.

Signature: _____

Date: _____

The Board of

Employee Information Sharing Model Policy

De La Salle adopts the following policy, effective on the date of adoption by the Board.

Section 1. The Executive Director 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. De La Salle shall provide information about a former employee to another public school upon request.

Section 2.2. De La Salle shall share the following information: information regarding any violation of the published regulations of the Governing Board of De La Salle by the former employee if such violation 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.

SECTION 4: SCHOOL OPERATIONS

Civil Rights, Title IX, Section 504 Model Policy

The Board of De La Salle adopts the following policy effective on the date the policy is adopted by the Board.

The School will comply with:

- 1. Title VI of the Civil Rights Act of 1964, as amended⁷⁹, 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 amended⁸⁰, prohibiting 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 amended⁸¹, prohibiting 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 amended⁸², 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.**

De La Salle 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.

De La Salle may designate only one employee to serve as both the Title IX and Section 504 Coordinator. That individual must assume the responsibilities of both coordinators.

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

Title IX Sexual Harassment Model Policy [new][required]⁸³

The Board of De La Salle 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 not 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,

⁸³ This policy must be posted on the school's website.

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. [School name] 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 rational 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 unreasonable 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.

Official School Year and School Day Model Policy

The Board of De La Salle 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 provides for 1,044 hours of pupil attendance. The calendar shall also include thirty-six make-up hours for possible loss of attendance due to inclement weather. Hours, in excess of the state required minimum, may be recommended by the Executive Director and approved by the Board.

The length of the school day shall be *.

De La Salle 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.

De La Salle 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.

De La Salle shall be exempt from making up, up to 36 hours of school, lost or cancelled to due to exceptional or emergency circumstances⁸⁷ if the School has an alternative methods of instruction plan approved by the department of elementary and secondary education.⁸⁸

Alternative Methods of Instruction Plan Model Policy[recommended][new]

The Board of De La Salle 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. De La Salle shall submit to the department of elementary and secondary education an application requesting approval of an alternative methods of instruction 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 De La Salle 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. De La Salle 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.

School Calendar Model Policy⁸⁹

The Board of De La Salle 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 his/her designee shall submit for approval by the Governing Board a calendar for the upcoming school year no later than June of the preceding academic year. The calendar shall specify the 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 laws and regulations.

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 be published on the School's website and via other communication channels no later than July 31.

SECTION 2. Authorization to Revise the Annual Calendar

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

Fiscal Year Model Policy

The Board of De La Salle 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.

School Annual Report Model Policy

The Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

School officials will submit to the 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 made 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.

Public Inspection Model Policy

The Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

1. De La Salle 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 information⁹³:

- A. The school's charter;
- B. The school's most recent annual report card published according to section 160.522, RSMo;
- C. The results of background checks on the charter school's Board members; and
- D. 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.

2. The school website may contain a searchable expenditure and revenue document or database detailing actual income, expenditures, and disbursements for the current calendar or fiscal year or in the alternative the website of the school shall contain a direct link to the department of elementary and secondary education's website section containing a searchable expenditure and revenue document or database detailing actual income, expenditures, and disbursements for the current calendar or fiscal year.

Title I Model Policy [required]⁹⁶

The Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. 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.

Section 2. 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.

Equal Educational Opportunity Model Policy

The Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

De La Salle 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.

De La Salle'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.

Students of Legal Age Model Policy

The Board of De La Salle 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 shall be deemed adults for purposes of educational records, placement, and reporting.

Student Educational Records Model Policy

The Board of De La Salle 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 error 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.

Health Information Records Model Policy

The Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

Except as otherwise required by 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. Only the School Leader or his/her designee shall have access to the locked file cabinet or secure computer file.

School Safety Plan and Emergency Closing Procedures Model Policy

The Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. School Safety Plan:

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 Kansas City Public School District.

SECTION 2.2. The Governing Board further authorizes the Executive Director or his/her designee 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 Executive Director or his/her designee 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, including but not limited to extracurricular events, activities, clubs, competitions, and athletic events, held before or after the official school day, shall not be held if normal school operations have been suspended on the same day. The Executive Director or his/her designee shall communicate with students and parents in a timely manner regarding the cancellation of these activities.

SECTION 2.5. At the Executive Director's or his/her designee's discretion, school activities as described in Section 2.4, may be canceled even after a completed school day if conditions exist to warrant such suspension. The Executive Director or his/her designee shall communicate with students and parents in a timely manner regarding the cancellation of these activities.

Communicable Diseases Model Policy [required]¹⁰²

The Board of De La Salle 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 Executive Director or his/her designee has determined, based upon medical evidence, that the student:

- A. No longer has the disease.
- B. Is not in the contagious or infectious stage of an acute disease.
- C. Has a chronic infectious disease that poses little risk of transmission in the school environment with reasonable precautions.

School officials may require any student suspected of having a contagious or infectious disease to be examined by a physician and may exclude the student 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.

De La Salle 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.

Distribution of Medicine Model Policy

The Board of De La Salle adopts the following policy effective on the 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 Executive Director 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. De La Salle reserves the right to refuse to administer certain types of medication (at the discretion of the school nurse or other employee authorized by the Executive Director 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.

Immunizations Model Policy

The Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. All students attending De La Salle are required to be in compliance with state law mandating immunization against specific diseases. Failure to comply with 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.¹⁰⁷

SECTION 2. The Executive Director or his/her designee shall institute procedures for the maintenance of health records, demonstrating the immunization status of every student enrolled or attending the School, and for the completion of all necessary reports in accordance with Missouri Department of Health and Senior Services' guidelines.

Transportation Model Policy

The Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. Car Riders

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

SECTION 1.2. To ensure the safety of all students, staff, and visitors, the Executive Director or his/her designee shall establish procedures including, but not limited to: authorization processes for drop off, dismissal, and pickup, drop off and pick up times, routes, supervision, and load/unload processes. These procedures shall be published in the student 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 Executive Director or his/her designee. The Executive Director 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 that jeopardizes the safety of students, staff, and visitors or 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 contracted bus company or owned by De La Salle approved vehicles, including district owned or 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 De La Salle shall not be permitted to ride in vehicles provided by De La Salle.

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, De La Salle prohibits unaccompanied minors under the age of 18 from walking or biking to and from school where established cross walks, crossing guards, or signage on streets within 1 mile of the School are not present.

SECTION 4. Field Trips and Off-site Events

Section 4.1 For fieldtrips and other off-site events where transportation is provided, De La Salle 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

Building Maintenance Model Policy¹⁰⁹

The Board of De La Salle 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 providing at the School. The Governing Board shall maintain the building(s) and equipment through a continuous program of assessment, repair, reconditioning, and remodeling. The Board in collaboration with the Executive Director 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 Executive Director or his/her designee shall manage janitorial and custodial staff in maintaining allschool facilities and grounds.

Student Group Use of Facilities Model Policy[required]¹¹⁰

The Board of De La Salle adopts the following policy effective on the date of adoption by the Board.

Pursuant to the Equal Access Act of 1984, 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.

Procurement Model Policy¹¹¹

The Board of De La Salle adopts the following policy effective on the date of adoption by the Board.

SECTION 1. Procurement of Goods and Services.

SECTION 1.1. Any procurement of goods and services up to [dollar amount] shall be made by Executive Director or his/her designee. Any procurement of goods and services exceeding * Dollars (*) shall require the release of a request for proposal (RFP) and Governing Board approval. All purchases shall be in the best interest of De La Salle, 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.

SECTION 2.2. De La Salle 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 Section 1.1.

SECTION 2. 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.

Solicitations of Staff and Students Model Policy¹¹²

The Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. Approval of Solicitation

SECTION 1.1. School 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 Executive Director or his/her designee. Solicitation within the school must have prior approval of the Executive Director 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 Executive Director or his/her designee. Charitable organizations' solicitations must be approved annually.

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

Student and Classroom Observations Model Policy

The Governing Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. Classroom Observations.

SECTION 1.1. While De La Salle 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 Executive Director 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. Executive Director 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 Executive Director or his/her designee.

SECTION 1.5. Upon request, Executive Director 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.

School Attendance Model Policy[required]¹¹⁴

The Governing Board of De La Salle 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 Executive Director or his/her designee. Individual petitions for any deviation from full-time attendance shall be considered by the Executive Director on the merits of the individual student's application and in compliance with applicable state law and regulations.

SECTION 2. Students may attend De La Salee on a part-time basis as provided by applicable state law and regulations of the Board.

SECTION 3. In order to receive maximum benefit from 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 absences. The following circumstances are excused absences:

- 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 for a reason other than one listed in Section 4.1.

SECTION 4.3. If a student is absent from school, the student must bring a written excuse the day the student returns to school.

SECTION 4.4. When the student is absent, the school will attempt to contact the parent/guardian to determine the cause of absence. However, a written excuse must be brought, whether or not contact with a parent/guardian is made by phone. The Executive Director or his/her designee for absentee calls will maintain an accurate phone log.

SECTION 4.5. All school-work missed due to absence 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.

Student Attendance and Accounting Model Policy¹¹⁵

The Governing Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

An accurate accounting of student attendance, transportation, and food service shall be kept by De La Salle. Such records shall be kept in accordance with all applicable laws and regulations.

The Executive Director will be responsible for maintaining student attendance accounting, and for submitting monthly reports of such records to the Governing Board, which will in turn be responsible for preparing reports to be submitted to the appropriate state offices.

Eye Protection¹¹⁶ Model Policy

The Governing Board of De La Salle adopts the following policy effective on the 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.

Textbooks Model Policy

The Governing Board of De La Salle adopts the following policy effective on the 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. De La Salle 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 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.

Parents and Student Complaints and Grievances Model Policy

The Governing Board of De La Salle 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 authority shall be as follows:

1. Classroom related concerns – teachers
 2. School related concerns (including policies, procedures, administration, unresolved classroom related concerns, etc.) – [School Leader or other title]
 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. All Appeals to the Governing Board Grievance Committee must be submitted in writing and submitted to the Executive Director or his/her designee within ten days of the appealed decision.

Technology Acceptable Use Model Policy

The Governing Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. Internet Use and Safety.

De La Salle recognizes that computers and the Internet have educational purpose when used properly. De La Salle 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. Required (See Section 182.827 RSMO, if no filtering software is used the Board must adopt additional policies).

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. 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.

Drug Free Schools Model Policy

The Governing Board of De La Salle 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. De La Salle 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. De La Salle 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.

Student Fees Model Policy

The Governing Board of De La Salle 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 are 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.

Student Records Model Policy

The Governing Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. De La Salle 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 De La Salle 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. De La Salle 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 De La Salle, 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, De La Salle 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.

Reporting of Child Abuse and Neglect Model Policy

The Governing Board of De La Salle adopts the following regulation effective on the date that the policy is adopted by the Board.

SECTION 1. Mandatory Reporters

The following individuals are mandatory reporters:

1. Teacher
2. Principal
3. School official
4. Any other person with responsibility for the care of children

Section 2. Reporting.

Section 2.1. All mandatory reporters have a duty to report suspected child abuse and neglect, including truancy and educational neglect to the Missouri Department of Social Services, Children's Division. Such report shall be made via the Child Abuse and Neglect Hotline or the Online Mandated Reporting portal.

Section 2.2. Mandatory reporters who know or have reason to believe that a child has been or may be subject to abuse or neglect by any person shall also report such belief to their supervisor.

Section 2.3. Any other school employee who is not a mandatory reporter shall report any suspect child abuse or neglect to their supervisor. If their supervisor is not a mandatory reporter, the employee shall report the suspected abuse or neglect to both their supervisor and a mandatory reporter.

SECTION 2.4. 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.

Discipline Model Policy

The Governing Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. Purpose

SECTION 1.1. De La Salle'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 Executive Director or his/her designee 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 Executive Director 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 Executive Director. 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 Executive Director or his/her 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. Videosurveillance, 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

SECTION 4.1. In-School Suspension. Defined as the removal of a student from regular classes and assignment to an in-school suspension setting in De La Salle. 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 Executive Director 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.

SECTION 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 Executive Director 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 De La Salle (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 Executive Director 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.

SECTION 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 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.

SECTION 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.

SECTION 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 Executive Director 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 school's Governing Board.

SECTION 4.6. Restrictions on School Activities. Students who are suspended or expelled will not be allowed to participate in any school-sponsored activities, [including the prom or graduation exercises] 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 Executive Director, the parent or guardian may appeal to the school's Governing Board. The Board's decision shall be final.

SECTION 5. Offenses and Consequences

SECTION 5.1. Reporting to Law Enforcement. It is the policy of De La Salle 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 Executive Director or his/her designee 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 Executive Director or his/her designee 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.

SECTION 5.2. Documentation in Student's Discipline Record. The Executive Director or 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 De La Salle'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.

SECTION 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 Executive Director 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.

SECTION 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.

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.

Assault

1. 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.

2. 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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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.

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.

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.

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.

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.

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.

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.

Drugs/Alcohol

1. 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.

2. 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.

3. 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.

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.

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.

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.

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.

Harassment/Discrimination– 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.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

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.

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.

Sexual Harassment/Discrimination

1. 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.

2. 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.

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.

Technology Misconduct

1. 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.

2. 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.
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3. 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.

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.

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.

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.

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.

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.

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.
Subsequent Offense:	Restitution. In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Weapons

1. 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.

2. 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.

Threats of Violence Model Policy

The Governing Board of De La Salle 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 Executive Director 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 Executive Director or his/her designee should also contact the Governing Board.

Teacher Externship Model Policy

The Governing Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

If De La Salle 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.

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

The Governing Board of De La Salle 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.

Eddie Eagle Gunsafe Program Model Policy

The Governing Board of De La Salle 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.

Volunteers and Chaperones Model Policy

The Governing Board of De La Salle the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. De La Salle 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. - **Required**

SECTION 2. Chaperone Duties and Responsibilities.

SECTION 2.1. All students must ride in school provided transportation both to and from the fieldtrip and during transport during a fieldtrip to multiple locations. 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 [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 [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 fieldtrip 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 fieldtrip 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 [school] staff member.

SECTION 2.14. Students who become ill during the course of a field trip should be brought to a [school] staff member. Parents of the student should be promptly contacted by the [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 [school] staff.

Weapons at School Model Policy

The Board of De La Salle 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.

Student Safety Model Policy

The Board of De La Salle adopts the following policy effective on the date of adoption by the Board.

In addition to 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.

De La Salle 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.

Seclusion, Restraint and Corporal Punishment Model Policy

The Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. General Policy Provisions

SECTION 1.1. 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.

SECTION 1.2 The use of seclusion, as defined by Missouri Department of Education Rule 160-5-1-.35, is prohibited within the School.

SECTION 1.2.1 Seclusion does not include “time-out,” defined as a behavioral intervention in which the student is temporarily removed from the learning activity but in which the student is not confined.

SECTION 1.2.2. Seclusion does not include in-school suspension, detention, or a student-requested break in a different location in the classroom or in a separate unlocked room.

SECTION 2. Physical Restraint

Physical restraint may be utilized only when the student is an immediate danger to himself or others and the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques.

SECTION 2.1. Physical restraint does not include: providing limited physical contact and/or redirection to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing guidance to a location, or providing comfort.

SECTION 2.2. Physical restraint shall not be used (1) as a form of discipline or punishment (2) when the student cannot be safely restrained; or (3) when the use of the intervention would be contraindicated due to the student’s psychiatric, medical, or physical conditions as described in the student’s educational records.

SECTION 2.3 All physical restraint must be immediately terminated when the student is no longer an immediate danger to himself or others or if the student is observed to be in severe distress.

SECTION 2.4. Before any staff member may implement physical restraint, he or she should have completed an approved training program.

SECTION 2.4.1 Approved training programs must address a full continuum of positive behavioral intervention strategies as well as prevention and de-escalation techniques and restraint.

SECTION 2.4.2 Schools and programs shall maintain written or electronic documentation on training provided and the list of participants in each of the provided trainings. Copies of such documentation will be made available to the Missouri Department of Education or any member of the public upon request.

SECTION 2.5. If a staff member who has not completed an approved training program has to physically restrain a student to prevent injury to a student or others in an emergency situation when

staff members trained in physical restraint are not available, he or she should ask other students, if present, to request assistance immediately.

SECTION 2.6. Whenever possible, the use of physical restraint on a student shall be monitored by another staff member or administrator. The use of physical restraint shall be documented by staff or faculty participating in or supervising the restraint for each student in each instance in which the student is restrained.

SECTION 2.7. Whenever physical restraint is used on a student the school or program where the restraint is administered shall notify the student's parent or legal guardian within one school day after the use of restraint.

SECTION 3. Time-Out

This policy does not prohibit a staff member from utilizing time-out, as defined above, or any other classroom management technique or approach, including a student's removal from the classroom that is not specifically addressed in this rule.

SECTION 4. Student Fights or Altercations

This policy does not prohibit a staff member from taking appropriate action to diffuse a student fight or altercation.

SECTION 5. Physical Restraints

The decision whether or not the use of physical restraint is necessary to protect students or others from imminent harm or bodily injury, and taking the actions deemed necessary to protect students or others from imminent harm or bodily injury, are actions that involve the performance of discretionary, not ministerial, duties.

SECTION 6. Law Enforcement or Emergency Medical Personnel Assistance

Section 6.1. In some instances in which a student is an immediate danger to himself or herself or others, the school or program must determine when it becomes necessary to seek assistance from law enforcement and/or emergency medical personnel. Nothing in this policy shall be construed to interfere with the duties of law enforcement or emergency medical personnel.

Section 6.2. School officials must notify a student's parent or guardian immediately when emergency medical or law enforcement personnel remove a student from a school or program setting.

SECTION 7. Corporal Punishment

SECTION 7.1. For the purposes of this policy, corporal punishment is a form of physical punishment administered by an adult to the body of a child for the purpose of discipline or reformation, or to deter attitudes or behaviors deemed unacceptable. No person employed by or volunteering on behalf of the School shall administer corporal punishment or cause corporal punishment to be administered upon a student attending LEA schools.

SECTION 7.2. A staff member may, however, use reasonable physical force against a student for the protection of the student or other persons or to protect property. Restraint of students in accordance with the School's policy on student seclusion, isolation, and restraint is not a violation of this policy.

Cardiopulmonary Resuscitation Instruction Model Policy

The Governing Board of De La Salle adopts the following policy effective on the 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.

Active Shooter Training and Drills Model Policy

The Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. Teacher and Employee Training

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. Simulated Active Shooter and Intruder Response

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.

Program for Homeless Students Model Policy

The Governing Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

De La Salle recognizes that homelessness alone should not be a sufficient reason to separate students from the mainstream school environment. Therefore, De La Salle , 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 MissouriState 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.

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.

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, De La Salle 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, De La Salle 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 De La Salle 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, De La Salle 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 De La Salle may, however, require contact information.

If De La Salle is unable to determine the grade level of the student because of missing or incomplete records, De La Salle 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.

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.

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.

Immunization:

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.

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.

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.

Local Educational Agency Title I.A Parental Involvement Model Policy and School Title I.A Parental Involvement Model Policy

The Governing Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

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 by the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (parental involvement policy).

I. 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 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.

II. 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.

III. 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.

Model Migrant Procedure

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 a question on the school enrollment form. If it appears that a migrant student is enrolling, the school will notify the State Migrant, English Language Learner (MELL) Director and request assistance with the identification of the student.

Services

If a migrant student is identified by the MELL office, the school must:

- 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.

Safe Place For Newborns Act Instruction Model Policy

The Governing Board of De La Salle 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.

Strip Searches Model Policy

The Governing Board of De La Salle 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 office 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 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.

Students with Diabetes Model Policy

The Governing Board of De La Salle 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 health care 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.

Organ, Eye, and Tissue Donation Model Policy[required][new]¹⁴⁴

The Governing Board of De La Salle 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.

SECTION 5: EDUCATIONAL INSTRUCTION

Course Requirements – Constitution, American History, Missouri Government, Civics Model Policy

The Governing Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

- 1. Seventh and eighth grade curriculum shall include regular courses of instruction in the Constitution of the United States and of the state of Missouri and in American history and institutions. These courses shall begin no later than the seventh grade and continue in high school to an extent determined by the state commissioner of education.**
- 2. Curriculum for grades 9 through 12 shall include a course of instruction in the institutions, branches, and functions of the government of the state of Missouri, including local governments, and of the government of the United States, and in the electoral process. Each pupil who receives a high school diploma or certificate of graduation shall satisfactorily complete such a course of study. Such course shall be of at least one semester in length and may be two semesters in length. The School may waive the requirements of this subsection for any student who transfers from outside the state to the School if the student can furnish documentation deemed acceptable by the School of the student's successful completion in any year from the ninth through the twelfth grade of a course of instruction in the institutions, branches, and functions of state government, including local governments, and of the government of the United States, and in the electoral process.**
- 3. All American history courses at the School shall include in their proper time-line sequence specific referrals to the details and events of the racial equality movement that have caused major changes in United States and Missouri laws and attitudes.**
- 4. No pupil shall receive a certificate of graduation unless he has satisfactorily passed an examination on the provisions and principles of the Constitution of the United States and of the state of Missouri, and in American history and American institutions, and American civics. The civics portion of the examination shall consist of one hundred questions similar to the one hundred questions used by the United States Citizenship and Immigration Services administered to applicants for United States citizenship. The civics examination requirement may be waived for any student with a disability if recommended by the student's IEP committee.¹⁴⁷**

Reading Instruction Model Policy

The Governing Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board, if the school has kindergarten through grades three.

De La Salle shall have reading programs in kindergarten through grade three based in scientific research. Such programs shall include the essential components of phonemic awareness, phonics, fluency, vocabulary, and comprehension, and all new teachers who teach reading in kindergarten through grade three shall receive adequate training in these areas.

The program may include "explicit systematic phonics", which, for the purposes of this section, shall mean the methodology of pronouncing and reading words by learning the phonetic sound association of individual letters, letter groups, and syllables, and the principles governing these associations.

Human Sexuality And Sexually Transmitted Diseases Instruction Model Policy

The Governing Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. Any course materials and instruction relating to human sexuality and sexually transmitted diseases shall be medically and factually accurate and shall:

- (1) Present abstinence from sexual activity as the preferred choice of behavior in relation to all sexual activity for unmarried pupils because it is the only method that is one hundred percent effective in preventing pregnancy, sexually transmitted diseases and the emotional trauma associated with adolescent sexual activity, and advise students that teenage sexual activity places them at a higher risk of dropping out of school because of the consequences of sexually transmitted diseases and unplanned pregnancy;
- (2) Stress that sexually transmitted diseases are serious, possible, health hazards of sexual activity. Pupils shall be provided with the latest medical information regarding exposure to human immunodeficiency virus, acquired immune deficiency syndrome (AIDS), human papilloma virus, hepatitis and other sexually transmitted diseases;
- (3) Present students with the latest medically factual information regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases; or shall present students with information on contraceptives and pregnancy in a manner consistent with the provisions of the federal abstinence education law, 42 U.S.C. Section 710;
- (4) Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual activity and the consequences of adolescent pregnancy, as well as the advantages of adoption, including the adoption of special needs children, and the processes involved in making an adoption plan;
- (5) Teach skills of conflict management, personal responsibility and positive self-esteem through discussion and role-playing at appropriate grade levels to emphasize that the pupil has the power to control personal behavior. Pupils shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control, and ethical considerations, such as respect for one's self and others. Pupils shall be taught not to make unwanted physical and verbal sexual advances or otherwise exploit another person. Pupils shall be taught to resist unwanted sexual advances and other negative peer pressure;
- (6) Advise pupils of the laws pertaining to their financial responsibility to children born in and out of wedlock and advise pupils of the provisions of chapter 566 pertaining to statutory rape.
- (7) Teach pupils about the dangers of sexual predators, including online predators when using electronic communication methods such as the internet, cell phones, text messages, chat rooms, email, and instant messaging programs. Pupils shall be taught how to behave responsibly and remain safe on the internet and the importance of having open communication with responsible adults and reporting any inappropriate situation, activity, or abuse to a responsible adult, and

depending on intent and content, to local law enforcement, the Federal Bureau of Investigation, or the National Center for Missing & Exploited Children's CyberTipline;

(8) Teach pupils about the consequences, both personal and legal, of inappropriate text messaging, even amount friends;

(9) Teach pupils about sexual harassment, sexual violence, and consent:

(a) "Consent" means a freely given agreement to the conduct at issue by a competent person. An expression of lack of consent through words or conduct means there is no consent. Lack of verbal or physical resistance or submission resulting from the use of force, threat of force, or placing another person in fear does not constitute consent. A current or previous dating or social or sexual relationship by itself or the manner of dress of the person involved with the accused in the conduct at issue shall not constitute consent;

(b) "Sexual Harassment" means uninvited and unwelcome verbal or physical behavior of a sexual nature especially by a person in authority toward a subordinate;

(c) "Sexual Violence" means causing or attempting to cause another to engage involuntarily in any sexual act by force, threat of force, duress, or without that person's consent.

SECTION 2. When providing human sexuality instruction students may be separated according to gender for instructional purposes.

SECTION 3. The School shall notify the parent or legal guardian of each student enrolled in the school of:

(1) The basic content of the district's or school's human sexuality instruction to be provided to the student; and

(2) The parent's right to remove the student from any part of the district's or school's human sexuality instruction.

(3) All curriculum materials used in the human sexuality instruction shall be available for public inspection pursuant to chapter 610 prior to the use of such materials in actual instruction.

(4) De La Salle will not provide abortion services, or permit a person or entity to offer, sponsor, or furnish in any manner any course materials or instruction relating to human sexuality or sexually transmitted diseases to its students if such person or entity is a provider of abortion services.

Grading and Reporting Model Policy¹⁵²

The Governing Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. Grading.

SECTION 1.1. The Executive Director or his/her designee shall be responsible for developing a grading scale which comports with De La Salle's instructional philosophy, curriculum, and state mandates.

SECTION 1.2. Teachers shall use a variety of methods to assess student progress.

SECTION 2. Reporting Student Progress.

SECTION 2.1. A report card will go home every [quarter].

SECTION 2.2. The report card shall provide accurate reporting of student progress against academic and other standards based on qualitative and quantitative evidence collected on classroom work, projects, tests, quizzes, performance based tasks, observations, and other evidence.

SECTION 2.3. Cumulative grades shall be transferred to students' individual permanent school record and report cards and permanent records shall be maintained in the student's files according to the adopted records retention schedule.

SECTION 2.4. Teachers are expected to maintain regular communications with parents/guardians by providing timely return of graded classwork and convening informative student conferences.

Fieldtrips and Enrichment Activities Model Policy[revised]¹⁵³

The Governing Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. Fieldtrips and Enrichment Activities.

SECTION 1.1 All field trips and enrichment activities should be a cooperative activity involving teachers, pupils, administrators, and parents. Trips/activities should be carefully planned for timely implementation as part of the instructional, co-curricular, or extracurricular programs of the school.

SECTION 1.2. The Executive Director or his/her designee has the responsibility of developing a field trip and enrichment activity manual. This handbook furnishes guidelines for field trips and enrichment activities including planning information, parental permission forms, solicitation letters, and approved categorized lists of recommended field trips/activities. The handbook is to be revised and approved annually when necessary.

SECTION 1.3. Annual field trip plans for school day instructional trips should be developed by each teacher early in the school year and submitted to the School Leader or his/her designee.

SECTION 2. Board Notification.

The Executive Director shall inform the Board of approaching field trips that are overnight or out-of-state.**SECTION 3. Documentation.**

Appropriate parental permission forms must be received and kept on file for students to participate in any field trip.

SECTION 4. Unauthorized Fieldtrips.

Unless approved by the Administrator(s), trips organized by teachers in conjunction with parents or other non-school organizations to any destinations during holiday periods (for example, Summer, Thanksgiving, Winter Break, Spring Break) will not be recognized by the Governing Board as approved field trips. The Governing Board assumes no liability for such trips. The use of school staff during the regular workday, school facilities, and school supplies for planning such trips is prohibited. The recruitment of students for such trips, or communicating information related to such trips should not occur on school property.

Services for Students with Disabilities Model Policy

The Governing Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

De La Salle does not have a general curriculum for students with disabilities. Instead, it is the policy of the School to develop an individualized educational program (IEP) for each public school student with a disability who needs special educational services pursuant to the Individuals with Disabilities Education Act (IDEA) and an accommodation plan for students who are qualified only pursuant to Section 504 of the Rehabilitation Act. Each IEP is designed to meet the unique needs of the student and to offer a free appropriate public education. In addition, the School's IEPs will address the extent to which each student's disability affects his/her ability to access the School's general curriculum and what modifications, accommodations, and supplementary aids and services, if appropriate, are necessary to provide for such access. Each public school student with a disability will be educated to the maximum extent appropriate with children who are non-disabled. However, students with disabilities may be assigned to special classes, separate schooling or removed from the regular educational environment when the nature or severity of the student's disability is such that education in the regular educational environment with the use of supplementary aids and services cannot be achieved satisfactorily.

De La Salle will provide special education and/or other services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments, Section 504 of Rehabilitation Act of 1973, 162.670-.995, RSMo., and Missouri's State Plan for Part B.

If a student has had his/her curriculum substantially altered or modified pursuant to an IEP, 504 Plan, and/or in connection with a plan of homebound instruction so that the academic requirements (including but not limited to the requirements for achieving a specific letter or numerical grade) for one or more courses have been significantly reduced as compared to the regular course or courses, the IEP team or 504 team (or in the case of a student receiving homebound instruction who is not covered by an IEP or 504 Plan), the School Leader, Academic Dean, and classroom teacher(s) for such course(s) shall determine whether the student shall be included in the computation of class rank. Students who are not included in the class ranking shall still receive a cumulative grade point average (G.P.A.) and shall be eligible for the honor roll.

Instruction for Students with Disabilities Model Policy

The Governing Board of De La Salle adopts the following policy effective on that date the policy is adopted by the Board.

It is the policy of De La Salle to provide a free appropriate public education to all public school students with disabilities. Students with disabilities are defined as those students who have one of the categorical disabilities as enumerated in the Missouri State Plan for Part B of the Individuals with Disabilities Education Act (IDEA) and who also require special education services or who have a mental or physical impairment that substantially limits one or more major life activities as defined by Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act and who require accommodations or special education and related services.

De La Salle will provide special education and/or other services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments, Section 504 of Rehabilitation Act of 1973, sections 162.670-.995, RSMo., and Missouri's State Plan for Part B.

Instruction for At-Risk Students Model Policy

The Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. At-risk students are those whose educational outcomes are in jeopardy because they are experiencing academic deficits, have become disaffected with school and learning, or impacted by other factors which impede education and social development.

SECTION 2. De La Salle shall meet all federal and state requirements for identifying and providing services to educationally at-risk students, including, for a school that offers high school education, the implementation of a measurable system for identifying students in their ninth grade year, or students who transfer into the school subsequent to their ninth grade year, who are at risk of not being ready for college-level work or for entry-level career positions.

SECTION 3. Academic and career counseling shall take place prior to graduation so that the school may attempt to provide sufficient opportunities to the student to graduate college-ready or career-ready and on time.

SECTION 4. The requirements in this Appendix may be waived for any student with a disability if recommended by the student's IEP committee.

Dyslexia Screening Model Policy

The Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. The school shall conduct dyslexia screenings for students in the appropriate year consistent with the Department of Elementary and Secondary Education guidelines.

SECTION 2. The Governing Board of De La Salle shall provide reasonable classroom support consistent with the Department of Elementary and Secondary Education guidelines.

SECTION 3. The school shall offer all of its teachers two hours of training on dyslexia and related disorders. The school may seek assistance from the Department of Elementary and Secondary Education in developing and providing such training. Completion of such training shall count as two contact hours of professional development.

English Language Learners (ELL) Model Policy

The Governing Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

DESE and LEAs share an obligation to ensure that their English Language Learner (ELL) programs and activities comply with the civil rights laws and applicable grant requirements. Title VI prohibits recipients of Federal financial assistance, including DESE and LEAs, from discriminating on the basis of race, color, or national origin. Title VI's prohibition on national origin discrimination requires DESE and LEAs to take "affirmative steps" to address language barriers so that ELL students may participate meaningfully in schools' educational programs.

Definitions:

The term "Limited English Proficient," (LEP) when used with respect to an individual, means an individual —

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (i) who was not born in the United States or whose native language is a language other than English;
 - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

"English for Speakers of Other Languages" (ESOL) are programs that teach language skills to students from non-English-speaking backgrounds.

"English Language Learners" (ELLs) are speakers of other languages who are in the process of learning English. This abbreviation may be used to indicate LEP students.

A "migratory" child is defined as a child who is, or whose parent or spouse is, a migratory agricultural worker (including migratory dairy workers and migratory fishers). In order to obtain temporary or seasonal employment in agricultural or fishing work during the preceding 36 months (or to accompany a parent or spouse for such a purpose), a migratory child is someone:

- (1) who has moved from one school district to another
- (2) who has moved from one administrative area to another in a state that is comprised of a single school district

(3) who resides in a school district of more than 15,000 square miles and who migrates a distance of 20 miles or more to a temporary residence in order to engage in fishing activities.

The LEA's coordinator for ELL programs is the *

The Board directs the ELL coordinator to develop and implement language instruction programs that:

- (1) Identify English Language Learner (ELL) students through the use of a home language survey OR by including home language questions on the school enrollment form. The same assessment methods must be used on all students. If using an enrollment form, the questions should include at least the following:

Do you use a language other than English?

Is a language other than English used at home?

The Executive Director or his/her designee will develop procedures to ensure that all new and currently enrolled students complete the home language survey or an annual enrollment form, as applicable.

- (2) Assess for English proficiency any student who indicates the use of a language other than English, using a DESE-approved assessment instrument.
- (3) Determine the appropriate instructional environment for ELL students.

LEAs are responsible for providing an English language instruction educational program that increases the English proficiency and academic performance of all ELL students. The curriculum used must be tied to scientifically based research on teaching ELL students and must have demonstrated effectiveness.

- (4) Annually assess the English proficiency of ELL students and monitor the progress of students receiving English for Speakers of Other Languages (ESOL) or bilingual instruction in order to determine their readiness for classrooms not tailored to ELL students.
- (5) Provide parents with notice of and information regarding the English language instruction educational program as required by law. To the extent practicable, the notice and information should be in a language that the parent can understand. Parental involvement will be encouraged and parents will be regularly apprised of their child's progress.

Missouri Course Access and Virtual School Program Model Policy

The Governing Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. Course Access and Virtual School Enrollment

As required by Missouri statute, any student under the age of twenty-one in grades kindergarten through twelve shall be allowed to enroll in Missouri course access and virtual school program courses of his or her choice as part of the student's annual course load each year or a full-time virtual school option.

Section 2. Costs

The school shall pay the costs associated with the course or courses if:

The student is enrolled full-time in and has attended, for at least one semester immediately prior to enrolling in the Missouri course access and virtual school program, a public school except if the student has a documented medical or psychological diagnosis or condition that prevented the student from attending a school in the community the previous semester; and

The school approves the student's enrollment in a Missouri course access and virtual school program course or courses. If the school disapproves the student's enrollment, the school shall provide the reason in writing and it shall be for "good cause." The student's family shall be notified they have a right to appeal to the charter school governing body during a governing body meeting. The family of the student shall be given an opportunity to present their reasons for their child or children to enroll in the Missouri course access and virtual school program and the charter school shall provide its "good cause" justification for denial. The family and the charter school shall also provide their reasons in writing and these documents shall be entered into the official minutes of the meeting of the governing body. The charter school governing body 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. The department of elementary and secondary education shall provide a final enrollment decision within seven calendar days. Good cause shall be defined as "a determination that doing so is not in the best educational interest of the student."

Section 3. Notice of Right to Participate

The school shall inform parents of their child's right to participate in the Missouri course access and virtual school program. There shall be information available in the parent handbook, registration documents and on the school's website.

Section 4. Payment to Content Provider

The school shall pay the content provider directly on a pro rata monthly basis based on the student's completion of assignments and assessments. The school shall not pay more than the market necessary costs but in no case shall pay more than fourteen percent of the state adequacy target as defined in RSMo 163.011, as calculated at the end of the most recent school year for any single, year-long course and nor more than seven percent of the state adequacy target for any single semester equivalent course.

Section 5. A+ Students

If a student is a candidate for A+ tuition reimbursement, the school shall attribute no less than ninety-five percent attendance to any such student who completed a virtual course.

Section 6. Transfer Students

Pursuant to rules to be promulgated by the department of elementary and secondary education, the school shall allow the following:

If a student transfers into the school while enrolled in a Missouri course access and virtual school program course or full time virtual school, the student shall continue to be enrolled in such course or school.

When a student transfers into the school, credits previously gained through successful passage of approved courses under the Missouri course access and virtual school program shall be accepted by the school.

Section 7. Monitoring Student Progress

The school shall monitor student progress and success, and take into account the department of elementary and secondary education's and provider's recommendations regarding a student's enrollment in the program. The school may terminate or alter the course offering if it is found the course or full-time virtual school is not meeting the educational needs of the students enrolled in the course.

The school shall monitor student progress and success, and course or full-time virtual school quality, and annually provide feedback to the department of elementary and secondary education regarding course quality

Academic and Career Counseling Program Model Policy

The Governing Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

A school that is a local educational authority may establish an academic and career counseling program. This program must be established in cooperation with parents and the local community to meet the needs of the students in the community. The school may use the Missouri comprehensive school counseling program as a resource for developing their program.

Braille Instruction Model Policy

The Governing Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. Definitions

For the purpose of this section, student is defined as: any student who has a visual impairment that, even with correction, adversely affects the student's educational performance and who is determined eligible for special education services under the Individuals with Disabilities Act

Section 2. Instruction in Braille

Section 2.1. A student shall receive instruction in braille reading and writing as part of their individualized education plan unless the individual education program team determines, after an evaluation of a student's reading and writing media, including an evaluation of the student's future needs for instruction in braille or the use of braille, that instruction in braille or the use of braille is not appropriate.

Section 2.2. Instruction in braille reading and writing shall be sufficient to enable each student to communicate effectively and efficiently at a level commensurate with the student's sighted peers of comparable grade level and intellectual functioning.

Section 3. Individualized Education Plan

An individualized education plan shall include:

- (a) How braille will be implemented as the primary mode for learning through integration with normal classroom activities. If braille will not be provided to a child who is blind, the reason for not incorporating it in the individualized education plan shall be documented;
- (b) The date on which braille instruction will commence;
- (c) The level of competency in braille reading and writing to be achieved by the end of the period covered by the individualized education plan; and
- (d) The duration of each session.

Agriculture or Career and Technical Course Model Policy

The Governing Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. Agriculture or Career and Technical Course Substitution

Section 1.1 In accordance with applicable laws and regulations, the school shall allow a student to fulfill one unit of academic credit with a school approved agriculture or career and technical education course.

Section 1.2. An agriculture or career and technical education course may be substituted for any communication arts, mathematics, science or social studies unit required for high school graduation in any combination up to fulfilling one requirement in each of the four subject areas.

Section 1.3. The substitute may not be made where the course for which the agriculture or career and technical education course is being substituted requires an end-of-course statewide assessment.

Computer Science Course Credit Model Policy

The Governing Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. Computer Science Course Substitution

Section 1.1. In accordance with applicable laws and regulations the school shall allow a student to fulfill one unit of academic credit with a school approved computer science course for any mathematics, science, or practical arts unit required for high school graduation.

Section 1.2. Any student wanting to substitute a computer science course shall have either taken all courses that require end-of-course examination for math and science or is on track to take all courses that require end-of-course examinations for math and science.

Section 1.3 The school shall communicate to students electing to use a computer science course for a mathematics unit that some institutions of higher education may require four units of academic credit in mathematics for college admission. The parent, guardian, or legal custodian of each student who chooses to take a computer science course to fulfill a unit of academic credit in mathematics shall sign and submit to the school a document containing a statement acknowledging that taking a computer science course to fulfill a unit of academic credit in mathematics may have an adverse effect on college admission decisions.

Physiology Textbook Model Policy

The Governing Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. Physiology Textbook

Section 1.1. The school shall use a physiology textbook that contains one or more chapters on dental hygiene.

Section 1.2. The chapter(s) on dental hygiene shall convey the proper knowledge to students on the care, function, and relation of the teeth to the general health.

Personal Plan of Study Model Policy

The Governing Board of De La Salle adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. Personal Plan of Study

Section 1.1. Each student in the school, prior to his or her ninth-grade year may develop with help from the school's guidance counselors a personal plan of study, which shall be reviewed regularly, as needed by school personnel and the student's parents or guardian and updated based upon the needs of the student.

Section 1.2. A personal plan of study shall present a sequence of courses and experiences that conclude with the student reaching his or her postsecondary goals, with implementation of the plan of study transferring to the program of postsecondary education or training upon the student's high school graduation.

Section 1.3. A student's person plan of study shall include, but not be limited to the following information:

1. Requirements for graduation from the school district or charter school;
2. Career or postsecondary goals;
3. Coursework or program of study related to career and postsecondary goals, which shall include, if relevant, opportunities that the district or school may not directly offer;
4. Grade-appropriate and career-related experiences, as outlined in the grade-level expectations of the Missouri comprehensive guidance program; and
5. Student assessments, interest inventories, or academic results needed to develop, review, and revise the personal plan of study, which shall include, if relevant, assessments, inventories, or academic results that the school district or charter school may not offer.

Section 2. Waiver for Students with IEPs

Section 2.1. The school shall waive the requirements of this Policy for any student with a disability if recommended by the student's IEP committee.